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ABSTRACT
        Project TEACH (Teacher Education: Advancement through
Collaboration with Human Services) was designed in part to prepare
and train teachers to become knowledgeable about services offered by
public agencies and private human and social service agencies by
incorporating interprofessional internships into the teacher
education curriculum. Five main program components are: a preservice
area where prospective teachers spend time on site at the service
agencies before graduation; inservice teacher training sessions;
clearinghouse network and dissemination; collaboration of schools and
families with human and social services agencies; and curriculum
modification. The project involves four teams, each with a different
function: a training team trains local site teams and conducts
seminars and workshops; local site teams train administrators and
teachers at their own schools; a curriculum revision team will
develop a model teacher education curriculum based on project
findings; and a field monitoring team evaluates all project
activities. Curriculum content about human services were integrated
into the existing teacher education program in the form of several
broad human service curriculum themes: mental health, special needs
agencies, neuropsychiatric services, psychological services,
treatment services, shelter and protection, preventive services,
youth guidance services, parenting support services, and youth court
agencies. (JB)

<center>Abstract</center>

Title: Preparing Education Practitioners for Educating Children and Youth Facing Harsh Social Realities: A Shared Responsibility

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Purpose: Preparing education practitioners for educating children and youth facing harsh social realities is a shared responsibility involving an interprofessional organizational institutional structure. The fundamental purpose of such a structure is to create environments and conditions in school systems for delivering comprehensive and integrated services to students. This article provides a description of Project TEACH(Teacher Education: Advancement Through Collaboration with Human Services), a program for assisting with established efforts in the design and implementation of comprehensive and integrated services. One of the project's major objectives is to prepare and train teachers to become knowledgeable of services offered by public agencies and private human and social service agencies by incorporating interprofessional internships into the education curriculum. This article describes efforts employed in achieving systemic implementation of Project TEACH. The final sections provide an overview of the project's organizational structure and the curriculum content and experiences.

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Preparing Education Practitioners for Educating Children and Youth Facing Harsh Social Realities: A Shared Responsibility

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Introduction

Many children and youth face harsh social realities which plague and obliterate their educational opportunities. Such pervasive realities affect not only children singularly but families as well. These crises among children and youth must be considered in the preparation of education practitioners. Kemp (1992b) urges that education, schooling, and learning involve students as part of the larger aggregate of societal contexts. Thus making connections among students' intellectual, social, and emotional development with the larger society in which they live and function, can lead to radically different views of teaching and learning.

Education practitioners and human service professionals share responsibility for creating educational environments and conditions which will accommodate the full range of social, emotional, and educational variations among students. Meeting these variations among students require that school systems provide comprehensive and integrated services. Project TEACH (Teacher Education: Advancement Through Collaboration with Human Services), is designed to encourage teacher education faculty and administrators to

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Project TEACH is one of four sites that comprise the AACTE/DeWitt Wallace-Reader's Digest Fund project.

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collaborate with human service professionals in the preparation of educators who are capable of coordinating comprehensive and integrated services. One of the project's major objectives is to prepare and train teachers to become knowledgable of services offered by public agencies and private human and social service agencies by incorporating interprofessional internships into the education curriculum. This article describes efforts employed in achieving systemic implementation of Project TEACH. The final sections provides an overview of the project's organizational structure and the curriculum content and experiences.

Achieving Systemic Implementation of Project TEACH

Achieving comprehensive and systemic implementation of Project Teach into existing institutional and organizational systems entailed several factors. First, the nature of the knowledge base for preparing education practitioners to work with human service agencies needed to be expanded. Second, the context for initiating change is an important consideration. Finally, the ground rules for successful collaboration is a critical factor for implementing comprehensive systemic change.

Expanding the Knowledge Base for Education Practitioners

One critical challenge to the socialization and professionalization of education practitioners is the enhancement of critical and reflective thinking of their psycho-social values and expectancies toward a recognition of the diverse human realities among children and youths (Liston & Zeichner, 1991; Kemp, 1992a; Grimmett & Mackinnon, 1992). Sarason (1993) cautions that the enormous complexity surrounding the relationships among the classroom, school, and community are often underestimated in teacher education

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programs. He asserts that such programs "fail to deal with the psychological, political, moral, and economic aspects of the relationship between resources and governance" (p.195).

The focus in a preparatory program, Sarason (1993) maintains, must be centered on enabling teachers to teach students versus teaching subjects; to involve multiple resources versus involving those resources which are restricted to the classroom environment. Effective teaching, according to Oser, Dick, and Patry (1993), includes "responsibility as a mutual undertaking, with teachers trying to coordinate human needs with means-ends thinking... with the giving and sharing of responsibility among all concerned in the learning process" (p. 7). Hence, the knowledge base for education practitioners needs to conceptualize the nature of the curriculum content and methodology for collaborating with human service professionals in the delivery of comprehensive and integrated services to children and youths.

The Context for Program Change

Developing a holistic approach to teacher education demands that the Schools and Colleges of Education (SCED) overcome barriers that separate area specialists, programs campuses, and schools, according to Smith, (1992). The goal in teacher education is to produce self-sufficient students who are able to make an in-kind contribution to society. Project TEACH at Jackson State University is proposing that teacher education include preparation for the multidimensional needs of students.

Even minor changes in teacher education programs create greater concerns among teacher education faculty and administrators for a variety of valid reasons. The

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implementation of Project TEACH constituted a major change in the existing teacher education program at Jackson State University. Substantial modifications in content and delivery of the curriculum required faculty, education majors, and administrators to alter their existing schema of teacher preparation. Such a comprehensive change necessitates a complete rethinking of the relationships among the college/university teacher education program, the public school systems, and human service agencies. Irrespective of existing collaborative relationships among these groups, the implementation of Project TEACH encountered the normal anxieties associated with major program changes.

During the initial implementation phase of Project TEACH, two major teacher education curricula and teacher education policy changes were in progress. These were associated with compliance with reaccreditation of the Teacher Education Unit and with new state teacher education policies. Fortunately, the mission, goals, and activities of Project Teach complemented both of these on-going changes.

The first on-going change process, involved the Teacher Education Unit's (TEU) efforts to meet the National Council for Accreditation of Teacher Education's (NCATE) requirements on clinical and field experiences, accommodated Project TEACH's mission into new program modifications. Project TEACH helped the TEU to expand it's collaborative efforts to include human service professionals in the design and delivery of the curriculum. Also, Project TEACH contributed to the enhancement of education majors' experiences with a greater range of diversity among student.

A second on-going systemic change in the TEU was the implementation of Standard

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10. This standard was mandated by Mississippi State Department of Education. One component of Standard 10 required the Teacher Education Unit to ensure that all pedagogical courses were seventy-five percent field based. Project Teach's field placements in human service agencies were integrated into the existing teacher education program to assist in meeting the field based requirement.

Ground Rules for Successful Collaboration

Successful collaboration is enhanced by the nature of its prior relationships among the university, school systems, human service agencies, and the community at large. Jackson State University, particularly the School of Education, has established authentic collaborative relationships with school systems and community organizations over a period of time. It is essential that authentic collaborative relationships be established and maintained if comprehensive and integrated services for children and youth are to be integrated into existing institutional systems. It is worth noting that at Jackson State University, many of the agencies and schools involved with Project TEACH are graduates of the university. Thus the tasks relative to initiating the project and to encouraging a sense of personal responsibility among the participants for supporting the partnership were minimized. Once key players were identified with the main selection criteria as those who have already established linkages with the community, as well as rapport with their professional colleagues, the partnership was successfully initiated .

Smith (1992) maintains that coherent, comprehensive teacher education programs demand more than piecemeal change. This change is dependent upon a commitment to

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collaboration of an in-depth, fundamental nature. If schools are to move away from a purely bureaucratic organization to ones of shared decision-making, there must be some communication taking place among all education professionals. From the beginning Project TEACH used a shared decision-making process.

Initially, classes which were to participate as part of the project were identified by the teacher education faculty in collaboration with department chairs and the Dean of the School of Education. Early on in the project, considerable time was taken to include human service professionals, teachers, principals, and school superintendents in the shared decision process. Also of value was the efforts made to dialog with teacher education majors concerning the benefits they will receive form their participation in Project TEACH. Finally, as a result of successful initial implementation strategy, it seemed as though efforts to increase the quality of communication among the partnership participants were easier.

Preliminary efforts to launch the project had to be cultivated and maintained on a continual basis. To accomplish the cultivation functions of the project's adaptation, a series of meetings were held to discuss the significance of Project TEACH. After meeting with department chairs, faculty, and staff members, meetings were scheduled with the designated classes to orientate students. The content of this orientation included the goal and purpose of the project and how the students could benefit from their participation. During the question and answer part of the orientation, a major concern was how an additional internship could be worked into a schedule that included full class loads and jobs for many of the students. To resolve this matter. faculty scheduled regular class time, at least one

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class meeting per week, for the time students would spend at the various human service agencies.

In addition, Project TEACH staff worked to ensure that students' placements were compatible for students and agencies. The project staff members assisted some students with locating transportation to the field site. However, students were reminded that transportation was their primary responsibility. Other orientation information consisted of pointers on how to establish good interpersonal relations with other participants during their internship. This advanced preparation appeared to have made a considerable difference in the quality of students' internship experiences.

As stated earlier, partnerships had been established as a result of professors's writing the proposal with participants in schools and agencies prior to funding. Once the project was funded and staffed, meetings were scheduled with agencies and school sites to further orientate them about the project and their role in the partnership. After the first internship ended, meetings were held again to assess the first experience and to make improvements. These meetings proved very beneficial since most agencies had not reported a very important concern which involved the time interns were scheduled into their agencies.

Some of the human service professionals' anticipation of collaborating with Jackson State University changed to anxiety as to whether their agencies were doing a good job. The human service professionals were so concerned about their performance that they began to question if they were qualified to work with preservice teachers. Concerns were addressed by reassuring participants of their ability. Participants were reminded of the

primary purpose which was observation. They were also informed that they were not being evaluated and were not expected to perform differently. Once reassured, these professionals remained part of the partnership with improved relations and commitment.

Organizational Structure of the Project

The delivery of comprehensive and integrated services in school systems require that education practitioners and human service professionals, create a different organizational structure to prepare both pre-service and in-service teachers for undertaking new roles and responsibilities. In this section, the purpose and approach of the organizational structure are explained. Next, the program components are outlined. The section concludes with a descriptions and functions of the project's interprofessional teams.

Purpose and Approach

The purpose of Project TEACH is to prepare and train preservice and in-service teachers to become knowledgeable of the services offered by public and private human/social agencies, with this information being incorporated into the teacher education curriculum. The revised curriculum affords greater opportunities for teachers to become aware of the issues and developments confronting troubled and "at risk" youths.

Project TEACH's approach is three-fold. First, there is the preservice area where prospective teachers spend time on site at the agencies prior to graduation. Second, in-service teachers from each participating school attend three training sessions at Jackson State University, a parent is also part of the Local Site Team and attends the training sessions, as well as administrators. The third aspect of the project is the research

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twenty schools participate in the partnership. Some of the agencies accept interns, some do presentations at the conferences and some do both. Ten schools participate from the Jackson Public School System and ten from Hinds County Schools.

Project Components

The comprehensive integration of Project TEACH into the existing teacher education program was centered around the interactions among five major project components. Each of the five components served to articulate one of the major project goals yet each one was interdependent upon the other four components. These components include:

1. Pre-service Teacher Education Internship - an internship requirement for students in the School of Education. Teacher education majors must spend at least one semester in each of their sophomore and junior years in participating agencies gaining clinical field experience.

2. Master Teacher In-Service Workshops/Seminars -Conduct workshops for practicing teachers to enhance their classroom skills and knowledge base in the areas of human and social services.

3. Clearinghouse Network and Dissemination - a service for sharing information on teacher education in the state of Mississippi.

4. Interagency/Intradepartmental Involvement - the collaboration of schools and families with human and social services agencies and Jackson State University to promote comprehensive improvements in the education of urban and rural students.

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5.   Curriculum Modification - inclusion of more preservice counseling and clinical field experiences in the curriculum for future teachers.

Project TEACH Teams

Project TEACH utilizes four teams. These teams include: (a) Training Team, (b) Local Site Teams, (c) Curricula Revision Team, and (d) Field Monitoring Team. The Training Team has the initial responsibility of training local site teams. The purpose of this team is to gather and disseminate information about the agencies. They also conduct seminars and workshops. The Local Site team is the most active of the four teams because members are responsible for training the administrators and teachers at their schools. The members of this team solicit and disseminate information received from training conferences.

The Curricula Revision Team is the next most active team. The members of this team comprise faculty members directly involved with preservice internships, the Director of Student Teaching and students. This team is responsible for developing a model curriculum for teacher education based upon the findings of the project. The Field Monitoring Team is responsible for monitoring and evaluating all activities of Project TEACH. This monitoring team consists of the director of student teaching, a faculty member from the teacher education unit, and the documenter/evaluator. The responsibilities of this team include observing the activities of the interns, as well as those activities of the Local Site Teams and the Training Team. They will collect, analyze and disseminate project data to all components of the project.

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Expanding the Curriculum Content and Experiences in Teacher Education

The components and processes used to expand the traditional teacher education curriculum and experiences are detailed in this final section. The expected outcomes of the expanded curriculum are discussed and it continues with an outline of the content. Next, the curricula experiences and field placements are described. Finally, there is a brief overview of the monitoring and evaluation process.

Expected Outcomes of the Expanded Curriculum

The teacher who is a product of an improved preparatory program must come with background knowledge of human resources and social service agencies which may prove to be as beneficial, if not more so, than even the long held practice of student teaching. Unlike student teaching, internships in agencies emphasize observation rather than performance, which promotes the goal of increased awareness. The major goal is to find out what services are available, who gets those services and what they have to do to receive the services.

An additional benefit for teachers comes with seeing prospective students without the classroom armor which in many cases alienates the needy child from the teacher. Providing an opportunity for preservice teachers to gain exposure in agencies brings a whole new dimension to teacher training which may be just the thing to produce the bonding necessary for cutting across class, cultural and ethnic differences. The focus becomes the human being which brings out the natural instinct of nurturing one's own species.

Project TEACH is witnessing the coming together of higher education, public schools

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and human/social service agencies to benefit children by improving teacher preparation. The implications indicate that it is possible to produce teachers who are more sensitive to the needs of children. These teachers will be more aware of possible resources and have more knowledge of how to put children and resources together. By doing so, they will be relieved of situations in the classroom which they are not able to handle and all children will benefit. Teachers will become better managers of the classroom when they no longer have to deal with obstacles created by children with unmet needs.

Content of the Curriculum

Curriculum content about human services were integrated into the existing teacher education program. An examination of the teacher education curriculum revealed that human service curricula themes and knowledge existed. Therefore, Project TEACH provided a structure for articulating the sequence, continuity, and integration of existing human service curricula content. Several broad human service curricula themes were used to achieve curriculum integration. These were drawn from the existing literature in collaboration with the participating human service professionals, teachers, and teacher education faculty.

A   Mental   Health.   Understanding   of   statewide,   family   controlled
          organizations of parents and professional who provide care for children and
          adolescents with serious emotional of behavioral disorders or mental
          illnesses.

B.   Special Needs Agencies. Developing an appreciation of day care and after

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school programs that provide disabled children and their families with access to services, support and other services needed to improve their quality of life.

C.   Neuropsychiatric Services. Obtaining services provided by professionals who deliver neuropsychiatric diagnostic assessments for children and youths.

D.   Psychological Services. Identifying different types of counseling services provided for children and adolescents with emotional and psychological problems.

E.   Treatment Services. Understanding various types of treatment services provided for persons experiencing depression, fears, interpersonal conflicts, chemical addiction and drug abuse.

F.   Shelter and Protection. Obtaining information about services provided for abused and neglected children, adolescents, juvenile offenders from court systems, as well as runaway and homeless youths.

G.   Preventive Services. Understanding different types of preventive health services to protect children and youths against illnesses related to environmental conditions.

H.   Youth Guidance Services. Obtaining information on services designed to discover the needs of youth in the community and to organize professionals, facilities, programs, activities, and resources for meeting

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these needs.

I.   Parenting Support Services. Finding out about programs which provide developmental experiences that foster a child's potentialities for physical, social, intellectual, and moral development which are designed to assist the family to become a self-sufficient, independent unit of society.

J.   Youth Court Agencies. Understanding the types of counseling, placement referral, detention, and probation supervision services provided by youth court agencies.

Curricula Experiences

Selected professional education courses are identified in the preservice teacher education program to serve as the organization structure for ensuring curricula sequence, continuity, and integration. Courses, which are required of all education majors, were used to implement Project TEACH. The classes in the project are: (a) EDCI 100: Introduction to Education; (b) EDFL 203: Historical and Cultural Foundations in Education; (c) GUID 315: Human Growth and Development; (d) EDCI 401: Research Theory and Clinical Practice; and (e) EDCI 402: Student Teaching. Three sections of these classes are used as experimental groups, and seven sections are used as control groups. Whenever a student from any discipline enrolls in one of the above courses they are required to participate in Project TEACH. Faculty who teach the courses are obligated to include the Project TEACH requirement in their course outlines.

Students are expressing an increased awareness of their role as prospective teachers.

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They are getting an opportunity to meet and know students on neutral grounds where it is safe to empathize with their needs without being penalized for their performance. Faculty members are talking about the added motivation of their preservice education majors. They also are discussing the new dimensions of instruction when using real experiences to teach principles and theories. Finally, human service professionals are expressing positive perceptions of their involvement with an institution of higher learning.

Field Placements

Students filled out an information sheet which included the time and days they were available to go to agencies along with three choices of agencies. Staff members and faculty made field placement assignments based on the best time for both the students and the agencies. Efforts were made to place students in their first or second choice of agencies. Students were informed in writing of their placement and agencies were sent letters informing them of what students would be coming and at what time.

Very few problems occurred during placement. Those difficulties that occurred were minimal and required very little intervention. The project's staff made frequent site visits to assess the quality of the internships and to assure interns of Project TEACH's continued involvement. Lessons learned from the initial internship experience contributed to improved orientation seminars for interns. The students were commended for being observant and having the ability to recognized the need for improving their professional development.

A second lesson learned addressed the need for improved communication among project staff, agency staff, and site supervisors preceding placement of interns.

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Absenteeism was minimal because of an earlier lesson learned which implied that absences reflected a lack of understanding of the purpose of human service internships. The need for additional information was addressed in the second internship by including more information in orientation on how the students could benefit from the experience. Students were made aware of the relationship between their training, the field experience and later career success. Those faculty members who made an extra effort to interface instruction with field experience reported excellent observations of students' increased classroom participation.

Monitoring Project TEACH

The Context, Input, Process, and Product (CIPP) Model of Evaluation, (Stufflebean et al. 1971) serves as the conceptual framework for evaluating and monitoring the success of Project TEACH. Several instruments were designed to gather data to test the major assumptions and research questions of the project and to provide feedback for program and curricula modification. The data collection instruments include an inventory of participant interest level of human service agencies and a knowledge inventory of human service agencies.

All assessment instruments were developed in collaboration with human service professionals, faculty, and teachers. Each of the two inventories are administered to both pre-service and in-services teachers. The student observational log is another instrument which provides a means to monitor participants' critical perceptions in field settings. Other formal processes for monitoring the project involve team meetings; staff site visits; individual

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meetings with administrators; faculty members, and students; conference evaluations; in addition to small-group student conferences and seminars.

Summary

Preparing education practitioners for educating children and youth facing harsh social realities is a shared responsibility involving an interprofessional institutional structure. The fundamental purpose of such a structure is to create environments and conditions in school systems for delivering comprehensive and integrated services to students. This article provided a description of Project TEACH, a program for assistance with established efforts in the design and implementation of comprehensive and integrated services. One of the project's major objectives is to prepare and train teachers to become knowledgable of services offered by public agencies and private human and social service agencies by incorporating interprofessional internships into the education curriculum. This article described efforts employed in achieving systemic implementation of Project TEACH. The final sections provided an overview of the project's organizational structure and the curriculum content and experiences.

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