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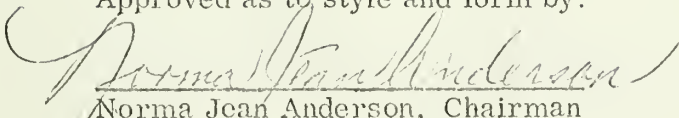
A STUDY AND CLINICAL ANALYSIS OF TRAINER OF TEACHER
TRAINERS: THE PREPARATION OF EDUCATIONAL
LEADERS FOR URBAN INNER CITY SCHOOLS

A Dissertation Presented

By

CAROL J. CARTER

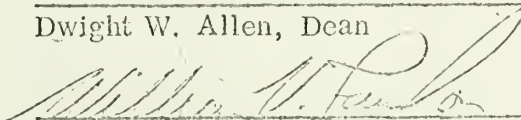
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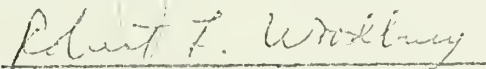
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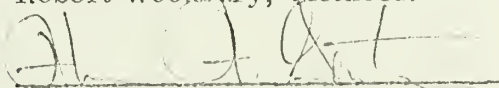
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August 1971

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A Dissertation Presented

By

CAROL J. CARTER

In partial fulfillment of the requirements
of the Graduate School of the University of Massachusetts
for the Degree of
DOCTOR OF EDUCATION

August 1971

Subject: Urban Education

DEDICATION

In tribute to that inexplicable strength
which sustains the lives of Black
people as exhibited by my Mother, my
Father, my Grandfather and Grandmother.

A STUDY AND CLINICAL ANALYSIS OF TRAINER OF TEACHER
TRAINERS: THE PREPARATION OF EDUCATIONAL
LEADERS FOR URBAN INNER CITY SCHOOLS

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ABSTRACT

The educational crisis within urban schools is imminent due to the consistent failure on the part of existing schools to meet the needs of inner city children. Professional educators, private foundations, and the federal government have attempted to ameliorate the failure of the schools through compensatory educational programs for the children and experimental teacher education programs sponsored by colleges and universities.

A plethora of research and commentary dictates the urgent need of quality education for inner city children. Much of the literature verifies that many teachers and other personnel in low income schools, lack the preparation to cope with urban situations. Teachers come to the classroom with expectations of working with children much like themselves. Consequently, they become frustrated and disenchanted with the children who are disenfranchised because of the socio economic structure. Personnel within the schools are not equipped to

to educate the underfed, the illhoused and the understimulated victims of social discrepancies. Despite the fact that many funds and grants are issued to colleges and universities, they have been either unwilling or unable to implement effective innovations in the traditional training programs. On the whole the educational needs of inner city children are not being met.

This investigation is an attempt to analyze a teacher training program as it relates to personnel development for inner city schools and how the third T participants contribute to the development of urban educational leaders. Trainer of Teacher Trainers (Triple T) is a federally funded project which purports to involve college professors, public administrators and community residents in the process of teacher education. By effectively utilizing the Triple T concept, it is projected that the operationalization of a program can prepare personnel who are sensitive to the educational needs of inner city children.

The design of this study will analyze through a random sampling, a portion of the existing information on various training programs related to inner city schools. The problem as seen by the investigator is a concern for training teachers and educational leaders who can work with low income urban children. Educational personnel must be trained in a program designed to meet the social conditions of the inner city. Many teachers and administrators who are assigned to inner city schools complain that their training is not appropriate for what they encounter in urban schools.

More specifically this study exhibits current practices of teacher training

in relationship to inner city schools. This study:

1. Critiques selected projects designed to train personnel for inner city schools.
2. Includes an analysis of five selected Trainer of Teacher Trainers.
3. Gives recommendations for the improvement and development of personnel related to the urban situation.
4. Recognizes that the problems in education are multi-faceted, but will be confined to those problems inherent in personnel training.

Chapter one includes an explanation of the purpose of the study. It includes the background of the problem and what the investigator intends to pursue.

Chapter two includes a review of literature written within the past decade which best demonstrates the present crisis in urban education as it relates to personnel development. It analyzes selected teacher training programs designed to prepare teachers for inner city schools, and analyzes the background of Trainers of Teacher Trainers.

Chapter three presents the procedure and methodology of the study.

Chapter four analyzes the data for the study.

Chapter five consists of the summary, conclusions and recommendations as it relates to the analysis of the selected Triple T projects.

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Ronald Anderson and Arvis Averette who helped me to believe in myself.

In educational leaders, we want boldness instead of softness; we want creativity instead of rigidity. We want men who are up to the challenge; we want fearless men who will lead the way. They must lead the establishment back to excellence in public education through innovative and creative programs, directed dynamically by committed, fearless individuals. If they must disagree publicly with vacillating boards of education, so be it. If it means that their careers might be cut short in some board room in the wee hours of the morning, so be it. If it means that they and their families may be abused publicly by those who want to retain the status quo, so be it. If we are serious about providing equal educational opportunity and educating all of our children to participate effectively in a multiracial society, then this is the price we must be willing to pay.

Neil V. Sullivan

CHAPTER I

NATURE AND STATEMENT OF THE PROBLEM

Introduction

Any metropolitan or urban community is a potpourri of racial and ethnic people who represent various levels of the social strata. Schools that exist within these communities often serve more than fifty nationalities, each possessing a kind of pride in its unique culture and mores. Therefore, the schools are a reflection of the community they serve. Assuming this to be axiomatic, this investigation will seek to analyze the environ of the inner city as it influences and effects the urban school population with particular emphasis placed upon the training of educational personnel.

James B. Conant (1961), former president of Harvard, brought national attention to metropolitan schools in his provocative book, Slums and Suburbs. He observed that the cities were an accumulation of "social dynamite." He contended that schools as they currently exist are a menace to the social and political health of our urban communities. He further cautioned that if charges were not made within the schools, this menace would develop into a sick nation. The report made by the National Advisory Commission on Civil Disorders in

1967 which is discussed later in the chapter bears out this dictum.

Urban Community

Physical mobility is a phenomenon common to this nation. Mobility brought new residents who were usually immigrants or in-migrants into the cities; for the in-migrant it was through the facility of the public schools that concerted efforts were made to remedy their educational problem of adjustment to urban life.

Lured by the possibility of employment which was implied by the demands during the first and second world wars and the promise of a better life, many inhabitants flocked to the cities. The children of these inhabitants bulged the schools with numbers. The deprivation which was common to rural communities had now reproduced in itself in urban cities for deprivation was inherent in the population movement. These residents came to the cities with distinct problems:

They were socially disadvantaged.

They were economically deprived.

They were socially disorganized.

They were indigenous to a rural background.

(Ponder, 1968, p. 18).

The immigrants and in-migrants who came to the cities initially resided in the older section of the city which is commonly referred to as the "ghetto" or the "inner city." Immigrants remained there long enough to gain financial

security and education for advancement upward and outward from ghetto existence while in-migrants were to remain.

The in-migrant, including the condition of poverty, possess another outstanding characteristic and Haubrich (1965) makes this observation, "It is also important to note that many of the newcomers are darker in color, and that the cities have lost, as the in-migration has occurred, corresponding numbers of whites to the suburban areas," (p. 363).

The immigrants who came to the United States were usually Caucasian, while the in-migrants who came to the cities were usually visibly racially different. The visibility of color, the condition of poverty, and the ordeal of relocation make it more difficult for in-migrants to assimilate into the larger society than for the European immigrant. Therefore, when the European resided in the ghetto, it was viewed as a "stop-over," but for the new in-migrant, the ghetto, for many reasons, has developed into a terminal station.

The effect of the in-migration pattern on population patterns is summarized in the National Advisory Commission's Report:

Almost all Negro population growth is occurring within metropolitan areas, primarily within central cities (inner city). From 1950-65, the U. S. Negro population rose 6.5 million. Over 98% of that increase took place in metropolitan areas - 86% within central cities, 12% in the urban fringe.

The vast majority of the white population growth is occurring in suburban portions of metropolitan areas. From 1950 to 1966, 77.8% of the white population increase of 35.6 million took place in the suburbs.

Central cities received only 2.5% of this total white increase. Since 1960, white central-city population has actually declined by 1.3 million.

As a result, central cities are steadily becoming more heavily Negro, while the urban fringes around them remain almost entirely white. The proportion of Negroes in all central cities rose steadily from 12 per cent in 1950, to 17 per cent in 1960, to 20 per cent in 1966. Meanwhile, metropolitan areas outside of central cities remained 95 per cent white from 1950-1960, and became 96 per cent white by 1966.

The Negro population is growing faster, both absolutely and relatively, in the larger metropolitan areas than in the smaller ones. From 1950-66, the proportion of non-whites in the central cities of metropolitan areas with one million or more persons doubled, reaching 26 per cent as compared with 20 per cent in the central cities of metropolitan areas containing from 250,000 to one million persons, and 12 per cent in the central cities of metropolitan areas containing under 250,000 (Kerner, Lindsey, et al., 1968, p. 243).

The outflow of European nationals to the suburbs crystalize the pattern of segregation within the inner city. Thus, the present urban crisis stems from the congestion of inner cities, from the despair of the residents at the core of the ghetto, as it relates their self-improvement, and from the formidable obstacles which prohibit escape from the ghetto, (Miller and Woock, 1970, pp. 81-82).

The residents in inner cities today are powerless. They have little if any economic base to sustain their communities. They have no political base from which to make decisions regarding their existence. They have little or no

ownership of available housing. They are confined to areas with the most dense population. Inner city communities are controlled by alien people whose power of control is not reflected in the interests of inner city residents. Thus, the problem in inner city communities are maintained by the inability and the unwillingness of the larger society to permit these residents to determine who and what happens in their communities.

In the report by the National Advisory Commission on Civil Disorders, migration by Black Americans is summarized as follows:

The early pattern of Negro settlement within each metropolitan area followed that of immigrant groups. Migrants converged on the older sections of the center city because the lowest costs housing was there, friends and relatives were likely to be there; and the older neighborhood - then often had good public transportation, (Kerner, Lindsey, et al., 1968, p. 245).

The Commission further explains:

Nowhere has the expansion of America's urban Negro population followed this pattern of dispersal. Thousands of Negro families have attained incomes, living standards, and cultural levels matching or surpassing those of whites who have "upgraded" themselves from distinctly ethnic neighborhoods. Yet most Negro families have remained within predominantly Negro neighborhoods, primarily because they have been effectively excluded from white residential areas, (Kerner, Lindsey, et al., 1968 pp. 243-44).

The in-migrant, then, has a more complex set of circumstances regarding his existence than the European immigrant in America.

Senior (1961) states more on this issue:

It is Negro migration which probably causes more hysterical reactions than all other internal migration. Emotions run even higher than they did against the refugee from foreign countries in the past. When the Negro migrates, he finds barriers at every turn. He is shunted into the most disreputable areas of the city just as our ancestors were. Often he is denied access to facilities which could help him solve his problems. The physical and social situation in which he finds himself result in higher general death rates than in white population, higher tuberculosis rates, and expectancy of life which lags seven to eight years behind that of whites, (p. 15).

Clark (1965) further explains how the ghetto, by its mere existence, has impaired the psychological growth and restricted the social and educational opportunities of its inhabitants.

America had contributed to the concept of the ghetto the restriction of persons to special areas and the limiting of freedom of choice on the basis of skin color. The dark ghetto's invisible walls have been erected by white society by those who have no power and to perpetuate their powerlessness. The dark ghettos are social, political, educational - and above all - economic colonies. Their inhabitants are subject peoples - victims of greed, cruelty, insensitivity, and fear of their masters, (p. 11).

"Social class" is significant in the context of what opportunities are available for people. Family income is one index of social class, irrespective of racial identification. There are other indices: occupation of father, type of housing, educational levels, etc. A "lower-class" family will tend to have a low income, lower-status, and lower-paying occupations, poor housing, and

low educational levels. This suggests that it will take much more than the influence of the school to eliminate poverty, social injustice, racial prejudice and political powerlessness that is found in urban ghettos. However, education is the first step toward the development of intelligent and knowledgeable individuals who can devise strategies which may create avenues for attaining parity within the mainstream of society.

Housing is another circumstance which relates to the social conditions associated with inner cities. The housing pattern also determines the availability of resources to an area. A descriptive model of city growth which best illustrates the population expansion is one which views the city as a series of concentric circles around the central business district:

Encircling the business district is a zone in transition - a mixture of factories and multiple dwelling housing, as well as transient facilities which are usually occupied by immediate newcomers. This is usually classified as the slums, for it is the oldest and most deteriorated section of the city.

The next zone is comprised of ethnic neighborhoods. The residents are generally working class people and a generation or two removed from the slum area.

Beyond this zone is the better residential section with single-unit homes with high-rise apartments, occupied by middle-class, white-collar workers. Suburbia lies beyond the city limits with varying social composition.

The inner-city is designated as the zone at the core of the concentric system - the area of deteriorated housing, population density, highest concentration of in-migrants. The lives of the inhabitants are complicated by a high incidence of crime, disease, poverty, and alienation and educational deprivation, (Miller and Woock, 1970, pp. 81-82).

Failure of Inner City Schools

Inner city schools are very much alike nationally in terms of population, economics and political powerlessness. Julius Hobson in The Damned Children concentrates upon the stratification within the District of Columbia School system. His observations can also be applied to other cities. The report concludes that by any measure the D. C. public schools value the education of middle-class children more highly than the education of the poor. The present school system does little to enhance the importance of social status for low-income children in inner city schools.

It is recognized that the institution of the public school is already established, and has, by and large, the facilities to accommodate the population. Yet, these schools do not provide students with the necessary educational skills which would have equipped them for social and economic parity in a competitive and technological society. Therefore, it is not by accident that groups seeking social advancement are questioning the inadequate quality of education which their children receive. Cook (1965) makes the following observation concerning the importance of schools and its role in the socialization process:

Pioneers in the struggle to solve special problems of the disadvantaged child have been in the public school system. Sixty to seventy years ago these same school systems assimilated millions of culturally disadvantaged immigrant children of transatlantic origin. From what the record tells us, this was accomplished 'in stride,' with little struggle. Why then, are the great cities so exercised about the task of educating Negro and Appalachian children from our own Southland, and Spanish speaking children from our own continent?" (p. 163).

Because of the consistent failure on the part of the existing schools to meet the needs of inner city children, many parents and other interested individuals have become disillusioned with the school system. In some instances they have coalesced their concerns and generated a new attitude toward educational institutions.

John H. Fischer (1970), president of Teachers College, Columbia University notes:

Minority groups are organizing storefront centers and street academies to give their children a better chance of making it. Some of the alternatives, such as the Job Corps and the Neighborhood Youth Corps, take the form of programs to rehabilitate the casualties of the school system, (pp. 78-79).

The educational crisis within urban schools is imminent. It has been estimated that if the current population trends continue, the population of seven out of ten of the nation's largest cities will be Black by 1980. A 1960 survey, sponsored by the Ford Foundation identified one-third of the urban school population as disadvantaged, and it further predicted that by 1970, half of the

learners in the city schools would be, by any definition, disadvantaged. This projection needs little amplification to demonstrate that designers of education must analyze the present teacher training programs and develop educational criteria which ameliorate and address the situation of inner cities.

The urgency to re-examine teacher training demands that priorities be given to the inclusion of curricula which deal with urban education as an integral part of that training. In contrast to the currently existing process of teacher training which has, by tradition, ignored the needs of the children of the inner city and the teachers who serve them teachers must be prepared with the knowledge of inner city experiences. Presently teacher training programs designed to confront this situation are viewed as ancillary components rather than integral parts of the teacher education program.

Of the more than 1,250 institutions engaged in teacher education, Rivlin reported in 1965 that approximately 250 colleges or universities offered some type of training for teachers of low-income children, (pp. 707-18). Theoretically, schools should provide and encourage maximum educational growth and socio-economic opportunities to all children; obviously teachers are the vehicles for this development.

Tannenbaum (1963) outlines the purpose of schools:

to include middle-class values to create the middle-class; and its purpose is not at all to transmit knowledge and subject matter. . . the main task of our schools, to repeat, is to train children in proprieties, the conventions, the manners, the sexual restraints, the respect for private property of the middle-class, and also to promote such middle-class virtues as hard work; sportsmanship and ambition - especially ambition, (p. 856).

The lower socio-economic structure validates this, in that priorities may be radically different between middle-class and lower-class groups. The disparity in education as supported in the Equality of Educational Opportunity (1966) and Racial Isolation in Public Schools (1967) demonstrates that the educational system has failed millions of children and a disproportionate number of failures reside in inner cities.

To continue Tannenbaum's commentary on education with reference to low-income children:

They (low-income children) never feel a part of the institution, their school is not theirs, their team is not theirs, their classmates are not theirs. . . in our sanctimonious way, we have assumed that this our middle-class culture, represents the best of all possible worlds, (Tannenbaum, 1963, pp. 85-86).

Inadequate Teacher Preparation

Ornstein and Vairo (1969, p. 345) note that teacher training institutions recognize that to prepare teachers for urban areas is a difficult challenge.

A plethora of other research and commentary dictates the urgent need of quality

education for inner city children. Much of the literature verifies many teachers in low-income schools lack the preparation to cope with the urban crisis. Teachers come to the classroom with expectations of working with children much like themselves. They become frustrated and disenchanted with the children who are disenfranchised because of the socio-economic structure. Personnel within the schools are not equipped to educate the underfed, the illhoused and the understimulated victims of these social discrepancies.

Other works like those of Fantini and Weinstein (1969), Usdan and Bertolaet (1966) and Beck and Saxe (1965) argue that traditional teacher training is inappropriate for social dynamics in urban areas. In spite of many funds and grants issued, colleges and universities have been either unwilling or unable to implement effective innovations in the traditional training programs. On the whole the educational needs of inner city children have not been met.

Former Education Commissioner Harold Howe II stated:

We have done little to focus upon the kind of teacher preparation which is necessary to serve children of the poor. In general, our colleges and universities train teachers for ideal classrooms although the classrooms in the slums may be in some cases excellent in buildings and equipment, their human environment cries out for special attention of every kind, (1966, p. 18).

Many critics of teacher education agree with Tannenbaum and Howe that existing curricula is designed to develop personnel to perpetuate middle-class life.

Teachers expect to teach students who are culturally like themselves and who regard the educational process with mutual esteem. Teachers, due to a lack of preparation, project their inadequacies on the child, perceiving him as unable to learn. This attitude bears out the "self fulfilling prophecy" and images of educable children.

Ornstein and Vairo (1970), in How To Teach Disadvantaged Youth analyze the educational and social transition in the urban area. They state "the hardest problem in education is the education of the Negro and other deprived minorities, so the true educational leader will zero in on it - while the bureaucrat flees it," (p. 345). There is no mechanism within the existing educational system to question the values which teachers and administrators bring to the classroom. Colleges and universities should not be encumbered with the responsibility of creating the mechanism, for these institutions are only an extension of the total society. Therefore, the responsibility lies with society.

Rees (1968) outlines a comprehensive challenge for schools in which she emphasized the importance for urban mutual cooperation among all of those concerned individuals for the improvement of the education of low-income children.

The urban school must accept the challenge for change. This is the school that is recognized as the most difficult, having the most serious conditions, and needing to make the greatest change. It is the inner city school that must solve the educational problem by proving itself

an instrument for meeting immediate social needs as well as long-range ones. Its educational program must be pertinent and dynamic. Above all, it must involve everyone within the community in this change and improvement. This can be done only if the school proves that it can provide the best education possible by giving full evidence of its new and vital philosophy, through dedicated administrators and teachers who know the people and are able to work with them, speaking their language, thinking their thoughts, and leading them toward goals, while respecting the values of the residents, (p. 73).

Statement of the Problem

Colleges and universities do not adequately prepare personnel for inner city schools. To acquire a modicum of understanding about urban centers, a teacher must be provided with training which would help to develop positive attitudes toward inner city schools and inner city children. It is imperative that colleges and universities redesign their teacher education programs and recruit staff who can prepare teachers with the skills and sensitivities to teach inner city children. The purpose of this investigation seeks to analyze the environment of the inner city as it influences and affects the urban school population with particular emphasis placed upon the training of educational personnel.

Significance of the Study

This investigation is an attempt to analyze a teacher training program as it relates to personnel development for inner city Schools and how the third T participants contribute to the development of urban educational leaders.

Trainer of Teacher Trainers (Triple T) is a federally funded project which purports to involve college professors, public administrators and community residents in the process of teacher education. By effectively utilizing the Triple T concept, it is projected that the operationalization of a program can prepare personnel who are sensitive to the educational needs of inner city children.

Scope of the Study

The design of this study will analyze through a random sampling, a portion of the existing information on various training programs related to inner city schools. The problem as seen by the investigator is a concern for training teachers and educational leaders who can work with low income urban children. Educational personnel must be trained in a program designed to meet the social conditions of the inner city. Many teachers and administrators who are assigned to inner city schools complain that their training is not appropriate for what they encounter in urban schools.

More specifically this study exhibits current practices of teacher training in relationship to inner city schools. The study:

1. Critiques selected projects designed to train personnel for inner city schools.
2. Includes an analysis of five selected Trainer of Teacher Trainers.

3. Gives recommendations for the improvement and development of personnel related to the urban situation.
4. Recognizes that the problems in education are multi-faceted, but will be confined to those problems inherent in personnel training.

Definition of Terms

In discussing different urban populations, the term immigrant is used to identify those individuals who came to the United States from Europe, and in-migrant is used to distinguish those residents indigenous to the United States who have emigrated from one section of the country to another.

In reviewing the literature many terms were used to identify low-income (Goldstein, 1967) individuals. Underprivileged, (Cutts, 1963); culturally deprived, (Reissman, 1962); disadvantaged, (Education Policies Commission, 1962); culturally disadvantaged, (Kaplan, 1963); socially disadvantaged, (Havighurst, 1963) are all synonymous. However, for the purpose of this study, low-income will be the primary referent.

Trainer of Teacher Trainers (Triple T) refers to university personnel who are graduate faculty, and state department personnel who accredit and make decisions regarding certification of educational personnel.

Teacher Trainers (Double T) refers to doctoral candidates who ultimately become trainers of teacher trainers and teacher supervisors, usually experienced teachers with M.A. degrees.

Teacher (Single T) refers to prospective teachers, usually beginning teachers.

USOE refers to United States Office of Education.

BEPD refers to Bureau of Educational Personnel Development.

Approach of the Study

Chapter one includes an explanation of the purpose of the study. It includes the background of the problem and what the investigator intends to pursue.

Chapter two includes a review of literature written within the past decade which best demonstrates the present crisis in urban education as it relates to personnel development. It analyzes selected teacher training programs designed to prepare teachers for inner city schools, and analyzes the background of Trainers of Teacher Trainers.

Chapter three presents the procedure and methodology of the study.

Chapter four analyzes the data for the study.

Chapter five consists of the summary, conclusions and recommendations as it relates to the analysis of the selected Triple T projects.

CHAPTER II

REVIEW OF THE LITERATURE

This chapter is divided into two components: (1) review of literature pertinent to the study and (2) an analysis of previous urban training programs.

Review of Literature Pertinent to the Study

The purpose of this review is to distinguish what has been written on teacher behavior as it effects the process of learning for inner city children. The review is divided into the following components: (1) self-awareness, which addresses how teachers perceive themselves in their relationships with low-income children; (2) knowledge, which is concerned with what skills, techniques and experiences are successful with low-income children; (3) experience, which defines what is significant to professional competence and classroom management techniques; (4) interpersonal relationship which reflects the process of interaction between the student and teacher; (5) racism in education, which delineates social restrictions for minority people, particularly black people, in obtaining access to quality education.

Self-Awareness

Self awareness is the quality of a teacher as defined by the investigator

who knows his feelings, emotions, attitudes and values as well as those of students as he functions as a facilitator in the learning process for children.

D. Ausubel and P. Ausubel (1963) Fowman (1968) Havighurst (1968), Kvaraccus (1965) and Whipple (1967) maintain teachers should increase the self concept or ego of low-income children. Paschal (1966), Wirth (1966), demonstrated that low income children performed at a significantly higher level when the attitude of teachers were supportive, rather than negative.

Borger (1965), Kornberg (1963), and Rivlin (1966) assert that teachers must have personal qualities to which children respond. Haberman (1966) cautions that a teacher must know his own level of tolerance when dealing with children. Schuler (1965) asserts further that a teacher must be effective in the area of human relations and come to understand why he feels the way he does when he confronts a student. Jacobsen and Rosenthal (1963) Rivlin (1965) assert that the level of aspiration in the teacher is significant for teaching and is an important consideration.

Empathy for the needs of low income children is a desirable characteristic as seen by Bernstein (1967), Cauman (1966) Cheyney (1966) Groff (1963), and Tanner (1967). M. Goldberg (1964) asserts that early exposure to the conditions found in inner city schools contributes to many teacher attitudes which derive from their own feelings anxieties and frustrations. Crow, Murray and Smythe (1961) suggest that energy must be directed toward selecting individual teachers

with superior emotional stamina for inner city schools.

Further implication of self awareness for inner city teachers is seen in a demonstration of warmth as defined by Bloom, Davis and Hess (1965). In the studies of Perkins (1965) and Yee (1968) it was found that teachers tended to be less warm toward children who were classified as "underachievers." This attitude of warmth can be broadened to show that teachers, regardless of race, prefer to teach in middle-class schools as shown by Coleman (1966) and Passow (1967).

Reward and praise for low income children are desirable teacher behaviors as seen by Bereiter and Engleman (1966) and Epps (1970).

Knowledge Component

This segment of the review outlines specific approaches and instructional techniques which could be useful for inner city teachers.

Fantini and Weinstein (1969), Gordon (1965), McGeoch (1965), and Rivlin (1966) maintain that it is important for a teacher to be competent in his subject area. McGeoch (1965) and Reismann (1962) believe that a lesson should be well structured and planned while Crow et al. (1966) assert that teachers should be varied to provide flexibility. Bernstein (1966) and Torrance (1966) contend that well structured questions should be utilized by the teacher. Inman (1968), Singer (1968) and Williams (1968) support that teachers should incorporate

audio-visual material into the instruction. D. Ausubel (1967), avers that teachers should be enthusiastic and exciting while teaching.

Berictor and Englemann (1966), Taba and Elkins (1966) support the use of drama as an instructional technique. Allen (1967) Loretan and Unmans (1966) and Taba and Elkins (1966) suggest that role playing is a valuable teacher device. To appeal to the senses, C. Deutsch (1964) M. Deutsch (1964), Hunt (1964) recommend auditory activities. Levine (1968), Reissman (1966) and Strom (1965) suggest physical or motor activities are important.

Organization of subject matter is important; the following methods are suggested. Bowman (1966) Elking (1969), and Torrance (1966) prefer that teachers permit students to help in planning classroom activities. Barnard (1967), Fantini and Weinstein (1969) believe that teachers should permit students to explore themselves and their own self perceptions. Roth (1969) indicates that Black students have a more positive attitude about themselves if exposed to Black Studies than those who have not been exposed to Black Studies.

Berictor and Engleman (1966), Hayes (1964) and G. O. Johnson (1966) maintain that drill and repetition are necessary, but C. Deutsch (1964) maintains that too much repetition is boring to students. M. Deutsch (1964), Gordon (1965) and Haberman (1965), maintain that teachers individualize instruction according to experience or development, as opposed to chronological level. Glassman

(1970), Good (1964) and Strom (1965) support that teachers should adhere to individualized instruction.

Experience Component

This component demonstrates the importance of personal interaction and involvement with individuals from the inner city community for developing an understanding of the inner city. However, the writer has limited the review only to those works in which recommendations can be made or have been made to assist educators in the preparation of teachers for inner city schools.

It was learned that much of the literature is a compilation of experiences and anecdotes by individuals who have had some dealing with inner city children, or works written by professional educators within universities or school systems. In these works a great deal of effort is made to be prescriptive about teaching the "disadvantaged." The books, particularly, contain entire sections devoted to alternatives for the preparation of teachers for inner city schools through clinical experiences or course redefinitions.

The works of Beek and Saxe (1966), Bernstein (1967), Deutsch (1964), Fantini and Weinstein (1969), Frost and Hawkes (1966), Haubrich (1963), Havighurst (1966), Klopff and Bowman (1966), McGeech et al. (1965), Ornstein (1969b), Passow (1966), Reissman (1962), Rivlin (1966), and Usdan and Bertolaet (1966) are exemplary of those compilations.

The individualized, more personalized and realistic experiences of teachers in inner city schools are reflected in the works of Decker (1969), Green and Ryan (1964), Haskins (1969), Herndon (1965), Kohl (1966). These writers narrate the successes and failures while teaching in inner city schools. The major focus of these books is that they are compassionate toward the daily lives of the children about whom they write.

Interpersonal Techniques for Stable Teacher Behavior

Teaching children in inner city schools connote a number of problems for prospective teachers, i. e., discipline, acceptance by and of students, and interference with the process of teaching. In studies by Passow (1968) on discipline it was validated that problems of discipline were the primary concerns of teachers who taught in inner city schools.

The following writers contend that to lessen discipline problems the following should be noted: Snider (1965) asserts that organization generates a feeling of security for children; Fantini and Weinstein (1969) maintain teachers should give clear directions. McGoech (1965) and Tanner (1967) assert that clear and effective communications should occur. Good rules and consistency in classroom routine are offered by Haubrich (1965) and Kornberg (1963). Reissman (1962) and Ornstein (1969a) maintain that students should know what to expect in the classroom situation. Goldberg (1964) Jacobsen and Rosenthal

(1965) Reissman (1962) argue that teachers must believe that children can be successful and regard them as successes.

McRae (1965) suggests that short term learning experiences be provided in which the children will have the opportunity to immediately enjoy rewards of success. Buford (1965), Fantini and Weinstein (1969), advocate that children learn through the experiences which they know and bring to the school setting. Haberman (1966) believes that the teacher must develop the skill to use children's ideas so that they can think, speak and react in their own language.

Reissman (1962) contends that a permissive teacher is less effective while a teacher described as more strict and structured is more successful. Gordon (1965) and Reissman (1962) carry this further to say that teachers who can combine rules, structure, organization and challenge will be more successful.

Heiland Washburne (1962) classified a self-controlling teacher as one who was concerned with order, organization, and discipline, and discovered this type of teacher to be more successful with students defined as "wavering" or "hostile" toward school. Wayson (1966) reported that teachers of low income children tend to impose their wills upon students for organizing classroom procedure. Berieter and Englemann (1966) contend that a structured authoritarian approach to teaching does not destroy creativity in children. Denny (1969) discovered that more organization and control by teachers tends to reduce creativity. Yee (1968) reported that over a two year period of time teachers become

more domineering and the students more submissive. J. G. Goldberg (1968) who defines students as "opposers" or "wavers," Wayson (1966) as disadvantaged and Yee (1968) as lower class assert that students view authoritarian teachers favorably.

Teacher Behavior and Inner City Child

Cheyney (1966) Inman (1968) suggest that teachers for low income children should be flexible and adaptable, Tanner (1967) and Torrance (1966) have the ability to adjust to new and unexpected situations; while Fantini and Weinstein (1969) suggest that teachers learn to "roll with the punches" without getting upset. Cheyney (1966), Levine (1968) and McGoech (1965) maintain that a teacher must have a sense of humor.

Further, teachers of inner city children should be able to cope with stress and frustration asserts M. Goldberg (1964) Haubrich (1965). They further note that teachers must be able to adjust to irrational behavior, but not condone it. A teacher must also learn how to control himself when confronted with deviant behavior as noted by Crow, et al. (1966) Kirman (1964) and Reissman (1962), Klopff and Bowman (1967), and W. S. Scott (1967) agrees that teachers should not interpret deviant behavior personally.

Clark (1964) asserts that too often social scientists regard the quality of education for low income children, particularly Black children, with "faulty

assumptions." These assumptions verify that low income children cannot be expected to perform adequately in the classroom because of a lack of educational stimulation at home. Further, they support the belief that low income children should not aspire to become top echelon personnel in any capacity. Subsequently these children bring into the classroom certain psychological problems which are peculiar to their low socio-economic status and which interfere with the educational process in the classroom. Clark further asserts these assumptions reflect obvious prejudice and ignorance and contribute to the perpetuation of inferior education for low income children, whether their status is lower socio-economic or racially different.

Rosenthal and Jacobsen (1965) illustrate that the "self-fulfilling" prophecy is a significant factor in the educational process of students, particularly low income children.

Gordon and Wilkerson (1966) note that the attitude of teachers toward low income children is perceived through middle class standards of student expectation and behavior.

Racism in Education

Glazier and Moynihan (1963) deals with ethnocentricity as permanent segments of this nation's society, particularly in urban centers, specifically New York City. Silberman (1966) discusses the racial and social conditions of black and white people; moreover, he articulates the kind of social commitment that is badly

needed to bridge the gap between the races of which education is a single item. Williams (1964) exposes racial discrimination as a significant factor in the likelihood of violence between the races. This attitude is validated in the subsequent report on urban riots documented in the Report of the National Advisory Commission on Civil Disorders (1967).

Much of the literature on the social conditions of inner cities define many new problems for the urban poor which did not heretofore exist. These conditions can be noted in the transformation of the nation from an agrarian nation into a large modern industrial technological nation with few provisions made to maintain the educational process for Black, Spanish speaking in-migrants. It is this transformation which creates the social context and determines the relationship between minority people and the present educational system. These problems are distinguishable in terms of race, culture and social class, as noted by Sexton (1965), Clark (1966), and Green (1969).

Dentler (1967), Raab (1962), Silberman (1964) and Williams (1964) articulate how social factors contribute to the educational status of urban communities. Billingsley (1969), Clark (1965) and Sexton (1966) discuss how social class determines the availability of educational opportunity for minority children, particularly Black children.

All of these factors contribute to the present crisis confronting urban education. Racism denies to the new in-migrant, the opportunity to be in command of his

destiny. The in-migrant, while usually Black, is subjected to a social injustice which can be traced historically.

During slavery, laws dictated that Blacks were prohibited from learning to read and write. Some "free slaves" did learn to read and write through the benevolence of abolitionists and humanitarians. This subjugation of slaves to ignorance by slave holders was predicated on the assumptions that formal education would spark insurrections among the slaves when they learned about the conditions of their servitude (Romano, 1968). After the Civil War, a few attempts were made to educate Black slaves. Even so, Black people were victimized by prohibitive measures to restrict large numbers from obtaining formal education. In addition, separate educational facilities were set up for Black and white people, (Franklin, 1968).

The Supreme Court decision in 1954, upheld that "separate but equal" was untenable according to the law of the land. It ruled against the maintenance of a dual educational system based on race. However, racial segregation is still maintained as documented in Racial Isolation in the Public Schools (1967), and Equality of Educational Opportunity (1966), which report the continuation of educational segregation. In reality the nation still maintains a dual educational system and nowhere is this more apparent than in urban areas, as previously cited in Chapter I.

Political decision making on education within urban inner city communities cannot be ignored. Gittel (1967) Gittel and Hevesi (1970), and Rogers (1969) point out the difficulties in educational change through programs and their impact upon the shift of power from the central administration to the local community. Hillson, Cordasco and Purscell (1969) deal with political crises and conflicts which exist in cities and their effect upon the inner city community. Smith (1969) asserts that the Black revolution has transcended to education by Black people demanding control and decision making power over the educational situation.

Summary

The research on teacher behavior is copious; it is oftentimes contradictory. However, the review serves a twofold purpose; (1) it delineates how teachers are still an important factor in the educational process of inner city children and (2) it provides criteria which could be applicable to the preparation of teachers for inner city schools and both have implications for teacher training institutions. Considering that so much has been written regarding urban school conditions, it seems that there should be little reluctance among the training institutions to train teachers who will address the social situation in inner city schools.

The literature about inner city schools and inner city children recapitulates the enormous problems of the total society. The school situation is only a

microcosm of the society. This nation is racist. The existing school system will only be what the majority of society will permit it to be. Minority people have suffered much as a result of this. Yet, the responsibility discharged to the schools is an important element in the socialization process of non-white children. Without the commitment from the society, to appropriate resources comparable to the resources of the "Marshall Plan" for Europe, little will be done to eliminate the disparity within the present system.

"Experimental" programs continue to be awarded to training institutions by the USOE and private foundations. Enough experimentation has been done. The resounding reiteration is that these educational institutions should incorporate the findings from the experimental programs into the existing program.

The supply of accredited teachers has surpassed the national need, except in one notable area - teachers for inner city schools. This indicates that educational institutions are recalcitrant to include an urban training component in the existing educational curriculum. However, they continue to be funded to maintain programs and projects for urban inner cities (note Table 1 in Chapter II, p. 44).

Previous Training Programs

Introduction

It should be noted that since the 1960's, private and federal dollars have been spent in planning and implementing programs designed for low income children. It is the intent of this section to denote only those programs that relate to urban teacher training.

The investigation has noted that personnel are not adequately trained to cope with the inner city classroom because training programs do not address urban situations.

The following education training model denotes some of the basic differences between the traditional and a proposed training model related to urban teacher training. This model was proposed by Larry Cuban, Director of the Cardozo Project, Washington, D. C., which was designed for inner city teachers. This comparison was made by a professor of education, former dean of a large midwestern school of education and sympathetic critic of teacher training, (Cuban, 1969). It is interesting to note that most of the subsequent training models are adaptations of this approach. The following are examples of other kinds of training programs, which attempt to train personnel for low-income communities.

Control:	Centered in school system with cooperation of university	Centered in colleges with cooperation from school system.
Location:	Primarily in inner city schools with commuting to universities.	Primarily on campus with students commuting to local schools.
Approach:	Practical, inductive, and inquiring - with trainees relating theory to teaching as they work with youngsters in classrooms and community.	Academic, deductive and didactic - with prospective teachers first learning about teaching vicariously through listening to lectures, reading books, and observing others teach.
Orientation:	Specifically to prepare teachers for work with inner city students and schools.	Generally to teach pedagogical theory and prepare teachers for work in white, middle-class, suburban schools.
Sequence:	Professional and academic content is related to clinical experience through a group and individual study and personal investigation.	Professional content is treated in formal courses such as history and philosophy of education, educational psychology, methods of teaching - prior to actual clinical experience.
Clinical Experience:		
Responsibility:	Real - trainees can have responsibility for individuals, small groups, and classes.	Artificial - relationship is that of a visiting observer and assisting teacher throughout.
Supervision:	From competent teachers, academicians who also teach, and community residents.	From college staff members who may be years out of touch with actual teaching in elementary or secondary schools and who may never have taught inner city students.
Instructional Materials:	After training, materials prepared by trainees for inner city students.	Usually selected by supervising teacher from commercial products.
Methods of Teaching:	Trained in inductive and deductive approaches in line with the needs and interests of students.	Modeled after those employed by supervising teacher or proscribed by college supervisor - with patterns often in conflict.

Project Beacon, Yeshiva University

Project Beacon was an interdepartmental program initiated at Ferkauf Graduate School of Humanities and Social Sciences in 1962. It was developed to introduce into the public school system a permanent corps of psycho-educational specialists rigorously trained to meet the educational needs of socially disadvantaged children and their families, and to make available to schools the knowledge produced through relevant applied and theoretical research. It operated as a multifaceted program of instruction, research consultation, and demonstration projects, (Koenigsberg, 1966).

Urban Teacher Preparation Program, Syracuse University

This program is defined by the Director; the Urban Teacher Preparation was developed at Syracuse University in 1963. The underlying assumption of the program is that teachers of culturally disadvantaged children and youth need a specialized kind of preparation different from that provided by typical teacher education programs and that such preparation will enable these teachers to make a more effective and positive impact on the attitudes and lives of the pupils with whom they work.

Supported by Ford Foundation in 1963, later the USOE, was the first Ford grant of its kind, the Urban Teacher Preparation Program is basically a fifth-year program of teacher preparation involving a paid internship teaching experience. The Urban Teacher Preparation Program combines a year of

graduate study leading to a master's degree and a paid internship in inner city schools in Syracuse.

The project includes graduates from both liberal arts and teacher education as eligible participants in the program, (Milner, 1966).

Teaching Corps Project, Teachers College, Columbia University

The Teaching Corps Project is an effort to find ways to prepare teachers to work effectively with children whose cultural and class backgrounds are different from their own. It is based on the belief that there are several stages in the development of a teacher who is both willing and able to work effectively in slum schools. The first step is that of gaining knowledge and understanding of the lives and learning styles of children in depressed areas. It is a task of large proportions and not easy to accomplish within the limits of the usual program of teacher preparation. Some resource material and research studies are beginning to appear and provide useful background while they illustrate clearly the lack of systematic theory and conceptualization in the field. Direct experiences may also provide firsthand knowledge not otherwise available.

For some prospective teachers, these limited experiences and understanding result in a desire to make a contribution to the education of the children of depressed areas. The development of positive attitudes and a desire to serve represents the second step in the prospective teacher's growth. It is necessary but not a sufficient part of the total process, as is evidenced by the

Project Bridge (Building Resources of Instruction for Groups in Education)

The goal of this project is to prepare teachers to work with low-income children in New York City. A demonstration group of three student teachers was selected to work in a junior high school. Ninety students would comprise the demonstration classroom three periods (7, 8 and 9) a day. During these three periods the student teachers taught English, social studies, math and science. The remainder of the courses were handled by the regular school day. It was through these demonstration classes that supportive services were provided for the students. Supervisory coordination, sociological and psychological assistance were offered to aid the teacher and the child.

These demonstration classes also provided the opportunity for observation by college supervisors. From the observations the most effective methods of teaching could be determined. As an integral part of the program, the student teachers spent one year working with students who volunteered for extra assistance with homework or group projects. The purpose of the demonstration class was to create a familiar atmosphere for these student teachers and students, (Shaw, 1963).

Teacher Corps

This program provides teams of teacher interns for supplementary teaching tasks in local school districts. These school districts have large segments of low income students. The program operates on the team approach,

consisting of team leaders who are experienced in working with low-income children. The team leader coordinates the interns' studies at a nearby university, activities within the local school district, and teaching assignment within a local school. It has been projected that this approach creates a workable strategy for accelerating the adoption of educational change.

Teacher Corps interns participate, as an integral part of their teaching and academic responsibilities, activities within communities. Some of the community activities include: tutoring programs, storefront schools or auxiliary assistance within some local service agency (The Education Professions, 1969-70; HEW, 1970).

This program was established in 1965 with an aim of improving ways in which teachers are prepared to teach and to permit school districts to assess the ways in which teachers were utilized in the schools.

In a variety of instances, Teacher Corps has attempted to establish programs which can be identified as: new course(s) which are more relevant to contemporary educational issues, new instructional techniques, and differentiated staffing among others. The Teacher Corps Program has placed great emphasis upon the inclusion of community and parental participation.

Center for Urban Education (CUE), University of Massachusetts

The Center for Urban Education at the School of Education, University

large numbers of sincere and capable teachers who leave teaching positions in the difficult schools to seek more satisfying experiences elsewhere.

It is the belief of those that conceived and carried through the Teaching Corps Project that a third step involving the development of teaching skills and action patterns based upon clearly formulated beliefs is an essential part of the preparation of teachers for schools in disadvantaged areas. Skills in learning how to increase understanding and sensitivity, in formulating appropriate guides to action, and in performing effectively as a teacher in the classroom and the community must be developed. It was in this phase of the total process that the pilot attempted to develop some useful experiences and directions for continued study, (McGoech and Copp, 1964).

Project 120 - The Hunter College Project, New York City

Project 120 was a training program in which education majors volunteered for student teaching experience in low income schools with the stipulation that they would be given the opportunity to remain on the staff at the commencement of their practice teaching. The team approach was used for it provided the basis for close coordination between master teachers, school administrators, student teachers and college supervisors. Included as an integral part of this training was an intensive community experience component which supplemented the student teacher's activities.

of Massachusetts, established its existence by recognizing the interdependence among the various centers within the School of Education structure: (1) curriculum (2) teacher training and organizational structure. The total aim of CUE is directed toward the process of implementation as it relates to the training of urban personnel.

CUE in its first year sponsored The Hartford Project which was focused on developing a format for the training of educational personnel from the School of Education at the University of Massachusetts, in Hartford, Connecticut.

Hartford Project

Hartford, Connecticut, a city with nearly 175,000 people, faces most of the universal urban school problems. It is in the process of shifting from a predominantly white school population to a predominantly Black and Puerto Rican one. The major focus at this time was a pilot teacher training program for undergraduates and master's degree candidates. The students were practicing teaching in three elementary and two secondary schools. These schools encompass a variety of racial and socio-economic environments. A unique feature of the program is the live-in facilities provided for eleven of the students. Micro-teaching, strength training, and seminars in educational theory are offered in conjunction with the actual classroom experience.

At the doctoral level, five graduate students served as interns in the five designated schools. Part of their training was the supervision of practice

teachers. They were also involved in other city-wide projects of the school system. Faculty from the School of Education provided their expertise at the Hartford location and in courses on the University campus.

It was anticipated that the relationship between the Hartford Public School System and the School of Education would develop into a variety of training experiences in the urban environment for doctoral students, master's degree candidates, and undergraduates. These were the tasks assigned to the administrative intern team:

Supervision: Coordinating team of five doctoral candidates to aid in classroom supervision, techniques of instruction, and related tasks.

Coursework: All "methods" were taught in Hartford to combine efforts of Hartford teachers, Hartford interns, community people and University of Massachusetts personnel. The informal atmosphere of this type setting is believed to be the most relaxed for all concerned.

Housing: The interns were in Hartford for a semester to provide a more realistic setting regarding urban problems.

Intern Teaching Responsibility: (1) Two three week observation of classes, different teachers and their teaching styles (2) one week closely supervised "student teaching," (3) remainder of semester (a) MAT candidates teach two or three assigned classes, (b) elementary candidates teach morning classes only, for two or three weeks, then gradually assume total teaching

load. Teaching was done in one's own classroom with no master teacher.

Cooperative Urban Teacher Education Program (CUTE)

This project has been operational since 1967, in conjunction with more than 40 institutions of higher education and the public school systems in Kansas City, Missouri, and Kansas City, Kansas. This program is designed to involve seniors in a semester of field work and courses which reflect the needs of inner city schools. These student teachers are under the close supervision of an experienced teacher who is also a staff member of CUTE.

Throughout this project, major emphasis is placed upon providing teachers with a realistic approach toward problems related to the learning process of inner city children. Included as an integral part of the training is a process for teacher self analysis.

It is recognized that the success of the preceding pre-service programs involve only a handful of teachers. However, these programs do establish prototypes which could be duplicated and implemented by colleges and universities and school systems in an attempt to alleviate inadequate urban teacher preparation, (The Education Professions, 1969-70).

National Defense Education Act (Title XI)

It was out of a critical need for in-service training programs for personnel to work with low income children that Title XI of the Act, as amended,

was established and eventually passed by Congress.

Much discussion in this section is focused on training programs primarily for elementary and secondary teaching. It is important to note that some institutions do maintain masters of arts in teaching programs with an emphasis on training teachers to work with children in inner city schools. This was the result of the National Defense Education Act Title XI which appropriated millions of dollars into higher education subsidizing MAT programs.

In Teachers for the Real World a special study, prepared for the Task Force of the NDEA Institute for Advanced Study in Teaching Disadvantaged Youth, discusses the deficiencies in existing teacher preparation and proposes a systematic training approach designed for this area. The national NDEA Institute was initiated in June 1966, under contract from the USOE to Ball State University in Muncie, Indiana.

The NDEA Institute was created to serve those local school districts and state programs for teachers of low income youth especially those districts served under Title I of the Elementary and Secondary Education Act of 1965. The NDEA Institute was further charged with the responsibility of identifying the implications of those programs designed for continuing the preparation on improvement of teacher education.

In the study Project Aware by Klopf and Bowman, the purposes were to describe selected programs dealing with low-income children. These projects were created to improve the knowledge, skills, and attitudes of school personnel to identify unique elements of these programs and to develop guidelines for emerging programs of this type.

In a study by Ponder (1967) an investigation was made of twelve selected NDEA Institutes which dealt with in-service education of teachers, supervisors, administrators and special personnel of low-income children from pre-school through grade six. This investigation demonstrated that the participants did gain in their knowledge and awareness of low-income children.

The NDEA Institute for Advanced Study in Teaching Disadvantaged Youth eventually came to view teacher education as a whole, to attribute its failures and inadequacies for the mis-education of low-income children to the defects in the preparation of teachers. These institutes were discontinued in 1968. However, Triple T, in a limited way, is an attempt to continue the cooperation among schools of education and schools of liberal arts.

Career Opportunities Program (COP)

The Career Opportunities Programs was developed to attract more teachers who desire to teach in low-income schools. These projects are designed to include participation from school systems, institutions of higher education, community organization. Persons from low-income families are sought for

placement and training in the schools while training them so they may advance and become certified teachers.

The 1968-69 School Staffing Survey noted that a major problem of staffing low-income schools was in the recruitment of teachers for language arts. Table 1 notes that there are significant differences between poverty and non-poverty schools in relationship to the number of available teachers to teach in poverty schools. These figures show that poverty schools needed to fill 21,300 positions, (The Education Professions, 1969-70).

This kind of data substantiates the need for alternative teacher training programs which are created to meet this classroom personnel shortage. Career Opportunities Program legitimizes the concept that there are two approaches to the preparation of teachers: (1) to train middle-class individuals who possess the educational credentials, but lack the sensitivity and knowledge of the inner city setting and (2) to train inner city residents who already possess the sensitivity and knowledge of the inner city, but lack the educational credentials.

The following are examples of Career Opportunities Projects:

A Comprehensive Program to Attract and Prepare Disadvantaged Mexican-Americans for the Teaching Profession, California State College, Los Angeles

The purpose of the project is to increase the number of Mexican-Americans in the teaching profession in East Los Angeles, an area heavily

TABLE I

NUMBERS OF CLASSROOM TEACHERS, FALL 1968 GROSS GAINS AND LOSSES, AND
SEPARATION RATES IN LARGE CITIES

	Poverty schools		Nonpoverty schools	
	Elementary	Secondary	Elementary	Secondary
Number of full-time classroom teachers, fall 1968	107,400	47,200	42,700	41,800
Net change from fall 1967	-600	+1,000	+400	-800
Number of fall 1967 staff loss to schools	17,700	10,600	11,300	10,000
Percent of 1967 staff	16	23	27	23
Number of fall 1967 staff separating from teaching	10,900	5,000	6,700	5,100
Percent of 1967 staff	10	11	16	12
Number of staff gained for schools, fall 1968	17,100	11,600	11,700	9,100
Percent of 1968 staff	16	25	27	22

populated with Mexican-Americans, but with a disproportionately low number of teachers from this background.

This program is projected to last five years for selected participants who have earned a high school diploma. The ultimate purpose of the project is to train these teachers to teach in a Los Angeles high school, thus providing models with whom the Mexican-American children can identify and hopefully emulate.

The program has the following components:

1. General education (first 2 years) and major study (third and fourth years).
2. The tutorial component. Qualified upper division and graduate students with bilingual capabilities are identified to function as tutors for the program participants. The ratio of tutors to program participants is one tutor per six participants. A Mexican-American graduate student is the director of this portion of the program. The tutors, in addition to providing academic support for the program participants, will also attend a stated number of classes with the participants.
3. The developmental seminar. The purpose of this portion of the program is to provide semiweekly contact between the program staff and tutors and the program participants. This program element will provide (a) strong guidance and counseling support, (b) explore the relationships between the general education program and education in the Mexican-American community, (c) provide an outlet for the feelings and the insights of the program participants, and (d) in the final 2 years of the program this seminar will be utilized to acquire the units necessary for acquiring a credential.

4. The fourth element of the program is the on-site program. A portion of each week will be spent by the program participant in schools K through 12 which are predominantly Mexican-American. During each year of the program they will function as aides or paraprofessionals beginning with the simpler tasks performed by the classroom teacher and increasing in responsibility to the point that they participate in the instructional program itself as teacher assistants. The culminating point is the acquisition of the standard teaching credential, (Creative Developments in the Training of Educational Personnel, 1969).

VAULT (Veterans Accelerated Urban Learning for Teaching)

This project was designed to train veterans of the Vietnam conflict.

These veterans are from low income backgrounds and normally would not have entered college.

The program was initiated during the summer of 1968. At that time, two professors from the VAULT staff taught at Fort Leonard Wood, Missouri, with the objective of getting students interested in teaching careers and convincing them that education was relevant. The coursework at Fort Leonard Wood emphasized analysis of current social problems and made extensive use of audiovisual materials. Participants went to class four mornings and one evening per week, spending the rest of the time in their usual military duties. As a result of the summer program the first determinations were made regarding those who would continue in the program.

During the fall and spring semesters VAULT students work five mornings per week as teacher assistants in the St. Louis public schools and then take coursework at Webster College in the afternoons. In several classes the VAULT students have separate staff and coursework and at the same time they select electives that meet their needs.

At the completion of the spring term students will have an intersession as well as a summer session since the program is designed to accelerate the college process by continuous classwork throughout the year. The original design calls for students to finish their college work in two and a half years. They will then intern for one year in the St. Louis public schools.

An important premise underlying the VAULT program is that any student should be allowed entry. Rather than relying upon tests or scores it is felt that the initial experience of being in a class and participating in the give and take of academic work will allow students and staff to determine capabilities. As a result of this philosophy several outstanding young men will now be able to obtain a college education, men who ordinarily would have either been intimidated by the college entry process or who would not have scored well on tests. At the same time it should be noted, the program has allowed several "weak" students to continue who most probably are not capable of college work. We believe the latter problem can be overcome by more intensive guidance for these students. Overall we are convinced that allowing the period of initial entry into the program to serve as a "laboratory" for determination of capability will in the long run allow many excellent individuals to obtain a college education. It is important therefore that initial experiences contain college work that is relevant to the life of the student, (Creative Development in the Training of Educational Personnel, 1969).

Federal assistance to universities from USOE also provide a wide range of promising ideas that lend themselves to adaptations required to meet local or special training needs. The following are examples of programs designed for the development of administrative leaders.

Comprehensive Teacher Training Program, State University College of
Brockport, Brockport, New York

This program is designed to incorporate junior and senior students in urban education, liberal arts students in an internship program, and experienced teachers in educational administration. This group of students becomes an integral part of the faculties of four schools in the Rochester Public Schools.

The junior and senior students would serve as teaching assistants to the regular teacher, while the administrative intern would become involved in activities associated with the administering of the school.

The emphasis of the training is to:

1. Include community resources in planning for instruction.
2. Use the environment and experiences of children in communicating concepts.
3. Express instructional objectives in behavioral terms.
4. Utilize diagnostic tools to assess pupils' skills and plan instruction on the basis of the results of such findings.
5. Use conceptual frameworks of teaching for the analysis of teaching and learning.
6. Identify divergent culture patterns which characterize children with whom they interact.
7. Identify geographical, socio-economic, political, and ethnic forces which act upon urban education.

8. Identify and express changes occurring in their feelings about, and perceptions of, other people.
9. Identify within the role of teacher, components other than that of instruction.
10. Accept teaching positions in urban schools. (Creative Development in the Training of Educational Personnel, 1969).

This type of project offers an example of school and university collaboration on a training program designed to (1) train teachers for beginning teaching positions (2) to train leaders for administrative positions in urban schools.

The two following projects are operational as educational administration types of projects.

The Urban Education Program at Berkley, University of California.

This program anticipates that the graduates will become leaders or continue in leadership positions in such areas as: principals in urban school districts; organizers of community action programs, administrators in State and Federal government organizations concerned with education, teacher trainers in colleges and universities, or administrators in educational research.

The program has two objectives: (1) to prepare more dynamic leaders for urban education and (2) to recruit a substantial portion of those leaders from among members of minority groups.

This is primarily a doctoral program which plans for individualized doctoral programs with candidates. In addition to course work, students are

expected to participate in internship programs, especially designed Urban Education project.

Experienced Teacher: Fellowship Program in the Administration of Inner City Elementary Schools, University of Wisconsin, Madison.

This program is designed for twenty-five prospective elementary school principals in inner city schools. The purpose of the program is to provide experiences for prospective educational leaders with regard to programs as they effect inner city schools.

This program was planned jointly with a group of professors of educational administration and professors from the social sciences. It was planned to provide, instead of a traditional program, five centers of interest: community and community relationships, school operation, strategies for change and resources and their allocation. The project was further planned around the abandonment of separate courses and schedules of instruction with a unified program of instructional experiences developed by a staff of sixteen persons, (Creative Development in the Training of Educational Personnel, 1969).

The Triple T concept establishes another kind of program for the teacher trainer. It purports to confront the "gatekeepers" of education by involving them in the entire process of teacher education.

Background of Trainer of Teacher Trainers

Trainer of Teacher Trainers (Triple T) is one of fifteen training programs presently funded by the U. S. Office of Education (USOE) under the Bureau of Educational and Personnel Development (BEPD). It is primarily concerned with involving colleges and universities in a national effort to develop programs which prepare college professors and public administrators in the process of training teachers.

The emphasis of the program is projected upon the personnel housed at the schools of education and schools of liberal arts for these are the individuals who directly influence the education of teachers. In the fall of 1969 more than fifty projects were funded by the USOE under Triple T.

A National Advisory Committee for Triple T was established in 1967 to make recommendations to USOE for future funding. The recommendations were written to make prospective proposal writers more cognizant of the educational needs of the nation. The educational needs of society, as viewed by the committee, have been articulated in previous national studies on the social problems within the nation. The committee asserted further that if Triple T was designed to generate institutional change, and the process of teacher education, then the projects should be reflective of attempts to address contemporary educational and social issues. The committee emphasized greatly the creation of a paradigm in which individuals committed to educational change could operate effectively. This group stated that institutions of higher education

were experiencing the same difficulties the rest of the nation was experiencing as it belatedly endeavored to deal with poverty and social injustice. If the Triple T projects are to be designed to establish models designed for institutional change, then educational institutions must examine how they can become more responsive to the needs of society and how the training of teachers can be commensurate with the needs of society.

The Tri-university project was the predecessor of the present Triple T project. It operated in elementary education at the University of Washington, University of New York and University of Nebraska. A group of post doctorates was given the opportunity to reshape the educational curricula within each of the institutions, and they spent two years training a cadre of seventy teacher trainers.

As a result of the Tri-university project, and the commencement of the NDEA institutes, Triple T was initiated to continue the communication between the schools of liberal arts and the schools of education. However, it was expanded to include personnel school systems, state departments of education and local school communities. Triple T funds are to be utilized to increase the competence of trainers of teacher trainers, both in institutions of higher education and in State and local educational agencies.

Triple T, assumes that responsible and concerned individuals with a common goal - training teachers who are knowledgeable in the disciplines, who are knowledgeable in educational pedagogy, who are knowledgeable about the

nature of learners and the communities in which they live - could ultimately design a more relevant training program. It is anticipated that projects designed under the Triple T concept can produce more responsive and knowledgeable leadership by including individuals in parity to assume responsible roles for planning and administering of a teacher training project. Parity is sharing the decision making among the participants in the Triple T projects.

As a result of the Advisory Committee, the following criteria were delineated by the USOE for the diverse participation within the Triple T structure:

1. School, University and Community Parity

Parity implies a joint effort toward a project without any distinctions of divisions of power or partners. Thus, each constituent has a significant and equally important role. If Triple T is to be effective, then the projects should include opportunities for this to occur.

2. Involvement with Liberal Arts

Triple T is expected to be actively involved with both faculty from the schools of education and the schools of liberal arts. Specialists in the discipline and pedagogy should be engaged in the Triple T program and each should be working toward the mutual concern of teacher preparation.

3. Involvement of Participants

The Triple T projects focus primarily upon the Third T, those individuals who train teachers (Single T), teacher trainers (Double T) and trainers of teacher trainers (Triple T). The project provides clinical experience for all participants. Hopefully, these experiences

would provide the basis for participants, particularly trainers of teachers, to actualize a need to institutionalize change in the process of teacher preparation.

4. Impact on the disadvantaged

An important integral part of the Triple T priorities is designed to have an impact on training personnel who can affect institutions and their dealings with low-income children. The program should provide the opportunity to focus upon certain denials of career choices, participation in the decision making processes and the opportunity to develop professional competence. In keeping the commitment to train this caliber of personnel, the effectiveness of Triple T projects should reflect:

- a. Preparation of personnel who can relate and serve any segment of the educational society.
- b. Recruit staff who reflect a commitment to equal opportunity of minority people.
- c. Affect the process of credentialling educational personnel.
- d. Include personnel in the training program who are knowledgeable and sensitive toward the educational needs of low-income children.

Summary

This chapter has presented a review of literature pertinent to the study and related to teacher education as it effects the educational process of urban low-income children.

Included in this chapter are examples of various kinds of training programs which are designed to prepare personnel to meet the educational problems

faeing low-ineome inner city residents. Further, it points out the critical need of more personnel for inner city schools in these programs, which only reach a small segment of the edueational personnel who teach in urban schools.

Generated from the commitment of participants in the NDEA Institute for Disadvantaged Youth, subsequent training programs which were designed at the recruitment, training, induction and retention of teachers at the preservice and inservice levels greatly influenced the relationship between schools and institutions of higher education. Triple T is the result of this effort. It is antitipated that the Triple T training models can ultimately produue a eadre of teacher trainers, trainers of teachers; teachers who may assume educational leadership roles as individuals who reeognize and address the edueational needs of today's soeiety.

CHAPTER III

PROCEDURE AND METHODOLOGY

This chapter will explain how the instrument was designed and how it was administered to the respondents.

Recapitulating what was said in Chapter I, the purpose of this investigation seeks to analyze the environ of the inner city as it influences and effects the urban school population with particular emphasis placed upon the training of educational personnel. Further, it is imperative that colleges and universities redesign their teacher education programs and reeruit staff who can prepare teachers with the skills and sensitivities to teach inner city children.

This investigation was conducted on the assumption that these training projects would provide a structure in which the doctoral candidates could be exposed to a variety of urban educational experienees. Further it was projected that the eandidates would have the opportunity to develop skills in (1) teacher supervision (2) leadership development (3) teaching teehniques (4) educational program design and (5) educational program analysis.

Limitations of the Study

The limitations of the study are:

1. Each Triple T project is designed according to the needs dictated by each urban area. Therefore, the

teachers, teacher trainers and training of teacher trainers for urban schools.

Interview Schedule

A series of questions related to Triple T were designed by the investigator to elicit responses which would exhibit how the project models were organized to train urban educational leaders.

The interview schedule was field-tested at the University of Massachusetts by doctoral candidates and professors of education, community representatives from Springfield, Massachusetts and Hartford, Connecticut, and a former assistant superintendent of the St. Paul Public School System in Minnesota. According to suggestions from the sample group, the necessary modifications were made.

The format of the interview schedule was designed to elicit data in the following areas: (1) skills in leadership development, (2) responsibilities related to the urban inner city, (3) academic work related to training and (4) perceptions related to their participation in the projects, (See Appendix I).

Use and Limitation of Interview Schedule

A relaxed climate was essential for the investigator in order to elicit responses to the interview schedule. The rapport had to be non-threatening. In most instances, the project directors were most helpful in this area, for they had prepared the participants for my arrival and had told them the purpose of my visit.

It was expected that the basic questions would lead to many sub-questions which would in turn be addressed on a give and take basis. The interview questions were expressed in the interviewer's own words and applicable to the setting. The minimum time for interviews with participants was one half hour, preferably one and one half hours. In an effort to avoid broad generalization, concrete examples of activities were offered and requested. Within these limits, the interviewer attempted to allow the interviews to be free flowing in light of the local situation and the participant's own style.

Interview with the Triple T Participants

1. Establish rapport.
2. Ask interviewer(s) to identify themselves and their roles and the nature and extent of their experience with educational problems associated with inner city schools.

Sample Population

A random group of participants were interviewed in each project and designated according to the parity concept. Therefore, doctoral students, community representatives, professors of liberal arts and professors of education were all a part of the sample population.

Three broad categories of questions were used to gather the data. These categories are: (1) what the program provided for the development of urban

educational leaders; (2) how it was different, and (3) what were the perceptions of the participants regarding the program.

Due to the nature of the third item, the investigation included some participants' responses which provide another insight into the effectiveness of the training projects.

This information was tabulated by each project according to the number of respondents analyzed and exhibited in Chapter IV.

Site Visits

The investigator made a site visit to each of the five selected projects. Before arriving, a telephone call was made to the project directors to arrange a convenient time for the visit. With the assistance of the project directors, a schedule of activities were arranged. Each site visit lasted from two to four days, and the investigator attended classes with doctoral students, attended meetings at the university and in the community, and observed the participants in clinical situations. This was an invaluable aspect of the study for it provided the investigator the opportunity to actually "see" what was happening in the projects. Personal interviews were the primary source of data collection, and this was made possible through the site visits.

Organization of the Data

All the data has been organized as outlined:

1. Responses from Triple T participants on the commonalities and dispersions pertaining to educational responsibilities.
2. Responses from the students on differences in Triple T course of study.
3. Rank order correlation coefficient of Triple T participation as a function of effectiveness.

It will be observed that the investigator sought to relate the training program to the participants while attempting to identify how the Third T was utilized in the training process. Appendix I lists the interview schedule.

A description of each program is made by the investigator followed by a tabulation of the data and an explanation of the data. Further descriptions of the projects which were written by the project directors and/or staff are included in Appendix II.

emphasis of each program will be different, but similar in their overall intent.

2. Each Triple T site used for the study are urban-centered.
3. Each Triple T site used for the study were only those relatively accessible for a site visit by the investigator.
4. The real impact of Triple T cannot be measured while the program is on-going, but the true worth of the program will be determined as the participants eventually assume educational leadership roles.

Only five selected projects will be used for this study, and they are:

1. Fordham University, Lincoln Center, New York City
2. Northwestern University, Evanston, Illinois
3. University of Pittsburgh, Pittsburgh, Pennsylvania
4. Temple University, Philadelphia, Pennsylvania
5. Wesleyan University, Middletown, Connecticut

The investigation was primarily concerned with those projects which were created to have an impact on the urban disadvantaged.

Five Triple T projects were selected for analysis based upon the following criteria: (1) Locale: Urban centered; (2) Accessibility: All projects were relatively accessible for a site visit; (3) Project purpose: Preparation of

CHAPTER IV

ANALYSIS OF THE DATA

At the beginning of the study, the intent was to examine how the parity group designed a teacher training model related to urban educational personnel. Triple T recommends that the focus is placed upon the Third T - the gatekeepers of education. In order to operationalize how the Third T was involved in the preparation of prospective urban teachers, administrators and teacher trainers, a series of questions relevant to the programs were made by the investigator while seeking to learn what the program did for optimal results.

To pursue the investigation, a site visit, and an interview schedule were used to gather certain data (See Chapter III). Each segment of the instrument was used as being necessary in terms of the data it was seeking (See Chapter IV). All the respondents were knowledgeable about the parity concept (See Chapter II).

The chapter is organized in the following sections: (1) a description of each project as seen by the investigator (see Appendix II for descriptions by directors), (2) the tables related to specific aspects of the Triple T project and (3) responses from participants related to their experiences in Triple T.

Description of the Projects

University of Pittsburgh

At the University of Pittsburgh, the doctoral candidates may supervise undergraduate students and/or MAT candidates. They may conduct practicums in education or provide assistance to a site committee as a resource person. The practicum experiences are developed by a site committee which is comprised of school personnel, community representatives, Triple T doctoral candidates, and professors from the university. A doctoral candidate has the option to do any or none of the aforementioned activities. He may elect to design his doctoral program exclusive of any clinical experiences, and pursue the traditional program in obtaining the doctorate degree.

A typical program in the schools is usually associated with a subject area, and the responsibilities of the Triple T candidates are related to the classroom. In a classroom the candidates may do the following: (a) coordinate activities for the teacher relative to the subject area, (b) provide in-service for the school staff in one of the discipline areas with assistance from the university staff, (c) supervise student teachers or MAT students.

Northwestern University

Northwestern's project is unique in that it has two distinct training programs: (1) a doctoral program and (2) an urban teacher training program.

Doctoral Program: It was discovered that much of the doctoral program was based upon the independent interest of the doctoral student. They have the option to include or not to include clinical experiences as an integral part of their degree program. Much of the doctoral program is "discipline" oriented with many of the students pursuing the more traditional academic work. However, the doctoral candidates have the option to select professors with whom they want to work and to design an individualized doctoral program. The doctoral program is designed to be in operation at the university site, not in the inner city community.

MA for urban teacher trainers: It was learned that the coordination of activities between the university and the urban teacher trainers had not been defined. However, these trainers and the community liaison representatives assumed the responsibility of soliciting support from community agencies while seeking their cooperation in the Triple T program.

The community representatives and the teacher trainers formed a council to coordinate their efforts with the Triple T project. This group defined the criteria for the existence of the council and its role in the urban training program.

They defined their role as:

1. To keep the community aware of Triple T program.
2. To try to make the "teacher trainer" role as defined

in its broadest terms effective to do what it is designed to do for the Double T's.

3. To seek support from the community to follow through on the responsibility of the program.

The teacher trainers commented that they were concerned about the lack of assistance from the university in relationship to the success of their efforts. They asserted further that:

1. Little assistance was being offered to aid them in their own urban training program.
2. There was no sharing of experiences or noting the possibilities of how those experiences could relate to the training of future teachers in inner city schools.

Temple University

It was discovered that this project has the course of study outlined for the doctoral candidates with specific kinds of responsibilities related to clinical experiences. This project has a summer orientation project, and, throughout the academic year, the clinicians (doctoral students) are required to serve in some capacity in one or both of the two communities participating with the Triple T project. They continue to work with community representatives who

were active during the summer program or with others, who of their own volition, want to work with the project.

The community participants represent two sections of the city - North Philadelphia and Kennsington, and each community has a task force which works with the clinicians as supportive staff, and operates under the umbrella of Triple T. The clinicians have set up a variety of activities for youngsters in the schools or community agencies. Reading and math labs, dance groups, language courses, are a few of the activities under the auspices of the Triple T clinicians.

Fordham University

At Fordham the doctoral program is designed to concentrate on the professional development of educational leadership of the doctoral candidate. In 1969-70 the program was designed to include paraprofessionals, teachers, and community representatives, but the impact was shifted in the 1970-71 program to the doctoral student. It was observed that most of the doctoral students already have "leadership" roles either in the schools or in community agencies when they enroll in the doctoral program. The focus of the project is to direct training upon the "trainer" of teachers and teacher trainers. The doctoral stipends are awarded to individuals with visible educational responsibility such as: Title I coordinator, coordinators of paraprofessionals and principals within District 3. It is the intent to utilize the status of the individuals to provide a greater multiplier effect.

In order to fulfill the requirements for the stipend, the doctoral students devote at least two and a half days a week in the field and/or teaching a course as a teaching assistant at the university. Some candidates do supervise student teachers as part of their clinical experience. A doctoral fellow at Fordham is provided the latitude to display leadership through planning and working with the university staff as assistants or coordinators of various projects under the auspices of Triple T.

At Fordham the clinical experiences are under the auspices of a community coordinator who sets up all contacts within the community agencies of District 3. An evaluation of these experiences is used as feedback information to the coordinator and the Triple T director and participants.

Wesleyan University

The Hartford Triple T is designed to provide prospective teachers with clinical experiences related to the inner city community. This was done through a series of workshops which lasted for four weeks. The participants were from the inner city community, university students, personnel from the Hartford Public Schools and the university have the opportunity to share ideas, observations, and comments about their mutual concerns regarding the education of inner city children.

The community representatives from the various agencies have the opportunity to explain how they can be of service to teachers and school

administrators, and could assist personnel in the preparation of inner city teachers. The agency representatives had the opportunity to explain how or why they could mutually assist each other for the benefit of the children.

This project was different from the four others in the following areas:

1. It operates in the inner city setting, not the university.
2. It does not focus upon the Third T, but emphasizes the Single T.
3. The "instructors" are community residents, and occasionally representatives from the university.
4. All the instruction is "clinical experience," and the activities are carried out in the inner city community through workshop sessions.
5. It provides a "service" to the universities, and the universities do not assume any of the administrative responsibility for the operation of the project.

The Triple T project at Hartford is not a degree granting project, but is one of complete community involvement. The workshop sessions provided the "instructional staff" and a "service" to the universities in the area. The Hartford Triple T identified schools which would accept student teachers for their practical training experience. However, the universities did do their supervising of the student teachers.

TABLE II

NUMBER OF PARTICIPANTS IN THE STUDY AS DIFFERENTIATED BY
PARITY

University	Community Representatives	Professors - Liberal Arts	Professors Education	Ph.D.	Students		School Personnel	Totals
					M.A.	Non Degree		
Pittsburgh	4	3	2	15	-	-	1	25
Fordham	5	3	2	8	-	-	1	19
Temple	15	1	3	15	-	-	-	34
Northwestern	10	3	4	5	10	-	2	34
Wesleyan	20	-	3	-	-	10	5	38
Total Respondents	54	10	14	43	10	10	9	150

Table 2 denotes those projects which have doctoral programs, masters programs, and non-degree programs. The data shows that these projects are similar in concept, but dissimilar in program implementation.

The data demonstrates that flexibility in the doctoral program is more apparent at the University of Pittsburgh, Fordham and Northwestern while the Temple project is not as flexible in program design. It can be noted that University of Pittsburgh, Fordham University and Northwestern University have a course for independent study, while Temple does not. In addition it is exhibited that the Temple project has two academic disciplines, English and mathematics, as an integral part of the doctoral program. The other projects leave academic concentrations to the discretion of the doctoral candidates.

However, the data further reveals that masters degree candidates are engaged in a program which is similar to the traditional education course. The data demonstrates that there are no distinct courses outlined for these candidates to take while they are completing their degrees. This is not to say that the candidates did not have the opportunity to select courses related to their professional interests, but it is observed that no delineations are made.

Most of the student participants at Wesleyan have taken or are in the process of taking some course(s) in education. All the students took courses in urban sociology and urban psychology.

All the projects have education courses and clinical experiences.

TABLE III

NUMBER OF STUDENTS INVOLVED IN SPECIFIC COURSES IN THE SELECTED TRIPLE T PROJECTS

Courses	University of Pittsburgh		Fordham University		Temple University		Northwestern University		Wesleyan University	
	Ph.D.	Ph.D.	Ph.D.	Ph.D.	Ph.D.	Ph.D.	Ph.D.	M.A.	Ph.D.	Non-degree
Independent Study	15	8	8	-	5	5	-	-	-	-
Urban Sociology	5	5	5	15	3	3	10			
Urban Psychology	3	5	5	15	3	3	10			
Educational Methodology	15	5	5	15	5	5	10			
English	10	-	-	8	-	-	-			
Mathematics	-	-	-	7	-	-	-			
Education	15	8	8	15	5	5	10			7
Clinical Experiences	15	8	8	15	5	5	10			10
Total number of students Interviewed	15	8	8	15	5	5	10			10

The data in Table 3 indicates that the community participants are the "instructors" in the project. It can be noted further that the project is administered by community participants, not university personnel.

Description of project related to course of study: The Wesleyan Triple T project conducts educational workshops in the inner city of Hartford, Connecticut. These workshops provide a service for the participating universities in the area and the Hartford Public School System. The "workshop" concept is the basis of the "course work," and the workshop is designed to incorporate personnel from the school system and the service agencies.

TABLE IV

RESPONSES FROM THE TRIPLE T PARTICIPANTS ON THE COMMONALITIES AND DIFFERENCES PERTAINING
TO EDUCATIONAL RESPONSIBILITIES
WESLEYAN UNIVERSITY

Responsibilities	Teachers	Community Representatives	Professors - Liberal Arts	Professors - Education
Teaching	5	15	-	3
Teacher Supervision	-	-	-	1
Clinical Experiences	5	15	-	3
Leadership Development	-	-	-	-
Educational Program Design	-	15	-	-
Coordinator University Activities	-	3	-	-
Pursuing Course of Study	5	-	-	3
Total Respondents	5	15	0	3

TABLE V

RESPONSES FROM THE TRIPLE T PARTICIPANTS ON THE COMMONALITIES AND DIFFERENCES PERTAINING
TO EDUCATIONAL RESPONSIBILITIES
NORTHWESTERN UNIVERSITY

Type of Educational Activity	Master of Arts Candidates	Community Representatives	Professors - Liberal Arts	Professors - Education
Teaching	10	-	3	3
Supervision	8	-	-	-
Clinical Experiences	10	8	-	-
Leadership Development	-	5	-	-
Educational Program Design	-	5	-	-
Coordinator of community or university activities	3	2	-	-
Pursuing Course of Study	10	-	-	-
Total Respondents	10	8	3	3

In Tables 4 and 5 it is exhibited that Third T doctoral candidates are engaged in teaching activities with some coordination in clinical experiences. In addition, it appears that the doctoral candidates are involved with pursuing a course of study which is related to teaching, supervision and/or clinical experiences. Tables 4 and 5 exhibit that professors from the university are engaged in teaching activities and in the doctoral program three professors are engaged in clinical experiences.

The data in Table 4 demonstrate that the urban Double T (Masters) candidates are involved in activities which were primarily under the supervision of themselves and community participants, with less supervision from the university personnel. Table 5 reveals further that the community participants are primarily designing the activities that are connected with clinical experience for the master's candidates.

Description of project related to course of study: At Northwestern there are two training programs, the doctoral program and the urban teacher training program. The doctoral candidates have the option to design or not to design their programs with an urban focus.

There are three core courses for all doctoral candidates which are offered through the School of Education. Upon the completion of these courses, the doctoral candidates select and design those courses and/or experiences which they believe are appropriate for their professional development. The project at Northwestern designed a summer orientation program which was conducted in District 25.

TABLE VI

RESPONSES FROM THE TRIPLE T PARTICIPANTS ON THE COMMONALITIES AND DIFFERENCES PERTAINING
TO EDUCATIONAL RESPONSIBILITIES
NORTHWESTERN UNIVERSITY

Types of Educational Activities	Doctoral Candidates	Community Representatives	Professors - Liberal Arts	Professors - Education
Teaching	3	-	3	3
Supervision	3	-	-	-
Clinical Experiences	8	15	-	3
Leadership Development	-	-	-	-
Educational Program Design	-	-	-	-
Coordinator of University Activities	-	-	-	-
Pursuing Course of Study	10	-	-	-
Total Respondents	10	15	3	3

Table 6 indicates the clinical experiences provide doctoral candidates with the opportunity to work independently and/or with some assistance from university and community personnel. Doctoral candidates are involved in teacher supervision while the professional staff is less involved. In a few instances it can be noted that doctoral candidates, professional staff and community representatives are engaged in the same activities and appear to share similar responsibilities, such as educational program design.

Description of the project related to course of study: The doctoral students are permitted to design an individualized doctoral program. They may elect courses in either education or liberal arts or both, which they feel are appropriate to the development of their professional competencies.

The doctoral program at the University of Pittsburgh operates on a dual basis: (1) a portion of the program is decentralized and has its own "faculty" and its own program of activities; (2) another portion of the program is centralized because, in addition to university faculty who participate in the Triple T, the doctoral candidates are utilized in an advisory capacity to assist the project director and serve as coordinators to the total program.

TABLE VII

RESPONSES FROM THE TRIPLE T PARTICIPANTS ON THE COMMONALITIES AND DIFFERENCES PERTAINING
TO EDUCATIONAL RESPONSIBILITIES
UNIVERSITY OF PITTSBURGH

Type of Educational activities	Doctoral Candidates	Community Representatives	Professors - Liberal Arts	Professors - Education
Teaching	15	-	3	3
Supervision	6	-	-	-
Clinical Experiences	10	3	3	2
Leadership Development	3	-	-	-
Educational Program Design	5	2	2	3
Coordinator of University Activities	5	4	-	3
Pursuing Course of Study	8			
Total Respondents	15	4	3	3
				25

The data show that the community is involved in coordinating activities for the university. It is further revealed that no doctoral candidates are involved in supervision, but more time is devoted to classroom teaching.

Table 7 also indicates that the program is more structured in terms of courses and activities in which the doctoral students are engaged.

Description of the project related to course of study: The clinicians have en bloc courses and a summer orientation program. During the academic year the clinicians have a regular classroom assignment in the Philadelphia Public Schools. Table 7 shows that the clinicians are involved in a project which is geared to teaching, with less emphasis placed upon training prospective personnel. It is further noted that a large portion of the doctoral students' time is devoted to clinical experiences which focus on activities for children. They also complete requirements for their academic concentration, in either mathematics or English, and complete the requirements from the School of Education which are applicable to the completion of the doctorate degree.

TABLE VIII

RESPONSES FROM THE TRIPLE T PARTICIPANTS ON THE COMMONALITIES AND DIFFERENCES PERTAINING
TO EDUCATIONAL RESPONSIBILITIES
TEMPLE UNIVERSITY

Type of Educational Activities	Doctoral Candidates	Community Representatives	Professors - Liberal Arts	Professors - Education
Teaching	15	2	2	3
Supervision	-	-	-	-
Clinical Experiences	15	8	3	3
Leadership Development	2	-	-	-
Educational Program Design	2	-	-	-
Coordinator of University Activities	4	2	-	-
Pursuing Course of Study	15	-	-	-
Total Respondents	15	8	3	3
				29
				80

The data in Table 8 shows that community participants are utilized to demonstrate experiences through teaching and clinical experiences. It is further noted that the professional staff is engaged in activities other than teaching, such as program design, coordination activities, and clinical experiences. The doctoral candidates, as revealed by the data, are engaged in comprehensive community activities while pursuing a course of study.

Description of the project related to course of study: There is no structured course of study for the doctoral candidates. Once candidates are nominated, elected and admitted into program, they organize their own doctoral programs under the umbrella of Triple T. Doctoral candidates are nominated and elected by the District 3 community board, then admitted into the Fordham University School of Education.

At Fordham the doctoral program is designed to concentrate on the professional development of the doctoral candidates as educational leaders. In 1969-70 the program was designed to include paraprofessionals, teachers, and community representatives, but the impact was shifted in the 1970-71 program to the doctoral student. The doctoral candidates already have an "expertise" when they are admitted into the doctoral program. They in turn provide two services to the university: (1) contact with the community which the university says it wants to serve, and (2) these individuals are awarded a doctorate which legitimizes the expertise which they bring to the program.

TABLE IX

RESPONSES FROM THE TRIPLE T PARTICIPANTS ON THE COMMONALITIES AND DIFFERENCES PERTAINING
TO EDUCATIONAL RESPONSIBILITIES
FORDHAM UNIVERSITY

Type of Educational Activities	Doctoral Candidates	Community Representatives	Professors - Liberal Arts	Professors - Education
Teaching	8	5	3	2
Supervision	6	-	-	-
Clinical Experiences	8	5	1	2
Leadership Development	8	-	-	-
Educational Program Design	5	-	3	2
Coordinator of University Activities	3	1	-	2
Pursuing Course of Study	8	-	-	-
Total Respondents	8	5	3	2

Table 9 exhibits participants who were respondents according to parity in this study.

Table 9 denotes the number of participants who were interviewed by the investigator. It is noted that community participants and doctoral candidates represent the largest number of respondents while university personnel and school personnel are less in number. Participants from school personnel was minimal in all the projects. No distinctions are made regarding their responsibilities in the projects.

TABLE X

RANK ORDER CORRELATION COEFFICIENT OF TRIPLE T PARTICIPANTS WAS A FUNCTION OF EFFECTIVENESS

Question	University of Pittsburgh	Fordham University	Temple University	Northwestern University	Wesleyan University
1. