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AUTHOR Walter, L. James; And Others
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ABSTRACT

This paper discusses the revision of the Elementary and Secondary Masters Degree Programs at Indiana University at South Bend. There were several reasons for revising the programs: (1) new faculty members with different orientations were eager to work on program development; (2) increasing graduate enrollments emphasized the need to take a closer look at the masters programs; (3) the needs of the students in the masters programs have also changed in recent years; and (4) there was inadequate sequencing in the programs and little coordination among faculty members to avoid duplication of topics. Before actual program revision began, innovative programs of other teacher education institutions were investigated. Two groups were then formed: an initiating group, which met once a week and developed guidelines for program revision, and a reacting group, which reacted to the guidelines and other documents that were produced. The original program has been revised several times, and the revision is still continuing. Appended are (1) a brief discussion of innovative masters degree programs in teacher education; (2) a rationale for revising the Elementary and Secondary Masters Degree Programs; (3) "belief statements", for a program design scheme; (4) areas of student capabilities; (5) a proposed elementary and secondary masters degree program; and (6) a summary of reactors' comments. (RC)

# Elementary and Secondary Masters Degree Program Revision

## Progress Report I



L. James Walter
Judith A. Pedwine
Patricia A. Haas
Indiana University at South Bend

April, 1976

Indiana University at South Bend
Elementary and Secondary Masters Degree Program Revision
Progress Report I

In September, 1975, a revision of the Elementary and Secondary Masters Degree Programs was undertaken. The current masters degree programs at Indiana University at South Bend (I.U.S.B.) were in need of greater specification and in need of updating. The existing programs emerged from the Indiana University, Bloomington, programs as is typical of regional campus programs. I.U.S.B. currently has degree granting authority for both elementary and secondary education masters degrees. Enrollments in the graduate programs were sufficient and the university had "matured" enough to begin to design its own graduate programs. Because the degrees in elementary and secondary education are very similar in their current forms and many faculty members teach in both programs, it was decided to consider revisions of both programs simultaneously.

Four other reasons for revising the existing Elementary and Secondary Masters Programs were also considered. First of all, new faculty members with different orientations were eager to work on program development. Basically these people wanted to be identified more closely with the program and have a role in identifying the program needs. These faculty members had not played a part in designing the existing program and no thorough evaluation of the current program had taken place.

Secondly, increasing graduate enrollments served to emphasize the need to take a closer look at the masters programs. In Indiana, shortly after completing a bachelor's degree, teachers must earn a masters degree to retain their teaching licenses. Consequently,

teachers employed in teaching positions return to graduate school. Those teachers unable to obtain a teaching position have considered returning to college as a viable option.

Thirdly, the needs of the students in the masters programs have also changed in recent years. The teachers' role is changing as public schools are influenced by new educational developments and trends such as instructional design, individualized instruction, career education, affective education and so forth. As jobs in the teaching profession diminish, another group of students are interested in preparing for alternative careers which might be closely associated with the field of education. A masters degree in education also has some appeal to those in service professions such as nursing, medical technology and others.

Finally, an analysis of topics taught in education courses and the relative amount of time spent on each topic revealed that much duplication of topics presently exists in the masters degree programs in elementary and secondary education at I.U.S.B. Furthermore, this analysis seemed to indicate that faculty members feel that certain topics should be taught to all students; however, too much duplication weakens the program. This study indicated that there was inadequate sequencing in the programs and little coordination among faculty members in terms of what each was teaching in a course no matter what the title.

Before actual program revision began, an investigation into innovative programs of other teacher education institutions was conducted. I.U.S.B. had much to gain by learning about the successes, failures, and problems which other universities had encountered

when revising, developing and implementing programs. Four trends in graduate teacher education emerged from this review: single institutions offering multiple programs, performance based programs, programs which center on a humanistic approach to teacher education, and a dramatic increase in the use of field experiences in graduate teacher education programs. (Appendix A)

Armed with reasons for considering revisions to current elementary and secondary masters degree programs at I.U.S.B. and information regarding what other institutions were doing and had done, it was time to begin the process of examining just what would be appropriate for I.U.S.B.

Early in September, 1975 Education faculty members were surveyed regarding their interest in revising the elementary and secondary masters degree programs. A large number of faculty members indicated their interest in participating in this effort.

Two groups were formed, a planning group, meeting once a week, would develop guidelines for program revision and a reacting group which would react to the guidelines and other documents which would be produced. Both groups were composed of representatives of elementary and secondary education faculty members as well as representatives from special education and counseling and guidance.

The initiating group felt that a more formal rationale for program revision which could be documented should be developed. Information from a summative report from a North Central Accrediting Agency visit in 1975 and standards for accreditation from North Central and National Council for Accreditation of Teacher Education provided the basis for the rationale. (Appendix B)

Next, the initiating group felt that before work could be done on actual program revision or development that a clear idea of just what faculty believes and where faculty stands on certain issues should be developed. 13 Belief Statements were developed by the initiating group. Any revisions or program developments could then be tested for consistency with the statements of belief. (Appendix C)

After the Rationale for Revision, Belief Statements, and the Review of the Literature on Innovative Masters Degree Programs were considered by the initiating group, it was time to begin thinking in concrete terms about just what kinds of revisions it would be necessary to make in the existing Elementary and Secondary Masters Degree Programs at I.U.S.B. At this particular time, the initiating group found it useful to consider just what skills we wanted graduates of our masters programs to possess. To this end, the group compiled a list of student capabilities which provided the foundation for further discussions. (Appendix D)

The following materials were sent to the reacting group: Rationale for Revision, a draft of the Review of the Literature on Innovative Masters Degree Programs and the list of Belief Statements. Their reactions were generally favorable and encouraging to the initiating group which discussed the reactions and suggestions.

The initiating group had reached a plateau, although the members had accomplished a good deal. Concrete program revision or program development was lacking although the group had wrestled with some major issues. In order to make further progress, a proposed program description was prepared, much as it might appear in a brochure. This proved to be an effective way to get the initiating group to consider the program in concrete terms and a more condensed form

than the lists, meeting minutes and memorandums which had been generated.

This original program description was revised a few times based on discussions in the meetings of the initiating group. The revised program description was sent to the reacting group. (Appendix E)

A summary of the reactors comments was shared with the initiating group. (Appendix F) After discussion of the comments in this study, the members of the initiating group felt that they had completed the task they had set out to do. The entire Education faculty must review the proposed program description.

In the remaining months of the current semester, Spring, 1976, the following activities will be undertaken:

1) The Education Faculty will be asked to discuss the revised program description in an open forum session.
2) A sample of the graduate students enrolled in the current elementary and secondary education masters programs will be asked to react to the proposed program description.
3) Reactions will be obtained from local classroom teachers and administrators.
4) A few, carefully selected teacher educators from neighboring states will be asked to review the proposed program description and react to it.
5) Beginning in September, 1976, faculty members in the elementary and secondary education programs will begin to design specific course descriptions and submit them to established curriculum approval committees.

# APPENDIX A

## Innovative Masters Degree Programs in Teacher Education

Patricia Haas
Judith Redwine
L. James Walter

Indiana University
at South Bend

February, 1976

# INNOVATIVE MASTERS DEGREE PROGRAMS IN TEACHER EDUCATION

Teacher education programs in institutions of higher education are in a period of transition. Numerous factors such as: reduced teacher turnover rate, revised certification standards, influence from humanistic and behavioristic psychologies, salary plans which provide additional compensation for teachers with advanced training, and rising expectations for schools, have stimulated the design of new models for the professional preparation of teachers.

In the past five years these innovations have taken place primarily in undergraduate teacher education programs. Among these innovations are: performance-based programs, earlier and more extensive use of field experience, micro-teaching, individualized programs, and specialization in areas such as urban education, humanistic education, and multi-cultural education.

Until recently, graduate teacher education programs have remained relatively traditional. Several factors have caused many universities to review and revise their graduate teacher education programs. Enrollments at the undergraduate level have declined in recent years while enrollments in graduate teacher education programs have been increasing. Continued large graduate enrollments are motivated by state certification requirements, teachers' felt inadequacy as new models of instruction are developed, additional compensation for advanced degrees

and the limited job market for teachers at the present time. An increasing proportion of the graduate student population has had innovative undergraduate training. These students expect something worthwhile from a costly (in terms of time and money) graduate program. Faculty members have been encouraged by large enrollments to devote time to graduate program development. Graduate faculties are beginning to recognize that a traditional "master's degree" with its heavy emphasis on research and theoretical foundations may not be very appropriate for a practicing teacher. The resulting willingness to compromise with a far more practical "fifth year of study" approach stands a much better chance of actually increasing teacher effectiveness for elementary and secondary teachers. As enrollments swell, institutions of teacher education must expend their time, energy and resources redesigning the too long neglected graduate programs.

