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ABSTRACT

A description is given of a 3-year project to improve the student teaching component of the teacher education program at the University of Arizona. The project focused on the improvement of selection and training of cooperating teachers and the development of a qualified corps of clinical faculty. Close collaboration between the college and the school necessary to the project was accomplished through a task force of collaborators from each institution. The task force addressed two salient problems: (1) the haphazard selection procedures for cooperating teachers; and (2) nonexistent or inadequate training for the role of cooperating teacher. Better selection procedures were developed and a university course designed specifically for helping cooperating teachers prepare for work with student teachers was initiated. By reorganizing the student teaching component under one office, efforts focused on developing well-defined procedures to cover several important aspects of student teaching: (1) application for student teaching; (2) eligibility; and (3) agreement between coperating teacher and student teacher. The first section of this report describes the development and implementation of the project. Section 2 provides an assessment report describing major questions, methodology, and results for each major objective of the project. A practice profile is included outlining ideal, acceptable, and unacceptable practices for the project. (JD)

FINAL REPORT

PROJECT PORTRAYAL

The University of Arizona Cooperating Teacher Project

Submitted to the Office for Educational
Research and Improvement

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Kathy Carter
Project Director

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I. PROJECT DESCRIPTION AND EVOLUTION

The primary purpose of the University of Arizona Cooperating Teacher Project was to improve the student teaching component of the preservice teacher education program at the University of Arizona. Based on recent research findings that the cooperating teacher is often the most salient party in helping a student teacher come to understand what it means to teach (Brimfield & Leonard, 1983; Friebus, 1977; Koehler, 1984; Morrisey, 1980), the project focused its attention on (1) the improvement of selection and training procedures for cooperating teachers, and (2) the development of a qualified corp of clinical faculty. The project was designed to allow a task force of school and university collaborators a forum to propose and initiate improvement plans in these two areas and to ground their deliberations in recent research on teaching, teacher education, and student learning.

Research Base, Rationale and Results of Collaboration

Much of the literature on implementation of innovations and research-based improvements in education has suggested the importance of collaborative efforts among various stakeholders in the educational process (Huberman and Miles, 1984; Loucks and Hall, 1979). However, many recent criticisms suggest that such collaboration is notably rare in teacher education (Boyer, 1984; National Commission for Excellence in Teacher Education, 1985). This discouraging documentation is particularly problematic if one agrees with Doyle's (1986) premise that the epicenter of teacher education exists at a point between the university and school systems, implying that adequate teacher education

requires a commitment from both institutions. The University of Arizona Cooperating Teacher project rested on the rationale that school/university collaboration is needed, if not necessary, to develop persons truly qualified to enter the profession of teaching.

It is important to note that with the historical lack of care given to school/university coordination around the student teaching process, the attempt to form partnerships to consider improving the student teaching component of preservice teacher education at the University of Arizona was originally met with considerable skepticism. In the main, school districts had come to view the student teaching process as haphazard and had begun to see the problems associated with it as university owned and created. Similarly, university faculty had largely disassociated themselves from any real commitment to insuring its quality and had, for the most part, ceased to see the study of student teaching as a legitimate site for research and improvement.

By meeting regularly over the course of the project, members were able to overcome much of that history and were able to direct their combined intelligence to removing long-standing impediments to collaboration. As noted in a letter from a participant in one of the task force meetings,

> "it's the first time I can remember in a long time that I have seen a collective group of school district representatives and university professors who were smiling.

Over the course of the project, a new history of local school and university collaboration took shape. Moreover, it is expected that the espirit de corps which emerged between the schools and the university over the three years of the project will continue as the various

stakeholders in quality teacher education work toward implementing a shared hope: providing the best possible experience for new teachers as they learn to teach.

II. A YEAR-BY-YEAR LOOK AT PROJECT ACTIVITIES

Year 1: Activities and Outcomes.

In Year 1 of the project, a Task force of school and university representatives was created to address two salient teacher education problems: (post-hoc and haphazard selection procedures for cooperating teachers, and (2) nonexistant or inadequate teacher training for the role of cooperating teacher. In addition to these Year 1 efforts, a project goal was the reorganization of the student teaching component in the College of Education. Prior to the project, the student teaching component at the University of Arizona had been scattered across several departments and colleges within the University.

Creating the Task Force. Prior to the creation of the task force, the project director solicited input from university and school personnel regarding the shape and membership of the University of Arizona Cooperating Teacher Task Force. As a result of these early discussion with interested parties, it was felt that it would be desirable to (a) balance representation at the school district and university levels, and (b) attempt to insure representation from underrepresented groups.

To these ends, the project director held extensive on-site and/or phone discussions with key school and university personnel. In order to acquire recommendations for school district representatives, calls were made to superintendents of five school districts who had previously expressed interest in becoming involved in the project. Superintendents

were asked to recommend a representative to the task force who was directly responsible for or had a keen interest in overseeing the student teaching process at the school level. In three cases, the persons nominated were assistant or associate superintendents. In the remaining two cases, central office personnel (curriculum or staff development supervisors) were nominated. Nominees were interviewed by the project director to assure their interest in and commitment to a project designed to improve the learning-to-teach process.

Through consultation with the Dean of the College of Education and with College faculty who had a history of involvement in student teaching supervision, faculty were nominated and selected to serve as university representatives to the task force. An attempt was made to recruit a faculty representative from each area which placed student teachers in the field, e.g. elementary education, secondary education, bilingual education, special education, physical education, and music and fine arts education. Selected faculty were apprised of their responsibilities as task force members and were asked to insure their commitment to the work of the project.

By early November in Year 1, fifteen (15) people had agreed to serve on the University of Arizona Cooperating Teacher Task Force, and planning began for the first meeting of the group. One major decision made at the first meeting was to increase membership in the task force to include a cooperating teacher and principal from each participating school district. Members felt that the perspectives of both teachers and principals were important to the deliberations of the task force, and that their support was critical to the implementation of any plans that were developed by the group. As a result, 27 members were ultimately asked to serve on the Task Force. Thirteen of these members

were from participating school districts, and fourteen were university representatives.

Developing Better Selection Procedures for Cooperating Teachers. Over a period of several months during the first year of the project, the task force generated ideas and proposals for the design and use of improved selection procedures for cooperating teachers. Early in the first year of the project, task force members were asked to form small groups to discuss comprehensively three questions: (1) What procedures/practices are presently used to select cooperating teachers?; (2) What particular advantages/disadvantages can be ascribed to the use of these procedures?; and (3) At a general level, what improvements can be made in this selection process? Reports made from small groups to the entire membership suggested that, with few exceptions, a number of worrisome and ill-defined selection procedures were being used, and that the need for a close working relationship between university and school district personnel to improve these procedures was paramount. Several participants expressed hopes that the dialogue which developed among task force members around the selection issue during the initial first-year meetings would serve as an impetus to insure much-needed improvements in providing the best possible learning experiences for student teachers.

Several themes ran through the Year 1 discussions of the task force around the selection of cooperating teachers. First, task force members recognized the work that would be required to publicize and promote new procedures to select cooperating teachers. Secondly, members felt rather than simply developing general guidelines for cooperating selection, their task should be to generate a set of clearly-defined

criteria and procedures to be piloted in a small number of schools. Finally, members shared a strong sense that this undertaking would require careful coordination and delineation of responsibilities among participants. It was clear from these discussions that frequent on-site, phone, and written contact among task force members as well as with school district and university personnel involved in the placement and supervision of student teachers would be imperative.

The Task Force met, at a minimum, on a monthly basis during Year 1 of the project. By June, 1986, members had developed four selection instruments to be piloted in Year 2 of the project: (1) the **Principal's Recommendation Form**, designed to provide an opportunity for the building administrator to rate each candidate on their teaching skills, reflective capacities, and supervision capabilities; (2) the **Cooperating Teacher Application**, which was designed to allow the candidate to rate themselves in a parallel fashion to the principal's rating instrument; (3) an **Observation Guide for Cooperating Teacher Candidates**, developed as a vehicle to evaluate teachers' instructional and managerial skills in the classroom; and (4) a **Structured Interview Guide** for cooperating teachers, developed to provide some measure of a candidate's abilities to articulate their craft knowledge in ways that would be helpful to novice teachers.

Developing Learning Opportunities for Cooperating Teachers. A second area designated for Year 1 task force deliberation was the training and development of cooperating teachers. During the second half of Year 1 of the project, task force members set about the task of developing a university course designed specifically for helping cooperating teachers prepare for their work with student teachers. In the discussions of the task force, members grappled with decisions

regarding an appropriate rationale and set of goals for a "course" for cooperating teachers, explored possible formats or modes of delivery for such a course, proposed content and research which should be represented, and suggested kinds of activities and experiences (such as videos, simulations, role-playing and case methods) which might be used in this course. To insure the substance, merit, and meaningfulness of these discussions, the task force met with nationally-known consultants whose research and work had focused on student teaching and questioned an invited a panel of student teachers in an attempt to gain their perspectives about what kinds of knowledge and skills a cooperating teacher needs to have to be effective in working with a student teacher.

Reorganizing the Student Teaching Component in the College of Education. As has been noted previously, the student teaching component at the University of Arizona had been fragmented across several different departments and colleges prior to the inception of this project. As a result, different parties had held varied expectations for the student teaching experience, and the process for placing and monitoring teacher candidates had been plagued by lack of communication and coordination.

In the first six months of this project, the student teaching component was organized under a new and single office, the Office of Student Teaching. Since its formation, the Office of Student Teaching has been working diligently on two major issues: (1) to improve communication about student teaching within the University and between the University and local school districts, and (2) to formalize the procedures for student teaching.

Area 1: Improved communication

The spring semester of Year 1 Project Activities began with a

series of meetings at the University for those involved with student teaching both at the university and local district levels. Prior to these meetings, staff in the Office of Student Teaching worked with school and university personnel to revise and update the Student Teaching Handbook, to discuss and negotiate several policy decisions, and to formulate dissemination plans for critical information about the student teaching process.

An informal survey of participants in these meetings suggested that these meetings were highly successful in communicating changes in policy affecting the student teaching program at the university and in establishing clear lines of communication for necessary school/university coordination.

Other positive changes have been documented as well. For example, the Office of Student Teaching has been able to expand the placement of student teachers to districts historically not utilized for student teachers. In previous years, several districts had indicated their preference to work with the university in student teaching, but their wishes had largely gone ignored. The tendency was simply to use again and again the same schools for student teacher placement. Because of the reorganization of the student teaching component during Year 1 of project, there is a very real commitment to "share the wealth" of student teachers and to coordinate with schools who are interested in forming partnerships with the university around the student teaching experience.

Yet another important change initiated by this office has been the development of written guidelines for the supervision of student teaching. As a result of the efforts of the Office of Student Teaching, all university supervisors have a uniform set of guidelines for working

with student teachers. Guidelines indicate appropriate procedures, for example, to change a student teacher's placement or to remove a student teacher from the school setting because of unsuccessful performance. Standard evaluation forms for student teaching are now used, as well as are uniform rating instruments for evaluating university faculty performance in their work as student teacher supervisors.

Area 2: Formalized Procedures for Student Teaching

By reorganizing the student teaching component under one office early in this project, efforts were focused on developing and implementing well-defined procedures to cover several aspects of student teaching. Specific changes in these aspects are briefly enumerated below:

(1) Application.

In contrast to previous years, the Student Teaching Office is now the sole office within the University approved to accept and process student teaching applications. By centralizing the application process in one office, strong improvements have been made in insuring that student teachers are able to apply and be placed in schools with teachers from whom they will best learn to teach.

(2) Eligibility.

For the first time at the University, students are responsible for providing evidence of their eligibility to student teach. Students are required to meet with an advisor to demonstrate that they have taken the prerequisite courses, have maintained the minimum required grade point average, and have passed state

(3) Agreement between Cooperating Teacher and Student Teacher

During Year 1 of the project, the Office of Student Teaching also initiated a requirement that the prospective student teacher schedule a half-day meeting with his/her tentatively assigned cooperating teacher during the semester previous to the student teaching semester. This meeting affords the student teacher and cooperating teacher not only the chance to become acquainted, but also an opportunity to begin to explore goals, plans, and demands of the student teaching experience. The outcome of this meeting is a joint decision (documented in a signed letter of intent) that both parties agree to work together the following semester.

Year 2: Activities and Outcomes

Year 2 of the project afforded an opportunity to "test" the ideas and products of the Year 1 Collaborative effort and to collect evaluation information regarding the quality and use of the cooperating teacher selection procedures.

Piloting Selection Procedures. Four schools representing four different districts participated in a comprehensive test of the cooperating teacher selection procedures. Pilot sites were nominated early in Year 2 of the project, and, after a series of on-site visits and interviews with potential participants, four pilot sites were ultimately selected. In the pilot schools, the cooperating teacher selection procedures were used ex post facto, that is, after student teachers were assigned to cooperating teachers. In each of these schools, cooperating teachers had previously been "chosen" simply by volunteering. By using the selection procedures in an ex post facto fashion, it was possible to determine if, in fact, the use of the procedures resulted in a cadre of cooperating teachers whose membership

was different from the original volunteer pool.

The pilot test of these procedures was extremely labor intensive for project staff and for pilot schools. The following description characterizes the processes involved in the pilot effort:

Two on-site meetings were held at each participating site to orient cooperating teachers and building administrators to the goals of the pilot and to make formal arrangements for responsibilities, data collection, and timelines. These meetings proved to be critical to clearing the lines of communication for subsequent events. Throughout the pilot, project staff made regular on-site visits to participating schools as well as maintained frequent phone contact with principals and teachers at those sites.

In each pilot site, the following instrumentation was used in "selecting" cooperating teachers:

a. Cooperating Teacher Recommendation Form

This instrument was designed to provide an opportunity for the building administrator to rate each candidate's teaching ability, reflective and analytical capacities, and clinical supervision skills. In the four pilot sites, principals rated each cooperating teacher in her/his building and submitted these data to the Project Director. Principals' estimates of time necessary to complete this instrument per cooperating teacher ranged from 10 to 45 minutes. It is important to note, however, that many principals reported feeling an obligation to conduct classroom observations and/or to interview candidates prior to making their recommendation. In these cases, the time commitment increased dramatically. One pilot principal reported that she devoted in excess of 30 hours to determining the recommendations she ultimately

offered for her cooperating teacher candidates.

b. Cooperating Teacher Application

Each pilot school teacher with whom a student teacher had been placed during the Spring of 1987 completed this instrument and submitted it to the Project Director. This instrument was designed to parallel the principal's rating instrument to allow for comparisons between principals' ratings and candidates' self ratings. Teachers reported spending from 15 minutes to 60 minutes in rating their own teaching abilities, reflective and analytical capacities, and clinical supervision skills.

c. Observation Guide for Cooperating Teacher Candidates

University of Arizona Project staff used this Guide in conducting observations of each cooperating teacher in the pilot sites. This Guide was developed as a vehicle to evaluate teachers's instructional and managerial skills in the classroom. In excess of 100 hours were expended in actual classrooms observation time and the required post-observation write-ups.

d. Structured Interview Guide for Cooperating Teacher Candidates This instrument was developed by the Task Force in hopes that it would provide some measure of a cooperating teacher candidate's abilities to describe her/his craft knowledge to novice teachers. During March, April, and May of 1987, each pilot teacher was interviewed using this guide, and all responses were taped and transcribed for analysis. Interviews typically lasted a full hour, and a total of 40 interviews were conducted as a part of the pilot.

Collecting Evaluation Information Regarding the Quality and Use of Cooperating Teacher Selection Procedures. During Year 2 of the project, considerable energy was devoted to collecting evaluation information

regarding the quality and use of selection procedures. Prior to data collection activities, the Task Force made recommendations regarding a project evaluation design. Their deliberations resulted in a planning document which specified possible evaluation questions and activities.

A rich store of evaluation data were collected. For example, each teacher who had participated in the pilot of the selection procedures was asked to provide both written and oral feedback regarding the procedures which had been used hypothetically to determine their candidacy for the role of cooperating teacher. These data suggested that teachers felt the selection criteria were of high quality. Teachers made especially positive claims about the use of intensive interviews and classroom observations to select cooperating teachers. They felt that interviews and observations, more than any other procedures, were likely to sort out the best possible persons to serve as cooperating teachers.

In addition, principals from pilot sites provided feedback regarding the quality of the selection criteria. Each pilot site principal was asked to complete a feedback instrument which requested detailed information about the value and use of selection procedures. In addition, these administrators were asked to report to project staff regarding the amount of administrative time they found was necessary to use the procedures in their schools.

Additional data was collected from 40 other elementary and secondary "non-pilot" schools. Principals from these campuses were provided a description of the project goals and were asked to volunteer their time to provide their judgments about the use of the proposed selection criteria.

These data suggested that administrators greeted the use of well-defined cooperating teacher selection procedures with considerable enthusiasm. However, it should be noted that many expressed concern about the time and personnel costs associated with the selection procedures. Principals were particularly concerned about whose time would be utilized to conduct the observations and interviews; many argued that without additional funding, they would be unable to support the positions needed to accomplish these particular aspects of the selection procedures. Some argued that they felt these two aspects were not necessary to the selection process, and that in fact, the Principal's Recommendation Form and the Cooperating Teacher Application were sufficient to insure the quality of cooperating teacher candidates. Ultimately, these principals' concerns were reflected in reality. When selection procedures were targeted from expansion in a large number of schools, administrators were only able to support the use of the two rating instruments and opted to omit the interview and observation instruments. Resources were simply unavailable for the labor intensive activities of observation and interviewing.

Piloting a Program of Study for Cooperating Teachers

This project was built on the premise that the influence of the cooperating teacher on the novice teacher is particularly strong. Project initiators considered it problematic that the importance of this role was rarely reflected in the support and/or training for teachers who occupied this role. This problem was certainly pronounced at the University of Arizona and surrounding school districts, where teachers were provided minimal or no orientation to the role and responsibilities of the cooperating teacher. Thus, a major task of this project was to develop a "customized" program of study for cooperating teachers. The

second year of the project was designated as the year when this course would be piloted. The stated goal for the course developed by the Task Force during Year 1 of the project was: "to afford participating teachers occasions to learn about recent research to help them analyze their craft, reflect on teaching and what it means to teach, to reveal to novices the complex decisions that are made in teaching, to suggest problem solving strategies, to supervise and critique teaching events, and to suggest positive ways of thinking and acting in classrooms."

During Year 2, then, cooperating teachers from the four pilot sites were invited to become charter participants in the newly-developed program of study. The response to this invitation was overwhelming. Only a very small number of the cooperating teachers in the pilot schools opted to decline the invitation to participate. Thus, 30 teachers from four schools participated in the program of study. This enthusiastic response was viewed by schools and university alike as an indicator that a new history of positive collaboration had begun with the Task Force during Year 1 of the project and had extended to the interactions at the school campus level. Many school and university professionals stated that, prior to the project, they would never have anticipated that teachers would volunteer to participate in such a course.

A wide range of topics was covered in this course, and yet the analytical and reflective thrust of the course was exhibited in each of the sessions. Teachers not only learned about the most recent research on teaching; they were asked to make inferences about its application for classroom use and were put in situations where they were required to think how best to translate this knowledge to novice teachers.

Videotapes of student teachers collected as a part of project activities were used to accomplish these ends.

Key administrators in the four participating districts were approached by the Project Director prior to the pilot of the course to determine the feasibility of career and/or salary credit for cooperating teachers. Based on an initial positive response from these administrators, the Project Director wrote a detailed course description and proposal to be submitted to the district school boards and special committees. In two of the districts, the Project Director was asked to make an oral presentation regarding this proposal. All districts ultimately accepted the proposal, and teachers were able to receive credit for their participation in the course.

Several of the charter participants of this course wrote letters to the Project Director to argue that this course should be made a part of the university curriculum. At the conclusion of Year 2 of the project, these teachers' recommendations were acted upon, and approval was granted to include this course as an official component of the supporting coursework for a new graduate-level program in the Division of Teaching and Teacher Education.

Year 3: Activities and Outcomes.

Plans for Year 3 of the project included the expanded use of the selection criteria in a greater number of schools and the involvement of clinical faculty in the student teaching component of professional preparation at the University of Arizona.

Expanded Use of Selection Criteria

Early in Year 3, a letter describing the refined Cooperating Teacher selection procedures was mailed to school administrators in more than 50 schools in five supporting districts used for student teacher

placement. This letter provided a brief history of the development and pilot test of selection procedures and requested that each school participate in the project by using these selection procedures to identify qualified cooperating teachers with whom student teachers would be placed in the future.

A high degree of cooperation was achieved as a result of this invitation, as well as with the subsequent invitation that went out in the Spring semester of 1988, but as will be noted subsequently, the expanded use of selection criteria was not without its perils. Importantly, the majority of schools who were asked to implement the use of selection procedures have complied with this request. As a result, a pool of more than 275 highly-qualified cooperating teachers has been identified. This is viewed by the schools and the university as an extremely positive accomplishment.

Involvement of a Clinical Faculty

During Year 3, a small group of cooperating teachers were selected from among those persons who had taken the project's program of study for cooperating teachers. These teachers were asked to work directly with student teachers during project-sponsored seminars in an effort to help them sort out pedagogical problems and solution strategies for teaching.

Ten cooperating teachers, who, through the Cooperating Teacher Course, had become well-versed in the most recent research on teaching and who evidenced superior analytical, reflective, and supervisory skills, were asked to serve as clinical faculty to the Division of Teaching and Teacher Education during Year 3 of this project. These teachers, who were paid as consultants to the project, developed a

series of seminars for student teachers around common pedagogical problems faced by novice teachers.

Seminars were announced prior to the beginning of the Spring, 1988 semester at a general orientation meeting for student teachers. Attendance to these seminars was voluntary. A strong indication of the perceived value of these seminars is the fact that for each of the scheduled sessions, enrollment was filled to capacity and waiting lists were created in case vacancies were caused due to student teacher illness or unforseen scheduling problems.

Evaluation data suggested that student teachers greatly benefited from the chance to hear about recent research and discuss its practical applications with teachers who represent, in their words, "the real world" to them. Many involved with the project came to believe that the clinical faculty supported through this project formed "the bridge" from research to practice, the kind of bridge that is so often discussed by so rarely constructed by school and university collaboration.

III. MAJOR ISSUES

Overcoming a Negative History

It would be easy to underestimate the effort required to build a collaboration such as the one achieved through this project. Perhaps the toughest obstacle was overcoming a longstanding and negative history of collaboration between the college and schools. In order to address this issue, Task Force members and the Project Director spent enormous energies in phone conversations, visits to schools, and in corresponding with school and university representatives. Multiple, on-site meetings with pilot schools were necessary to overcome skepticism and fears produced over years of isolation and apathy. Questions from potential participants about insuring the quality of the cooperating teacher

course had to be taken seriously and addressed carefully by Task Force members and the Project Director. These would-be participants were vocal about the poor quality they would attribute to previous "inservice" sessions delivered by university faculty. This problem was a persistent one for the project, but it was not insurmountable. Indeed, the project ultimately came to represent a success case, an exemplar which could model the kinds of positive results which are achieved through direct communication around common concerns of school and university partners.

Timing

Timing decisions relate to implementing project plans so that they match project intentions, consider school rhythms, and are manageable within a university calendar. Because Task Force members devoted considerable time to the project, they were extremely critical of adopting ideas or implementing proposals and plans that were not well-considered, articulated to outside but interested parties, and attached to clear lines of responsibility and accountability. This prevailing spirit of care and caution was understandable given the problems of school/university work relationships alluded to previously.

Unfortunately, this attitude of caution and care occasionally came into conflict with hoped-for timelines for project outcomes, products, dissemination activities, and deliverables. To be sure, there was often noticeable lack of synchrony in university, local school district, and university calendars. It often seemed that just as one institution would be gearing up for peak activity, another had begun to wind down following a critical period. Ultimately, it was learned that the best was to deal with the timing issue was to utilize the collaborative

decision-making process to redirect activities and to refine timelines without heavy losses to project goals. In some cases, timelines had to be renegotiated, plans revised, and "extra" but interesting activities abandoned.

The Best or Breadth Issue

The project was often faced with a tension between wanting to spread the impact of the improvement effort across the widest audience possible vs. wanting to insure the quality and longevity of the innovation by restricting the scope of the project. This issue brought to the fore a number of important questions for the project, including: What is an "optimal" number of improvement sites given limited project resources? What mechanisms may be put into place to insure the quality of the innovation when face to face interaction is constrained by project resources? What is the most cost-effective way to insure that salient project information is not simply disseminated but used in ways consistent with project goals and expectations? Task force members felt these questions must be carefully addressed to insure that project efforts did not take the common route of "fads" or "fancy innovations" which had, at best, fleeting favor in schools.

Scorekeeping

Early attempts at collaborative work on this project revealed a long-held problem in school/university relations. Even when partners are working collaboratively and a real esprit de corps is felt by participants in the project, participants monitor closely the level of investment of time and energies of the parties from the unfamiliar institution, especially when time and energies are in short supply. It was not uncommon, over the course of the project, then, for one party to suggest that they were shouldering a disproportionate rate of project

activities, and constant renegotiation of responsibilities became second nature to the project. It is important to note, however, that, over time, enough trust built among Task Force members that the scorekeeping slowed substantially, and for periods of time, even subsided.

Distrust of Research and Research-Based Improvements

The principals and teachers who became involved early in different aspects of the project often anticipated that one of the most profound barriers to project success would be a high degree of distrust for what "research says" as well as for those persons who made claims to have discovered the answers to teaching problems through their own research. This obstacle did present itself but was quickly overcome. It was enormously helpful to have working on the project staff a number of persons who had been employed by schools before they assumed their university positions. These persons took great care to communicate clearly and carefully with school personnel about project plans, about the procedures which would be used to "test" selection procedures, and about the objectives of the course of study for cooperating teachers (one which was not to provide simplistic solutions to pedagogical problems. They also found ways to say "thank you" to teachers and principals who were critical players during the implementation phase of the project.

The effort was not unidirectional, however. It is important to note that local district personnel worked diligently to remain open to the possibility that the project would benefit the schools, would respect the complexity of the work environment, and would "add" to the schooling enterprise rather than simplify it artificially and ultimately detract from it. Both school and university personnel made project

goals a part of a public discussion and tried seriously to redefine this project as one which would be qualitatively different in its processes and impact than the ones for which persons had so may negative associations.

Unanticipated Influx of Student Teaching Candidates

Numbers of applications for student teaching placement had, until the fall of 1986, remained relatively stable for a decade at the University of Arizona. For this reason, the dramatic increase in numbers requesting student teaching placement in the Fall of 1986 (e.g. nearly double the previous Spring semester) was not anticipated. As a result, repeated requests for cooperating teachers had to be made. A goal to use only cooperating teachers who had applied and met selection criteria was not possible given this influx of students. The Task Force met to discuss the problem and determined that a more appropriate goal was to annually increase the percentage of cooperating teachers selected through project procedures and to decrease the percentage of cooperating teachers who had not officially applied or met established criteria.

Increasing Goals and Diminishing Support

The issue of increasing goals and diminishing support was felt most widely during Year 3 of the project. Often, project staff and Task Force members reasonably asked if the partnership which had developed be severed by a loss of support. Partners worried that selection procedures and the cooperating teacher course might be abandoned in times of limited resources. Ultimately, the Task Force was able to voice their concerns to key decision makers in the College and in schools both formally and informally, and as a result, some critical components of the project appear to be "institutionalized" and will not be abandoned in the foreseeable future.

IV. IMPLICATIONS FOR OTHERS

Many of the activities and outcomes from this project have potential to inform teacher education improvement efforts at other institutions. For example, products are available for potential use by other institutions (e.g. cooperating teacher selection procedures and a description and syllabus of a customized course of study for cooperating teachers). Moreover, the project has made every attempt to record critical information about the processes, issues, and themes which surround school/university collaborative efforts.

Results from studies conducted on the project have attested to the importance of the cooperating teacher role and have suggested that the way cooperating teachers are selected may influence the quality of the student teaching experience. Additionally, evaluation data for the cooperating teacher course has suggested that cooperating teachers benefit greatly from content and processes designed specifically to help them learn about recent research on teaching. Finally, the project has collected data which suggests that student teachers place great value on opportunities to discuss pedagogical problems with cooperating teachers, providing support for the involvement of a clinical faculty in the preservice preparation of teachers.

V. INSTITUTIONALIZED FEATURES OF THE PROJECT

Two major aspects of the project will be continued: (1) use of the cooperating teacher selection procedures; and (2) the Cooperating Teacher Course. A third feature of the project, the involvement of a clinical faculty in a series of student teaching seminars, is presently being reviewed to determine if resources can be obtained for its continuation.

The Office of Student Teaching will be responsible for overseeing the continued use of the Cooperating Teacher Selection Procedures. The Director of this office has been actively involved in the project since its inception and has a comprehensive understanding of the procedures and processes used to inform schools about the use of selection procedures. During Year 3 of the project, this office was able to adapt a computer program to keep track of cooperating teacher applications and recommendations as well as to note semesters of service for each selected cooperating teacher.

The Cooperating Teacher Course is now a part of the official curriculum for students working toward a M.A. in Teaching. Course review committees at the college, division, and university level reviewed the course contents as well as evaluations for the first two semesters it was offered and determined it should be sanctioned as a part of the supporting coursework offered for a Masters Degree in the Division of Teaching and Teacher Education. It should be noted the course has had sufficient enrollment to warrant its offering at the graduate level for each semester since it was piloted in 1987.

VI. LESSONS LEARNED FROM THE PROJECT

The three years of collaboration provided some important lessons for teacher education improvement efforts:

1. In a school/university collaborative project, goals and associated timelines must attempt to take into account the irregular rhythms of the school, university and project calendar.

2. The power of both formal and informal communication in assuring the successful implementation of improvement plans must not be underestimated. Phone conversations must be frequent, on-site visits must be regular, and face to face interaction with decision-makers is

mandatory. The labor intensive nature of communication must not be underestimated.

3. Long-standing negative histories nag at improvement efforts and require care, concern, and enormous energies on the part of a collaborative group to overcome.

4. Unanticipated events and obstacles can be met with unanticipated skill and intelligence in a collaborative group setting.

5. Assumptions that school and university professionals share nominal understandings about improvement and research efforts may, in some cases, be unfounded. Because of this, assumptions must be explored early in the project and restated regularly as decisions are being made.

FINAL REPORT

PROGRAM ASSESSMENT REPORT

The University of Arizona Cooperating Teacher Project

Submitted to the Office for Educational
Research and Improvement

Contract # 400-85-1059
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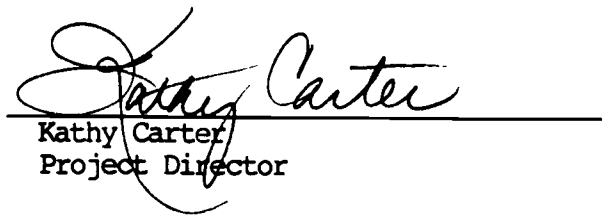

Kathy Carter
Project Director

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PROGRAM ASSESSMENT REPORT

The University of Arizona Cooperating Teacher Project

In the following narrative, elements of program assessment activities will be described. Because of a large abundance of data collected on various aspects of the project, it will be necessary to describe major questions, methodology, and results for each major objective of the project.

OBJECTIVE 1: A collaborative group of school/university personnel will be created and will work together to solve problems regarding the student teaching experience.

SECTION 1: MAJOR QUESTIONS

A. Project Outcomes

1. What new decisions and products can be attributed to a task force of school and university collaborators attempting to improve the quality of the student teaching experience?

B. Project Processes

1. When student teaching is seen as the shared enterprise between schools and universities, what is the nature of the collaborative process?

2. What specific roles can be ascribed to school/university collaborators engaged in a joint-problem solving effort?

SECTION II; PROGRAM COMPONENT/DESCRIPTION

The 28 member University of Arizona Cooperating Teacher Task Force, created by the Project in 1985, represented the first local effort in a number of years to see teacher education as a shared enterprise, to solicit the best thinking of both the research and practice community about preservice teacher education and particularly student teaching,

and to provide a structure and form for shared problem solving. The Task Force has served as an advisory group to participating school districts and the university in the areas of cooperating teacher selection and preparation.

SECTION III: SAMPLE/PARTICIPANTS

Twenty eight members originally constituted the school/university Task Force. This number has varied due to personnel turnover at both the school and university level.

SECTION IV: METHODOLOGY

An archival records analysis of Task-Force related documents created and collected over the funding period has been accomplished. Analysis of these data was completed by three members of the project staff. As a first step, each member of the Project staff read each of the project archival documents separately and noted ideas which might be useful in describing the three years of the project. Meetings were held in January and February of 1988 to compile the ideas each had noted in the review process, and through a process of compromise, a list of commonalities was developed. All project records were subsequently read again, with an eye toward reaching consensus on themes and patterns regarding the collaborative process at the next scheduled project meeting.

Next, one project staff member collated supporting evidence for each commonality listed in the earlier analyses, and the cycle was repeated for each item on the list. A model of the collaborative process was generated around these analyses and has been refined in the last three months of the project, and rich information related to each of the questions listed above for this component has been summarized.

SECTION V: INSTRUMENTATION/DATA SOURCES

The data source for addressing the major questions included attendance records from meetings, project correspondence, summary records of meetings held in the planning year, written proposals generated by the Task Force, products developed by the Task Force, and progress reports submitted to OERI.

SECTION VI; RESULTS/FINDINGS

Results will be discussed for each major question posed above in Section I.

Results Related to Project Outcome Question 1:

Major collaborative decisions made by the Task Force include but are not limited to:

---the decision to develop and formalize the application process for cooperating teachers

---the decision to use multiple criteria in selecting cooperating teachers

---the decision to use both school and university personnel in the selection process with each having definite responsibilities

---the original decision to structure the cooperating teacher program of study as a "course within a course" for graduate credit but also allow teachers not interested in graduate credit to participate

---the decision to include in the cooperating teacher course four strands of content

---the decision to provide opportunities to cooperating teachers to view videotapes, participate in classroom simulations, and engage in role-playing activities to enhance their reflective capabilities

Products develop by the Task Force include:

a. Improved Selection Procedures for Cooperating Teachers

Over a period of several months during the first year of the Project, the Task Force generated ideas for the design and use of improved selection procedures for cooperating teachers. As a result of the group's work, a proposal for selection procedures and criteria was developed. During the second year of the project, four schools representing four different districts participated in a comprehensive test of the four instruments included in the cooperating teacher selection procedures, instruments representing separate pieces of this major product. At each pilot site, the following instrumentation was used "ex post facto" in the "selection" of cooperating teachers:

1. **A Cooperating Teacher Recommendation Form** -- designed to provide an opportunity for the building administrator to rate each candidate.

2. **A Cooperating Teacher Application** -- designed to parallel the administrator's rating instrument to allow for comparisons between the ratings of the administrator and the self-ratings of the candidate.

3. **An Observation Guide for Cooperating Teacher Candidates** -- developed as a vehicle to evaluate teachers' instructional and managerial skills in the classroom.

d. **A Structured Interview Guide for Cooperating Teacher Candidates** -- developed to provide some measure of a candidate's abilities to articulate craft knowledge to novice teachers.

In the third year of the project, two of these instruments, i.e. the Cooperating Teacher Recommendation Form and the Cooperating Teacher Application, have been used to identify a large pool (250+) of cooperating teachers.

Given that representatives from schools indicated that literally no systematic process had been used in the past to select cooperating teachers, the use of these selection procedures is seen as evidence of major impact in the means of identifying cooperating teachers with whom novice teachers will be placed.

b. A Customized Course of Study for Cooperating Teachers

The school/university Task Force outlined the content of a course of study which they thought was likely to be most helpful to cooperating teachers. The course would provide cooperating teachers occasions to learn about recent research that would help them to analyze their craft, to reflect on teaching and what it means to teach, to investigate the complex decisions that are made in teaching, to suggest problem-solving strategies, to supervise and critique teaching events, and to suggest positive ways of thinking and acting in classrooms.

The following strands of research are an integral part of the training now offered to cooperating teachers:

1. From **Research on teacher thinking** cooperating teachers can come to view the process of helping novices learn to teach as that of helping them to acquire event-structured knowledge which integrates the disparate elements of teaching and learning in classroom settings.

2. **Research on standard practices in classroom management and effective teaching** allows cooperating teachers to learn how to discuss management and teaching practices analytically and to ground their discussions in the practical realities of classrooms and schools.

3. Using **Research on knowledge of students**, special attention is given to helping cooperating teachers talk with student teachers about the fundamental cognitive processes that underlie school learning, e.g. comprehension, inference, and interpretation.

4. **Research on modeling, feedback, and coaching** suggests how cooperating teachers can function to work effectively with student teachers.

Historically, cooperating teachers were not provided with any form of inservice training to help them in their work with student teachers. Thus, the development and implementation of the course is viewed as evidence of major impact on the curriculum for school-based teacher educators.

Results Related to Project Processes Question 1

The archival analysis resulted in the identification of salient patterns in the collaborative process. Results from the analysis strongly indicated that the collaborative process is highly complex, and pointed to the development of a model which took into account that complexity. Thus, the patterns which emerged from the archival analysis have been used to develop a theoretical model of collaboration. This model is included and discussed here.

THE CYCLE OF COLLABORATION

Figure 1 suggests that the collaborative cycle moves through phases of separation, consensus, and compromise. Separation identifies periods during which the institutions, groups, or members of the collaborative effort hold themselves apart from each other, and attainment of goals is at best uncertain, at at worst, unlikely. Compromise identifies periods during which the participants are hesitant but willing to negotiate to accomplish goals. Consensus identifies periods during which participants work freely and diligently toward the accomplishment of mutual goals without concern for institutional or individual identity.

--Insert Figure 1 about here--

Separation occurs during a collaborative effort when the participating institutions, groups, or members are separate from each other. This position is marked by a lack of knowledge about the other participants, an unwillingness to compromise or negotiate with others, feelings of ill-will toward other institutions, groups, or members, and/or the absence, reduction, or abandonment of commitment to accomplishing the goals of the collaborative effort at this particular time. It is important to note that members highly committed to the goal, but holding idiosyncratic views about how the goal should be reached, may abandon commitment to THIS collaborative effort by silently withdrawing or by attempting to disrupt the process.

Movement around the cycle can be accomplished in two ways. First, the team may move immediately to Consensus if there is immediate agreement that the need is real or the goal is desirable; it is shared by all participants, and all institutions, groups, and members are willing to commit time, energy, and money to accomplish the goal or meet the need. Second, the movement can be to Compromise there is disparity among the collaborators relative to their perceived needs, limits on the energy and resources available, or the shared history of past collaborative efforts has been negative. During the Compromise period, collaborators frequently begin to monitor activities or "keep score". Tallies are kept as to who is committed to the goals and how is the commitment demonstrated through investment of time, energy, and money. In addition, the collaborators may never move from Separation. Remaining at Separation may be caused by either scorekeeper perception that the scores are unequal or because the collaborators do not agree

that the issue which brought them together is a shared need or problem. As a result, one or more institutions, groups, or members may withdraw from the collaborative effort or stall the efforts of the team until changes are made.

Compromise occurs during the collaborative cycle when the institutions, groups, and members are willing to negotiate to attain goals. In general, the collaborators are willing to sacrifice some, but not all, of their own ideas and accept some, but not all, of the ideas of others as valid but not necessarily the as the best. They are willing to commit time and energy toward accomplishment of the goals, but they have determined what their "fair share" is and are hesitant to commit more. During this period, collaborators do not completely trust each other but are willing to proceed as though all others will follow through. Yet, the collaborators are careful not to over-commit for fear of betrayal or being let down or left with a disproportionate share of the responsibilities. Thus, while work continues, progress is often restrained as each group monitors the others.

Movement around the cycle can be accomplished in two ways. First, the collaborators may move to Consensus as agreement about goals and commitment to mutually agreed upon ways and means increases. Second, the team may move to Separation as scorekeeping indicates greater disparity of commitment and increasing disagreement. At this point, the collaborators may either again attempt to move toward Compromise or withdraw from the collaborative effort. However, the collaborators may remain at Compromise while attempting to introduce new ideas or develop new strategies to accomplish goals.

Consensus occurs during the collaborative cycle when the

institutions, groups, and members participating in the effort are actively committed to mutual goals. Collaborators see each other as equals and disregard original institutional or group membership. Participants trust each other, and mistakes are frequently overlooked and forgiven. Scorekeeping or monitoring others is no longer an issue because all are committed.

Movement around the cycle also occurs during Consensus. Disruption of the team interaction during a period of Consensus can cause movement in two ways. First, severe disruption can cause the collaborators to move directly to Separation. Second, moderate disruption can lead to the reappearance of scorekeeping and movement to Compromise. In addition, the collaborators may continue at Consensus for an extended but not indefinite period of time.

Two additional points relative to the cycle of collaboration must be noted. First, the individual team members in the collaborative effort are independent actors. The collaborative team itself may maintain a position or move around the cycle in ways which result in separation from, compromise with, or consensus with the institution each collaborator represents. In addition, an individual collaborator may maintain a position or move through the cycle in ways which result in separation from, compromise with, or consensus with the collaborative team.

Second, movement around the cycle of collaboration is not unidirectional at any point. Movement of collaborators is always taking place. Whether changing to a new position in the cycle or progressing in the same position, the cycle of collaboration is dynamic.

INITIAL COMPONENTS OF A COLLABORATIVE EFFORT

The initial components of a collaborative effort are illustrated in

Figure 2. When a collaborative effort is initiated, it is usually conceptualized as beginning at Separation. People are brought together for the first time to discuss an issue or concerns within an institution or between institutions have led to the need to resolve an issue or to change a policy. The institutions (or groups), the relationships among them, the selection of team members, and the issues all have initial and ongoing impacts on the collaborative effort.

1. Institutions

Several aspects of the institutions engaging in a collaborative effort can both limit and facilitate collaboration. Those aspects which seem most critical to the collaborative effort include the internal connectedness or organizational structure of each institution, the overlap between structures, and the power/support delegated by each institution.

A. Internal Connectedness refers to the organizational structures of participating institutions, e.g. how cohesive each institution is. If one part of the institution makes a commitment to the collaborative effort, is there regular communication with other parts of the institution? Does the decisionmaking process of the institution consider and/or include all parts of the institution? How much impact does a change in one part have on the institution as a whole?

B. Overlap refers to the relationship between the institutional structure and the areas of responsibility (mandated, implicit, accepted, professional, moral) of the collaborators. How much and in what ways do these coincide?

C. Power/Support refers to the amount of control collaborators

have over the physical and financial resources of their institutions. Do they have authority to commit their institutions to an action and guarantees that action will occur?

At times, a collaborative effort may involve two or more parts of the same institution. Thus, the internal connectedness of the institution and possible overlap would contribute to the collaborative process. Power and support may be more readily available for these types of efforts.

2. Relationships

This component concerns the relationships among participants, individually and collectively, in the collaborative effort. Three aspects which appear to be critical are: (1) the history of the relationships among the institutions (or groups); (2) the current dynamics in those relationships; and (3) the ability of one institution to dominate the others.

A. History refers to the past relationships among the institutions and participants. What is the history of the relationship both in terms of accomplishment of goals and the social and emotional dimensions of previous interactions?

B. Current Dynamics refers to the current interactions among the institutions. What kinds of communications, feelings, and structures are currently associated with the interactions of the institutions? These include the public, formal relationships as well as the more informal and private interactions. Current dynamics can exacerbate or moderate feelings concerning the past history of negotiations and collaborations among the participants in a new effort.

C. Domination refers to the outside influence that one institution or person has over another as well as inside influence. How much can one institution or person impose on another to accomplish goals in specific ways? This influence may be structural, financial, or social. The source of the influence may range from a charismatic leader to actual hierarchical control.

3. Members

Individual members of a collaborative team also have critical impact on the outcomes of the collaborative effort. In addition to the personalities of the team members, there are two aspects associated with the initial construction of a collaborative team which have impact. These include three dimensions of the selection process and three dimensions of participation.

A. Selection Process includes three interactive dimensions: (1) volunteer vs. appointed membership; (2) procedures for inclusion; and (3) formal vs. informal procedures. As Figure 3 indicates, this interaction produces eight possible configurations in the selection process.

Insert Figure 3 about here

1. appointment to team with formal procedures
2. volunteer for team with formal procedures
3. appointment to team with informal procedures
4. volunteer for team with informal procedures
5. appointment to team without formal procedures

6. volunteer for team without formal procedures

7. appointment to team without informal procedures

8. volunteer for team without informal procedures

B. Participation of individual team members also varies along three interactive dimensions: (1) whether or not participation was required by the institution; (2) willingness to participate; and (3) the personal power of the member within their own institution. As Figure 4 indicates, this also produces eight possible configurations.

Insert Figure 4 about here

Participation can be as a result of:

1. required, willing, with power
2. not required, willing, with power
3. required, willing, no power
4. not required, willing, no power
5. required, unwilling, has power
6. not required, unwilling, has power
7. required, unwilling, no power
8. not required, unwilling, no power

The most successful collaborative efforts may be those in which the participants are willing to participate regardless of whether or not they are required to do so and some of the participants have power, that is, control over resources necessary to successfully accomplish the goals of the collaborative effort. The least successful efforts may be those in which participants with power are unwilling but required to participate.

4. Issues of Collaboration

This component represents the aspects which can have impact on the issues to be resolved, investigated, or discussed. The aspects include: (1) directionality of initiation; (2) benefits that will result; (3) needs that will be met; and (4) the history of the issue.

A. Directionality of initiation focuses on who initiated the collaborative effort. Was the initiation unidirectional, bidirectional, or imposed by one of the collaborative institutions or a third party who is never actually involved in the effort? Regardless of the ultimate benefits to all parties involved, the direction of initiation has an impact on the quality of the goal and the negotiations and actions which occur during the collaborative effort.

B. Benefit focuses on who is perceived as getting the most, either initially or ultimately from the resolution of the issue.

C. Need concerns the importance to the institutions for successful collaboration. Important elements include which party is perceived as most needy, for whom is resolution most necessary for growth and survival, and whether all parties have some intrinsic or extrinsic need to collaborate.

D. History of issues among institutions is as important as the history of their collaborative efforts. Regardless of the history of the institutions involved, the history of the issue can have a polarizing or facilitating impact on the collaborative effort.

ELEMENTS AND PROCESSES OF COLLABORATIVE NEGOTIATION/ACTION

The cycle of collaboration is represented as a process of reciprocal interactions in which initial states are not necessarily end

states. Thus, though initial components may feed into the cycle of collaboration and have a disruptive or ameliorative impact on the success or failure of the collaborative effort, these initial components do not remain static. They are constantly shaped and changed through negotiation and action during the cycle. Changes in the context or frame of reference result in changes in meanings as meaning inheres in how events are perceived. Within the cycle of collaboration are elements and processes of negotiation and action whose dynamic interactions influence the cycle. As Figure 2 indicates, these elements include time, commitment level, leadership, resource costs, institutional change. The processes include power negotiations, reactance, and interaction.

1. Elements

   A. Time contains three variables: calendars, involvement, and flexibility. These variables constitute three different ways of defining time.

      1. Calendars refers to the yearly, monthly, and daily schedules of the institutions involved.
      2. Involvement refers to the amount of time required from participants in the collaborative effort. This includes the amount of time needed, recognized as needed, and committed to by each team member for meetings, projects, and products.
      3. Flexibility affects the collaborative schedule and the requirements of involvement.

   B. Commitment Level is the decision to be an active participant at each new phase of the collaborative effort. At each of

these points, participants decide anew whether to continue or to withdraw support. This element has two dimensions: institutional and individual. (See Figure 5).

Insert Figure 5 about here

1. Institutional Commitment Level must be decided at each point in the negotiation/action construction of the collaborative effort. That decision may be to continue while increasing or decreasing participation or two withdraw.
2. Individual Commitment Level must also be decided at each point during the collaborative effort.

These two dimensions also interact with each other. If an institution has more than one participant in the collaborative effort and if each team member has greater or lesser ability to influence the level of institutional commitment or to be influenced by that commitment, the interaction can produce a wide range of configurations of commitment level. Occasionally, one person can insure, or destroy, the commitment of the institution and/or the commitment of other team members from the same or other institutions.

The interaction of these two dimensions provides the range of possibilities for success of the collaborative effort: (See Figure 6).

Insert Figure 6 about here

1. When both institutions and individuals are highly committed to the collaborative effort, progress is frequently rapid and the collaborative team is usually in the Consensus position of the cycle.
2. When both institutions and individuals have low levels of commitment, progress is usually slowed and may become stalled

at Compromise or Separation. Occasionally the collaborative effort may become so weakened by institutional or individual withdrawal that it has to be abandoned.

3. The other two quadrants of interaction present interesting dilemmas. In one, the institution is highly committed and the individual is not. In the other, the commitment levels are reversed. Resolution is determined by the negotiations/actions within the collaborative effort. For example, an institution or individual may have a low level or commitment yet do nothing to disrupt the effort. On the other hand, the effort may be abandoned by an institution or an individual and result in a complete disruption of the entire effort.

C. Leadership contains numerous variables, only three of which are examined here. These include position power, effectiveness, and situational characteristics.

   1. Position power refers to the amount of authority the leader has to act within the collaborative team and for the team. This includes whether the leader has authority granted by all of the institutions represented on the collaborative team, whether the leader has control over the commitment of resources of those institutions, and whether the team members accept the authority of the leader as valid and appropriate.

   2. Effectiveness refers to the skills and abilities of the leader to facilitate movement toward the goals. It includes skills such as communication, delegation, and organization. It also includes abilities to engage and

gain commitment from institutions and individuals, to capture needed resources, and to assert control.

3. Situational characteristics refer to the organizational structure of the collaborative team and the characteristics of the collaborators themselves. Is the team organized hierarchically, a loosely knit cooperative group, or somewhere between? Do the collaborators have knowledge and experience of value to the collaborative effort? Do they accept the authority of the leader? Do they have personal agenda which may conflict with the stated goals of the collaborative efforts?

D. Resource Costs encompass three types of investment which are asked of both institutions and individual team members. These are financial investment, time investment, and emotional investment. Levels of investment may be high or low. These variables can interact with varying degrees of impact on the success of the collaborative effort (see Figure 6).

E. Change in the structures of organization of the institutions, the lives of individual collaborators, and the goal of the collaborative effort itself which are not the result of the effort have strong influence on the accomplishment of goals. For example, institutions merge, reorganize internally, and suffer financial losses. Individual collaborators are promoted and fired, move to new jobs with new demands on their time, and go through changes in their personal lives which affect their workrelated commitments. Issues disappear or change as the result of new laws, new inventions, or new demands for quality or content. These changes impact and alter the collaborative

effort as adjustments are made to accomodate these external changes. In addition, change in the agreed upon tasks or unanticipated changes created by movement toward the goal can result in movement around the cycle of collaboration.

2. Processes of Negotiation/Action

What happens to the elements described above strongly influences the success of failure of the collaborative effort. The negotiation/action around each of the elements is a dynamic process rather than a static condition. The processes of negotiation/action include power, reactance, and synchrony.

A. Power is part of the dynamic process of group interaction. Power is not static and shifts as the negotiation/action of the collaborative effort is carried out. For example, individuals or institutions which had no power at the beginning of the effort may accrue power through the collaborative process.

B. Reactance refers to ownership and personal freedom.

1. Ownership refers to the moment by moment assessment by which individuals or institutions determine their felt levels of responsibility for each issue in the collaboration.

2. Personal freedom refers to perceptions of the degree to which free choice is reduced or increased. When collaborators feel their personal freedoms are being reduced, they react. They may mentally diminish the importance of the perceived freedoms or they may be willing to sabotage the entire collaborative effort in order to regain their perceived freedoms. When personal freedom is reduced, an institution or team member may

abandon the effort either emotionally or physically. The abandonment may be sudden or a gradual withdrawal based on cumulative perceptions.

C. Interaction refers to ways in which the results of each negotiation/action influences and alters every subsequent step. As a result of the process of interaction, the elements feeding into the construction of the collaborative effort are changed with each negotiation/action. This may include positive or negative changes in the relationship among the collaborators, the leadership, the resource costs, and the commitment levels of the collaborators.

Results Related to Project Processes Question 2

An analysis of archival records has suggested that the Task Force served a number of different roles over the course of the project. These include:

Idea Generators: Task Force members developed a shared dialogue around ideas for selecting and training cooperating teachers. This represented a major step in shared decision making since each party had historically faulted the other for problems associated with the student teaching experience.

Historical Analysts: The members of the Task Force provided historical perspectives which were critical to efficient planning and decision making. Their perspectives prompted timely decisions and development of plans which overcame obstacles that had thwarted improvement efforts in the past.

Persuaders and Negotiators: Task Force members often noted that outside parties would be key players in generating support for

implementation efforts. Members were successful in gaining the support of these key players.

Critics: Once the collaborative relationship had solidified in the first year of the project, members were willing to critique publicly the proposals and plans developed by the Project so that they could be strengthened and revised to meet both school district and university needs.

SECTION VII: DISCUSSION OF RESULTS AND SECTION VIII: IMPLICATIONS FOR IMPROVING TEACHER EDUCATION

These analyses represent important facets of a three year collaborative effort to improve the student teaching component at the University of Arizona. Moreover, the analyses described above has potential to inform teacher improvement efforts at other institutions. Not only are products available for potential use by other institutions (e.g. cooperating teacher selection procedures and a description and syllabus of a customized course of study for cooperating teachers), but results of the archival analysis of project records have provided critical information about the processes, themes, and issues which surround school/university collaborative efforts.

OBJECTIVE 2: Systematic procedures will be utilized to select cooperating teachers in an attempt to insure that prospective teachers are provided with a quality experience during their student teaching practicum.

SECTION 1: MAJOR QUESTIONS

1. Project Outcomes

1. What impact was observed on the composition of cooperating teacher pools when various forms of project instrumentation were used in selection?

2. Project Processes

1. Can differences be documented in the knowledge structures and reflective capacities of cooperating teachers, and what implications might such differences have for the quality of student teachers' experiences?

SECTION II: PROGRAM COMPONENT/DESCRIPTION

As has been noted, cooperating teacher selection procedures were developed by a Task Force of school and university personnel in the first year of this project. The Task Force felt it was important for selection criteria to be multifaceted. Thus, four instruments were developed and used in a pilot study of selection procedures during Year 2 of the project.

SECTION III: SAMPLE

Data were collected for 40 cooperating teachers; twenty two elementary teachers and 18 high school teachers. The teachers were from four different school districts in the southwestern United States. The teachers represented a variety of grade levels and subject areas, and years of teaching experience ranged from 3 to 33 years with an average

of 13 years of experience. Complete data sets were collected for 36 of the 40 teachers in the study.

SECTION IV: METHODOLOGY and SECTION V: INSTRUMENTATION

Selection procedures were used in an "ex post facto" fashion in these districts. That is, cooperating teachers in the sample had previously served or were presently serving as cooperating teachers, and selection criteria were used to determine if the same pool of teachers would be identified through selection criteria as had volunteered for service. In this way, it could be determined if, in fact, various instruments in the selection criteria were "selective" in sorting more vs. less qualified cooperating teachers.

The sources of information from which judgments were drawn differed across selection instruments. The Cooperating Teacher Recommendation Form and the Cooperating Teacher Application requested information based on input from school personnel. The Observation Guide and the Structured Interview Guide requested information based on input from sources outside the school, e.g. university-based teacher educators.

Qualitative analyses were also accomplished using project Interview Guide responses from teachers in the sample. These analyses were designed to detect any patterns of difference in cooperating teachers' knowledge structures and reflective capacities.

SECTION VI: RESULTS/FINDINGS

Use of the principals rating form, i.e. the Cooperating Teacher Recommendation form, resulted in 14 of the 36 teachers in the study being placed in the "Highly Recommend" (HR) category, 17 being placed in the "Recommend with Reservation" (RR) category, and 5 being placed in the "Not Recommended" Category. On the basis of the implementation and use of the self-rating instrument for teachers, i.e. the Cooperating

Teacher Application, 15 of the 36 teachers were placed in the "HR" category; 18 teachers in the "RR" category, and 3 teachers were placed in the "NR" category. On the basis of the implementation of the Observation guide for selection, 16 of the 36 teachers were placed in the "HR" category, 16 teachers were placed in the "RR" category, and 4 teachers were placed in the "NR" category. Finally, when the structured interviews were used as the measure for cooperating teacher selection, 7 of the 36 teachers were placed in the "HR" category, 13 teachers were assigned to the "RR" category, and 16 teachers were placed in the "NR" category.

Analysis of interview responses revealed interesting differences in teachers' theories about teaching and the learning to teach process (e.g. the language teachers used to describe the tasks of teaching, solutions they offered for common pedagogical problems), and the degree to which their responses could be useful or helpful to a student teacher. Preliminary analyses of these data signal some important patterns with respect to differences in the knowledge structures and reflective capacities of cooperating teachers who were placed in the "HR" category vs. the "RR" category vs. the "NR" category based on their responses to a series of interview questions structured by the Interview Guide.

For the purposes of this document, teachers' responses to two of the questions are used to illustrate important differences. It is important to repeat that assignment to categories of recommendation was based on overall response patterns and not just teacher responses to these two questions.

Question #1: The common question, "Why is this happening to me?"

First, a hypothetical situation containing common pedagogical problems encountered by student teachers was presented and the cooperating teachers were asked to respond.

"Imagine that I am you student teacher and I tell you the following:

It was Friday afternoon and as you know it was the end of my first full week of teaching responsibility in the last period class. After the bell had rung and school was dismissed for the weekend, I felt terribly alone and extremely angry that things weren't going smoothly in the class. I had the sense of being overwhelmed and I had stayed up long hours last week trying to think of ways to fix the problems I was having in managing the class. The kids simply weren't paying attention and doing the work they were supposed to do. I sat almost stupor-like at my desk that afternoon and stared out into the classroom a long time. One question came to occupy my thoughts and echo in my mind, "Why is this happening to me?"

Responses were analyzed in terms of cooperating teachers' discussions of the situation and advice which was offered to the student teacher.

Teachers placed in the "Highly Recommended" (HR) category articulated a number of variables and provided strategies which the student teachers could use to analyze future situations in addition to the one which was presented. The responses of two teachers in the HR category are provided as examples.

Teacher 6: Well, I think first of all, we'd ask some questions. Was it the group as a whole? Was it individuals that were making you feel that way or the entire class?
[It just seemed like the whole class was doing their own thing. I had spent all that time trying to fix all this up.]

So you're saying that I wasn't observing that day.

[Correct.]

We'd have to go to the situation. Let's see the material that you were presenting. ...it might have started with only a few students and if you could have fixed the problem then, maybe going to the students that were causing the problem, confronting them, talking to them about the problem, that might have taken care of it in the beginning. But if it mushroomed or snowballed into the whole thing, that could have been where the problem

came in. ...I think we need to piece together something just as a criminologist would have to piece together exactly what went on in the class and then give specific input where it went wrong.

In this response, Teacher 6 talked seriously with the student teacher about the situation and was supportive. He tried to elicit specific information about what went wrong. He directed the student teacher's attention to several factor which could have influenced the class: materials, delivery, dealing with student questions, student participation, seatwork, monitoring. He also made some recommendations to the student teacher which would be useful in the future and announced his willingness to observe and assist the student teacher in specific ways.

Teacher 30: First of all, I want you to know that you're not alone. We've all sat there, no matter how many years we've taught, and we've all had days where we've sat and thought, "Why is this happening to me?" ...you remove yourself from it. I'd say that's number one. And you talk about it, and you think it through, away from the problem. And then you come up with solutions. And you have a person that you can go to ... and get really constructive ideas from. I think that's crucial. And I think everybody, every really good teacher I've known, has somebody like that. Somebody they can go to and say, "I need to talk, now." And that person comes back to them when they feel the same way.

Teacher 30 began her response by letting the student teacher know that this is a situation which every teacher faces more than once in a teaching career. However, she did not respond to this one hypothetical situation but rather gave the student teacher a strategy for solving any difficulty which may arise in a classroom. The steps were clear: get some distance from the problem, talk it through with someone, brainstorm solutions, and then try those solutions in the classroom. This teacher went beyond the specific to the general for the student teacher.

The two examples above demonstrate the overall pattern of responses to this interview question which characterized those placed in the "Highly Recommended" (HR) category. The teachers articulated their

thinking about teaching and were able to state variables and relationships. The teachers were supportive of the student teachers and offered strategies which the student teacher could apply to future situations. This is in sharp contrast to the clarity of articulation, the indicators of thinking about teaching, the suggestion and applicability of strategies, and the breadth and depth of responses given by teachers who were placed in the RR and NR categories.

Teachers placed in the "Recommended with Reservation" (RR) category had the greatest variance in response. As with the other categories, placement in the RR category was based on the overall response pattern of the teacher and not solely the response to the hypothetical situation. Teachers in the RR category were, like the teachers in the HR category, sympathetic and supportive and drew on their own experiences in their discussions with the student teacher and some of their responses would enable student teachers in the same ways. However, in many responses the number of variables discussed was somewhat limited, the relationships among those variables were seldom explained, and few if any strategies were offered to the student teacher. A more in-depth discussion would be needed from the cooperating teacher before a student teacher would gain much insight in how to deal with a similar situation. A representative response can be seen below.

Teacher 26: Well, is the student teacher talking to me? Well, I think possibly I would come and put an arm around the shoulder of the student teacher, and pat them on the back a little bit, and say, "My, you've done well for your first week. I know you had a few problems, but we all do. I have problems myself after fifteen years of teaching sometimes. It's gonna be a matter of learning, and we'll work it out. You want to figure out exactly what you want to teach them and then we'll figure out how we can get them to listen, and what we can get them to do, and we'll just work it out together. Let's go have a drink."

In this response, Teacher 26 offered sympathy to the student teacher and indicated that this is a problem faced by all teachers. However, she did not help the student teacher analyze the situation, nor did she offer advice other than they will "work it out together."

Teachers placed in the "Not Recommended" (NR) category based on their overall response pattern also demonstrated variance in their responses to the situation. In general, however, their responses offered little advice of value to a student teacher. Examples of the responses from three teachers in the NR category are below.

Teacher 18: I'd probably chuckle first to let them know it's not the end of the world. ....those kinds of days happen, and they may happen a couple of days in a row. But Monday's a whole new start. Come back, you know, organized and enthusiastic and ready to go, and just, this is behind you." The other big thing I'd try and impress upon them is just worry about those things that you can control, as long as you're satisfied with what you're trying to do. You want feedback from your class but you can't always rely just on that as the sole, you know, vehicle to determine if you're doing something well or not.

Teacher 18 offered sympathy to the student teacher and indicated that those things do happen. His advice was to be organized, enthusiastic, and ready to go in the future. Teacher 18 advised the student teacher to worry about those things that can be controlled but failed to identify for the student teacher what those things might be.

Teacher 24: Because it happens to every teacher.... Some days are very successful and some day you have to sit back and assess what you've done and why the lesson didn't go well and just pick yourself up by the boot straps and start all over again after you assessment. See what you need to do and face it.

In her response, Teacher 24 offered little advice which would be of value to a student teacher. No clues were offered as to what to assess or how to assess or what one needs to do to improve.

Teacher 29: That's a very difficult question. I would just say, "Well, from my experience, you, know, these sort of things happen." And you know, the

problem with getting down in the dumps is that you think they're going to be there all the time. ....So I'd just say, "Hey, this is not the end of the world. I bet you next week will be much greater than this, so don't think it's gonna be like this all the time."

Teacher 29 responded to the situation with some sympathy but little or no advice to the student teacher.

Question #2: The Learning to Teach Question

Second, "How do you think you can help a student teacher learn to teach?" The responses to this question were analyzed on two points: the presence of an explicit or implicit theory underlying the participant's response and the evidence which was offered to support that theory.

Responses of teachers placed in the "Highly Recommended" (HR) category revealed an explicit or implicit theory of the learning to teach process. These teachers articulated their responses well and their answers were substantive. The quotations below are the responses of two of the teachers who were placed in the HR category.

Teacher 17: I think that the way you help a student teacher is giving them the opportunity to do and try the things they want to try. Guide them but when they want to try something and you know in your heart it's going to bomb, they've got to see that too. ....It's very hard to sit back and know that something is going to not go over as well as something you might have planned for them. But they need to see that. Then they need to come and say, "What did I do wrong?" Then you can say, "It's not that you did anything wrong, but here are some things you could have done differently." I think that's an important thing, that they be given the opportunity plus be given the guidance.

Teacher 17 stated her theory of the learning to teach process explicitly: that they [the student teachers] "be given the opportunity plus be given the guidance." Her response addressed those two points and supported those points with examples.

Teacher 11: Some of the things that I try and do is first of all I ask them to get some good resources. And I don't necessarily mean books. a department, our philosophy is when we get a student teacher, we don't have that student work with just one person. We have them work with two

people. And that way, they're getting not only my philosophy but another philosophy of teaching. ....I try and explain to them. "I'm not trying to clone you. I want you to develop your own teaching style. But if I can give you some basic guidelines and some places where you can find some good information, this will help you get started on the right foot."

Teacher 11 appeared to have a theory of the learning to teach process although it was not stated explicitly. She addressed the self-responsibility of the teacher for developing resources and indicated that the process of learning to teach is a continuing one. Assistance was provided to the student teacher through relating her own experiences, recommending resources, and providing opportunities to work with other teachers. She stated that her responsibility involved providing basic guidelines and good information; the student teacher has the rest of the responsibility for learning to teach. Each of her points was supported by details in the response.

Teachers placed in the "Recommended with Reservation" (RR) category appeared to posses an explicit or implicit theory of the learning to teach process. But, in contrast to those placed in the HR category, these teachers were comparatively less consistent in the clarity or the comprehensiveness of their explanations. Moreover, their explanations often were limited to their own particular classrooms and their own experiences.

Teacher 23: I think I have a positive attitude, usually, toward the kids and that's probably my biggest strength and the biggest thing I can give to a student teacher. Give her a real positive feeling.

Teachers placed in the "Not Recommended" (NR) category either had no theory of the learning to teach process, stated or implied, or appeared to possess a theory but stated it without explanation. As examples:

Teacher 15: By providing her with the experience of dealing with children and

dealing with the curriculum. The experience where she can ask me questions and we can think things through together.

Teacher 28: Well, to give them the experience. I think sometimes we throw student teachers to the students too soon by themselves. I think they should pick it up slowly so that they should observe more. And I think that during the observation time, I think they should be more a part of it. They shouldn't just stand back, they should get around with the kids.

The contrast between the responses of these two teachers is apparent. Teacher 15 could possibly say more; Teacher 28 has focused on what changes he would like rather than how to help the student teacher.

SUMMARY AND DISCUSSION

Ratings of Cooperating Teachers.

One of the first issues that emerges from the results reported above concerns the consistency of ratings by teacher across instruments. Recommendations for only 5 teachers in the sample of 36 were consistent across all four instruments and recommendations of only 11 teachers were consistent across three instruments. These data present unexpected difficulties when considering placements for student teachers.

Qualitative Differences among Cooperating Teachers.

Is it possible that teachers lack a language through which they can easily discuss their knowledge about teaching? The Structured Interviews were the only assessment instrument which provided the teachers an opportunity to talk about what they know. Some teachers, the 7 who were placed in the "Highly Recommended" (HR) category on the basis of the interview, had a "language of practice" which allowed them to communicate their knowledge to others. The concerns, variables, and factors of importance to the teachers were specified with definitions, details, and examples from their own experiences. The responses of these teachers placed in the HR category included both specific techniques and underlying theories. They seemed able to articulate

their knowledge in ways that would be helpful to student teachers. The teachers placed in the HR category tried to identify specific events and actions as well as general principles which student teachers would be able to adapt to their own practice.

The 13 teachers placed in the "Recommended with Reservation" (RR) category fell into two groups. Some teachers were inconsistent in their responses. Frequently, their responses were well-articulated, comprehensive, and would enable student teachers in the same ways as the responses of the teachers placed in the HR category. At other times the responses of these teachers were somewhat limited in scope and would be marginally valuable to student teachers. Nine of the 13 teachers placed in the RR category were teachers who responded in these ways.

The other 4 teachers placed in the RR category focused on their personal and particularistic experiences. They responses were detailed by concerns and variables related to a classroom, but that classroom was most often their own. Words such as "I", "me", "mine", and "my" predominated many of their responses.

The 16 teachers placed in the "Not Recommended" (NR) category also fell into two groups. Ten of these teachers seemed to know more than they were able to articulate. Their responses indicated depth of thought and reflection on their own practices, but their responses appeared limited by the lack of a "language of practice" to express their thinking. They frequently used place holders (e.g., things, stuff) to mark important ideas for which they had no other language. Reading their interview protocols suggested that these teachers know much more than they are able to articulate, that their knowledge is embedded in their practice and that it is difficult for them to isolate individual pieces. The responses of these teachers frequently became

abrupt or tied up in the myriad of possibilities, the "what ifs" and the "it depends" of teaching, and, therefore, they did not or could not provide rich details in their responses.

The other 6 teachers placed in the NR category seemed to give superficial answers which skimmed the surface of important issues and ideas but demonstrated little in-depth thinking as to how their knowledge could or might affect their practice or the practice of a student teacher. These teachers frequently offered what might be considered a simplified "textbook" answer or responses characterized by meaningless phrases.

SECTION VIII: IMPLICATIONS FOR IMPROVING TEACHER EDUCATION

The analyses described here address the importance of the cooperating teacher role and suggests that the ways cooperating teachers are selected may influence the quality of the student teaching experience. Findings reported here have the potential to inform efforts to design carefully constructed cooperating teacher selection procedures. In addition, they suggest the possibility that cooperating teacher selection may be more complex than typically conceived, as cooperating teachers who are skillful teachers may (or may not) be the most reflective practitioners or supervisors of the learning to teach process.

OBJECTIVE 3: Cooperating teachers will be provided training opportunities designed specifically to help them in their work with student teachers.

SECTION 1: MAJOR QUESTIONS

a. Project Outcomes

1. What impact on cooperating teachers' teaching ability,

ability to analyze teaching, and research knowledge can be attributed to a customized program of study for cooperating teachers?

b. Project Processes

1. What content and processes can be effectively used to help teachers in their work as school-based teacher educators?

SECTION II: PROGRAM COMPONENT/DESCRIPTION

As has been noted earlier in this report, the school/university task force outlined in Year 1 of the project the content of a course of study "customized" to help cooperating teachers in their work with student teachers.

SECTION III: SAMPLE

Fifty cooperating teachers have participated in the course to date. Each has been asked to describe the impact of the course on various aspects of their ability to serve effectively as a cooperating teacher.

SECTION IV: METHODOLOGY and SECTION V: INSTRUMENTATION

All teachers who have participated in the cooperating teacher course have submitted pre and post self-ratings on important aspects of their work as cooperating teachers, including their:

1. ability to analyze teaching and teaching events in light of recent research on teaching;

2. ability to talk about the complexities of teaching and the complexities of the classroom environment;

3. ability to describe to a novice teacher some of the research-based skills and thoughts necessary for effective classroom management

4. ability to analyze and describe to a novice teacher some important research-based dimensions of student motivation and failure

5. ability to "conference" with a novice teacher and engage in the clinical supervision strategies required of cooperating teachers

6. ability to analyze and describe to a novice teacher some important dimensions of student work and the tensions between management and instruction in classrooms

7. knowledge of recent research on teaching and learning

8. ability to translate recent research on teaching and learning into improved classroom practice

9. ability to be reflective and analytical about their own teaching

10. flexibility in thought about teaching

11. ability to coach novices as they learn to teach

and 12. ability to articulate their knowledge and understandings of teaching to colleagues and other adult educators.

In addition, participants have completed an additional course evaluation instrument and have responded to open-ended questions about the quality of the course.

SECTION VI: RESULTS/FINDINGS

The analyses of pre to post ratings strongly suggests the impact of the course on teachers' abilities and knowledge to provide quality experiences for cooperating teachers. Each respondent noted positive changes attributable to the course for each of the areas noted above. While changes in these areas from pre to post were all in a positive direction, the most notable change was in the area of knowledge and use of recent research on teaching, e.g. X =1.70 to X = 4.3 on a 1 to 5 scale.

Analyses of course evaluation instruments also have suggested that the content prescribed by the Task Force is indeed salient in helping cooperating teachers in their role as school-based teacher educators.

Moreover, the processes used in the course, e.g. the analysis of videotapes of student teachers and role-playing activities regarding critical conversations with novice teachers, were noted by participants to be quite useful in developing teachers to serve in this important role.

SECTION VII: DISCUSSION OF RESULTS and SECTION VIII: IMPLICATIONS FOR IMPROVING TEACHER EDUCATION

Data suggest that cooperating teachers benefit greatly from content and processes designed specifically to help them learn about recent research on teaching. A carefully constructed program of study for cooperating teachers may help them apply research knowledge into practice, use such knowledge to analyze and critique teaching events, and reflect on its meaning for the learning to teach process.

It is anticipated that other teacher education institutions may profit from reviewing the course syllabus and descriptions of course goals and processes developed by the Task Force.

OBJECTIVE 4: A select cadre of cooperating teachers will serve as "clinical faculty" to the student teaching component of the professional preparation of teachers.

SECTION I: MAJOR QUESTIONS

1. Project Outcomes

1. What impact on student teachers developing understandings about teaching can be ascribed to instruction provided by clinical faculty?

2. Project Processes

1. What processes may be used to involve clinical faculty in the learning to teach process and what content might be effectively presented by clinical faculty?

SECTION II: PROGRAM COMPONENT/DESCRIPTION

The original argument for this improvement effort stemmed from the shared belief that adequate professional preparation requires the expertise of both a university research faculty dedicated to interpreting, applying, and expanding the knowledge base of teacher education and a school-based clinical faculty dedicated to educating technically competent teachers.

During Year 3 of the project, 10 clinical faculty were selected to work with the student teaching component of preservice teacher education at the University of Arizona. These clinical faculty were an extremely select group chosen from a larger group of cooperating teachers who had been previously identified through project selection procedures and who had taken the course designed specifically for cooperating teachers. That is, this cadre of clinical faculty had established credentials as classroom teachers and had demonstrated an ability to articulate their knowledge to preservice teachers.

SECTION III: SAMPLE

These seminars took place during Year 3 of the project. More than 150 participants were involved in the Student Teaching Seminars presented by clinical faculty.

SECTION IV: METHODOLOGY and SECTION V: INSTRUMENTATION

Clinical faculty were invited to present a series of 10 student teaching seminars designed around common pedagogical problems that student teachers face. Topics for seminars were scheduled to coincide with "typical" times that student teachers are likely have to confront particular problems in their practice teaching.

Clinical faculty participated in orientation/training sessions

conducted by the project staff and submitted their plans for session content and activities for review by project staff in advance of their presentations.

For each of the scheduled seminars, student teacher participants were asked to provide information about:

1. new understandings gained from seminars,

2. insights gained about the classroom in which they are student teaching, and,

3. ideas gained from the seminar that they plan to "try out" during their student teaching.

Additionally, student teacher participants were asked to assign a "grade" to each seminar session, and have been asked to indicate any knowledge acquired, remembered, and still used from earlier sessions.

SECTION VI: RESULTS/FINDINGS

Evaluation data indicated extremely positive responses to clinical faculty seminars. No grade was assigned to a seminar lower than a "B", and indeed, the majority of participants rated sessions as "A" sessions. Qualitative evaluation data echoed these strong, positive responses, and suggested that seminars resulted in the development of critical understandings about teaching and in a larger repertoire of research-based strategies for teaching.

SECTION VII: DISCUSSION OF RESULTS

These results suggest that the idea to involve clinical faculty in the student teaching component may be of significant merit. Moreover, results suggest that one effective approach to this kind of involvement may be through organizing content for student teaching seminars around common pedagogical problems faced by student teachers.

Finally, evaluation data suggest that cooperating teachers who have become acquainted with recent research on teaching may be quite successful in translating this research in ways that are meaningful to new teachers.

SECTION VIII: IMPLICATIONS FOR IMPROVING TEACHER EDUCATION

These early results suggest that clinical faculty may be critical agents in helping new teachers learn to teach. Indeed, data are so positive that other teacher education institutions may want to plan for more active involvement of experienced and practicing teachers in the preservice teacher education preparation program.

APPENDIX

Figure 1.
The Cycle of Collaboration

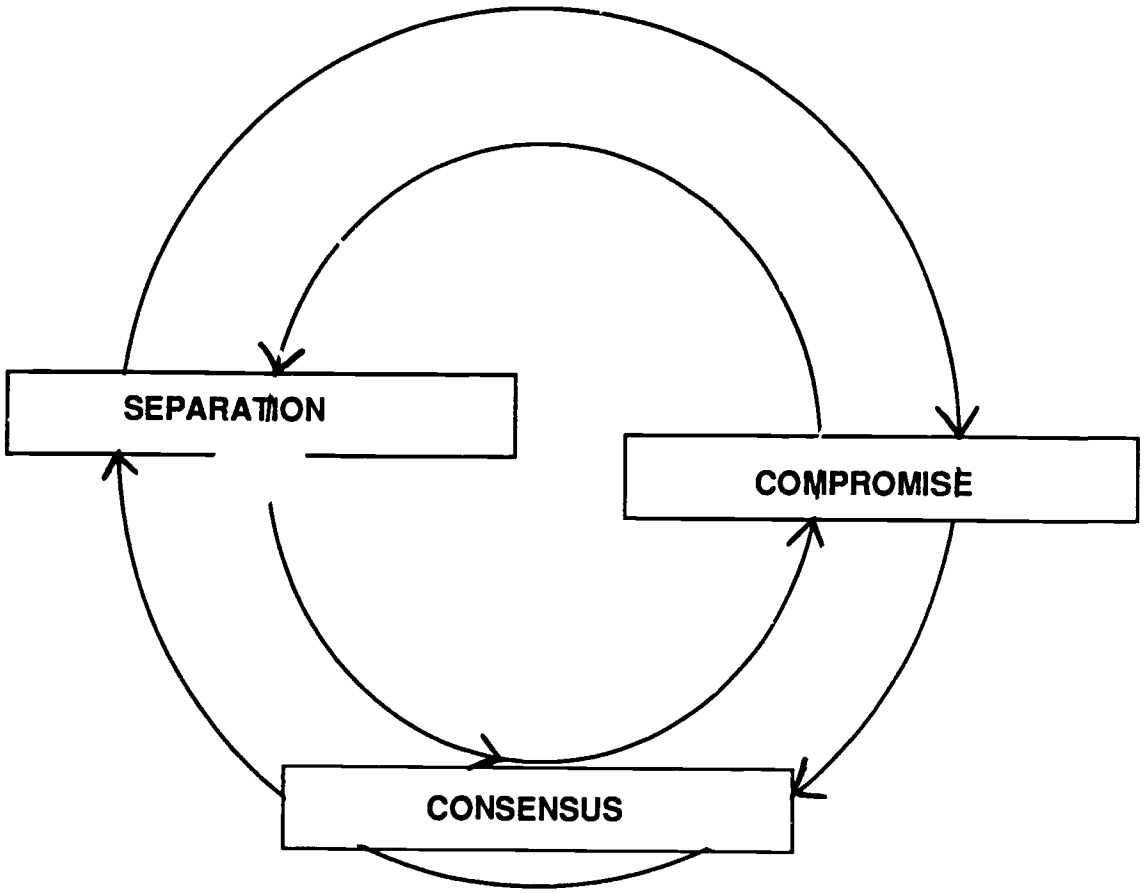


Figure 2.
A Model of Collaboration

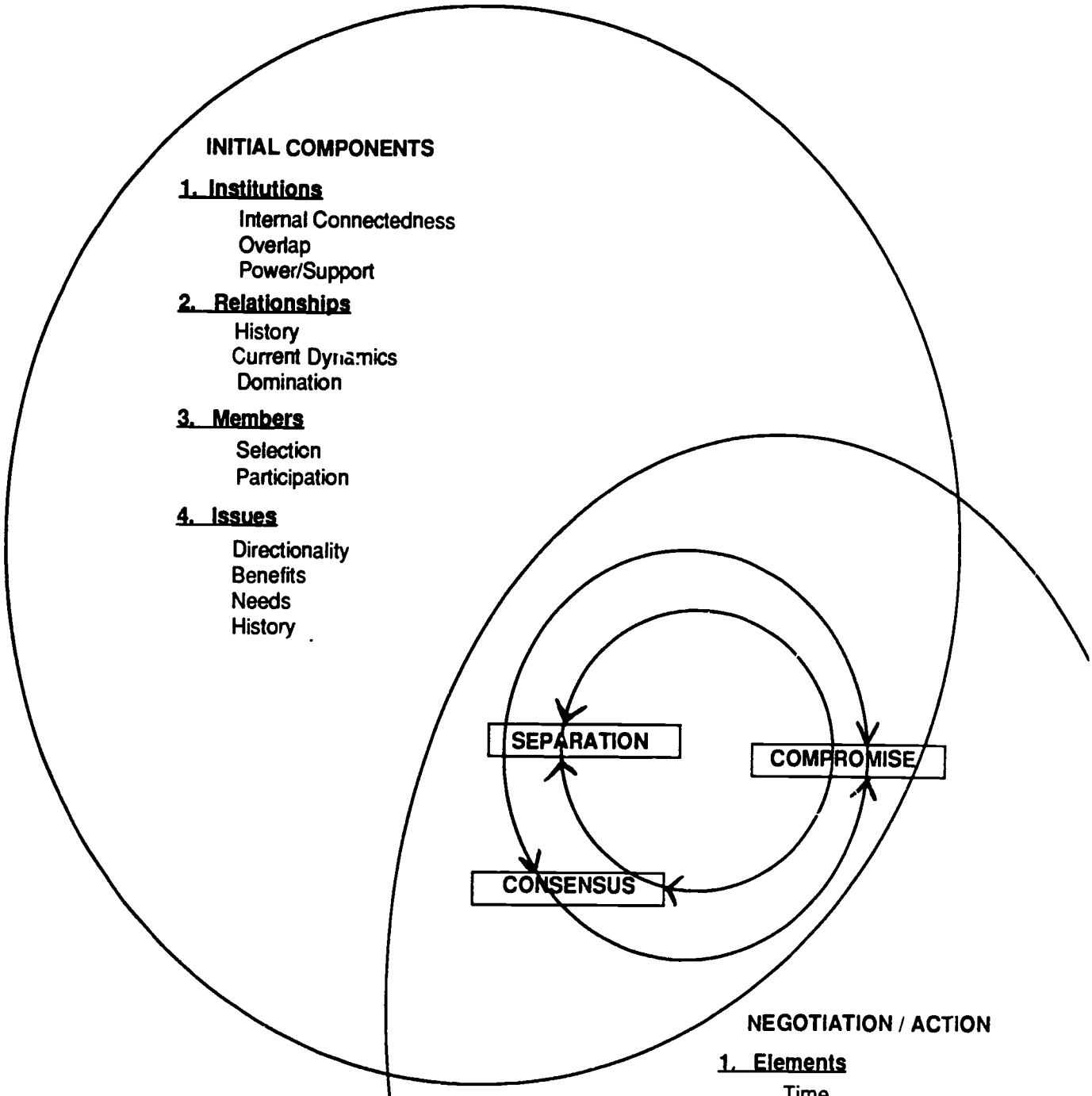


Figure 3.
Selection of Collaborators

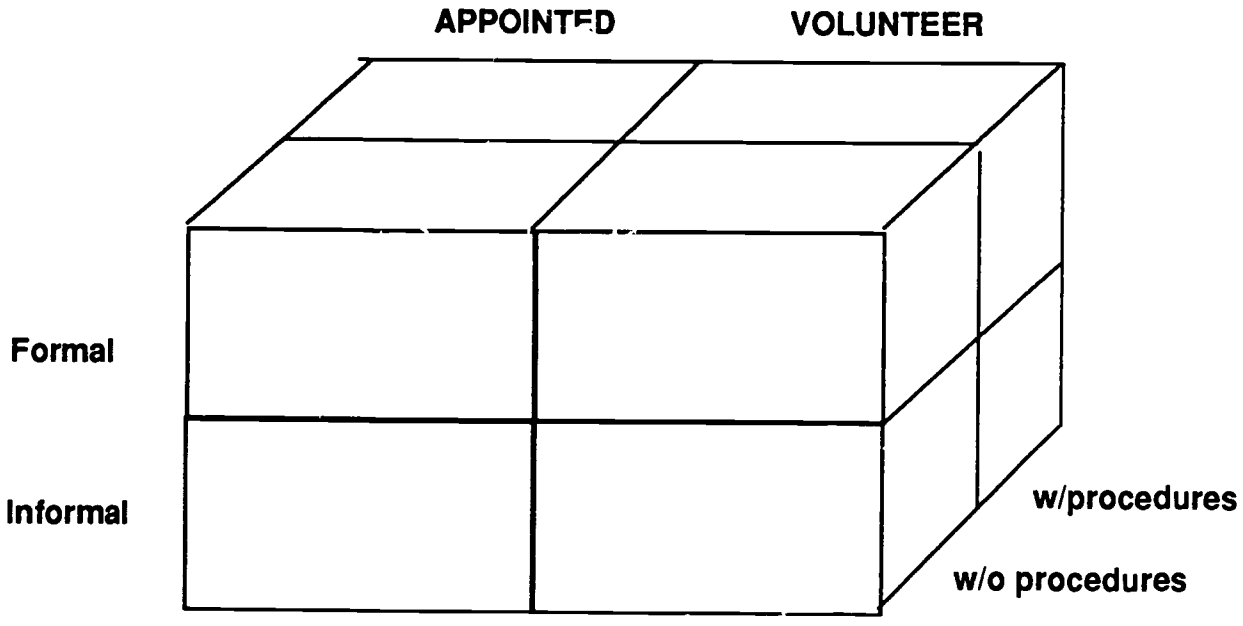


Figure 4.
Participation of Collaborators

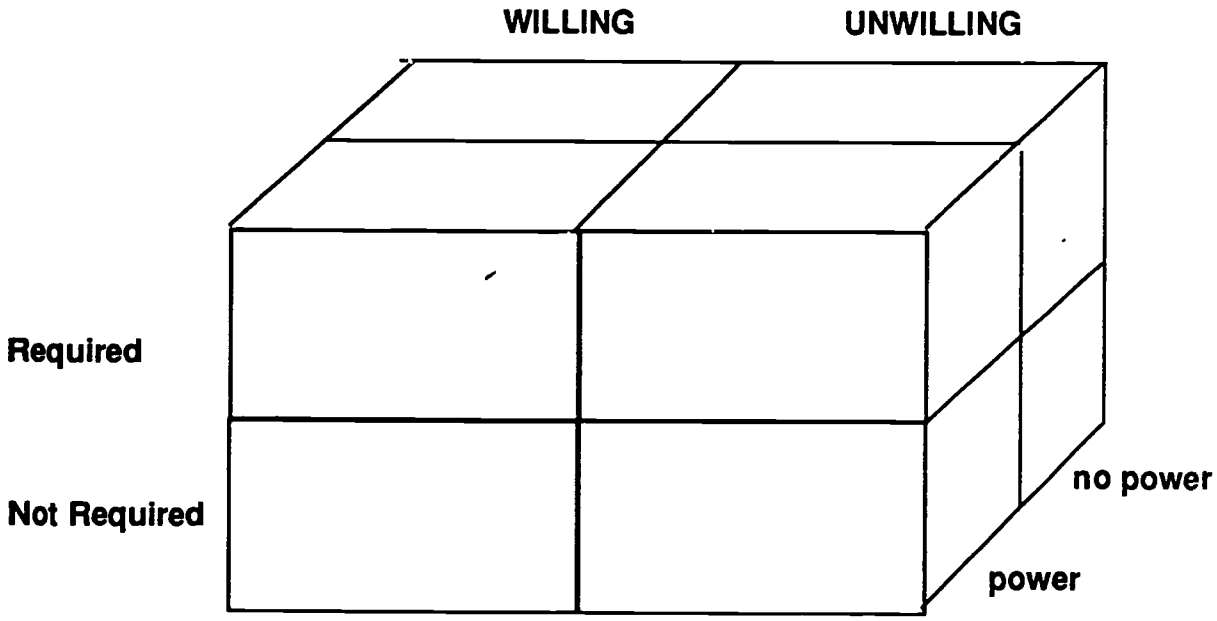


Figure 5.
Commitment Level

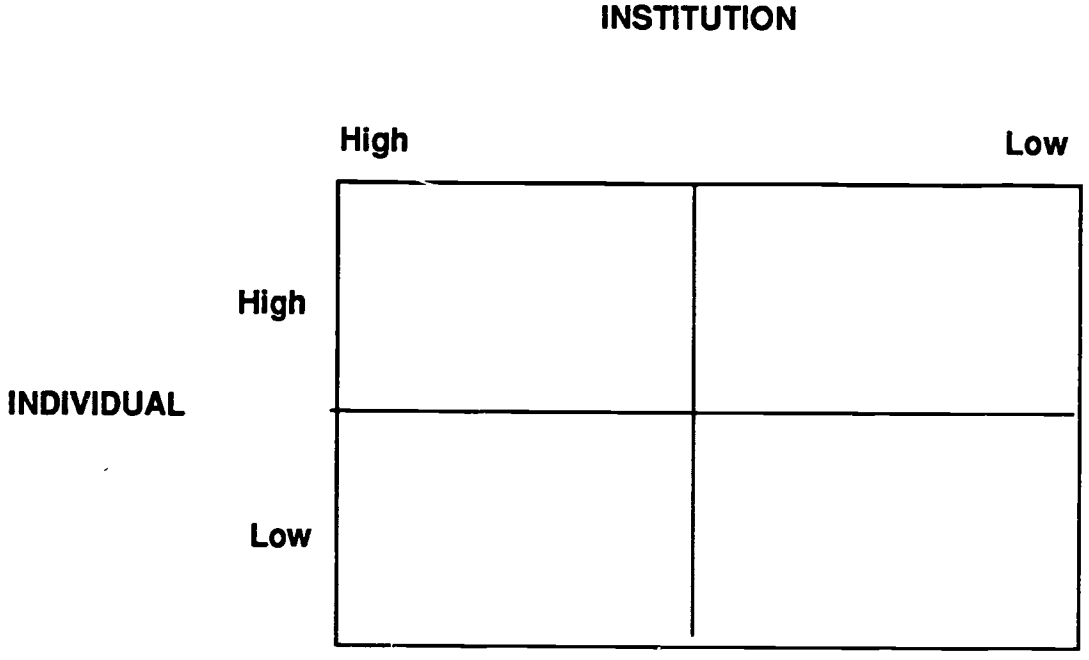
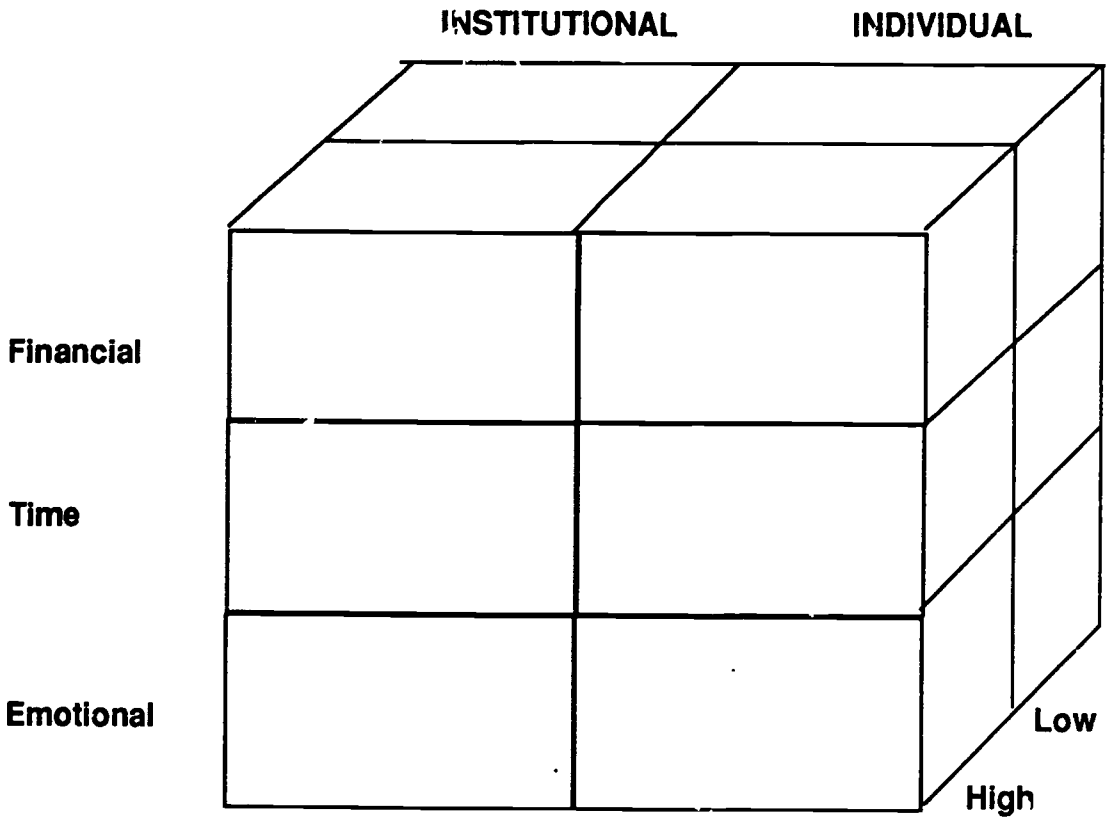


Figure 6.
Resource Costs



FINAL REPORT

PRACTICE PROFILE

The University of Arizona Cooperating Teacher Project

Submitted to the Office for Educational
Research and Improvement

Contract # 400-85-1059
September 29, 1988

Kathy Carter
Project Director

PRACTICE PROFILE

PROJECT: The University of Arizona Cooperating Teacher Project

I. PROJECT DEMOGRAPHICS

Teacher Characteristics:

14 University teachers in the Division of Teaching and Teacher Education who serve on the collaborative Task Force

58 Cooperating teachers who have participated in the program of study designed for them

151 Student teachers who, to date, have participated in student teaching seminars

School District Characteristics:

5 school districts
4 schools in Pilot Study
80(+) schools in expanded use of selection criteria

All schools are located in the Southwestern United States

Program Characteristics:

Student Teaching Component of the Preservice Teacher Education Program for Elementary and Secondary School Teachers

II. IMPLEMENTATION REQUIREMENTS:

Costs:

Printing Costs for Selection Criteria

Consultant fees/ Honorarium for Clinical Faculty

Costs Associated with Staffing and Delivering Course for Cooperating Teachers

Costs Associated with Seminars for Student Teachers

Costs Associated with Meetings of Collaborative Task Force

Training:	Customized Program of Study for Cooperating Teachers
	Student Teaching Seminars
	Orientation/Training for Selected Clinical Faculty
Materials/Equipment	Videotapes of Student Teaching
	Case Materials of Teaching
	AV Equipment for Cooperating Teacher Course and Student Teacher Seminars
Personnel:	Project Director and staff or Director of Student Teaching and Staff
	Project Secretary
Organizational Arrangements:	Collaborative Task Force Serves as Advisory Group to the University and Schools

PART III: COMPONENT CHECKLIST

I. Creating a School/University Collaborative Task Force to Develop Selection Procedures and Design a Program of Study for Cooperating Teachers

Component: School/University Collaboration
School and University representatives share in the enterprise of improving the student teaching component.

IDEAL	ACCEPTABLE	UNACCEPTABLE
A. Membership is drawn from school and university personnel actively involved in the student teaching program.	Membership is drawn from school and university personnel actively involved or interested in the student teaching program.	Membership is constituted in a less selective or arbitrary fashion.
B. At the school level, membership is represented by both administrators and cooperating teachers.	At the school level, membership is represented by both administrators and cooperating teachers.	Membership does not include representatives from both administration and cooperating teaching population.

Component: Joint-powers Problem Solving
Members participate in joint-powers problem solving.

A. At initial meeting, activities insure that members become acquainted and group problem-solving is described and practiced.	At initial meeting, activities insure that members become acquainted and group problem-solving is described and practiced.	Careful attempts are not made to initiate contact and problem solving solving practice with collaborators.

Component: Expected Outcomes
Outcomes for the collaborative effort are described at Task Force meetings.

A.	At each meeting of the collaborative group, expected outcomes for processes and products are detailed.	At each meeting of the collaborative group, expected outcomes for processes and products are detailed.	Outcomes for meetings are left ambiguous or unspecified.

Component: Product Review
Products developed by the collaborative group are critiqued by membership.

A.	Discussion results in written proposals or products from membership for major outcomes.	Discussion is recorded, and a designated person writes proposals or develops products for group.	Planned changes are based on general discussion.
B.	Written proposals from group committees are critiqued by collaborative membership, and based on reviews, improvement efforts are initiated.	Written proposals from group committees are critiqued by collaborative membership, and based on reviews, improvement efforts are initiated.	Improvement efforts are initiated without review by collaborative membership.

II. Developing and Using Selection Procedures for Cooperating Teachers

Component: Multifaceted Cooperating Teacher Selection Procedures
Selection procedures utilize responses from different parties and tap different aspects of teaching and supervision.

A.	Selection is based on judgments from more than one person and selection instrumentation represents the teaching, analysis, and supervision aspects of the cooperating teacher role.	Selection is based on judgments from more than one person and selection instrumentation represents the teaching, analysis, and supervision aspects of the cooperating teacher role.	Selection is based on one person's judgments and/or selection instrumentation represents a unidimensional view of the cooperating teacher role.

Component: Implementation of Cooperating Teacher Selection Procedures
Selection procedures are used, as prescribed, by administrators and are submitted to the University for responsible safekeeping.

A.	Selection procedures are not used in connection with school personnel evaluation.	Selection procedures are not used in connection with school personnel evaluation.	Selection procedures are used to evaluate teachers for general skill or merit and are tied to school teacher evaluation systems.
B.	Results are submitted to a central location responsible for student teaching placements and for confidentiality with regard to recommendations.	Results are submitted to a central location responsible for student teaching placements and for confidentiality with regard to recommendations.	Results are not carefully transmitted to designated university representatives in charge of student teaching placements and/or are not responsibly handled by such persons.

III. Implementing a "customized" course for cooperating teachers.

Component: Limited Enrollment
Enrollment is limited to specified persons.

A. Enrollment is limited to those who have served or are prospective cooperating teachers.	Enrollment is limited to those who have served or are prospective cooperating teachers or those who are serving in related supervisory or mentor-related capacities.	Enrollment is open to any student in teaching.

Component: Research-based Content
Content reflects the most recent related research on teaching.

A. Content is organized around the knowledge base on the major tasks of teaching.	Content is organized around the knowledge base on the major tasks of teaching.	Content is organized around a particular instructors's instructional or methodological preferences.

Component: Specialized Processes for Conveying the Curriculum Processes promote analysis and reflection about teaching and the processes of learning to teach.		
A. Videotapes of student teaching are used for analysis.	Student teachers' dilemmas and problems are represented in other meaningful ways.	Processes are not developed and used to allow cooperating teachers to become analytical and reflective about teaching events.
B. Case materials are used for analysis.	Instances of teaching are represented in other meaningful ways.	Teaching is abstracted and represented in teaching processes which do not reveal its inherent complexities and dilemmas.
Component: Cooperating Teacher Course Evaluation A course evaluation is tailored to stated objectives for the program of study.		
A. A pre to post instrument is used to ascertain cooperating teachers perceptions regarding their teaching skills, their analytical and reflective capabilities, and their supervisory skills.	Some other form of evaluation is used to determine if course objectives have been met and to assess impact of the course on participants' capacities to serve as cooperating teachers.	No evaluative data are collected on the course or evaluation techniques which are used are poorly-designed or too general.

IV. Engaging "clinical faculty" in the professional preparation of teachers.

Component: Careful Selection of Clinical Faculty
A select cadre of clinical faculty is identified for involvement in the program.

A.	Clinical faculty are selected based on demonstrated teaching and reflective capabilities and are recruited for involvement after they have completed the program of study for cooperating teachers.	Clinical faculty are selected based on demonstrated teaching and reflective capabilities and are recruited for involvement after they have completed the program of study for cooperating teachers.	Clinical faculty are selected by nomination alone or by arbitrary means and/or have not completed a specialized program of study for cooperating teachers
B.	Selected clinical faculty are provided an honorarium for their service as clinical faculty.	Clinical faculty are provided other tangible incentives for their involvement in the student teaching program.	Clinical faculty are not rewarded for their contributions to the program.

Component: Student Teaching Seminars
Clinical faculty present seminars for student teachers around critical pedagogical problems new teachers often encounter.

A.	Student teaching seminars are carefully planned and presented by clinical faculty to address common pedagogical problems student teachers face.	Student teaching seminars are carefully planned and presented by clinical faculty to address areas of most interest to student teachers.	Topics for student teaching seminars are selected without reference to student teacher needs or interests.
B.	Enrollment caps are placed on seminars to allow for meaningful discussion with clinical faculty.	Alternative teaching arrangements are used (e.g. team teaching, complementary small group sessions) to insure student teachers have the chance to meaningfully interact with clinical faculty.	Enrollment in sessions is not addressed to insure interaction with clinical faculty.
C.	Content and processes used by clinical faculty insure that both craft and research knowledge are presented to novice teachers.	Content and processes used by clinical faculty insure that both craft and research knowledge are presented to novice teachers.	Sessions are not organized to represent a balance of research and craft knowledge.