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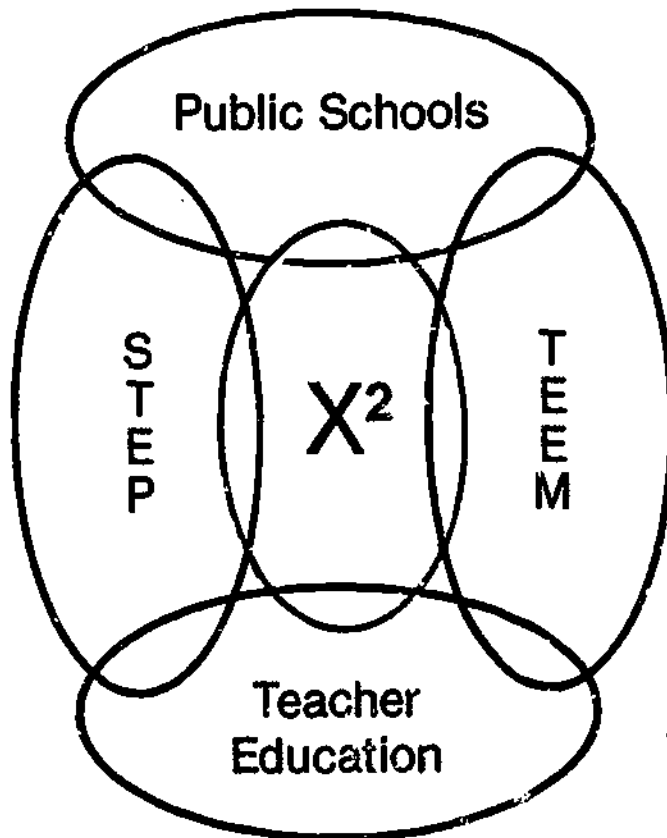
**ABSTRACT**

Intended to provide background information for task force use, this set of working papers concludes with recommendations for revising the University of Oregon College of Education teacher preparation programs. Section I summarizes the concerns of Oregon educators, reports recommendations made by an ad hoc state committee and the chancellor, and assesses the college's status in relation to those recommendations. Section II--on induction programs--reviews statements advocating that extended teacher education include induction, analyzes 5-year preparation programs in other states, and discusses state-mandated programs for first-year teachers, noting common elements, problems, and benefits. In section III the effects of state-entry induction programs, campus-based extended programs, and existing University of Oregon programs are assessed. A proposed campus-based extended program is outlined that would place two licensed interns in a classroom, each to be paid a regulated percentage of a beginning teacher's salary. Appendixes include joint committee and chancellor's recommendations, recurrent themes in the Oregon education dialog, models of 5-year campus-based preservice programs, a description of Georgia's performance-based certification system, and proposals entitled "Improving the Quality of Teacher education in Oregon." (MJL)

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## *A Planning Document for Revised Elementary and Secondary Teacher Preparation Programs*

# *A Planning Document for Revised Elementary and Secondary Teacher Preparation Programs*

F.B. Haisley, R.D. Gilberts, E.M. Kehl

October 1983

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CHALLENGES AND OPPORTUNITIES FOR OREGON TEACHER EDUCATORS  
Three papers on Extended Teacher Education

University of Oregon College of Education

October 1983

This set of working papers on extended teacher education programs is intended to serve as background material for task force use. The task force will be composed of representatives from the University Teacher Education Committee, the College of Education Consortium, College faculty, and school districts. Section I describes the concerns of Oregon educators and reports in full the recommendations made by an ad hoc state committee and the Chancellor. Section II reviews teacher induction programs currently operating in the nation. Section III compares programs and recommends changes for our University of Oregon teacher education programs. The recommendations, like the three papers, are starting points. They are to be viewed as catalysts for discussions that lead to decisions--decisions about what teacher education will look like at our College of Education.

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## Section I

### Oregon Recommendations

We as teacher educators in Oregon have an opportunity to provide a higher level of knowledge and proficiency than we now provide for beginning teachers in our state. If we choose, we can use this opportunity to become more involved than ever before in Oregon's K-12 schools. But we must act now if we are to design the best possible preservice education for teachers. We must act now if we are to retain even the right to certify beginning teachers.

Teacher educators in many other states no longer control entry into the profession. Twenty states now mandate and administer examinations to check the competence of teacher education graduates. Four of these states also prescribe entry assistance programs dictating, with little teacher educator input, the specifics of induction. In these states certification is granted only after on-site assistance teams assess, train, and stamp their approval on the competence of the beginning teacher.

In Oregon, our state educational agencies have not yet reduced our responsibility for educating beginning teachers. Instead, they are asking in firm tones that we as teacher educators guarantee teachers a professional beginning by way of a rigorous preparation program that continues its support and education beyond the campus in a prolonged and planned on-the-job induction period.

Responses to advocacy statements and recommendations from the Joint Committee on Teacher Education (and from the Chancellor's office) become our obligation. They can with vision become a challenge and an opportunity.

More than three years before national task forces released their reports critical of education, educators in Oregon heeded opinion polls that showed public dissatisfaction with the school system, with student and teacher perfor-

mance, and with related costs. A motion passed at the meeting of the Oregon State Board of Higher Education, the Oregon Board of Education, and the Oregon Educational Coordinating Commission created an ad hoc committee made up of a member of each of those bodies plus a member of the Teacher Standards and Practices Commission. The motion required that the Joint Committee look into the matter of teacher training and "if it is perceived that there is a problem, to set up procedures for resolution of the difficulties" (The Final Report on the Joint Committee on Teacher Education, Toward Excellence in Oregon Education, February 1982, p. 4. This report is also known as the Joint Committee Report [JCR]).

The Joint Committee on Teacher Education (hereafter referred to as the Committee) advocated (A) strength for preservice teacher education through more rigorous programs of instruction; (B) strength through cooperation among universities, colleges and school districts; and (C) strength through university/school district assistance to beginning teachers. The Committee wrote detailed recommendations for preservice professional development. In their recommendations the Committee (1) listed specific elements that should be incorporated into preservice programs; (2) asked that pretests of basic skills be added to the multiple indicators now in use as admission requirements; and (3) recommended that different organizational models of preservice be implemented and tested against comparable evaluative criteria. Among other requirements the Committee recommended that the preservice model provide "an internship field experience . . . in the first, or first and second, year(s) following licensure. The field experience should be in the local district with joint district/college supervision" (JCR, p. 13). Note: Because the Joint Committee Report is no longer available for distribution, the Committee's recommendations for preser-



vice programs for teachers are reproduced in Appendix A.

The Committee's proposals are forcefully supported in A Strategic Plan for the Oregon State System of Higher Education, 1983-87 addressed to the citizens of Oregon by Chancellor William E. Davis and Special Assistant Lawrence C. Pierce. The "strategic plan" calls upon teacher educators in Oregon to improve teacher preparation in three ways: (1) to recruit highly qualified high school and community college students; (2) to assure quality through high standards for entry to teacher education programs, through standards' checks during preparation, and through demonstration of competence as a teacher in an ongoing school setting before exit from the programs; and (3) to develop, implement, and evaluate programs that extend "beyond the traditional four years to allow for the strengthening of both the liberal arts and professional education components and the extension of field experience to include induction into the teaching profession". The Chancellor's report recognized the Committee's "two years of discussion and consultation with citizens and representatives of the various organizations and agencies involved in teacher education . . ." (p. 24). (Recommendations 23, 24, and 25 of A Strategic Plan . . ., May 27, 1983.) Comments and recommendations from the Plan for "Improved Teacher Education" are reproduced in Appendix B.

The Committee met with personnel of Oregon education agencies to look at goals, standards, and projected needs. They listened and read. They "spent an exceptional evening with Robert Howsam, a national leader in the field of improving teacher education," who commended Oregon on its progress in improving education and "encouraged education leaders in Oregon to continue to help teaching achieve true professional status" (JCR, p. 5).

To expand the dialogue on education issues, the Committee convened sixty

Oregon educators in workshops in January and May of 1981. Representatives from the College of Education attending the workshops included Richard Hersh, Fay Haisley, Nancy Isaacson as a group facilitator, and Diane Dunlap as facilitator for the Committee. During the discussions at the workshops and consultations with state agency personnel, several concerns appeared again and again.

Oregon educators worried that our system of multiple levels of endorsements might be a continuum of licensure instead of learning and that our system of adding levels allows us to start the beginner with incomplete qualifications. Each set of educators criticized the other. People in the schools were concerned about college faculty not keeping up with what goes on in the field. College faculty feared that people in the field were not keeping up with significant changes in practice and learning theory. The issues of how to determine professional competence, of uniform requirements versus program flexibility, and of maintaining quality within available funds were also recurring themes in the discussions. These were the problems the Committee found. (See Appendix C for a more detailed description of concerns pertaining to Oregon teacher education.)

Consultation with Oregon educators and state agencies gave the Committee an understanding of educators' concerns. The Committee was then ready to move from dialogue to formulating "procedures for resolution of the difficulties" (JCR, p. 4). They couched criteria in general advocacy statements and in specific recommendations for change. The Committee's advocacy statements and recommendations, supported by the Chancellor's Plan, are the starting points for our discussion and decisions.

#### Advocacy Statements to Strengthen Preservice Programs for Teachers

(from the Joint Committee Report, p. 11)

Advocacy statements will be repeated, one at a time. Each will be followed

by task force comments of where we are in relation to the Committee's expectations.

Advocacy Statement A: "The delivery of teacher education must be strengthened further to provide rigorous, stimulating, relevant curricula and programs of instruction" (JCR, p. 11).

Members of the initial task force, Haisley, Kehl, and Gilbert, believe that there is rigor, stimulation, and relevance in our current programs. We need your help in providing specific examples of these qualities.

Advocacy Statement B: "This strengthening must be based on cooperation among universities, colleges, and school districts in the (1) selection of candidates, (2) program design, and (3) evaluation of outcomes" (JCR, p. 11).

(B-1-a) Is there cooperation among universities in the selection of candidates?

There is cooperation among teacher education institutions in gathering screening and admissions data. The computer data base and tracking system is an integral part of our elementary and secondary admissions at Oregon. Dick Rankin, who acts as consultant to our screening program, also coordinates a state-wide data gathering project in screening and admissions sponsored by the State Board of Higher Education.

(B-1-b) Is there cooperation between the University of Oregon and school districts in the selection of candidates?

The U of O Consortium of university and school district representatives approved of higher standards for admission to teacher education. School districts that hire teachers in the Resident Teacher Program select their teachers from applicants previously screened by clinical professors as qualified for entry to the Graduate School.

(B-2-a) Is there cooperation among universities and colleges in program design?

To our knowledge, colleges and universities have not formally cooperated on teacher education program design. Each institution complies with state standards; but within those standards, each designs its own professional courses and sequences, makes arrangements for cross-campus professional courses, and negotiates with school districts for field-experience settings.

(B-2-b) Is there cooperation between the University of Oregon and school districts in program design?

All teacher education program design changes are approved by the school district-university Consortium before implementation. The most apparent evidence of cooperation in carrying out program design is found in the appointments of two public school liaison supervisors who coordinate the many details of placement, seminar, supervision, and evaluation that accompany the field experience components of the elementary program. Contacts between the University and school districts for field experience practicum settings, cooperating teacher supervision and liaison personnel are negotiated and approved by both parties. Liaison supervisors may informally suggest but are not empowered to select classrooms that are certain to provide a climate in which practicum students will be able to integrate theory and practice.

(B-3-a) Is there cooperatio.. among universities and colleges in evaluation of outcomes?

Evaluation help is available from the Teaching Research Department of the Oregon State System of higher Education. Recently, Del Schalock of Teaching Research assisted Leonard Vlahov with construction of the interviews Vlahov used in his Impact Study of evaluation activities in the secondary program. Earlier, Schalock gave assistance in planning an evaluation of the Resident Teacher Program using a design that compared perceived competence ratings of two groups

of teachers at the end of their first and third years of teaching.

An ad hoc committee on evaluation of outcomes was appointed by the State Board of Higher Education; but, when state funding for implementation of possible proposals was not available, the deans of the individual teacher education programs lessened their interest in a cooperative effort on evaluation. Consequently, the cooperation on evaluation activities that exists is on an informal network basis.

(B-3-b) Is there cooperation between the University of Oregon and school districts in evaluation of outcomes?

Evaluation of outcomes is shared in several ways between the University and school districts represented in the Consortium. Cooperating teachers share responsibility with University supervisors for rating our students' skills at the middle and end of each field practicum. On request, district administrators at schools where graduates are teaching rate our graduates using instruments that list competencies (outcomes) that we expect our students to have achieved. Each year through arrangements between the instructor and school district evaluation personnel, graduate students in program evaluation courses conduct evaluation projects for school districts?

Advocacy Statement C: "Along with strengthening teacher education programs, we must provide a school climate in which the new graduate can learn to function effectively as a teacher. Too often new teachers find themselves on their own in attempting to apply what they have learned in college in the immediate reality of the classroom. The Joint Committee believes that there should be further strong links between college classrooms and school districts to assure integration of theory and practice. We also believe that systems must be strengthened to assist the beginning teacher" (JCR, p. 11).

Do we provide a school climate in which the new graduate can learn to function effectively as a teacher? Do we assure that the graduates can integrate theory and practice? Do we have a system for assisting the beginning teacher?

Our responsibility stops now after a degree and a certificate have been awarded. Except for graduates who have opted to begin teaching as residents in the Resident Teacher Program, there is no planned induction program of support for our graduates as they begin their teaching career.

Both the Committee and the Chancellor strongly recommend that an on the job induction phase be an integral part of our precertification program. They intend that we as teacher educators will continue to educate our students in cooperative effort with school personnel during the induction phase.

Summary of College of Education status in relation to the Joint Committee's advocacy statements in the Committee's introduction to Preservice Programs for Teachers on page 11.

. There is no formal structure for cooperation among the faculties of the public and private teacher education institutions in Oregon on program design, and evaluation of outcomes. The cooperation that exists is through informal network contact. A Committee appointed by the State System of Higher Education reviews candidate selection procedures and system-wide computer stored data.

. There is input and approval from school district representatives in the Consortium on program components and evaluation of student outcomes.

. There is no formal arrangement for University input on school climate or school programs in districts joined with us in the Consortium. The input is one way.

. There is no planned induction or system of support for every one of our graduates during their beginning year of teaching.

. There is not sufficient compiled evidence of rigor, stimulation, and relevance in our current programs.

The Joint Committee's Report follows the advocacy statements with detailed

recommendations.

Recommendations for Preservice Programs for Teachers

(from the Joint Committee Report, pp. 11-13)

The Committee made recommendations in four major areas: Professional Development--Preservice, Continued Professional Development, School Climate and School Environment, and Coordination and Costs. Each recommendation includes implementing agency responsibility and proposed timeline. Those recommendations that pertain to preservice programs are found in Appendix A.

The format used for the advocacy statements will again be used for the recommendations. Each will be repeated and each will be followed by a task force description of where we are in relation to the expectations. When recommendations from both the committee and the Chancellor's Office are similar, each will be noted. Those from the Chancellor's Plan are in italics.

In the first of three recommendations, the Committee lists specific elements that should be incorporated into preservice programs.

Committee Recommendation 1:

Preservice teacher education programs shall be structured to incorporate the following program elements:

- a. liberal arts education as the basis for teacher education;
- b. breadth and depth in subject area;
- c. knowledge and understanding of child development;
- d. knowledge and understanding of the teaching-learning process;
- e. teaching skills, such as classroom management and assessment of student achievement;
- f. demonstrated ability to use knowledge and skills for effective teaching in a classroom with a full contingent of students over an extended period of time.

Implementing Agency. Board of Higher Education, in cooperation with public and independent teacher education programs and Teachers Standards and Practices Commission. By June 1984 (JCR, pp. 11 and 12).

1. Elements in University of Oregon Current Preservice Teacher Education Programs

Secondary (STEP)

Elementary (TEEM)

(a) Liberal arts education as the basis for teacher education.

A general studies component is required of all undergraduate students seeking a baccalaureate degree at the University.

This requirement includes basic courses of 6 credit hours in English, 3 in health plus 36 to 48 hours of group requirements distributed across three groups: Arts and Letters, Social Sciences, and Sciences. Thus secondary

(Secondary continued on next page.)

Students who major in elementary education are required to complete 36 hours of work in the area of Arts & Letters, Science or Social Science and 18 in each of the other two for a total of 72 liberal arts credit hours.



education students majoring in the College of Arts and Science will have 57 hours in liberal arts education. These students will take additional liberal arts hours in their subject area majors. Students majoring in Art, Health, Physical Education, or Music will have 45 of 186 hours in liberal arts education.

(b) Breadth and depth in subject area.

Secondary students major in one of the subject areas in which they intend to teach. These majors account for approximately one-third of 62 of the 186 hours required for graduation. While the total hours varies, a significant portion, at least 24 hours, must be upper division. Requirements for certification in an endorsement (subject area) assure a balance and breadth in a major area of preparation.

The generalized training needed by elementary teachers has tended to reduce an emphasis on in-depth subject knowledge. Students major in elementary education. They have a minor (36 hours) in a liberal arts area. The other 36 hours may be dispersed over a wide range of courses and not generally provide for in-depth knowledge or sequencing. The new U of O graduate requirement for clusters (3 term sequences) in each of two areas will assist in better course sequencing and the development of in-depth knowledge in those areas.

(c) Knowledge and understanding of child development.

Students are required to take a three-credit course, EdPsy 321 Human Development and Group Processes. This Educational Psychology course includes an examination of human development processes from conception to early adulthood with special attention to implications for teachers.

(d) Knowledge and understanding of the teaching learning process.

The current programs require EdPsy 322-Human Learning and Education which includes an assessment component. Courses frequently focus on both teaching and learning processes skills, at the same time they focus on teaching.

(e) Teaching skills such as classroom management and assessment of learning.

Secondary education students take at least 18 hours of courses that include Introduction to Teaching, Media, Reading and Writing, Teaching Strategies, and Subject Area Methods. Of these courses four include simulation and micro teaching or a concurrent practicum in the public school classroom.

Elementary students take CI337 - Teaching Strategies I, CI338 - Teaching Strategies II, and methods courses in areas such as PE, Art, Music, Reading, Math, and Language Arts. The Classroom Management course, CI340, is a strong program component. The 3 credit class introduced in 1978 has received high ratings from students.

(f) Demonstrated ability to use knowledge and skills for effective teaching in the classroom with a full contingent of students over an extended period of time.

Students have two three-credit practica prior to full-time student teaching. During each three-credit practicum, students spend nine hours

Elementary graduates spend a minimum of 841 hours in schools of which 660 are closely supervised. The program includes at least one practicum of 3

per week for a quarter in a classroom. Responsibility varies from one-on-one teaching to large-group instruction. The 15-credit, full-day student teaching for one quarter places students in a public school classroom on a full-time basis for 9 to 11 weeks. During this period students assume responsibility for the full contingency of students in three classrooms with support and supervision from both cooperating teachers in the schools and university supervisors.

credit hours (9 hours per week 81 hours) in schools prior to program admission, two terms of 9 weeks each of half-day classroom experience under close supervision and with competency checks (180 hours per term) and a student teaching term of 10 weeks (400 hours) also closely supervised by cooperating teachers and university supervisors.

Summary of College of Education Program status in relation to the Joint Committee's Recommendation 1 of Preservice Programs for Teachers (JCR, pp. 11, 12):

- . Both the secondary and elementary programs include coursework and practicum experiences that incorporate the elements listed in Recommendation 1.
- . The allocations of credit hours to ensure breadth and depth of knowledge in Arts and Sciences subject areas, and Professional studies need to be addressed.
- . We need to examine (a) the integration between knowledge and understanding of child development and knowledge and understanding of the teaching-learning process, (b) the integration among knowledge and understanding of the teaching-learning process (methods courses) taught in Allied Professional Schools and in the College of Education, and (c) the transfer of learning from professional studies to classroom use as a student teacher and as a first year teacher.

Committee Recommendation 2:

Pre-test of basic skills should be required prior to admission to teacher preservice programs in addition to existing multiple indicators now in use.

Most program admission requirements in our colleges now include good multiple indicators of capability and performance; our recommendation is to add a good pretest of basic skills to the existing requirements.

Implementing Agency. Board of Higher Education, in cooperation with public and independent teacher education programs and Teacher Standards and Practices Commission. By June 1983 (JCR, p. 12).

*Recommendation 24. The quality of all graduates from teacher preparation programs in the State System institutions should be assured through high standards for entry to these programs, including proficiency in the basic skills of reading, writing, reasoning, and mathematics; defined quality assurance checks at various stages of the preparation program with a commitment to removing students from the program who do not meet the standards specified; and insistence that anyone graduating from these programs and being recommended as a teacher in Oregon has demonstrated in an ongoing school setting his or her competence as a teacher.*

(from the Chancellor's Plan, p. 24)

The screening procedures of both the secondary and elementary programs allow the delay of full admission until designated faculty can predict from the applicant's demonstrated commitment and ability a high probability of success in the teacher preparation program and success as a professional in school classrooms.

Tighter secondary admission standards introduced in 1980-81 "cut out the bottom 20 percent that used to come into the Program and improved student morale" (from Leonard Vlahov's Impact Study, 1983, p. 25). Standards include a

GPA of 2.5 or higher; the ability to speak and communicate effectively; passing scores on math, reading, and writing tests; the successful completion of Block I - ESCAPE Practicum and Introduction to Teaching courses, and a recommendation from an endorsement advisor. The endorsement for entry into the Secondary Teacher Education Program (STEP) is written by the student's cross-campus subject area advisor. A STEP admission team determines the student's eligibility based on the student's profile.

Admission standards used since 1978 for the elementary program, Training Elementary Educators for Mainstreaming (TEEM), include a GPA of 2.5 or higher, passing scores on reading, math, and composition, and structured interviews by two faculty members before conditional admission is granted. Successful completion of Professional Term I courses and Teaching Practicum I advances the student to full admission status.

Judy Dunn's analysis of computer-stored data shows that TEEM applicants from Spring 1978 through Fall 1980 have an average GPA of 3.11 for the 228 admitted and an average of 2.76 for the 100 denied admission. The scores on the McGraw Hill college level reading test averaged at the 75th percentile for admitted students. For those denied, the average percentile was 53.04. McGraw Hill math percentile average for admitted students was 64.68; for denied, 36.88. Writing test scores on a scale of 1 to 10 were 6.29 for admitted and 5.39 for denied (data from Judy Dunn's dissertation, 1982).

At the request of the Oregon State Board of Higher Education, 1980 TEEM students took the National Teacher Exam. The result was a scaled score mean of 669 and percentile rank of 78 for TEEM students compared with a national scaled score mean of 595 and a percentile rank of 44. This fall, 1983, both elementary and secondary students will be asked to take the new Educational Testing Service

professional examinations. Our students' scores will be used for validation purposes in a comparison study of the new ETS test and our current procedures. A request has been made to other state and private institutions for involvement in the project and TSPC has agreed to pay \$2,000 toward the costs.

A comprehensive set of screening data on both elementary and secondary students is being stored in a computer bank with the help of Judy Dunn, Dick Rankin, and graduate students. Researchers can use these and screening data from other Oregon colleges to compare characteristics of students admitted with their subsequent level of success in teaching. If we could determine which selection criteria have highest correlations with competence as teacher, we could contribute to a needed research base for admission standards.

Summary of College of Education status in relation to the Joint Committee's Recommendation 2 of Preservice Programs for Teachers (JCR, p. 12):

- . Our admission requirements go beyond the Committee's Recommendation 2 and the Chancellor's Recommendation 24. The high admission standards now operating in the College of Education at the University of Oregon ensure the quality of incoming students.

- . Procedures delay full admission until success as a teacher can be predicted.

- . Data show that our students are academically qualified.

- . Computer-stored data from our applicants and from applicants at other Oregon colleges are available for evaluation of admission procedure effectiveness.

- . We have initiated a validation study of current entry skill tests (CAT) with the new ETS test (PPST). Three hundred elementary and secondary students from state and private colleges will participate. Costs will be shared by TSPC;

ETS; and College of Education. Analysis will be undertaken by Dick Rankin, Judy Dunn and Fay Haisley.

Committee Recommendation 3:

As a first step, demonstration projects testing different organizational and curricular models of preservice should be implemented and tested against comparable evaluative criteria.

These demonstration projects should meet several rigorous standards. They should be evaluated on the basis of identified performance criteria. They should reflect the research on school and teacher effects, and the developing research on teacher education. The projects should match design of each program to the eventual type of placement of teacher candidates. The projects should model effective pedagogical practices both within the program and for teachers in schools. The projects should use existing resources optimally.

The following program aspects should be addressed among the various demonstration projects:

- a. The preferred preservice sequence(s) for Oregon should be established, i.e., 4-year, 5-year, or x-year programs;
- b. Extensive practicum/internship experience should be provided in the local district with joint district and college supervision;
- c. The combined teacher education outcomes of the basic and standard teaching certificates should be included as part of preservice; and
- d. An internship field experience should be included in the first, or first and second, year(s) following licensure. The field experience should be in the local district with joint district/college supervision.

The demonstration projects should be carefully monitored and evaluated, and the results should serve as the basis for future program design for Oregon.

By suggesting demonstration projects instead of immediate full-scale change, it is our intent to suggest careful scrutiny of different approaches before making changes in Oregon's system of teacher education. While we have heard suggestions ranging from compacting all education into a four-year program to extending the current models to six-plus years, we believe that no decision can be made for Oregon teacher education until we have comparable evaluative data. It is also important to understand, however, that we view the demonstration projects as only

a first step which must be accomplished to provide a basis for further consensual development.

Certification requirements will need to be adjusted so participants in the demonstration projects are not penalized for participation.

Implementing Agency. Board of Higher Education, in cooperation with Teacher Standards and Practices Commission, local school districts and consortia, and public and independent teacher education programs. Design by July 1983. Evaluation completed by December 1986 (JCR, pp. 12 and 13).

*Recommendation 25. Programs to train elementary and secondary teachers should be extended beyond the traditional four years to allow for the strengthening of both the liberal arts and professional education components and the extension of field experiences to include induction into the teaching profession. The institutions are currently involved in developing and implementing extended demonstration programs testing various organizational and curricular models. These programs will be carefully evaluated as to both effectiveness and cost and then refined and implemented on a larger scale as resources become available.*

(from the Chancellor's Plan, pp. 24,25)

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We have work to do. The Committee recommends we design, develop, implement, and evaluate (on the basis of identified criteria) model preservice programs. The model programs are to reflect research on school and teacher effects and developing research on essential knowledge for beginning teachers. The model programs are to use existing resources optimally as they support beginning teachers through internship-induction year(s) during which time we, as teacher educators, are to demonstrate effective pedagogical practices for beginning teachers and other teachers in the schools.

The College of Education response will be made after input, discussion and



deliberation by an extended task force.

### Oregon Recommendations and National Trends

The Oregon recommendations correspond with national trends that cannot be ignored: on-the-job attention to first year teachers is in demand and a common body of professional knowledge seems within reach.

Some colleges and universities have incorporated internships in five year programs. These include cooperative university/school district supervision, seminars concurrent with teaching, and pre-intern and post-intern advanced courses.

Some states are mandating on-the-job entry-year assistance (performance-based certification). These states with the help of public school personnel are moving faster than the colleges to implement first-year teacher programs. (See Section II of this report.)

The Committee's emphasis on research-based teacher education corresponds with literature that tells us we can now base teacher education on a common body of professional knowledge. The American Association of Colleges for Teacher Education (AACTE) recently published its long-awaited report, Educating a Profession: Profile of a Beginning Teacher, edited by David Smith. The publication is a culmination of work that began with the AACTE bicentennial report on the profession of teaching edited by Howsam, Corrigan, Denmark, and Nash in 1976. The 1983 "Profile" outlines standards for beginning teacher competencies and characteristics as well as standards for teacher educator programs to ensure them.

Lakin and Reynolds have most recently edited and published their ten clusters of capability for teachers under the heading of "A Model for a Common Professional Culture and a Common Body of Teacher-Training Activities" in the

March-April 1983 Journal of Teacher Education, pp. 14, 15. In the same article, Lakin and Reynolds informs us that thirty resource units, each developed by one or more nationally known specialists, are available from AACTE. They write, "The largest part of each unit is the review of the knowledge base, which includes main definitional elements and a summary of the well-established principles (for teachers) in the area." They also note, "The resource units are intended strictly to serve the needs of teacher educators. They are neither textbooks nor instructional modules; rather, they are a means of communication among teacher educators about knowledge and skills that contemporary schools demand of the teachers they prepare" (p. 16).

The AACTE Profile of A Beginning Teacher is available for our use and AACTE resource units are available in our Dean's Grant Collection.

Descriptions and models of five-year programs under the aegis of colleges/universities and descriptions of state and district-run entry-year assistance programs are in the second section of this task force report. The third section contains a comparison of programs, analyses of the effects of state and college induction programs, a review of our current secondary and elementary programs and a proposed University of Oregon induction model.

Additional recommendations for improving the quality of teacher education in Oregon are available for your perusal in Appendix F.

## Section II

### University-Based and State-Mandated Induction Programs

"No other important profession is so careless about the induction of its new members." That sharp criticism of educators made by D.W. Hunt in 1968 may soon be invalid.

The profession is paying more attention to its beginners today than ever before. Progress is evident: a few colleges and universities now include internships in their extended teacher education programs; many beginning teachers now receive help from state-mandated entry-assistance teams; and some teacher educators and state agencies, including Oregon, recommend that induction be a required part of teacher education.

This section of the report on extended teacher education includes (1) statements advocating extended teacher education to include induction, (2) descriptions of five-year programs that include internship-induction under cooperative school district and university supervision, and (3) descriptions of state-mandated programs for first-year teachers. The common elements of each will be listed so comparisons can be made. Positive effects and problems will be noted so that judgments can be made. The information is intended to be used in discussion and decisions about the what and the how of implementing Recommendation 3 of the Joint Committee Report and Recommendation 25 of the Chancellor's Report. (See Section I.)

#### Advocates of Extended Teacher Education Time

Though there has been no organized, concerted call for extended teacher education under the aegis of universities and colleges, teacher educators have been recommending more time for preservice preparation for almost a decade. A chro-

nology of advocacy begins in this report with Morris Cogan's recommendation in 1975 and includes Oregon's Chancellor William E. Davis's 1983 recommendation that programs to train elementary and secondary teachers "be extended beyond the traditional four years."

In 1975 Morris Cogan, father of clinical supervision, recommended three full years of post-baccalaureate study, supervised practice, and supervised internship.\*

In 1976 the AACTE Commission on Education for the Profession of Teaching (Howsam et al.) recommended a five-year initial teacher preparation program combining the bachelor and master's degree, plus a sixth year of supervised internship.\*

In 1978 Richard Hersh, Associate Provost University of Oregon, envisioned seven years, five years of college or university education which includes some form of a one-year internship plus two years of on-the-job supervision. One fixed requirement would be the need for public schools and higher education to share in the instruction and supervision of the internship. Temporary certification only would be granted to those who successfully complete the intern year. Such a certificate would allow one to search for a first year teaching position. A Master's degree could be awarded after the completion of both an intern year and the equivalent of two full-time summers on an accredited college or university campus (Hersh, 1978).

In 1979 R.O. Smith and Stuart Silberman proposed first, a bachelor's degree with an academic major and other academics to support a study of pedagogy; then

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\*The asterisk indicates the reference is taken from Denmark and Nutter (1980). Underscoring for emphasis added by the writers of this report.

a two-year master's degree program in education with continuing assistance from the education unit during the first year of employment.\*

In 1979 T.E. Bell, then Utah Commissioner of Higher Education, said:

Everything gets makeshift treatment when we try to offer to young people a basic liberal education, a subject matter speciality in a chosen field of concentration, a working knowledge of educational psychology, methods, and student teaching experience, all in four years of college.\*

In 1980 Denmark and Nutter concluded that the profession is backward in not taking the step to extend preparation beyond four years, by determining the number of studies and amount of time on the basis of the profession's requirements rather than traditional institutional patterns.

Accordingly, we recommend a six-year program of initial teacher preparation--five years of campus-based, but field-oriented, preparation followed by a sixth year of supervised internship with provision for follow-up of beginning teachers in their first year of regular employment.\*

In 1982 Theodore Kaltsounis, Associate Dean of the University of Washington School of Education, suggested to the School Council of Deans and Directors of Education in the state of Washington that all students who want to be teachers major in one of the disciplines with admission to a certification program postponed until 80 or 85 percent of the major is completed. Further, Kaltsounis said (paraphrased here): Admit only students from the top 50 percent of the university or college population. Make it possible to complete the certification program in four years with careful planning, or continue through a full fifth year, a flexible certification program that overlaps between the

fourth and fifth year. To enlarge a high quality pool to draw from, encourage top students who hold the bachelor's degree to enter the program.

Kaltsounis advised that the certification program develop clear standards and vigorously pursue ways to assure that standards are reached, that standards include the why for the what--the theory behind the practice, and that supervisors of student teachers be paid so volunteers need not be accepted (Kaltsounis, 1982).

In May 1983 William E. Davis, Chancellor of the Oregon State System of Higher Education, recommended that programs to train elementary and secondary teachers be extended beyond the traditional four years to allow for the strengthening of both the liberal arts and professional education components and the extension of field experiences to include induction into the teaching profession (Davis and Pierce, 1983).

The above citations were selected because the writers recommended extended time for teacher education. In that respect they range from the statement that "everything gets makeshift treatment" when we try to prepare teachers in four years to recommendations for six and seven years of time to educate and to follow intern teachers into the schools for induction help.

All but Bell and Kaltsounis recommended supervised induction--on-the-job assistance--as a part of the university/college responsibility in an extended program.

Other elements of extended programs mentioned are the need to strengthen both the liberal arts and professional components, the need to develop and to vigorously pursue standards that include the theory behind the practice, and the need to share with public schools the instruction and supervision of the interns. These are common elements in literature proposing that teacher educa-

tion programs be extended.

### Predicted Effects of Extended Teacher Education

The predicted effects of implementing teacher education programs that make greater demands in both time and rigor range from increased respect to a shortage of able students.

Richard Hersh predicts positive consequences from a longer, more rigorous program: (1) increased respect from the teachers educated under the plan and from the profession and the public; (2) less later inservice required to correct training deficits; (3) a united front among teacher education, school systems, and professional organizations working to educate beginning professionals; and (4) opportunities for improving school conditions through such a united front. There would be added costs, says Hersh, but "the results are more than worth the costs" (p. 10).

Schlechy and Vance (1981) write, "If teacher education becomes more rigorous and demanding, it seems likely that many of the most academically able teachers who now enter teaching will choose not to do so--simply because, with the same effort and commitment, they can get more of what society has to offer from other occupations" (p. 112).

Benderson (1982) suggests that the opposite is true: "Lowered standards over the last decade have been met with continued falling enrollments. In 1972, education schools produced 314,254 graduates--an all time high. By 1978, the number had fallen to 190,266." Benderson quotes Frederick J. McDonald who advised that it may be time to try the opposite approach: "People are afraid to take the risk, but where programs have raised their standards, there's never been an instance where a program has failed" (p. 19).

The loss of students is one problem predicted by advocates of extended, more

rigorous programs. Another predicted problem is the difficulty of working with field personnel, even more closely than at present and for a longer period of time. Gallegos (1981) warns those who plan collaborative training arrangements with practitioners in school settings: "It is one thing to talk about collaborative endeavors and quite another to plan, implement, and maintain them" (p. 4). Added costs is a third predicted problem (Hersh, 1978).

Are the predicted effects accurate? Positive and negative effects of program changes can be predicted, but real effects are not known until changes have been implemented, practiced, and evaluated over a period of time. In order to examine the effects of extended programs, this task force looked for such programs.

#### Extended Teacher Education Programs in Practice in 1983

Only three programs that fit our criteria were found. Two of the three programs have been in practice for a decade--Austin College in Sherman, Texas, since 1972, and the University of New Hampshire in Durham, New Hampshire since 1974. The third program began with the 1981-82 school year at the University of Kansas in Lawrence, Kansas. (A fourth will begin at the University of Florida in 1984.)

The criteria used to search for extended models were these: (1) the program extends beyond four years and is usually described as a five-year program; (2) certification is based on completion of the program; (3) supervised undergraduate field experiences are required prior to graduate credit internship; and (4) the program prepares both elementary and secondary teachers.

Information about each program was taken from an article written by person(s) involved with the program. Data, including the pros and cons as described in the literature, were recorded on a chart format to enable easier



comparison of program structures. The chart-model was then sent to the author at the institution and information was corrected and approved by the person credited on the chart. (See Appendix D.)

Austin College in Sherman, Texas implemented its five-year certification and Master of Arts degree program in 1972. Students, faculty, and consultants designed a program that "can change to meet the demands of a changing society." The emphasis on change resulted in a non-traditional teacher education program. The Program is based on strong liberal arts undergraduate studies, is developmental and flexible, and is arranged to provide the student with continual field-based experiences from the start of the freshman year.

Students who need more assistance complete their student teaching during year five. Students who are judged ready become paid interns with minimal assistance all day for one semester or for half-days all year. During the fifth year and summers, students also enroll in graduate courses such as multi-endorsements and research methods. Courses may also be taken in other departments.

The Program has high admission standards, many one-to-one faculty-student hours, early school experience, and support in the first years of teaching. Disadvantages are high costs and extra length of time needed for continuous collaboration with practicing teachers and cooperating school districts (Steinacher, 1979). Specifics of the Austin College Program can be found in Figure 1 and Appendix D.

The University of New Hampshire in Durham began a five year, integrated undergraduate-graduate course of study in 1973-74. The Program emphasizes a strong liberal arts education and students complete a bachelor's degree at the end of their fourth year. Although education courses overlap the third, fourth,

and fifth years, there are no undergraduate majors in education. The fifth year includes both pre-intern and post-intern summer courses and a full internship school year with supervision by public school and university personnel. The Program ensures (1) that students who enter Phase III, year five, of the professional program will have had a strong academic major and a broad liberal education; (2) that students will have close advising and flexibility in content and sequence choices during all three phases of the program and specialization choices during Phase III; and (3) that students will be assisted in the integration of theory and practice during the seminars and the intensive supervision in the full year of internship.

The close advising, flexibility, and intern supervision result in added labor-intensive costs, scheduling problems, and concern about qualifications of field professionals as teacher educators. But the rewards for the academically qualified and committed students who have paid more for their education both in time and tuition are the ninety percent assurance of obtaining a teaching position and the professional skill and confidence to remain in teaching. There are few dropouts (Andrew, 1981). Specifics of the University of New Hampshire Program can be found in Figure 2 and Appendix D.

In 1981-82, The University of Kansas at Lawrence moved to a five-year program that facilitates gradual induction into the profession with early observation and participation in classrooms, student teaching during the first six to eight weeks of the fifth year, course work on campus during the next thirteen weeks, and internship during the third and final certification requirement of the five-year program. Development of the program focused on the field experiences and the need to relate theory to practice (Scannell and Guenther, 1981 and from unpublished course descriptions).

Figure 1. EXTENDED TEACHER PREPARATION REQUIRED FOR INITIAL CERTIFICATION—OBJECTIVES, STRUCTURE, PROS, CONS

AUSTIN COLLEGE at SHERMAN, TEXAS	YEAR 1	2	3	4	5	PROS	CONS
<p>LIBERAL ARTS STUDIES</p> <p><i>Changed since '90. See white D.A. program sheet.</i></p>	<p>The Austin College BA degree requires 34 courses (4 semester hrs each). Only three may be education/courses. The Austin Teacher Program recommends a <del>five</del> <sup>four</sup> core exploratory sequence as part of the 34: Communication/Inquiry, Individual Development, Policy Research, and Heritage of Western Man (a three-course sequence). Courses required of all students seeking certification are English (3), History of U. S. (2), Political Science (1), Psychology (1), and Foreign Language (2).</p> <p><i>(Analyzing intermediate proficiency which would mean zero credit)</i></p>	<p>34: Communication/Inquiry, Individual Development, Policy Research, and Heritage of Western Man (a three-course sequence). Courses required of all students seeking certification are English (3), History of U. S. (2), Political Science (1), Psychology (1), and Foreign Language (2).</p>	<p>34: Communication/Inquiry, Individual Development, Policy Research, and Heritage of Western Man (a three-course sequence). Courses required of all students seeking certification are English (3), History of U. S. (2), Political Science (1), Psychology (1), and Foreign Language (2).</p>	<p>34: Communication/Inquiry, Individual Development, Policy Research, and Heritage of Western Man (a three-course sequence). Courses required of all students seeking certification are English (3), History of U. S. (2), Political Science (1), Psychology (1), and Foreign Language (2).</p>	<p>Nine credits (36 sem hrs)</p> <p>Six credits: Topics in Education, Independent Study, Topics in Elementary or Secondary Ed., Seminar &amp; Practicum in Multi-Endorsements, Research and Synthesis in Ed or Methods in Ed Research</p> <p>Supporting courses may be taken in other departments.</p> <p>Three credits (12 sem hrs)</p> <p>Intern or student teacher all day for one semester or one-half day all year. Seminars give opportunity to discuss theory and individual experience as teacher.</p>	<p>A strong liberal arts degree</p> <p>Developmental, flexible, personalized teacher education</p> <p>Continual field-based experiences monitored by ATP faculty and top-notch teachers in the field. (The student in consultation with a faculty member sets many objectives in contract form during each Lab experience.)</p> <p>The flexibility of the program allows a student to earn the master of arts degree in four years plus summers.</p> <p>Graduates are in demand.</p> <p>Evaluations in a one-through-five-year scheme show principals' evaluations strong each year.</p>	<p>The Austin Teacher Program requires many one-on-one faculty-student hours and close cooperation with area schools.</p> <p><i>"Cost of five-year program to student coupled with hoarded salaries for Texas teachers has cut our graduate population by about 50% since '78, '79-1980. But we're hanging on!"</i></p>
<p>LAB AND CLASSROOM PRACTICE</p> <p>Fully Implemented: 1972</p> <p>A five-year teacher education program that terminates with a master of arts degree and includes four undergraduate laboratory experiences preparatory to the fifth or professional year</p>	<p>Lab 11 One credit</p> <p>Student and mentor assess behavior patterns that might facilitate excellence as teacher. Observations in area schools allow student to articulate personally desired behavior patterns.</p>	<p>Lab 12 (4 sem hrs)</p> <p>Student spends at least 30 hours in one classroom. Lab Coordinator writes three observation reports of student's teaching. Coordinator observes at student's request. Classroom teacher writes mid-term and end-term evaluation reports.</p>	<p>Lab 51</p> <p>Basically an on-campus lab to assess commitment to teaching, write formal petition to ATP admission, and fulfill contract with Lab Coordinator for individual exploration in a facet of education. Contract calls for written report.</p>	<p>Lab 52</p> <p>Student is placed in area school under supervision of excellent teacher to complete a minimum of 50 hours of teaching. Lab 52 determines whether student will be a paid intern with minimal supervision or a student teacher during the field-based segment of the graduate year.</p>	<p>Ed or Methods in Ed Research</p> <p>Supporting courses may be taken in other departments.</p> <p>Three credits (12 sem hrs)</p> <p>Intern or student teacher all day for one semester or one-half day all year. Seminars give opportunity to discuss theory and individual experience as teacher.</p>	<p>member sets many objectives in contract form during each Lab experience.)</p> <p>The flexibility of the program allows a student to earn the master of arts degree in four years plus summers.</p> <p>Graduates are in demand.</p> <p>Evaluations in a one-through-five-year scheme show principals' evaluations strong each year.</p>	<p>close cooperation with area schools.</p> <p><i>"Cost of five-year program to student coupled with hoarded salaries for Texas teachers has cut our graduate population by about 50% since '78, '79-1980. But we're hanging on!"</i></p>
<p>Source: Steinacher, Richard ED 171 695 Jan 79</p>	<p>C. The Austin Teacher Program and . . . Correction and confirmation of information by letter from Rich Steinacher, June 24, 1983.</p>						

Figure 2. EXTENDED TEACHER PREPARATION REQUIRED FOR INITIAL CERTIFICATION—OBJECTIVES, STRUCTURE, PROS, CONS

Institution: University of New Hampshire	YEAR 1	2	3	4	5	PRO	CON
LIBERAL ARTS STUDIES	————	————	————	————	Phase Three	Strong academic major and broad liberal education	
PROFESSIONAL EDUCATION COURSES		Phase One Exploring Teaching	Reading Instruction Math Instruction 4 credit hours in each: Educational Structure & Change Human Development & Learning Alternative Teaching Models Alternative Perspectives on the Nature of Education	Phase Two	Pre-intern summer and Post-intern summer Includes 12 hour credit concentra- tion in specializa- tion choices	Academically qualified and committed students Close advising with extended personal contact Flexibility allows student content and se- quence choices including specialization choices during graduate phase	Fewer students Smaller class size results in more costly student/ professor ratio and some scheduling problems Costly labor- intensive supervision
On-site CLASSROOM PRACTICE		65 hours active participa- tion as aides, assistants, instructors	Courses listed above include experiences in local schools	Apply to Phase Three	Full internship year with supervision by public school and university personnel helping to integrate theory with practice	Full year of intensive supervision and guidance 90+ percent of graduates teach first after comple- tion of program Few drop out of teaching	Philosophical objections to flexibility and to <u>teaching learning theory</u> along with practice in the field Concern over qualifications of classroom teachers as teacher educators
<p>Implemented: 1973-74</p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>to develop cooperative and parity relationships between professionals in the field and college-based teacher educators</li> <li>to prepare teachers with effective personal teaching styles</li> <li>to prepare teachers who could act as leaders in the school and classroom exhibiting self-improvement skills, helping colleagues improve, and initiating appropriate curriculum change</li> </ul> <p>Source: Michael D. Andrew, "A Five Year Teacher Education Program: Success and Challenges" in <i>JTE</i>, May-June, 1981. Approved by Dr. Andrew, Director of Teacher Education, University of New Hampshire, June 20, 1983.</p>							

Figure 3. EXTENDED TEACHER PREPARATION REQUIRED FOR INITIAL CERTIFICATION—OBJECTIVES, STRUCTURE, PROS, CONS

UNIVERSITY OF KANSAS	YEAR 1	2	3	4	5-1 6-8 weeks	5-2 13 weeks	5-3 9 weeks	PROS	CONS
LIBERAL ARTS hours and TEACHING-FIELD CONTENT hours	16 16 semester hours	15 9 4	6 7 8	10 9	6g	13g	9c		
PROFESSIONAL EDUCATION COURSES	100 Introduction to Teaching: Career Awareness								
	200 Studying Children/... in Schools								
	210 Education in a Multicultural Soc.								
	<del>Principles of Human Learning and Development 300</del>								
	<del>Communication and Cl Manare..Theory &amp; Skills 310</del>								
	<del>Measuring Pupil Progress 330</del>								
	<del>Instructional Strategies in 340</del>								
	Using Media and Microprocessors in the Classroom 400								
	Foundations of Education 410								
	Selecting Content in 420								
	Counseling and Consultation Skills for Classroom Tchrs 430								
	Field Experience with the Exceptional Child/Adolescent 431								
	OPEN 440								
On-Site CLASSROOM PRACTICE	OBSERVATION	OBSERVATION	PARTICIPATION 15 clock hrs per wk shared with 300 & 310	PRACTICUM 31 clock hrs per sem 320, 330, 340 shared	PRACTICUM 23 clock hrs per sem 400, 410, 420 shared	PRACTICUM 30 clock hrs per sem 430, 431, 440 shared	STUDENT TEACHING Full time 40 clock hours per week		
Date implemented: 1981-82									
The goals and objectives of the program, developed by committees and approved by the faculty, are considered generic to "safe professional practice." They represent what every teacher should know or be able to do to function safely and effectively with students regardless of grade level or subject area.									
Source: Scannell and Guenther, "The Development of an Extended Program" in JTE, January and February, 1981; and from program materials given to Dean Gilberts by Dean Scannell. Corrected and approved by Lelon R. Capps, Associate Dean, June 28, 1983.									
						700 Evaluating Teaching and Learning in the Regular Class 720 The Teacher and School Organization 730 Issues in Classroom Management Electives 4 hours	INTERNERSHIP 40 clock hours per week	The program facilitates gradual induction into the profession beginning with observation and proceeding through short and long-term field experiences in distinct size and type schools at different levels. All students will meet certification standards for at least two of the three levels of elementary, middle, and secondary education.	The on-campus component of the program as prescribed by the type and level of field experiences is an ongoing adjustment/development task. Governance structure, most difficult aspect of change process.

DATA TO INSTR PRAC

32 hours

The Kansas Program includes less flexibility in course sequence and undergraduate hours in education courses than the Austin College and New Hampshire Programs. Moving student teaching to the early part of year five means that more liberal arts and teaching field content courses can be taken during the first four years of college. Kansas has not yet graduated five year students. Specifics of the University of Kansas Program can be found in Figure 3 and Appendix D.

The University of Florida's Proteach Program, to begin in 1984, will include broader study in general education, in disciplines undergirding education and in academic specialization. Professional studies will include foundational studies, teaching knowledge and skills, and clinical and laboratory studies. The knowledge and skills from the Florida Beginning Teacher Program will be integrated into the University's five-year program (Proteach. A brochure prepared by the University of Florida College of Education).

#### Common Elements--Positive Effects of Five-Year Programs in Practice

(See Figure 4, descriptions, and Appendix D for sources of comments.)

Goal-based Programs. Although these brief descriptions focused more on program structure than on goals, each campus-based program moved into structure and content from reviewed or newly stated goals.

The Austin College Program stresses personalized teacher preparation in a program that can change with a changing world. The University of New Hampshire strives to develop cooperative and parity relationships between field and college professionals, effective personal teaching styles, and leaders who can exhibit self-improvement skills, help colleagues improve, and initiate appropriate curriculum change.

The University of Kansas developed goals in the context of "safe



Figure 4. POSITIVE EFFECTS OF FIVE YEAR PROGRAMS IN PRACTICE  
 as described by persons involved, respectively, with programs  
 at Austin College, University of Kansas, University of New Hampshire  
 (See charts in Appendix for data source.)

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• A strong liberal arts education	<u>A</u>		<u>NH</u>
• Qualified, committed students			<u>NH</u>
• Close advising, extended personal contact	<u>A</u>		<u>NH</u>
• Flexibility of prog.	<u>A</u>		<u>NH</u>
• Continuous field experiences	<u>A</u>		<u>NH</u>
• Gradual induction in varied type/size field-settings		<u>K</u>	
• Internship	<u>A</u>	<u>K</u>	<u>NH</u>
• Intensive supervision and guidance			<u>NH</u>
• Integrating theory with practice	<u>A</u>	<u>K</u>	<u>NH</u>
• Monitoring by faculty and top-notch field-teachers	<u>A</u>		
• Coordinating campus program with field experiences		<u>K</u>	
• High employment rate Graduates in demand	<u>A</u>		<u>NH</u>
• Top evaluation from principals in 1- through 5-year follow-up	<u>A</u>		
• Few drop-outs from teaching			<u>NH</u>

Note: Authors who are not writing to a prescribed outline or set of questions emphasize different aspects of their programs. The absence of an institution's name in connection with a positive effect does not imply that the effect might not also be true of that institution's program. Also note that Kansas has not yet taken students through year five of their program.

professional practice," that is, what every teacher should know or be able to do to function safely and effectively with students. Each goal was translated into a series of objectives that express generic expectations for every teacher regardless of grade level or subject area. And the University of Florida began the redesign of their four year program with these questions: What should beginning teachers know? What should beginning teachers be able to do? What kind of persons should beginning teachers be?

Stronger liberal arts education. Two of the three programs require students to concentrate on a liberal arts degree program before applying to the teacher certification program. The few undergraduate education credits earned can be applied to a liberal arts degree and students who decide not to continue in teacher education can complete the liberal arts degree without loss of time.

Extended field experience. Each five-year program prescribes undergraduate and graduate field experience that includes a greater variety of contacts and a deeper involvement than are possible in a four-year program. Induction is gradual and continuous. Benefits from extended field experiences are extended personal contact, intensive supervision, and closer coordination between campus courses and field experiences.

Integrating theory with practice. Each program description mentions the tie between theory and practice and the close coordination between campus courses and field experiences. Scannell and Guenther of Kansas (1981) recommended: "The relation of theory to practice in the program should be obvious and understandable by all" (p. 9). And at the University of Florida, faculty committees have compiled a comprehensive explication of theories and research to support practices in generic operations teachers perform--diagnosis, instructional planning, observation, instructional managing, observing, and interper-



sonal relating.

Qualified and committed students. A study by Andrew (1983) shows that students who chose to enter the New Hampshire program "represent a group academically far superior to prospective teachers described in national summaries; they also represent significantly better than average senior students at the University of New Hampshire and they are comparable to all graduate students at that institution" (p. 21).

Students who enter an extended professional program, after exploring the field through undergraduate experiences and after they have neared completion of a liberal arts program, are likely to be committed to teaching as a career. At the same time that students are exploring teaching as a career to determine their commitment, an academic and professional record that predicts success in a teaching career is made easily available to advisors and screening committees.

High employment and success in teaching. Employment in teaching positions, the first year after program completion, has held at 90 percent at the University of New Hampshire. There are few dropouts from teaching among New Hampshire graduates. This is in dramatic contrast to reported dropout rates throughout the country.

Austin College graduates are "in demand" and evaluations based on a one-through-five year follow-up scheme show principals' ratings strong each year.

Flexibility of program. Austin College and the University of New Hampshire have striven to keep their programs flexible. Kansas considers adjusting the on-campus element to the type and level of field experience to be an on-going developmental task.

#### Common Elements--Problems of Five Year Programs in Practice

(See Figure 5, descriptions, and Appendix D for sources of comments.)

Concern about loss of students. At the University of New Hampshire, the number of students enrolled in education dropped 50% when the five-year program began in 1973-74; then the number increased each year. In June 1983 in response to our question, "Has enrollment continued to increase?" Andrew wrote, "Enrollment in the final phase of our program seems to be leveling off. The rate of increase is less." Sixty secondary and elementary interns completed the five-year program in 1982-83.

When in June 1983 Steinacher corrected our Austin College data chart, he added to that chart. "Cost of five-year program to students coupled with horrid salaries for Texas teachers has cut our graduate population by about 50% since '78, '79 and '80. But we're hanging on!" Austin College is a small liberal arts college. Their only graduate program is the Austin Teacher Program master's degree program. In 1979 there were 100 students in that program.

Concern about labor-intensive costs. There are program costs in time and labor for advising, for arranging campus classes with students on flexible schedules, and for cooperation with schools in placement and shared supervision.

The University of New Hampshire placed 60 elementary and secondary interns who completed their program this past year in addition to placing students in required short undergraduate field experiences. The problem of placement with effective classroom teachers must take time, especially as it must go beyond the town of Durham (population 8,448 by 1983 almanac figures).

Concern about cooperative teacher education. Andrew of New Hampshire (1981) wrote that two philosophical aspects of their five year program have troubled many teacher educators and certifying agencies. The first is the flexible, individualized program of both content and sequence and the related program assumption that preservice teacher education does not need to insure that every

Figure 5. PROBLEM EFFECTS OF FIVE YEAR PROGRAMS IN PRACTICE  
 as described by persons involved, respectively, with programs  
 at Austin College, University of Kansas, University of New Hampshire  
 (See charts in Appendix D for data source.)

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. Cost of five-year program to students coupled with low salaries has cut population	<u>A</u>	
. Fewer students	<u>A</u>	
. Many one-on-one faculty-student hours	<u>A</u>	<u>NH</u>
. Smaller class size costs in student/professor hours and scheduling problems		<u>NH</u>
. Governance structure most difficult aspect of the change process		<u>K</u>
. Close cooperation with schools	<u>A</u>	
. Costly labor-intensive supervision		<u>NH</u>
. Concern about qualification of classroom teachers as teacher educators		<u>NH</u>
. Philosophical objections to flexibility and to teaching <u>learning theory</u> along with field practice		<u>NH</u>
. Problems of adjusting the on-campus element to that prescribed by the type and level of field experience - an on-going development task		<u>K</u>

Note: Authors who are not writing to a prescribed outline or set of questions emphasize different aspects of their programs. The absence of an institution's name in connection with a positive effect does not imply that the effect might not also be true of that institution's program. Also note that Kansas has not yet taken students through year-five of their program.

student study all the important areas that eventually may be needed. The other troublesome issue is the reliance on classroom experiences as a learning vehicle and the related use of classroom teachers as important teaching colleagues (p. 41).

Lelon Capps of Kansas wrote in a June 1983 letter: "It should be noted that our governance structure has been the most difficult aspect of the change process."

#### State-Mandated Entry Programs

Only the state has the power, the authority, and the responsibility to develop educational programs on a state-wide basis.

State agencies can exercise their responsibility and power to develop educational programs in two ways: by setting minimum standards and asking local entities to design programs to meet those standards or by prescribing both the standards and the design for meeting the standards.

The pattern for states has been to set minimum standards and to grant approval to institutions for their proposed teacher preparation programs. Apparently, the state system, at least in some states, has not been any more consistent in assuring quality than has the National Council of Accreditation for Teacher Education optional system (Watts, 1982). Twenty states (Newsweek, May 9, 1983) now require graduates to pass competency tests before issuing basic or provisional certificates. Some of the tests certify basic skills ability. Others test professional knowledge.

In addition to administering tests, a growing number of states are granting provisional rather than permanent certification. Provisional certificates allow assessment of competence during one or more probationary years of teaching. This two-tiered process is a way to enforce standards not guaranteed by every

teacher preparation program. Example: "Eighteen of the 25 institutions that train teachers in Florida have lost state approval of one or more of their education programs under a law that holds them accountable for their students' performance on the state's basic skills test for teachers" (Education Week, July 27, 1983; p. 3).

Georgia was the first of four states to implement an entry program for beginning teachers.

#### A Chronology of State-Mandated Entry Programs

In 1980 Georgia implemented a Performance-Based Teacher Certification System (Leach, 1980). David Weller (1981) describes the plan as "a statewide consortium of teacher educators: a model for complete professional control and organization." Years of writing tests, developing assessment instruments, and planning governance and operation of certification procedures were followed with approval by the legislature of laws to enforce and money to finance a comprehensive assessment-induction procedure for beginning teachers. Fifty hours of evaluation training had been completed by 10,000 of 60,000 Georgia teachers by 1982 (Benderson, 1982).

An account of the problems Georgia professionals wanted to solve and a description of their solution can be found in Appendix E.

In 1981 South Carolina's Educator Improvement Act went into effect. New teachers receive provisional contracts. They are observed during their first year by three specially trained representatives of the district. If observers see the need, first year teachers must participate in staff development programs. By 1982 training in teacher evaluation on the state's own list of teaching skills had been provided for 3,000 to 4,000 teachers and administrators (Benderson, 1982).

In 1982 Oklahoma's House Bill 1706 became law. The bill addresses four major concepts in teacher education: (1) Strengthening the screening requirements of college student applications for admission into college and university teacher education programs, (2) Testing teachers in their curriculum field, (3) Development of an Entry-Year Assistance Program for beginning teachers, and (4) Staff Development programs in all school districts (Policies and Procedures Handbook for House Bill 1706. Oklahoma City, OK: Oklahoma State Department of Education, September 1981).

After graduating from a teacher education program and satisfactorily passing required tests, new teachers are granted a one-year license under provision 3 of HB 1706. Their performance is guided by an Entry Year Assistance Committee--a fellow teacher (Teacher Consultant) an administrator, and a teacher educator from a nearby teacher education institution. The Oklahoma Plan is described by Richard Wisniewski (1981) and Kliene and Wisniewski (1981).

In 1982 Florida implemented its Beginning Teacher Program. A coalition of professionals from school districts, teacher education centers, and colleges and universities in Florida developed the system for beginning teacher performance measurement. Knowledge from research about teacher effectiveness was assembled and organized so that it could be used in training materials and instruments for observers and in helping beginning teachers to practice the 24 Florida generic competencies in their classrooms. The research base, a definition, and examples are clearly explicated for each competency in the Handbook of the Florida Measurement System. (Tallahassee, Florida: Office of Teacher Education, Certification, and Staff Development; June 1983.) The program is administered by the district and financed by the state at a \$1.75 per pupil rate.

A few characteristics of each of the entry programs were selected to provide

a rough profile of state-mandated programs. A list of the common elements of the four programs will further explain their purpose and procedures.

#### Common Elements of State-Mandated Entry Programs

A license or provisional certificate. The state issues a license or provisional certificate. The beginner's license is based on three prerequisites: (1) A baccalaureate degree, (2) Completion of a teacher education program, and (3) Passing scores on state administered tests of basic skills and professional knowledge exams. (Exception: Exams are given before graduating from teacher education programs in Oklahoma.)

Certification by professional committee. The state removes the power to award a professional certificate from teacher education institutions and places it in the hands of professional team members who observe and assist the teacher during the first year(s) of teaching. At the end of the year, committee members decide to certify, decide not to certify, or decide to recommend that the teacher complete a second year in the assistance program.

Teacher educators involved in design. In each state, educators at every level were involved in the design of their state's entry-year program.

Teacher educators not involved with first-year teachers. In three of the four states, professionals at the district level carry out the entry-year assistance program. There is little opportunity for teacher educator input.

A state-mandated design and district-administered program. The state prescribes a common design and school districts administer the entry-assistance program for beginning teachers. The programs have these assistance features in common.

A support team of three. The beginning teacher is assigned a support team of three. The committee in South Carolina is composed of three specially

trained district representatives. In other states the team includes the school principal or other administrator; a teacher experienced at the beginning teacher's level or area; and a third person--a Regional Assessment Center representative in Georgia, a district coordinator or supervisor or other person at such level in Florida, a teacher educator from a nearby higher education institution in Oklahoma.

Generic teaching skill lists. Team members observe the beginning teacher a minimum of three times per year, using as guides generic teaching skill lists prepared by professionals including teacher educators in the state. In conference with the beginning teacher, team members specify areas of need and write professional development plans.

Help to improve skills. If the development plan prescribes improvement, the beginning teacher is given help by a regional representative (Georgia), a consultant, a peer teacher, or a district training program.

Two states, Oklahoma and Florida, have surveyed their participants' evaluation of the program at the end of the first year of operation. A majority of the Oklahoma respondents thought the shift from certification by institutions of higher education to certification by professional committee a positive step toward improving the preparation of teachers in Oklahoma. The report of the survey is in the March-April 1983 Journal of Teacher Education (Simms).

In a survey of participants in the Florida Beginning Teacher Program (FBTP), an overwhelming majority of building level administrators, peer teachers, and beginning teachers indicated that the program can potentially serve its purpose--to improve the performance of all beginning teachers through a comprehensive program of support, training, and documentation of the generic teaching competencies during the first year of teaching. Less than ten percent of the



respondents believed that the FBTP could not accomplish the stated purpose and should be discontinued. Forty-five percent of all respondents believe, however, that if the program is to continue, major modifications must be made.

Their recommendations for improvements are given here in brief form:

- Simplify procedures related to recordkeeping in order to reduce the staggering amount of paperwork associated with the program.
- Refine, clarify, and make more concise the research materials as well as other materials.
- Improve school district/school level communications, coordination, and training programs.
- Provide adequate funding for release time for support team members as well as other personnel needed to effectively implement the program.
- Develop appropriate materials/instruments for personnel in non-teaching areas and modify the program to make it appropriate for "special" areas.

In Tennessee, the state known for its governor's Master Teacher Plan, the first year teacher would be an apprentice a minimum of three years at the beginning stage. "During this time they would be regularly observed, evaluated, and counseled by experienced senior and master teachers, the principal, and supervisors. An apprentice could apply for a professional certificate at the end of the third, fourth, or fifth year of teaching and would then be evaluated by a team of master teachers from outside the district" (Stedman, 1983).

For a period of several years in Nevada, multiple agencies explored a fifth-year internship for Nevada's beginning teachers (Kunkel and Dearmin, 1981). The Nevada Plan as it nears completion is not an internship but instead is a program in which the graduate of a four-year teacher education program will seek employment with a temporary one-year certificate and serve in a Nevada Initial Year Teaching Program described as a coordinated effort between the local school system, the teaching profession, and higher education (Working Draft V. The

Commission on Professional Standards in Education, May 1982).

"Ohio teacher educators have held a conference on implementing extended teacher preparation programs. The State Department, however, is more interested in a plan in which master teachers work with beginning teachers than in a plan in which campus-based teacher education programs include a fifth year internship practicum" (from an August 4 telephone conversation with Norma Nutter, Director of Student Personnel Services at Ohio University in Athens).

The New York Board of Regents have long proposed a one-year internship with close supervision and assistance by experienced personnel.

Arizona planned to test the Georgia Teacher Performance Instrument before adapting it to their own provisional performance model (Benderson, 1982).

State governments in collaboration with professionals have implemented tests of competence and assessment of skills after the teacher-to-be has completed a teacher education program. Smith (1980) fears, "Legislated as an internship (the fifth year) entails little or no change in the campus program or modification of state and university policies now controlling and financing colleges of pedagogy" (p. 90).

In the third section, programs and their effects are analyzed; our University of Oregon programs are reviewed, and recommendations for changes are made.

### Section III

#### Critical Analyses and Critical Decisions

Section III of this background report for task force use is analytical in purpose and point of view. We compare programs, analyze effects, recommend changes, and sometimes digress with the intention that the discussion here kindle dialogue among faculty, consortium, and task force members. The task for all is to decide what changes, if any, we should make in our University of Oregon teacher education programs.

In Section I, we described the concerns of Oregon educators and we delineated Oregon's directives: The Joint Committee and Chancellor Davis have called on teacher educators to strengthen both the liberal arts and professional education components of teacher education programs and, specifically, to include an internship in local districts with joint district and college supervision. The Committee directs that we (and teacher educators at other Oregon higher education institutions) design, implement, and evaluate model preservice programs that reflect the research on school and teacher effects and the developing research on teacher education. In Section I, we also reported the current status of our University of Oregon Secondary and Elementary Programs in relation to the state's directives.

In Section II, we observed that although there are many educators who have advocated (1) extended time to strengthen liberal arts and professional studies, and (2) an internship in teacher education programs, few institutions have moved to implement such programs. We described campus-based five year programs and summarized the positive effects and concerns as they were perceived by persons involved in those programs. We noted that in the spring of 1983 twenty states administered examinations to check the skills and knowledge of teacher education

graduates and that, since 1980, four states have mandated entry programs for first year teachers--programs that prescribe induction by professional teams whose members observe, assist, and certify (or don't certify) the teacher at the end of the first year(s) of teaching. We found that professionals and legislators at the state level are moving faster than teacher educators to implement programs for first year teachers.

#### The Search for Models

There was a step between the examining of Oregon's directives and the describing of induction programs. That step was the search for models that incorporate the major Oregon directives--strong liberal arts and professional studies and internship-induction.

It seemed, because Educational Testing Service in 1980 found 24 programs that gave planned induction support to the beginning teacher, there would be a dozen or more induction models we could review. There were not. There were three that fit our criteria: requirements of a strong liberal arts education, undergraduate and graduate field experiences, programs to prepare both secondary and elementary teachers, and certification only after completion of the program's graduate internship and related course work.

We were amazed to find so few induction programs and we were even more amazed to find states moving into the induction void with entry programs for the first year teachers. We found campus-based programs described in educational literature; whereas, the only state program described in an educational journal was the Oklahoma Plan. Other descriptions of state entry programs were buried in microfiche to be found only through computer search or, as in the case of Florida, discovered through personal contact. Professionals at the school and state level are not writing articles, but they are taking action.

We needed next to look critically at the elements of the two kinds of induction programs--state-entry and campus-based--so that we could determine whether either kind of program would serve as a model that would fulfill Oregon Recommendations. We listed Oregon Recommendations and the common elements of each kind of program. (We later included elements of our current four year programs.) Entries juxtaposed on Figure 6 enable us to compare programs using the Oregon Recommendations as criteria.

State-entry programs as models. State entry programs meet six of the ten Oregon Recommendations but in a limited way. (See Figure 6.) One concern is that observation and conference visits may be too few. A second concern is that competencies on check-lists may become techniques for technicians rather than principles for practitioners and that theories, though based on research, may become rules rather than hypotheses to be tested.

Nevertheless, after years of neglect, these programs mean that attention is being paid to first year teachers. Each first year teacher has a support team and each has assistance if problems are noted. Each has an explicit set of competencies to achieve. Expectations are known. For persons who have been concerned about the isolation of beginners in our profession, it is no surprise that 83% of Florida's first year teachers said, "Continue the program for next year's beginners." State entry programs take a long step in a good direction.

Campus-based extended programs as models. Campus-based programs meet eight of the ten Oregon Recommendations used as criteria. (See Figure 6.) The ninth, cooperation among teacher education colleges, may be in practice but probably only through informal contacts and professional organizations, not in state or nationally arranged structures. The tenth criterion, rigor and relevance, was not evaluated.

Figure 6. COMPARISON OF PROGRAMS using the Oregon Recommendations for preservice teacher education as criteria

Oregon Recommendations for Preservice Teacher Education Programs	Common Elements of CamDus-Based Five Year Programs	State-Entry program Common Elements	University of Oregon Current Four Year Programs						
			Secondary		Elementary				
Goals and objectives to design and evaluate program	Yes	Yes	Achievement of goals and objectives is evaluated by graduating students, graduates and other professionals in the field.						
Rigor, relevance	(Evaluation criteria not delineated)								
Strong liberal arts	Austin College and U of New Hampshire: 85-90% of undergraduate program U of Kansas 66%	No changes in undergraduate teacher education programs	24-30%*		39%**				
Strong professional studies	During year 5		Endorsement area major 33%	Allied Prof 11.0%					
			Pre-prof. 5%	Pre-prof 5.0%					
Field work-- Undergraduate	Continuous, varied, gradual increase to student teaching. AC and UNH		Prof STEP 7%	Prof TEEM 21.5%					
Extended field experience Internship	AC and UNH Full year Kansas Student teaching and internship in year 5	Support team observes, assists, and certifies at end of 1st year teaching	13% 16%						
Integrated theory and practice	Yes	Implementing competencies backed by theory and research information	No Option is available for a few in RTP Program						
Program based on school and teacher effectiveness research	Yes		University supervisor influence limited in cooperating teacher's classroom						
Cooperation between college and school professionals	Yes	Teacher educator on support team in Oklahoma	Yes						
Cooperation among teacher education colleges			Yes inPut one way						
High admission standards	Yes	Must pass skills and professional knowledge tests	Yes on admission data through state basic skills committee Informal cooperation						
	High employment rate AC graduates in demand UNH average 90% K, no graduates yet		Oct 1	Tchg	Sch	Other work	Tchg	Sch	Other work
	High success rate AC ratings high UNH few dropouts		79-80	44%	2%	41%	63%	1%	26%
	Flexibility AC, UNH K adjusts course work to field practice (also a problem)		80-81	45%	6%	42%	53%	6%	30%
	Concern about lower student enrollment		81-82	35%	8%	42%	41%	5%	39%
	Concern about cooperative teacher education		Follow-up data and ratings by graduates and supervisors indicate high success rate						
	Concern about labor-intensive costs	Somewhat concerned	No						
			Yes						
			Yes						

\* For some secondary students, the endorsement area studies increase arts and science credit hours to 60% or more.  
 \*\* Data from a sample of 12 elementary education programs completed in Spring 1983 indicate that graduates earned an average of 243 credit hours of which 107 (44%) were in arts and sciences.

Austin College and the University of New Hampshire require between 80 and 90 percent of undergraduate credits to be liberal arts studies. The University of Kansas requires two-thirds of the bachelor's degree to be in liberal arts. Professional studies at Kansas are a bigger fraction of undergraduate studies.

All three give a possible 100 percent of graduate credit hours to professional studies. Some of them are intern practicum and seminar hours and others are in-depth specialization and endorsement hours. There is program flexibility at New Hampshire and Austin College for cross-campus graduate course selections.

Our analysis showed that elements of the campus-based model meet the Oregon criteria more fully than do the elements of the state entry model. (There are goals and tables of three campus-based models in Appendix D, and there are descriptions and tables of the models in Section II.)

#### Implications of Moving to an Extended Program

If we adopted a model that incorporated the elements of the campus-based extended programs (the model that meets the Oregon criteria), what kinds of changes would occur?

The changes called for are an increase in the required number of undergraduate liberal arts credits for all elementary and some secondary students, an increase in the number of undergraduate professional studies credits for secondary students, and an added internship for both secondary and elementary students.

There is no agreement among educators across the nation about the proportion of teacher preparation time that should be spent in general versus professional education studies. There is tension and controversy when program designers must allocate exact numbers of credits to each area.

There are concerns about qualifications and domains when proposed internships in public schools demand cooperation between college and school professionals. There are concerns about costs in time and money for both institutions and for students.

There are risks, but there are also benefits.

As a basis for our stand that we take risks and make changes we want to bring to your attention supporting arguments in the literature.

Strong, broad liberal arts education. Every advocate of improved teacher education asks for a stronger, broader liberal arts education. Richard Hersh says that education implies "the capacity to adapt to contexts and content different from those which existed during training; . . . the capacity for continuous self-generated growth as a response to new circumstances; . . . a breadth of knowledge as well as depth, with the ability to make connections across disciplines of knowledge and see how one's specialty relates to others; (and) . . . the capacity to understand the world from others' points of view" (1978, pp. 2 and 3).

There should be no uneducated teachers in today's classrooms.

Strong professional preparation. There are some critics of professional studies in schools and colleges of education who, like Gene Lyons, propose that the monopoly of education schools and their tax-supported "empire of cant" be broken. Lyons writes: "Since teaching is a pragmatic art best learned by experience, school districts should establish apprenticeship programs for people who can satisfy the literacy requirements and show a command of subject matter" (Lyons, 1979).

Most educators are concerned, however, with the static level or the reduced level of professional studies required of students in education. A report in



the Winter 1983 Academy Notes of Donna Kerr's address at the May 1982 meeting of the Academy describes her concerns:

Professional curricula in other fields have accommodated "expanding knowledge bases and additional responsibilities . . . by lengthening the time for completion of the bachelor's degree and certification," or by moving training to the graduate level. Over the past fifty years, in contrast, the proportion of undergraduate studies given to pedagogical training has dropped 2% for secondary school methods and 12% for elementary methods. (p. 3D)

Knowledge for use in research-based teacher education is expanding rapidly. For examples, see references described in the last two pages of Section I. Much has been learned about thinking and learning patterns of all children--those with expected norms and those with non-norms, the handicapped and gifted.

Teaching, always complex, is even more complex today. There should be no professionally unprepared teachers in today's classrooms.

Internship and cooperative teacher education. Cooperation between college and school professionals is imperative for the effective induction of teacher-beginners. If there is any purpose for establishing and maintaining teacher education programs, undergraduate or graduate, that purpose is defeated if there is little or no transfer of training to actual classroom practice. Hull, Baker, Kyle, and Goad (1983) report that research studies reveal that student practicum experiences in cooperating teachers' classrooms do not have uniformly beneficial effects. Student teaching, in particular, socializes rather than facilitates transfer of desired campus-based learning.

A growing body of literature is beginning to question the outcomes of field experience, student teaching in particular, suggesting that it does not facilitate transfer of campus-based learning but, instead, serves primarily as a powerful socializing device which, in many instances, does not reinforce desired attitudes and teaching behaviors. (p. 4)

The transfer of professional knowledge and training requires more than

merely time to student teach in a cooperating teacher's classroom.

From their analysis of more than 200 studies, Joyce and Showers (1983) concluded that several steps are necessary for successful transfer of training to actual classroom practice.

The study of theory, the observation of demonstration, and practice with feedback--provided they are of high quality--are sufficient to enable most teachers to use a new teaching model fluidly and appropriately. Unfortunately, the development of skill by itself does not ensure transfer. However, when a coaching component is added and implemented effectively, most (probably nearly all) teachers will begin to transfer the new model into their active repertoire. (p. 20)

Coaching provides companionship, technical feedback, analysis of application, help with adaptation to students, and facilitation.

The studies that Joyce and Showers analyzed, focused on transfer of training by experienced teachers from inservice activities to their own classroom use. However, their findings and the principle of transfer of training (the use of theory, demonstration, practice, feedback and coaching) should become a basic procedure of induction activities for the teacher-beginner whenever the goal is understanding and use of effective behaviors.

Our task extends beyond working with the student teacher in a cooperating teacher's classroom. Emans (1983) proposes that instead of working directly with student teachers, college supervisors influence both student teachers and cooperating teachers by serving in an inservice mode, interpreting theory and research, and working with school personnel on curriculum development and the improvement of teaching.

Other implications to consider. Descriptions of campus-based programs list positive effects of their programs that are not included in the Oregon recommendations column on Figure 6. Note, particularly, the high rate of

employment and success in teaching. The positive effects are somewhat counter-balanced, however, by the problems these programs confront.

Costs to institutions and students are important problems to be carefully considered. The proposal we recommend is based on the Resident Teacher Program-- a program that is cost-effective for school districts and college. (See Figure 7). Extra costs for students could be recovered within a few years through higher salaries earned beginning with the second year of teaching on a master's degree pay schedule. There are other recommendations and elements of programs listed in Figure 6 that have not been discussed here. They should not be overlooked.

Cooperative teacher education, already discussed, is advocated by the Oregon Joint Committee. Conversely, it is listed as an element of concern by persons involved in campus-based five year programs. However, we believe that common goals, professional respect, wise leadership, open dialogue, and understood and accepted responsibilities will make cooperative teacher education highly beneficial for teachers and students and colleges and schools.

A proposed University of Oregon program (X<sup>2</sup>) follows. The proposed program would place two licensed interns in each classroom, each intern to be paid a negotiated percentage of a beginning teacher's salary. Program X<sup>2</sup> is presented as the basis for dialogue about what's best for schools and teacher education. Conditions are right in Oregon for such dialogue.

Figure 7. Financial Structure of the University of Oregon Resident Teacher Program

### Financial matters

The program operates on a cost-effective structure in which the reduced salaries of resident teachers offset the salaries of clinical professors and related program expenses

Four models for financing currently are available. The best choice depends on the size of the school district and the number of new teachers in the program each year.

A and B are adaptable to most districts. Their cost benefits are presented here.

Model C is used in districts in which ten or more resident teachers are placed. Model D is a cooperative process involving several small school districts.

Additional information about models C and D is available from our office.



### Model A

Model A (Hillsboro-Gresham) operates best in modules of five resident teachers with one full-time Clinical Professor-Supervisor.

#### Normal Basic Cost for Five Classrooms

\$14,500 New Teacher  
 \$14,500 New Teacher  
 \$14,500 New Teacher  
 \$14,500 New Teacher  
 \$21,000 Master Teacher (Clinical Professor-Supervisor)  
 \$80,000

#### Resident Teacher Program Five Classrooms

\$ 9,666 Resident Teacher at  $\frac{2}{3}$  Salary  
 \$ 9,666 Resident Teacher at  $\frac{2}{3}$  Salary  
 \$ 9,666 Resident Teacher at  $\frac{2}{3}$  Salary  
 \$ 9,666 Resident Teacher at  $\frac{2}{3}$  Salary  
 \$ 9,666 Resident Teacher at  $\frac{2}{3}$  Salary  
 \$21,000 Master Teacher (Clinical Professor-Supervisor)  
 \$69,330  
 \$ 3,000 (Extended contract for Clinical Professor-Supervisor)  
 \$72,330

\$80,000  
 - \$72,330  
 \$ 7,670  
 + \$ 3,800 (University contribution for instruction, travel, etc.)  
 + \$11,470 (Amount to cover fringe benefits, extra pay, etc.)

### Model B

Model B (Roseburg) provides assistance in the school building from a fellow teacher (Counseling Teacher) and a part-time Clinical Professor.

First year salary	\$14,500	
Resident Teacher at $\frac{2}{3}$ salary	\$ 9,666	Distribution of difference (\$4,834)
	\$ 4,834	\$1,000 Extra pay for Counseling Teacher extended contract and added responsibilities
		\$ 900 Substitutes provided for Counseling Teacher
		\$2,934 for Clinical Professor salary

#### Funds for Clinical Professor

Assuming five Resident Teachers

$\$2,934 \times 5 = \$14,670 + \$3,800^* \text{ (University of Oregon contribution)} = \$18,470$

\* For instruction, travel, additional supervision, etc.

PROGRAM X<sup>2</sup>Program Goal

Development of extended repertoire of teacher knowledge and skill through additional Arts and Sciences education, professional education, and guided induction opportunities in public schools.

Purposes

1. Strengthen Arts and Sciences background.
2. Strengthen professional education.
3. Strengthen professional training and induction.
4. Foster closer partnerships between public school professionals and faculty.

Anticipated Outcomes

1. Program graduates with an increased knowledge base and professional competence.
2. Increased graduate success in schools and community.
3. Increased attraction to the profession through demonstration of graduate success.
4. Opportunities for research.
5. Closer liaison with public school professionals in pre-service training.
6. Provision of support to bridge the gap between current professional training and first year teaching.

Recommendations

1. Graduation for Teacher Education majors be increased to approximately 200 hours.
2. Require 200 hours for a license to teach.
3. Require Elementary Education majors to complete a second minor area in Arts and Sciences, in addition to the current 36 minor, in Psychology, Math, Science, English Literature or Foreign Language. The second minor area would also consist of 36 credits.
4. Require Elementary and Secondary majors to meet qualifications for two credential areas, i.e. endorsement in Reading, HLE, Math, Middle School (need to develop an approved Middle School endorsement) during preparation.
5. Re-evaluate Elementary and Secondary coursework required by professional schools.
6. Introduce an integrated program that includes nine strands:
  - Strand I. Studies in Arts and Sciences.
  - Strand II. Allied Professional Studies (Art, Music, PE, Health).
  - Strand III. Pre-Professional Studies (Educational Psychology, Foundations).

Strand IV. Professional Studies--Secondary/Elementary.

Strand V. Undergraduate Fieldwork.

Strand VI. Electives.

Strand VII. Pre-Internship Preparation.

Strand VIII. Guided Internship.

Strand IX. Post-Induction Studies.

Strands I-VI follow current program structure. It is recommended that sub-committees be established to review the interrelationships, requirements, goals and criteria, and organization of each strand. Strands VII-IX provide an opportunity for students to enter schools under guidance and support from school professionals and University of Oregon faculty. Opportunities exist for: more dialogue related to site and co-operating professional teacher selection; more faculty involvement with schools; inservice and staff development partnerships; research centered on teaching skill, feedback on basic training, and evaluation of the new program design.

Figure 8

University of Oregon Elementary TEEM Program  
Time Allocation

Current Program	SCH	CR	Recommended	PROGRAM X <sup>2</sup>
1. Arts and Sciences 36 - 18 - 18	72	38.70	1. Arts and Sciences 36 - 18 - 18 (minor)(minor)	
2. Allied Professional Music Art PE Health	7 5 6 3	11.30	2. Allied Professional Music Art PE Health	
3. College of Education Professional Studies Educational Psychology Foundations	6 3 9	4.83	3. College of Education Professional Studies Educational Psychology Foundations	
4. Professional Studies TEEM TEEM I TEEM II TEEM III	9 10 21 30	21.50	4. Professional Studies TEEM TEEM I TEEM II TEEM III	
5. Field Pre Practicum TEEM I TEEM II Student Teaching	3 6 6 15 30	16.12	5. Field Pre Practicum TEEM I TEEM II Student Teaching	
6. Electives	14	7.50	6. Electives (to Arts and Sciences)	
TOTAL	186			
		Graduation Teacher Certification		
			Proposed Extension to Current Programs	
			7. X <sup>2</sup> Summer I	14-16 200
				Graduation Teacher License
			8. Internship Fall & Winter Practicum/Seminar Sp - Inservice	12 3 215-216
				Teacher Certificate
			9. Summer II Standard Certificate Endorsement Specialization Arts and Sciences Allied Professional	15 230-231
				Master's Degree
Sample of 32 Elementary Education Graduates		Spring 1993		
Total credit hours	X	243		
Arts and Sciences		107		
Percentage of total		44-		

(Similar table for Secondary Program in preparation)



7. Participating schools be sought who would provide opportunities for placements in Primary (K-2), Intermediate (3-5), Middle School (6-8) and High School (9-12).
8. Interns would register for 5 graduate credit hours per term for three consecutive terms (usually Fall, Winter, and Spring).
9. Interns would remain in one classroom for entire year. Classroom experience would be arranged as follows:
  - a. Elementary

	Fall (5 credits)	Winter (5 credits)	Spring (5 credits)
Intern A	Teach language Arts Social Studies	Science Math	*Four weeks full time teaching--all areas
Intern B	Science Math	Language Arts Social Studies	*Four weeks full time teaching--all areas
Both	Art, PE, Music, Health Testing and evaluation Peer observation Clinical supervision Inservice Seminars Parent conferences		Teaching based on strengths or weaknesses Final portion of term Reports Parent conferences Student evaluation Etc.

\* During four weeks of non-teaching, the intern attends special inservice seminars on campus or in the district or both.

- b. Secondary: A similar format would be followed with interns sharing the assigned teaching load.
10. a. Estimating 75-80 elementary graduates per year would require 13 Primary, 13 Intermediate and 13 Middle School--a total of 39 classrooms. Use of three classrooms per school would require only 13 schools to participate. The current participation for R.T.P. includes Roseburg, Beaverton, Sherwood, Crow-Applegate, and Hillsboro. Bethel has requested more information and Eugene and Springfield have been program supporters. We would need their support.

Program X<sup>2</sup>

(Based on R.T.P.)

Strand VII. Pre Internship Preparation (15 hours)

To be taken after STEP or TEEM Program. Coursework to include:

- |  |           |
|--|-----------|
| 1. Introductory studies to an endorsement (HLN, Reading, Math, ECE, Middle School, Standard Secondary) | (3-9)     |
| 2. Clinical Supervision  | (3)       |
| 3. ?   | (3)       |
|  | <u>15</u> |

Strand VIII. Internship (Derived from R.T.P. Model)

To be taken in public schools organized as follows:

1. Interns be interviewed and hired by public schools.
2. Two interns be assigned to each classroom.
3. Six interns be housed in each participating school.
4. One professional teacher be assigned as a Field Supervisor in each school.
5. One faculty/school liaison person be assigned clinical supervision responsibilities (Clinical Supervisor) for three teams (three schools, three Field Supervisors, and 18 interns).
6. Salary for interns be provided at 1/3 base first year teacher rate. Field Supervisor salary and Clinical Supervisor salary to be paid from salary savings of 3 F.T.E. regular average teacher salaries.

7. Participating schools be sought who would provide opportunities for placements in Primary (K-2), Intermediate (3-5), Middle School (6-8) and High School (9-12).
8. Interns would register for 5 graduate credit hours per term for three consecutive terms (usually Fall, Winter, and Spring).
9. Interns would remain in one classroom for entire year. Classroom experience would be arranged as follows:
  - a. Elementary

	Fall (5 credits)	Winter (5 credits)	Spring (5 credits)
Intern A	Teach Language Arts Social Studies	Science Math	*Four weeks full time teaching--all areas
Intern B	Science Math	Language Arts Social Studies	*Four weeks full time teaching--all areas
Both	Art, PE, Music, Health Testing and evaluation Peer observation Clinical supervision Inservice seminars Parent conferences		Teaching based on strengths or weaknesses Final portion of term Reports Parent conferences Student evaluation Etc.

\* During four weeks of non-teaching, the intern attends special inservice seminars on campus or in the district or both.

- b. Secondary: A similar format would be followed with interns sharing the assigned teaching load.
  - a. Estimating 75-80 elementary graduates per year would require 13 Primary, 13 Intermediate and 13 Middle School--a total of 39 classrooms. Use of three classrooms per school would require only 13 schools to participate. The current participation for R.T.P. includes Roseburg, Beaverton, Sherwood, Crow-Applegate, and Hillsboro. Bethel has requested more information and Eugene and Springfield have been program supporters. We would need their support.

- b. Estimating 175-180 secondary graduates per year would require 90 classrooms in 30 schools.
11. In negotiating for placements in public schools care must be made to insure interns be accepted as members of the bargaining unit. (The 1/3 salary rate proposed here may need to be raised to accommodate individual school district provisions.)
  12. Interns would be granted a teaching certificate after successful completion of the internship year and professional coursework involved.
  13. One or two College of Education faculty members would be added to each team as advisory members for staff development, inservice and research. All Teacher Education faculty would be expected to participate.

Strand IX. Post-Internship (15 credit hours)

To be taken after the internship year at the discretion of the student.

Coursework to be part of a planned program to:

- . complete a master's degree.
- . complete an endorsement.
- . complete standard certification.

Note 1. To preserve the integrity and continuation of the current RTP the following time line is proposed:

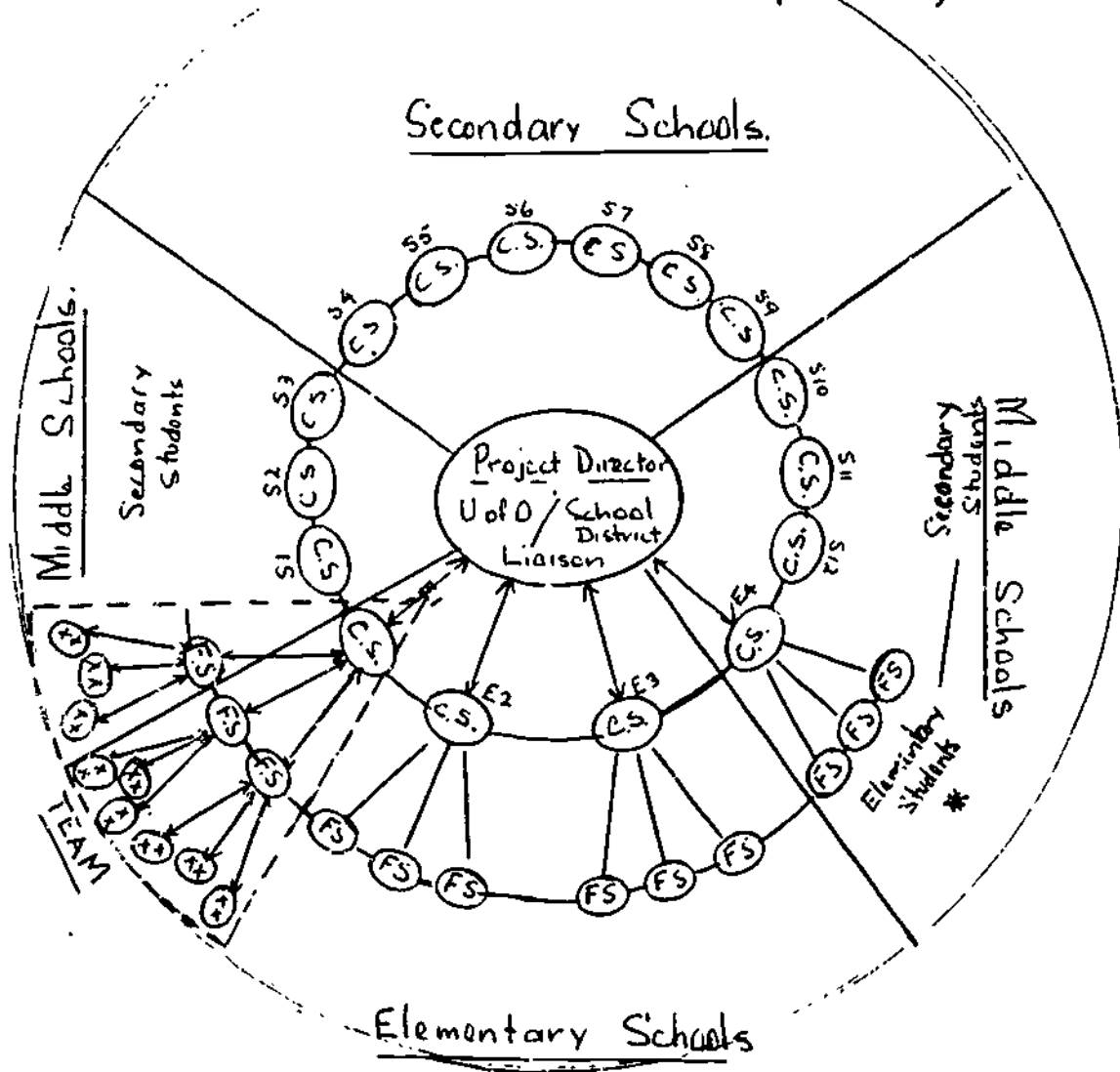
- 1984-85 . RTP in its current form be continued and expanded to school districts showing interest.
- . Program X<sup>2</sup> could begin in some schools and districts.

- . The same evaluation design for both programs would be used to determine the feasibility of the pilot program.
- 1985-86 . RTP be available for districts committed to that model.
- . Elementary and secondary students be required to select RTP or Program X<sup>2</sup>.
- 1986-87 . Probably one basic model in operation with alternatives designed for individual districts, as currently organized in the RTP.

Note 2. It is possible that not all graduating seniors will elect to teach. Data in Figure 6 indicate that about 50% of current graduates move to occupations other than teaching. This would reduce the estimated number of placements by 50%. Given that assistance with job placement would be provided by the proposed program, however, it is feasible to consider that placements for 2/3 of graduates may be a realistic goal.

Figure 9. PROGRAM X<sup>2</sup> Structure

- TEAM = 1 Clinical Supervisor C.S.  
 3 Field Supervisors (one per school) F.S.  
 9 Classrooms (three per school).  
 18 Interns (two per classroom - six per school)



\* Some Middle School classrooms could share one secondary and one Elementary Intern  
 Haisley 10/83.

## RECOMMENDATIONS OF THE JOINT COMMITTEE

## I. PROFESSIONAL DEVELOPMENT: PRESERVICE

Preservice professional development includes the training necessary to enter the profession of teaching or administration. It includes programs leading to entry level certification for teachers and one graduate degree programs necessary for the new administrator to complete preservice requirements. Preservice begins with entry into a teacher or administrator preparation program and ends with initial employment as a teacher or administrator.

The issue of when a professional is a professional is central to any discussion of preservice. This question will always be a part of the discussion of what should constitute complete preservice training for a teacher or an administrator. "How much of what" should be in the preservice program? What should come after preservice? How much time should preservice take? How should competency be tested, and who should set the standards for performance? We have addressed these questions and related issues in this report and have made recommendations for Oregon education today. These issues must continue to be addressed by the profession and the public in the future.

A. Preservice Programs for Teachers

The delivery of teacher education must be strengthened further to provide rigorous, stimulating, relevant curricula and programs of instruction. This strengthening must be based on cooperation among universities, colleges, and school districts in the selection of candidates, program design, and evaluation of outcomes.

Along with strengthening teacher education programs, we must provide a school climate in which the new graduate can learn to function effectively as a teacher. Too often new teachers find themselves on their own in attempting to apply what they have learned in college in the immediate reality of the classroom. The Joint Committee believes that there should be further strong links between college classrooms and school districts to assure integration of theory and practice. We also believe that systems must be strengthened to assist the beginning teacher.

The Joint Committee recommends that the following criteria be adopted as integral elements of each teacher education program and that different organizational models of preservice education be tested immediately in Oregon as the first step in assuring excellence.

1. Preservice teacher education programs shall be structured to incorporate the following program elements:
  - a. liberal arts education as the basis for teacher education;

- b. breadth and depth in subject area;
- c. knowledge and understanding of child development;
- d. knowledge and understanding of the teaching-learning process;
- e. teaching skills, such as classroom management and assessment of student achievement;
- f. demonstrated ability to use knowledge and skills for effective teaching in a classroom with a full contingent of students over an extended period of time.

Implementing Agency. Board of Higher Education, in cooperation with public and independent teacher education programs and Teacher Standards and Practices Commission. By June 1984.

- 2. Pre-test of basic skills should be required prior to admission to teacher preservice programs in addition to existing multiple indicators now in use.

Most program admission requirements in our colleges now include good multiple indicators of capability and performance; our recommendation is to add a good pre-test of basic skills to the existing requirements.

Implementing Agency. Board of Higher Education, in cooperation with public and independent teacher education programs and Teacher Standards and Practices Commission. By June 1983.

- 3. As a first step, demonstration projects testing different organizational and curricular models of preservice should be implemented and tested against comparable evaluative criteria.

These demonstration projects should meet several rigorous standards. They should be evaluated on the basis of identified performance criteria. They should reflect the research on school and teacher effects, and the developing research on teacher education. The projects should match design of each program to the eventual type of placement of teacher candidates. The projects should model effective pedagogical practices both within the program and for teachers in schools. The projects should use existing resources optimally.

The following program aspects should be addressed among the various demonstration projects:

- a. The preferred preservice sequence(s) for Oregon should be established, i.e., 4-year, 5-year, or x-year programs;



- b. Extensive practicum/internship experience should be provided in the local district with joint district and college supervision;
- c. The combined teacher education outcomes of the basic and standard teaching certificates should be included as part of preservice; and
- d. An internship field experience should be included in the first, or first and second, year(s) following licensure. The field experience should be in the local district with joint district/college supervision.

The demonstration projects should be carefully monitored and evaluated, and the results should serve as the basis for future program design for Oregon.

By suggesting demonstration projects instead of immediate full-scale change, it is our intent to suggest careful scrutiny of different approaches before making changes in Oregon's system of teacher education. While we have heard suggestions ranging from compacting all education into a four-year program to extending the current models to six-plus years, we believe that no decision can be made for Oregon teacher education until we have comparable evaluative data. It is also important to understand, however, that we view the demonstration projects as only a first step which must be accomplished to provide a basis for further consensual development.

Certification requirements will need to be adjusted so participants in the demonstration projects are not penalized for participation.

Implementing Agency. Board of Higher Education, in cooperation with Teacher Standards and Practices Commission, local school districts and consortia, and public and independent teacher education programs. Design by July 1983. Evaluation completed by December 1986.

The Final Report of the Joint Committee on Teacher Education, Toward Excellence in Oregon Education. February 1982.

## The Chancellor's Recommendations

Improved Teacher Education

The quality of instruction in elementary and secondary schools depends on the quality of the teachers in those schools. In recent years, the Oregon State System institutions have made strong efforts to strengthen their programs preparing teachers. Standards for entry into teacher preparation programs have been raised, greater stress is being placed on extended and systematic field experiences in the schools, and there is greater involvement of public school personnel and local districts in the development and implementation of teacher education programs.

Further improvements are needed. The Joint Boards' Committee on Teacher Education, on the basis of two years of discussion and consultation with citizens and representatives of the various organizations and agencies involved in teacher education, has made significant recommendations to strengthen teacher education in Oregon. The following proposals build on the improvements that have already been effected and should help to implement some of the major recommendations of the Joint Boards' Committee.

*Recommendation 23. The quality of students attracted to the profession of teaching should be improved through active recruitment of such students for teaching, increased emphasis in high school and community college counseling programs on teaching as a profession, and providing financial assistance to highly qualified high school and community college students.*

*Recommendation 24. The quality of all graduates from teacher preparation programs in the State System institutions should be assured through high standards for entry to these programs, including proficiency in the basic skills of reading, writing, reasoning, and mathematics; defined quality assurance checks at various stages of the preparation program with a commitment to removing students from the program who do not meet the standards specified; and insistence that anyone graduating from these programs and being recommended as a teacher in Oregon has demonstrated in an ongoing school setting his or her competence as a teacher.*

*Recommendation 25. Programs to train elementary and secondary teachers should be extended beyond the traditional four years to allow for the strengthening of both the liberal arts and professional education components and the extension of field experiences to include induction into the teaching profession. The institutions are currently involved in developing and implementing extended demonstration programs testing various organizational and curricular models. These programs will be carefully evaluated as to both effectiveness and cost and then refined and implemented on a larger scale as resources become available.*

This "campaign for excellence" aims to improve the quality of preparation of students entering and graduating from our colleges and universities. It attempts to do this by strengthening college entrance requirements, by providing financial assistance to our most qualified high school graduates, and by improving the education of our future elementary and high school teachers. With this campaign the State System is saying to the people of Oregon that higher education will do its part in returning our economy to prosperity and our state to the prominence it for many years enjoyed.

(from A Strategic Plan for the Oregon State System of Higher Education, 1983-87, pp. 4,25)

Recurrent Themes in the Oregon Education Dialogue  
(from the Joint Committee Report, pp. 7 - 10)

"Like threads forming a pattern, these ideas emerged as major themes in Oregon education" (JCR, p. 7). The themes are presented here in selected excerpts under the following headings: Professional Development: A Continuous Process; Practice-Based Theory and Theory-Based Practice; The Issue of Competence; The Issue of Uniform Requirements Versus Program Flexibility; and Quality and Cost Effectiveness.

Professional Development: A Continuous Process

The Committee found that Oregon educators believe that professional development is and should be a lifelong process. They stressed, however, that belief in continued growth should not allow us to let the beginner start teaching before being fully qualified.

The interplay between the need for continued development as a professional and the need to be recognized fully as a professional at a particular point in time was heard repeatedly in the seminars and workshops. Many people are concerned that the continuum is one of licensure instead of learning. Because of multiple levels of licensure, some teachers and administrators believe that they are not perceived as "whole" professionals during many years of active professional life. By some, the very degrees and certificates established to assure professional standards are perceived as incomplete entry into the profession. (JCR, p. 7)

Practice-Based Theory and Theory-Based Practice

Another concern that was repeated many times in the discussion among education leaders was the relationship between theory and practice. The Committee also reported concern about the relationship between people who work in school classrooms and people who work in college classrooms.

On the one hand, there was considerable criticism from people who work in school classrooms that the college and university faculty who teach teachers and administrators do not know what is happening in the field. On the other hand, there was concern expressed by some faculty and researchers that people working in the field are not keeping up with significant changes in education and learning theory. There was a repeated plea for a better relationship between the two worlds of the college classroom and the school classroom. (JCR, p. 8)

### The Issue of Competence

Some of the discussion revolved around how to determine and establish professional competence. Are four years enough time for "professional" preparation? Should examinations be used to evaluate professional competence? The Committee wrote their beliefs.

We believe that it is necessary for performance objectives to be delineated clearly, for criteria for evaluation against those objectives to be developed and used, and for any testing against those criteria to be conducted in a meaningful manner. Pre-testing for admission and post-testing for graduation should relate to program objectives and constitute only one of the components of the selection for and graduation from teacher education programs. (JCR, p. 9)

### The Issue of Uniform Requirements Versus Program Flexibility

The problem of uniform structure versus individual flexibility exists in any enterprise that tries to meet both consistent standards and diverse individual needs.

There was a repeated concern through all of the seminars and workshops that degree and certificate programs remain strict enough to assure consistent quality, but flexible enough to be responsive to individuals and to different regions of the state.

Many options were discussed concerning the best current solutions for Oregon. The suggestions ranged from expanding to contracting the current system and from keeping the status quo to total alteration of the system. Only in our discussions of preservice requirements did we find similar extremes of opinion and emotion. Stories of capable

people unable to swim through a sea of requirements alternated with stories of loopholes through which unqualified people slipped into the Oregon system.

We don't believe in massive change for the sake of change. We do believe that improvements can be made in our system of licensure. (JCR, p. 9)

### Quality of Cost Effectiveness

The quality and cost theme the Committee heard was twofold: they saw the need to cut back in a time of lessened resources and they worried about causing damage to education from constricted services.

It would have been illogical to expect educational leaders who have devoted their professional lives to public education to offer themselves up as food for the budget beast. We did not expect that, and it did not happen. Something did happen, however, that was also unexpected by several of us. We did not expect the majority of the people who joined in the seminar and workshop discussions to acknowledge so thoroughly, to accept, and to discuss the need to enhance our present system of teacher and administrator education. That did happen. "More through less" was part of the discussion, always accompanied by a continuing concern for the improvement of quality in the process.

We ended with renewed understanding of the deeper questions. How can we encourage quality and efficiency? How can we meet new needs while maintaining standards? How can we fill in the gaps in our shrinking educational system without "robbing Peter to pay Paul?" How can we keep our important broader goals before us while responding to the criticism of public education? (JCR, p. 10)

## APPENDIX D

Models of Five-Year  
Campus-Based  
Preservice Programs

### The Austin College Program Goals

What makes the Austin Teacher Program a very special teacher education experience is its formally stated goal of preparing pre-service teachers to provide themselves and their future students with learning experiences that will equip both teachers and students for meaningful lives in the year 2000 (Virginia Love and Bill Freeman. The Austin Teacher Program: A Concept in Teacher Education, 1971).\* According to Love and Freeman, primary architects and builders of the Austin Teacher Program, such a goal could not be met by the traditional teacher education program that existed at AC prior to the new program because "a teacher education program that adequately prepares teachers for the 1970's will not suffice for the teacher of the 1980's, not to mention the 1990's" (Love and Freeman, p. 27). That phenomenon which renders today's educational strategies obsolete as preparation for tomorrow's living is, of course, CHANGE. The committee of students, faculty and expert consultants who assisted in designing the new Austin Teacher Program took the position that "In order to meet the changing demands of a changing society, a teacher education program must be so designed that it, too, can change as needs arise" (Love and Freeman, p. 27). Translating this position into practice has resulted in a non-traditional teacher education program which 1) is based on a strong liberal arts undergraduate program; 2) is developmental and flexible in nature, such that the individual student designs and implements a personalized teacher preparation program, utilizing the expertise, not only of the teacher education faculty, but also of faculty and staff college-wide, as well as teachers, administrators and students in area schools, public and private, traditional and alternative; 3) provides the student with continual field-based teaching experiences from almost the first day in the Austin Teacher Program.

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\* A copy of this book is available from The Education Department, Austin College, Sherman, Texas, 75090. Please enclose check or money order in the amount of \$7.50 to cover costs of printing and shipping.

Source: Richard C. Steinacher. The Austin Teacher Program and Buck Rogers, Jr.: Preparing Teachers for the Twenty-First Century. 1979. (ED 171 695)



Figure 1. EXTENDED TEACHER PREPARATION REQUIRED FOR INITIAL CERTIFICATION—OBJECTIVES, STRUCTURE, PROS, CONS

AUSTIN COLLEGE at SHERMAN, TEXAS	YEAR 1	2	3	4	5	PROS	CONS
<p>LIBERAL ARTS STUDIES</p> <p><i>Changed since 1972. See white B.A. degree plan sheet.</i></p>	<p>The Austin College BA degree requires 34 courses (4 semester hrs each). The Austin Teacher Program recommends a <del>six</del> <sup>five</sup> core exploratory sequence as part of the 34: Communication / Inquiry, Individual Development, Policy Research, and Heritage of Western Man (a three-course sequence). Courses required of all students seeking certification are English (3), History of U. S. (2), Political Science (1), Psychology (1), and Foreign Language (3).</p> <p><i>(Probably intermediate proficiency which would mean zero credits)</i></p>				<p>Nine credits (36 sem hrs)</p> <p>Six credits: Topics in Education, Independent Study, Topics in Elementary or Secondary Ed., Seminar &amp; Practicum in Multi-Endorsements, Research and Synthesis in Ed or Methods in Ed Research</p> <p>Supporting courses may be taken in other departments.</p> <p>Three credits (12 sem hrs) Intern or student teacher all day for one semester or one-half day all year. Seminars give opportunity to discuss theory and individual experience as teacher.</p>	<p>A strong liberal arts degree</p> <p>Developmental, flexible, personalized teacher education</p> <p>Continual field-based experiences monitored by ATP faculty and top-notch teachers in the field. (The student in consultation with a faculty member sets many objectives in contract form during each Lab experience.)</p> <p>The flexibility of the program allows a student to earn the master of arts degree in four years plus summers.</p> <p>Graduates are in demand.</p> <p>Evaluations in a one-through-five-year scheme show principals' evaluations strong each year.</p>	<p>The Austin Teacher Program requires many one-on-one faculty-student hours and close cooperation with area schools.</p> <p><i>"Cost of five-year program to student coupled with horrid salaries for Texas teachers has cut our graduate population by about 50% since '78, '79-1980. But we're hanging on!"</i></p>
<p>LAB AND CLASSROOM PRACTICE</p> <p>Fully Implemented: 1972</p> <p>A five-year teacher education program that terminates with a master of arts degree and includes four undergraduate laboratory experiences preparatory to the fifth or professional year</p>	<p>Lab 11 ← One credit</p> <p>Student and mentor assess behavior patterns that might facilitate excellence as teacher. Observations in area schools allow student to articulate personally desired behavior patterns.</p>	<p>Lab 12</p> <p>Student spends at least 30 hours in one classroom. Lab Coordinator writes three observation reports of student's teaching. Coordinator observes at student's request. Classroom teacher writes mid-term and end-term evaluation reports.</p>	<p>Lab 51</p> <p>Basically an on-campus lab to assess commitment to teaching, write formal petition to ATP admission, and fulfill contract with Lab Coordinator for individual exploration in a facet of education. Contract calls for written report.</p>	<p>Lab 52</p> <p>Student is placed in area school under supervision of excellent teacher to complete a minimum of 50 hours of teaching. Lab 52 determines whether student will be a paid intern with minimal supervision or a student teacher during the field-based segment of the graduate year.</p>			

Source: Steinacher, Richard C. The Austin Teacher Program and . . .  
 ED 171 695 Jan 79 Correction and confirmation of information  
 by letter from Rich Steinacher, June 24, 1983.



### The University of New Hampshire Program Goals

Three program objectives were considered central: to develop cooperative and parity relationships between professionals in the field and college based teacher educators; to prepare teachers with effective personal teaching styles; and to prepare teachers who could act as leaders in the school and classroom, exhibiting self-improvement skills, helping colleagues improve, and initiating appropriate curriculum change.

The planning group also agreed to use six basic assumptions as essential considerations for building the program structure. These assumptions were:

- (1) A strong general education is a prerequisite to good teaching.
- (2) The most effective way of learning most things about teaching is by integrating theory with practice. Therefore, more clinical experiences and greater use of practicing teachers as leaders in teacher education are seen as appropriate strategies.
- (3) Clinical experiences should provide a gradual introduction to full teaching responsibilities and should be available throughout the professional preparation program, not just at the end.
- (4) Certain general areas of professional training are important to all who teach. Many of the traditional divisions in teacher education are in large measure unwarranted and represent great duplication of effort.
- (5) Because of the many effective teaching styles and justifiable philosophies of education in which to base teaching styles, teacher development programs should provide a broad perspective of alternatives in education, fostering autonomy in choice of philosophy and development of personal teaching styles.
- (6) Learning about teaching should be a continual process, extending through a teacher's career. Teacher educators should view this extended period as probably much more important than preservice training and should devote proportionately more time to it.

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Source: Michael D. Andrew. "A Five Year Teacher Education Program: Success and Challenges." Journal of Teacher Education, 1981, 32(3): 40-43.

Figure 2. EXTENDED TEACHER PREPARATION REQUIRED FOR INITIAL CERTIFICATION—OBJECTIVES, STRUCTURE, PROS, CONS

Institution: University of New Hampshire	YEAR 1	2	3	4	5	PRO	CON
LIBERAL ARTS STUDIES	---	---	---	---	Phase Three	Strong academic major and broad liberal education	
PROFESSIONAL EDUCATION COURSES		Phase One Exploring Teaching	Reading Instruction Math Instruction 4 credit hours in each: Educational Structure & Change Human Development & Learning Alternative Teaching Models Alternative Perspectives on the Nature of Education	Phase Two	Pre-intern summer and Post-intern summer Includes 12 hour credit concentra- tion in specializa- tion choices	Academically qualified and committed students Close advising with extended personal contact Flexibility allows student content and se- quence choices including specialization choices during graduate phase	Fewer students Smaller class size results in more costly student/ professor ratio and some scheduling problems Costly labor- intensive supervision
On-site CLASSROOM PRACTICE		65 hours active participa- tion as aides, assistants, instructors	Courses listed above include experiences in local schools	Apply to Phase Three	Full internship year with supervision by public school and university personnel helping to integrate theory with practice	Full year of intensive supervision and guidance 90+ percent of graduates teach first after comple- tion of program Few drop out of teaching	Philosophical objection: to flexibility and to teaching learning theory along with practice in the field Concern over qualifications of classroom teachers as teacher educators

Implemented: 1973-74  
Objectives:

- to develop cooperative and parity relationships between professionals in the field and college-based teacher educators
- to prepare teachers with effective personal teaching styles
- to prepare teachers who could act as leaders in the school and classroom exhibiting self-improvement skills, helping colleagues improve, and initiating appropriate curriculum change

Source: Michael D. Andrew, "A Five Year Teacher Education Program: Success and Challenges" in *JTE*, May-June, 1981.  
Approved by Dr. Andrew, Director of Teacher Education, University of New Hampshire, June 20, 1983.

### The University of Kansas Program Goals

Obviously, the first step in designing the new program was to develop the program's goals and objectives. This was, as one might imagine, no easy task. Our approach was one of total involvement of all individuals and groups who might eventually be affected by our decisions.

The goals and objectives of the program were developed in the context of "safe professional practice"--i.e., what every teacher should know or be able to do to function safely and effectively with students. While certain subject areas and preparation levels may add to the list of expected outcomes, School of Education faculty approved a set of program goals and objectives they considered generic to professional practice. The goals and objectives serve as design specifications for the total program.

The major goals of the extended teacher preparation program are as follows:

The professional teacher:

1. Possesses self-understanding.
2. Has knowledge of life-long human growth, development, and learning, and applies this knowledge to teaching children and adolescents.
3. Is skilled in human relations.
4. Understands curriculum planning and is skilled in choosing and adapting instructional strategies to implement varying curricula.
5. Understands the educational needs of exceptional learners, the procedures used to identify them, and the recommended educational methods for instructing them in the least restrictive environments.
6. Evaluates student learners and uses educational research methodologies to improve instruction and student learning.
7. Understands the scope of the teaching profession and the school as a social-political organization.
8. Is a liberally educated person.
9. Has adequate knowledge of at least one subject area included in the public school curriculum.

Each goal was translated into a series of objectives; the final list consists of 45 expected program outcomes. The goals and objectives were developed and revised by several committees and were finally approved by School of Education faculty in July 1980. Each goal and objective is considered generic and expresses our expectations for every teacher regardless of grade level or subject area.

Each objective will be further explicated in the form of more directly measurable competencies. In effect, School of Education faculty have conceptualized what they believe professional teachers need to know and be able to do to practice their profession safely and effectively.

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Source: Dale P. Scannell and John E. Guenther. "The Development of an Extended Program." Journal of Teacher Education, 1981, 32(1), 7-14.

Figure 3. EXTENDED TEACHER PREPARATION REQUIRED FOR INITIAL CERTIFICATION--OBJECTIVES, STRUCTURE, PROS, CONS

UNIVERSITY OF KANSAS	YEAR 1	2	3	4	5-1 6-8 weeks	5-2 13 weeks	5-3 9 weeks	PROS	CONS
LIBERAL ARTS hours and TEACHING-FIELD CONTENT hours	16 16 semester hours	15 9 6	4 7 8	10 9	6G	13G	9G		
PROFESSIONAL EDUCATION COURSES	<p>100 Introduction to Teaching: Career Awareness                  200 Studying Children/... in Schools                  210 Education in a Multicultural Soc.  <del>Principles of Human Learning and Development 300</del>                  Communication and Cl Manag... Theory &amp; Skills 310                  Measuring Pupil Progress 330                  Instructional Strategies in 340                  Using Media and Microprocessors in the Classroom 400                  Foundations of Education 410                  Selecting Content in 420                  Counseling and Consultation Skills for Classroom Tchrs 430                  Field Experience with the Exceptional Child/Adolescent 431                  OPEN 440</p>				32 hours	710 Exceptional Child/Adolescent in the Regular Class 720 The Teacher and School Organization 730 Issues in Classroom Management 740 Organizing the Curriculum Electives 4 hours			
On-Site CLASSROOM PRACTICE	OBSE- VATION	OBSE- VATION	PARTICIPATION 15 clock hrs per wk shared with 300 & 310 31 clock hrs per sem 320, 330, 340 shared	PRACTICUM 23 clock hrs per sem 400, 410, 420 shared PRACTICUM 30 clock hrs per sem 430, 431, 440 shared	STUDENT TEACHING Full time 40 clock hours per week	INTERNSHIP 40 clock hours per week			
<p>Date implemented: 1981-82</p> <p>The goals and objectives of the program, developed by committees and approved by the faculty, are considered generic to "safe professional practice." They represent what every teacher should know or be able to do to function safely and effectively with students regardless of grade level or subject area.</p> <p>Source: Scannell and Guenther. "The Development of an Extended Program" in JTE, January and February, 1981; and from program materials given to Dean Gilberts by Dean Scannell. Corrected and approved by Lelon R. Capps, Associate Dean, June 28, 1983.</p>									

INTA TO INSTR PLAN



### The Georgia Performance-based Certification System

The situation in Georgia prompted professionals to ask for organization and control of certification. In 1974, the 5,400 in-state teacher education graduates matched the teacher turnover in the state. A shortage was created when some of those graduates chose not to look for teaching jobs and others who began teaching left within three years of their start. J. William Leach (1980) describes the problem:

Some of these (5,400) people went on to graduate school, marriage, military service or other professions. Business and industry have learned that graduates in elementary education are among the most liberally educated people available. Our deficit was made up by recruiting teachers from out of state. The shortage was compounded by the high drop-out rate; almost two out of three beginning teachers dropped out of teaching by the end of the third year.

Contacts with these teacher dropouts and the school system that hired them, primarily indicate problems of performance, including lack of classroom management, motivational and communication skills. Secondly, lack of knowledge of the subject to be taught was a problem. Too many former teachers indicated a lack of supportive supervision and they were too deeply in trouble before help was available. (p. 64)

The Georgia State Department of Education and representatives from the teaching profession convinced their legislature not to legislatively mandate proposed certification rules before they, the profession, could design an acceptable plan. The State Superintendent of Schools and the Chancellor of the University System of Georgia appointed a steering committee that wrote recommendations after soliciting input from all levels of the profession. Years of writing tests, developing assessment instruments, and planning governance and operation of certification procedures were followed with approval by the legislature of laws to enforce and money to finance a comprehensive assessment-induction procedure for beginning teachers.

After completing a teacher preparation program in Georgia or another state, candidates for certification now take tests appropriate to their teaching field. Upon satisfactorily passing the tests, candidates receive non-renewable certificates valid for three years during which time they are evaluated on their competence in 14 specific skills by assessment teams. Each team consists of an administrator, a teacher certified in the appropriate subject area and a representative (a data collector) from one of the state's 17 Regional Assessment Centers.

The assessment centers are staffed by former teachers, trained as data collectors who, in addition to evaluating classroom performance, work with candidates for certification to help them improve in areas in which performance is weak. There is one data collector for every 50 beginning teachers. State law also mandates that at least two teachers and one administrator in every school must take 50 hours of evaluation training. These persons in the school are trained in addition to the data collectors.

This kind of training might be considered inservice for the 10,000 out of 60,000 teachers in Georgia who, according to Benderson (1982), had completed the 50-hour evaluation training. Even though this training is not labeled inservice, it probably can be inferred that there is no teacher in Georgia who has not reviewed and at least reflected on the 14 teaching skills listed on the assessment instrument--Generic Teaching Competencies and Their Indicators for Assessing Student Teachers and Beginning Teachers.



## Improving the Quality of Teacher Education in Oregon

At a recent meeting of State System deans and directors of education you invited us "to come up with a proposal or proposals for improving the quality of teacher education programs in Oregon."

We appreciate the challenge and the opportunity and are happy to respond to your request.

## Current Directions and Emphases

We point out, first of all, some efforts which have been made and directions which have been charted, particularly in the last four or five years, to improve the quality of teacher education in the state.

1. Extended Field Experiences. Greater stress is being placed in our teacher education programs on extended field experience in which the candidate must demonstrate competence as a teacher in on-going school and community settings. In addition to a term of full-time student teaching, teacher education students engage in a series of pre-student teaching practica and field experiences.
2. Increased Involvement of School Personnel. Along with the emphasis on extended field experience has come greatly increased involvement of public school personnel, local school districts, and educational service districts in the development, implementation, and evaluation of teacher education programs. All of the State System institutions have organized consortia to bring together the institutions and representatives of the public schools and the districts in their immediate area in a mutual effort to strengthen teacher preparation.
3. Strengthening Requirements for Admission and Retention. Requirements for admission to and retention in teacher education programs have been strengthened. GPA requirements overall and in the teaching field have been raised; greater emphasis has been given to successful performance in field practica; and most recently standards of proficiency in the basic skills have been set by the State System institutions as a condition of entry to a teacher education program.
4. Common Methodology and Data Base for Evaluating Graduates. Considerable progress has been made in developing a common methodology for gathering essential data in following up and evaluating the teacher education graduates. From such evaluative follow-up, the institutions gain insights as to new directions for their programs, or aspects of their programs that need strengthening.
5. Profession-Wide Support System for the Continued Professional Development of School Personnel. The institutions have exercised leadership in working with various segments of the education profession and various teacher-related agencies and organizations in making a profession-wide study of the needs of school personnel for inservice

and staff development programs and activities. Progress has been made in designing a profession-wide support system for the continued professional development of experienced teachers. An Interagency Continued Professional Development Council has been established to help monitor and coordinate on-going staff development activities and programs.

6. Individual College and University Improvement Programs. In addition to the System-wide changes and improvements summarized above, individual institutions have developed numerous innovative program changes ranging from new programs in technology education (including computers in education) to programs of research, development, and service to school districts.
7. Review of Teaching Endorsements and Certification Requirements. The Teacher Standards and Practices Commission, with the help of the teacher preparatory institutions and various teacher-related organizations and agencies, is in the process of reviewing all teaching endorsements and certification requirements in order to make revisions that will strengthen teacher education programs in the state.
8. Recommendations of the Joint Boards' Committee on Teacher Education. A very significant development in shaping the future of teacher education in Oregon has been the work of the Joint Boards' Committee on Teacher Education. Its report and recommendations will have a major impact on teacher education in the state. The Committee is continuing to function and helping to monitor and coordinate the efforts of the various segments of the teacher education community in implementing committee recommendations.

### Proposed Improvements

#### A. Need to Improve Current Model of Teacher Education

##### Problem

The present model for programs in teacher education in Oregon is four years of preservice preparation for the basic certificate, with an additional year leading to the standard certificate required for secondary teachers, but optional for elementary teachers. There is a growing feeling across the country and a growing body of research that this model is inadequate.

How should the model be improved? What are the changes needed? We consider the following to be crucial:

1. Both the liberal arts and professional education components in our programs need to be strengthened.

Now, more than ever, with the accelerating explosion of knowledge and the increasing complexity of social and economic issues, a teacher must have a strong background in the liberal arts. To be liberally educated implies both a breadth of knowledge as well



as depth, with the ability to make connections across disciplines of knowledge and see how one's specialty relates to others. To the background in the liberal arts must be added sufficient depth and understanding in the teaching specialty.

It is equally important to be truly educated in the strategies of teaching, to be able to create an appropriate learning environment, and adapt to student differences and changing circumstances. Currently, in the four-year program for the preparation of secondary teachers, State System institutions devote 16% to 20% of the total credit hours to professional education. In elementary education programs, the percentage ranges from 30% to 47%. Included in professional education are all the pre-student teaching and student teaching field experiences. Too little time is being given to the mastery of teaching strategies and the demonstration of their mastery by the student prior to certification.

It should be recognized that we are much better informed by research about what is associated with effective schools and effective teachers than we were ten years ago. However, there must be sufficient time to allow for careful and extended integration of theory and practice.

2. The present emphasis on providing a continuum of extensive and systematic field experiences should be continued and extended to include induction into the teaching profession.

As indicated previously, State System institutions have greatly strengthened the field-based aspects of their programs. A recent Board's Office study indicated that in addition to a full term of student teaching, elementary education students spent a total of 200 clock hours, on the average, and secondary education students spent 100 clock hours in the schools in pre-student teaching practice.

An additional component needs to be added. In preparing teachers we must add to the notion of preservice teacher education induction into the teaching profession. There is heightened awareness in the state of the need for providing a favorable school climate and adequate support for the beginning teacher. The school district may have primary responsibility for this induction, but the teacher education institutions and the state department of education also have a vital role in play. It is particularly important that the induction program grow out of and be articulated with the preservice program through such arrangements as internships, an extended first year of teaching under close supervision, or other kinds of field-based programs.

Can all of the above be achieved in a four-year program? We think not, particularly if the need is for additional liberal arts and professional education and effectively linking the first year of teaching with the preservice program. A minimum of five years is needed. It may be desirable to provide for provisional certification after four years in some instances, but the full program for basic certification should be extended at least to five years.

administration and community college education are further examples of joint programs.

Other cooperative and joint programs need to be developed, particularly to provide specialized services in areas of high cost. For example, we should consider developing joint programs (SOSC and EOSC with other State System institutions) in areas such as the education of the handicapped and counseling in the southern and eastern regions of the state.

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### 3. Portland State University

PSU has launched a pilot cooperative field-based teacher education program, also with the Beaverton schools. The program permits elementary and secondary education students to complete their professional work in the field during the final three or four terms of the program to qualify for the basic teaching certificate. The second phase of the program (still being developed) is focused on cooperatively planning and developing with the school district a program to strengthen and support beginning teachers in the school district as they move through three years of probationary service toward being awarded tenure.

### 4. Southern Oregon State College

SOSC is in the process of developing a five-year model with plans to have the model operational next fall (1983). Essential features of the program that have been agreed upon include: (a) integration of pre and inservice education, (b) operation of the program, at least in part, on the school site, (c) full year of student teaching with trained cooperating teachers, (d) instruction by both college and school personnel tying together practicum and theory, (e) adapting courses to the development stages in a teacher's career--survival, consolidation, renewal, and continuity, and (f) a process of research-based instruction in theory, demonstration, practice, and coaching.

### 5. Eastern Oregon State College

In considering an extended model for teacher preparation, EOSC feels it must build on the strengths of its current programs in meeting the needs for qualified school personnel in the rural regions of eastern Oregon. A strong relationship has been developed between on-campus coursework and field experiences through a system of rotating student teaching placement within the ten-county region and the development of a Rural Center for Educational Development operating with an advisory consortium. Secondary education candidates must qualify in at least two teaching areas to meet instructional needs in a rural or small school assignment.

An extended model would provide opportunity to strengthen and expand the current thrusts of the EOSC programs. It would also make it feasible for the college to work with the districts in the region to provide on-the-job supervision for the first-year teacher and to integrate induction into teaching with the preservice program. EOSC would plan to offer regional seminars for first-year teachers which would also be open to experienced teachers interested in furthering their professional growth.

A careful evaluation of these various model programs after they are implemented is essential if they are to serve as a basis for improving the quality of teacher education in Oregon. The Board's Office, in cooperation with the deans and directors of education, will designate an interinstitutional committee with desirable expertise to develop criteria and standards for the evaluation of the programs and assist in the evaluation process.

B. Need for Further Collection of Data and Refinement of Procedures in Assuring Proficiency in the Basic Skills

Definite standards of proficiency in the basic skills have been set by the State System institutions as a condition of entry to a teacher education program. These include achieving satisfactory scores on the California Achievement Tests in reading, language, and mathematics; making satisfactory scores on an essay test; and performing successfully in an interview which focuses on communication skills.

A centralized data bank has been established. Data have been collected over the past year (1981-82). The continued collection and analysis of data will make it possible to refine and make necessary changes in procedures and policies.

C. Need to Support and Initiate New Programs in "Technology and Education"

Our rapidly changing scientific-technological world is creating major new problems and opportunities in education. This highly technological society has direct implications for the training of future teachers, educational leaders, and school personnel. The institutions are beginning to develop courses and programs to address this need. We propose the development of selected pilot centers and programs designed to demonstrate preservice and inservice models for training and re-training educational personnel in the utilization of high technology in teaching-learning situations.

D. Need for Research and Evaluation

There is need to take strong steps to develop a system-wide program of research and evaluation designed to continuously upgrade the quality of teacher education.

We need to establish mechanisms that keep our education faculty abreast of research that impacts the preparation of teachers and find ways to pool our efforts so that the findings of research can be incorporated in our preparation programs.

The following are some areas of research on which we hope to focus:

1. Continue research underway on evaluating the quality of our graduates.
2. Evaluate demonstration teacher education programs which have been initiated.
3. Determine appropriateness of current standards of admission to teacher education.

E. Need to Develop Expanded Interinstitutional Cooperative Programs in Education

We strongly support the recent merger of the OSU and WOSC schools of education. It is a strong move in the direction of making cooperative and more effective use of resources. The recently developed bi-university and tri-university doctoral programs (UO, OSU, and PSU) in school

administration and community college education are further examples of joint programs.

Other cooperative and joint programs need to be developed, particularly to provide specialized services in areas of high cost. For example, we should consider developing joint programs (SOSC and EOSC with other State System institutions) in areas such as the education of the handicapped and counseling in the southern and eastern regions of the state.

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