The literature found in journals, publications, ERIC documents, monographs, and other information received from graduate teacher education programs throughout the country has been perused in search of innovative master's degree programs and the current status of existing programs. Programs evolve and the literature does not always accurately reflect the changes. Written materials cannot completely illustrate the nuances of a program. Also, one report or article is not enough to give a total picture of a school's program; usually some aspect of a program is highlighted. Nevertheless, a few

programs can be chosen to show the diversity and range of new and existing programs; no attempt has been made to provide an exhaustive review. An examination of innovative graduate level teacher education programs reveals four major trends which influence graduate teacher education programs in the colleges and universities in the United States.

Multiple Programs

The first trend is that of single institutions offering multiple programs in teacher education. A student can select the program which best suits his interests, present career needs, or anticipated career needs.

An institution which is characterized by an array of at least twenty programs is the University of Massachusetts. There a student can choose from a range extending from a performance-based program to one with a philosophical belief that teaching is an art. One can elect an off-campus or an on-campus program; one can choose courses in urban education or more traditional courses. Another program sends students into the community. Students can specialize in terms of grade levels, subject curriculum areas, instructional process or a combination of areas. (Allen:44-45) Although the University of Massachusetts and Dwight Allen have been severely criticized of late, the concept of multiple programs has had its influence on teacher education programs throughout the country.

Other institutions offering multiple programs in teacher education include Indiana University and the University of California. The larger universities are able to offer multiple

programs more easily at present than the smaller universities due to larger more diversified faculties and more financial resources. The movement to offer multiple programs appears to be growing despite inherent administrative problems. Finding and keeping qualified professors so that programs can continue to be offered and evaluation problems certainly are to be considered before instituting multiple programs.

Performance-Based Teacher Education

The second trend to be considered is that of performance-based teacher education (PBTE) also called competency-based teacher education (CBTE). This movement is having a profound influence on undergraduate teacher education throughout the United States. It is now beginning to impact on graduate teacher education programs. Although there are variations, most programs are characterized by preassessment to place students within the program, the absence of strict time constraints (grades are often deferred until work is completed at a satisfactory level) and micro-teaching.

There are several indications of the influence PBTE has had on education at many different levels. Twenty states have introduced performance-based education into their credentialing systems and at least fourteen other states are considering such a move. (Schmeider:19) Many universities throughout the country have comprehensive performance-based undergraduate programs (the University of Houston, Kansas State University, the University of Nebraska, and the University of Toledo to name some of the first to institute such programs). Graduate

teacher education programs are now feeling the influence of PBTE. Many universities have graduate performance-based courses in their programs, and other universities have the earning of competencies as an essential part of more comprehensive graduate programs. Illinois State University, the State University of New York at Stony Brook, the University of Wisconsin, and the University of Bridgeport are just a few of the universities that can be cited. In fact, the University of Bridgeport is a competency-based, individualized graduate program called ModMAP (Modular Multiple Alternatives Program) for the training of elementary teachers who are, for the most part, presently employed and planning to remain in their present job for some time. A student in this program experiences a comprehensive needs analysis in order to determine the competencies which would improve the student's teaching effectiveness. After this analysis the student's individual program is planned around clinical activities, workshops, and independent study modules. All the activities are oriented toward competency achievement and an on-going evaluation of competency achievement is conducted. (Kranyik and Keilty:26-29)

To the dismay of PBTE advocates an "inhumane" image clings to the use of goals and systematic instructional procedures. The PBTE advocates feel that real emphasis in their programs is on people and not objectives. Although it is a controversial subject, PBTE is not incompatible with the humane treatment of students.

The fact that so many states have introduced competency-based education into their credentialing systems and the vast number of competency-based undergraduate programs makes PBTE a very important trend for graduate teacher education.

Humanistic Program

A third trend which exerts influence on many programs is best exemplified by the humanistic program at the University of Florida and the philosophy of Arthur Combs. The promotion of self development of the individual teacher is the basis for this program.

The humanistic program at the University of Florida is based on several principles. A few principles central to the movement can be identified:

1. Acquisition of new information and the discovery of the personal meaning of that information are the two aspects of learning.
2. Efficient learning takes place when the learner feels the need to know that which is to be learned.
3. If students help make important decisions about their learning, they learn with more ease and alacrity.
4. Too much pressure on students results in negative behaviors such as fearfulness, cheating, and avoidance which are detrimental.
5. Improvement of a teacher's mental health frees creativity, self-motivation and a concern for others which increases the teachers effectiveness. (Atkin

and Raths: 18-19)

Although many universities have not adopted humanistic programs, certain of their ideas are appealing and no doubt have influence as programs are developed.

Field-Centered Approaches

The fourth trend to be seen is the wide-spread use of field experiences. The theories that people develop most of their competence on the job and that teachers teach as they have been taught are popular ones. Providing earlier field experiences is an important trend in undergraduate education, and its influence can surely be felt at the graduate level. Even experienced teachers need help with their own particular teaching situations or anticipated ones to become master teachers. Many universities have field experience as a basic component in their programs. In some universities it is possible for both undergraduate and graduate students to take part in the same field experience project. The University of Chicago and its Ford Training and Placement Program in Chicago area schools is one example. (Schwartz:1-29) Student teaching experiences are common to all in undergraduate teacher education programs. A similar component can be seen in master's programs. The University of Houston requires six hours of supervised classroom internship in their master's program as well.

In addition to cooperating on field experiences for individual students, some universities and school districts share a responsibility for all phases of the program. Project

MERGE and Project OUTCRIE provide examples. Shared responsibility is evidenced by a merging of a school system's and a university's physical facilities, personnel and fiscal resources: Project MERGE combined the talents and resources of the Toledo Public Schools and Bowling Green State University to improve the quality of education. (Project MERGE:1)

In Project OUTCRIE Ohio University and the Meigs Local School District combined resources to improve the poor reading achievement and lack of academic stimulation of the children in Appalachian schools. In Project OUTCRIE twenty graduates of teacher education programs received professional training in a competency-based and field-based teacher education program. They received a Master of Education degree with a specialization in reading at the completion of the program. The university offered graduate courses in other cooperative public schools, and tuition was waived for those teachers in the Meigs Local School District. One other important aspect of Project OUTCRIE is the revising of the reading program and curriculum of Meigs Local School District so it is more conducive to the needs and interests of the Appalachian students. (Project OUTCRIE:1)

With federal support a tripartite (Maine, New Hampshire, Vermont) graduate program for the preparation of early childhood specialists was set up at the University of New Hampshire. In this program both experienced and beginning teachers may earn a master's degree while they demonstrate theory in the classroom. The graduate students spend a summer of child

study at the University of New Hampshire. At the end of the summer the graduate students form teams of two and depart to design, create and staff a multi-age learning center in a cooperating school district. Each graduate student returns to campus approximately one week a month for independent study, related course work and seminars. The students have also taken international field trips to a school in Toronto Ontario Canada and to British schools.

In order to operate such a program it takes the cooperation of many. Local school districts provide the school children, classroom space for the learning centers, instructional materials, and a paid aide. Resource visits to the learning center sites are provided by the State Department of Education personnel. They also help to identify new learning center sites, meet with the advisory committee and take part in the international field trips. The time, effort and coordination needed to offer a program of this nature represents a great commitment on the part of all involved. (Stone:1)

Rural education in Minnesota provides inservice education through a consortium of school districts and the cooperation of Bemidji State College's Education Department. Programs range from a face-to-face relationship in the teacher's setting with a college instructor to computer-assisted instruction through a mobile van. Bemidji State College also offers inservice workshops in various schools following the IGE model. The federation of school's request specific types of inservice

workshops and teachers are granted graduate credit through college extension. (Askov:1)

Countless other examples of field experience at other universities could be cited. Field-oriented activity is a well established and accepted component of every program described in the literature no matter whether the program is a traditional one, competency-based, humanistic, or included in multiple programs.

Conclusion

Graduate teacher education programs are gradually beginning to change. The relatively few institutions which have made changes have not had time to conduct evaluation studies to determine the impact of their modifications. The impression that the focus on innovation in teacher education has been at the undergraduate level is an accurate one. Several trends in graduate program modification can be found, however; among these are: single institutions offering multiple programs, performance based programs, programs which center on a humanistic approach to teacher education; and a dramatic increase in the use of field experiences in graduate teacher education programs.

If teacher educators desire to have impact on K-12 education by providing teachers with better preparation, one has to wonder about investing resources to modify undergraduate teacher education programs and seemingly making few changes in graduate teacher education. Too few teachers

with initial training obtain teaching positions to effect needed impact. It would seem that in the not so distant future that graduate teacher education programs have great potential for influencing the quality of teaching in K-12 education. If this is true, colleges of teacher education need to begin systematic development of graduate teacher education programs.

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# APPENDIX B

## Rationale for Revision of the Elementary and Secondary Education Masters' Degree Programs

## Rationale for Revision of the Elementary and Secondary Education Masters Degree Programs

Substantial evidence regarding the effectiveness or ineffectiveness of current masters degree programs in elementary and secondary education is lacking. What is available is information from two follow-up studies of graduates which have been conducted in recent years. There is also one summative report from a North Central Accrediting Agency visit compiled in 1975.

Information from the follow-up studies of recent graduates is too general to be of specific use in assessing program effectiveness. The North Central Report contains several recommendations which suggest a strong need for program revision.

> It (Elementary Education Program) needs curriculum study and revision since it is a curriculum given to it by Bloomington without adequate local study. (North Central Report, 1975, p. 5)

> The principal need (in Secondary Education) is for curriculum review since the curriculum in use was the one in use at Bloomington and this faculty has not studied it and made appropriate revisions for its students. (North Central Report, 1975, p. 6)

> The curriculum for the programs of Elementary and Secondary Education need careful study to rationalize open admission and state professional certification requirements with accepted graduate program elements. (North Central Report, 1975, p. 14)

> Institution has not dealt with the problem of end-of-program quality control by use of comprehensive examination, Master's paper or other means (except for Counseling and Guidance). (North Central Report, 1975, p. 14)

It is felt that the nature of the problem is not whether the existing program is effective or ineffective, but rather, the lack of proper specification of the program components. Decisions regarding the specific nature of the program have not been made

by the faculty. How could program intents be communicated? Suggestions can be found in excerpts from standards for accreditation from North Central and National Council for Accreditation of Teacher Education (NCATE). Criteria which may be of use from NCATE standards include:

> : What evidence indicates that specific objectives for the curriculum of each advanced program have been defined and that these objectives reflect the institution's analysis of the professional school position for which candidates are being prepared. (p. 14, G 1.1.2)

> "Curricula for advanced programs are designed to achieve explicitly stated objectives. These objectives are expressed behaviorally and are determined in relationship to professional roles for which the preparation programs are designed." (P. 14, para 1)

Criteria from guidelines provided by North Central include:

> The objectives of the curriculum should be stated in terms of desired changes to be effected in the learner. (p. 13, para 1)

> The organization of the materials of instruction should be based on some key concepts - a curriculum rationale. Among the concepts commonly employed by institutions in organizing and operating the total program are liberal or general education, vocational education, breadth, depth, continuity sequence and integration. (p. 14, para 1)

It would seem then that our process should focus on developing guidelines to assist in the specification of the graduate programs in elementary and secondary education. Only after we have determined what the programs are, in some specific fashion, can we make judgements regarding their effectiveness or ineffectiveness.

APPENDIX C

Program Design Scheme

Belief Statements

Program Design Scheme

Belief Statements

1. The faculty (as a whole) should determine the general outcomes of the program and courses. When planning instructional components, input from students and professionals in K-12 education; arts and science faculty; and education faculty from other institutions will be solicited.

2. Program objectives will be determined by the professional roles a student plays or may play (a major component of professional roles relates to facilitating desired pupil outcomes) and standards from national accrediting agencies and state certification requirements.

3. Program objectives will be designed into courses of study. These courses will be sequenced and options for students identified.

4. The program will be organized on a mastery-learning basis. Appropriate components of the program will be individualized so that students can progress at their own rates. A student's performance will be compared with predetermined program objectives and not with the progress of other students.

5. Entrance requirements will be established. These will include initial screening and diagnosis of students' knowledge, skills, and attitudes.

6. Faculty members and students will jointly plan a student's program of studies based on a diagnosis of the student's needs and interests. Changes in the prescribed program must also be jointly planned.

7. Courses will serve as the mode of delivery for the program. Courses may be organized into modules of study. Courses and modules will consist of objectives, learning experiences, a rationale, a bibliography, and evaluation procedures.

8. Supervised field experiences will be a part of each student's program. The amount of experience will vary according to the needs of the student and should include unique (creative) experiences. Experience for alternative careers should be integrated into modules.

9. Every student will be responsible for designing an area of personal study which will be evidenced by a paper, presentation, action research or some innovation. (3-10 hours) These efforts will be approved and supervised by faculty.

10. Prior to exiting the program some type of summative assessment will be used to determine a student's competence in a program of studies.

11. Teaching in the program will model effective teaching strategies which are being advocated in the program.

12. In all decisions the quality of the program should receive top priority e.g., selection of full and part-time faculty, scheduling and allocation of resources. This belief is based on NCATE standards (2.4 and G-2) found on pages 9 and 17 respectively.

13. An evaluation design will be written to provide formative and summative information for making decisions about the program(s).

# APPENDIX D

## Areas of Student Capabilities

## AREAS OF STUDENT CAPABILITIES

1. Nature of the Learner and Thought Processes
   - Developmental Psychology
   - Exceptional Children
   - Learning Theories

2. Models and Strategies of Teaching
   - Models (al la Joyce and Weil)
   - Specific behaviors and strategies (al la protocol concepts)

3. Designing and Utilizing Instructional Materials
   - Instructional Development
   - Materials production
   - Media
   - Individualizing instruction

4. Managing Instructional Settings
   - Contingency management
   - Open classroom organization

5. Evaluation in Education
   - Teaching (supervision)
   - Research
   - Action research
   - Testing (assessing students)
   - Curriculum evaluation

6. The Teacher as a person and a group member

7. Teacher as a Curriculum Decision-Maker
   - Student-Activity Programs
   - The Change Process in Educational Settings

8. Issues in Education from Philosophical, Sociological and Psychological Perspectives

9. Special Topical Curriculum Workshops e.g., Math, Science, Reading, Social Studies, Language Arts

10. Multi-Cultural Education

11. Outside of Education Courses

Explanation:

The above areas of capabilities are not course titles. Specific capabilities (performance objectives) will be generated by faculty members for each area. The capabilities will be organized into modules of study and combined with other modules to form courses. The amount of student exposure (and credit hours) to a set of modules will be variable depending upon the diagnosis of student needs and a student's interest in an area. Capabilities numbered 1-7 will be the main core of the program. Numbers 8-10 will be a part of some students' programs while number 11 will be optional. Field experiences will be infused in the core of the program.

# APPENDIX E

## Proposed Elementary and Secondary Masters Degree Program

The proposed combined Masters Degree Program in Elementary and Secondary Education contains six major components: Entrance Requirements, Basic Core Area, Subject Matter Competence Area, Elective Areas of Concentration, Independent Study Project Area, and an Evaluation Requirement.

The general program description you have received includes a rationale for each of the six program components as well as additional information to help clarify the intent.

## General Program Information

The program is designed for elementary, junior high/middle school, and high school teachers. The Basic Core Area will provide each student with the skills that are common to teachers at every level. The remainder of each student's program will allow for flexibility for the individual student.

After a diagnosis of the student's interests, knowledge, skills and attitudes, the student and faculty advisor(s) will jointly plan the student's program of studies.

Portions of the program are organized on a performance basis. The Basic Core Area will be the first area to be organized on a performance basis. A student's performance will be compared with predetermined program objectives and not with the progress of other students. Appropriate components of the program will be individualized so that students can progress at their own rates.

Supervised field experiences will be integrated into each student's program. Because the program is designed to provide professional certification for teachers, extensive field experiences will be integrated into the Basic Core Area and other areas. These experiences will be systematically planned to help "bridge the gap" between theory and practice.

After admission to the program, the student will have 6 years to complete a minimum of 36 hours of course work.

## I. Entrance Requirements

Rationale: In a few cases students may not possess sufficient ability to be successful in graduate courses. They will not be admitted until they can demonstrate writing competence.

For students who meet the writing competence requirement a faculty advisor will have information relative to a student's present interests, knowledge, skills, attitudes in order to plan a program of studies.

(The only major deviations we have from what is in the Bulletin currently are the following points:)

1. A diagnosis will be made of each applicant's knowledge, skills, and attitudes in the Basic Core Area. Based on the results of initial diagnosis students may "test out of" Basic Core Areas and substitute other courses.

2. Each applicant's writing competence will be assessed. The applicant must meet minimum standards set by the faculty to be admitted to the program. Remedial writing experiences will be provided to students who need help in meeting the writing competence requirement.

II. Basic Core Area (approximately 15 credit hours)

Rationale: Teaching is a very complex role. In the past much overlap between topics in various courses has been found. There exist specific, identifiable teaching concepts which are common to teachers of elementary, junior high/middle and high school students. This area will systematically present these common elements in an individualized mode.

The following is a list of topics not courses. After each topic additional information is given which shows possible content in each topic area.

The subject matter in the Basic Core Area will be common to all students pursuing a master's degree whether they are in elementary, junior high/middle school, or secondary education. In certain courses it may be necessary to individualize course requirements to meet the needs of the student.

1. Behavior and Development of Students

   This area will combine elements of the psychological development of students through the normal school ages (4-19) with learning theories appropriate for students at different stages of development.

2. Curriculum

   This area will provide a macro view of the school program at elementary, middle/junior high and high school levels. Planning, implementing and evaluating curricular designs will be included in the area.

3. Educational Foundations Seminar

   Current topics of current educational concern will be investigated from philosophical, sociological and historical perspectives in this area of the basic core.

4. Evaluation/Research in Education

   Research skills necessary for teachers in many levels of education as well as teacher evaluation and skills related to the evaluation of student achievement will be the focus of this area.

5. Humanistic Competencies

This area of the Basic Core has two dimensions. Teachers will experience working with groups of students and be introduced to the techniques of group dynamics. The second dimension is that students will focus on facilitating affective learning in classroom situations.

6. Instructional Design and Management

This area deals with designing and managing individualized instructional learning. Students will master instructional design skills which will include strategies for working with varying size groups in a variety of subject areas.

7. Instructional Resources

This section of the program includes the preparation, use and evaluation of instructional resources. Also included are the topics; community resources, A-V techniques, bulletin boards and using sponsored materials.

8. Instructional Theories and Strategies

Theories of instruction and appropriate strategies or models of teaching will be considered in this section.

III. Subject Matter Competence Area (approximately 6 credit hours)

Rationale: Each student should add appropriate courses from outside education to his program. These courses should be selected so that each course fits into the student's overall program of studies. The students in junior high/middle school programs are required to take courses to professionalize their teaching certificates. These courses (not limited to graduate courses) can be used to complete certification requirements, be courses that fit into one or more of the areas of alternative study, or be courses of special interest to the student in gaining competence in specific subject matter areas.

IV. Elective Areas of Concentration (approximately 6-15 credit hours).

Rationale: Of critical importance in a one-degree program is an area in which a student may specialize. The student needs to be committed to more than just completing courses to earn a master's degree or a teaching license renewal.

A student is required to select an area of concentration from the available options and develop a high level of expertise or select more than one area and develop broad familiarity with less expertise if this is congruent with his/her professional goals.

Possible topics for courses are listed under each area. Blocks of courses will be developed for each of the Elective Areas of Concentration.

Research Competencies Block

This block will be sequenced with the other area related to research found in the Basic Core Area. Possible components consist of criterion-referenced testing, normative testing, research design, and evaluation.

Humanistic Competencies Block

This block will be sequenced with the other area related to humanism found in the Basic Core area. Possible components include; the teacher as a person, group membership, affective learning and counseling skills for teachers.

Alternative Careers to Teaching

As teachers continue to improve their knowledge and skills as a teacher many are interested in exploring other employment possibilities in an allied field. This section will provide an awareness of potential alternatives to teaching both in education and allied fields.

Emerging Educational Designs

In this block new educational designs will be investigated. Contemporary trends and concerns will be the focus of the block.

Additional Subject Matter Competencies

For teachers who desire to build additional competence in a discipline this block will be designed to add relevant information for teachers.

Special Education Block

A trend in special education is to integrate students with exceptionalities with "normal" students. Teachers in many cases have little experience in working with these exceptional students. This block will contain experiences on the nature of the population and strategies for teaching this population.

V. Independent Study Project (3-10 credit hours)

Rationale: Too frequently students in masters degree programs take a sequence of courses and never have the responsibility to inquire into an area of personal concern and commitment. This component of the program provides that opportunity. Every student will be responsible for designing an area of personal study which will be evidenced by a paper, presentation, action research, or some other product. The personal study

project or projects will be derived from the Basic Core Phase, the Areas of Alternative Study Phase or an area of personal interest. These efforts will be approved and supervised by the faculty.

Summative Evaluation

Rationale: Each of the topics in the Basic Core will require mastery. It is necessary that prior to leaving the program students demonstrate that they can combine all of the topics in the Basic Core in some effective manner.

Before successful completion of the program students will demonstrate competence in the skills included in the Basic Core. This evaluation will be conducted after students have finished all Basic Core requirements. While the exact format is to be determined, it will include a teaching performance test using pupils in a K-12 school setting as part of the evaluation. Each student will participate in the following exit assessment procedures; Attitude Assessment, Mastery Test of Review of the Basic Core Products, and Demonstration of Teaching ~~Com~~petence.

# APPENDIX F

## Summary of Reactors' Comments

# SUMMARY OF REACTORS' COMMENTS

Comments were received from ten reactors. Each reactor was also contacted personally by Judy Redwine or Jim Walter for further comments.

Not every reactor answered each of the questions in the columns nor did each of the reactors comment on every phase of the program. As we continue our discussions, the concerns, approval and divergent thinking found in the reactors' comments should prove helpful. For the most part, the reactors raised the same questions that we have been discussing in our meetings. If you wish to examine the precise comments, they are on file in G109.

The comments and questions raised are summarized for the following sections of the program description: General Information, Entrance Requirements, Basic Core Area, Subject Matter Competence Area, Areas of Alternative Study, and Summative Evaluation.

## General Information

1. How much will it cost to provide the field experiences?
2. Will these be school experiences or experiences in a community agency, business or industry?
3. How and to what extent would the field experiences be a part of each student's program?
4. We need to consider new Rules 46 and 47 regarding extended time to get a M.S.

## Entrance Requirements

1. How will a diagnosis be made of each applicant's knowledge and skills in the Basic Core Area? Will there be a written and/or oral test?
2. If a student is allowed to test out of a course, will he receive credit for that course or be allowed to choose electives?
3. The diagnosis could be a part of an introductory (prerequisite) course.
4. What are the minimum standards for an applicant's writing competence?
5. Whose responsibility will it be to judge the writing competence?
6. Will an applicant be denied admittance if he does not meet the minimum standards for writing competence?
7. In conducting an attitude assessment, exactly what are we looking for, why, and who will judge?
8. Would an applicant be denied admission on the basis of his attitude assessment?
9. Will or should an interview be a part of the process?

## Basic Core Area

The idea of a core was generally accepted. A few thought the core area was too large. Many wondered how many hours were in this section but did not comment on the number of hours they thought should be in

the Basic Core Area. The following additions or deletions were suggested and show the range of comments received:

1. Reading and a special education component should be a part of each student's program.
2. Instructional Resources, although useful, should not be part of the core. Another said this area was a necessity.
3. Comments on whether Advanced Methods should be a part of the Basic Core Area ranged from "probably not" to "Why not?". Also the question was raised regarding whether the Advanced Methods are desirable for all students to the same degree? Could the Advanced Methods fit into one of the Instructional components in the Basic Core Area?
4. In regards to whether there is a basic core of graduate work that should/could be common to elementary, junior high/middle school, and high school teachers, answers ranged from "yes" that vertical articulation was important to in some areas (e.g. human growth and development) the focus would differ a good deal.
5. Could the Instructional components be combined into a block? How do they fit together?

Subject Matter Competence

1. The state would require graduate course work to complete certification requirements.
2. Does this section include areas that "feed into" our program (e.g. Arts and Sciences)?
3. Should 6 hours or more be required in this area?

Areas of Alternative Study

1. This area is critical to a one degree program.
2. Elective Areas of Concentration was suggested as a new title for this area.
3. Alternative Careers to Teaching is vague. Programs for non-teachers could be individually planned.
4. Include the following area:

   Special Education
   The Gifted and Slow Learners (the forgotten pupils)
   Diagnostic and Prescriptive Strategies in the Classroom
   Introduction to Exceptional Children and Youth
   Instructional Techniques for Specific Learning Problems

5. These areas need to be examined in terms of how we would define expertise and broad familiarity in each area. Does this particular concept fit each of the areas?
6. What are our capabilities for offering and delivering the course work in these areas, especially if there is a decline in enrollments?
7. Topics to consider: Adult Education, Administration, Ethics, Unions (negotiations, politics), Law (legislation, court cases),

Community Relations, International Education, Volunteer Education Programs, Post-industrial Society and Educational Future.

Independent Study Project

1. Precise guidelines need to be developed for both faculty and student.
2. How will FTE be computed for this?
3. Will the efforts be supervised and approved by individuals or a committee? How will the quality of the effort be evaluated?
4. Just how will these projects be derived from the different areas?
5. A thesis option should be available for selected students.
6. What will be the cost of operating the Independent Study Project?

Summative Evaluation

1. What attitudes will be assessed and to what end?
2. How will Demonstration of Teaching Competence be documented? "Will you seek changes in teaching behaviors--measured against what pre-graduate study behaviors, etc.?"
3. "Without statements of objectives in each phase of the program this is not yet the time to get to criteria. I assume several summative end schemes will be needed to suit 'individualized' subsets of programs selected."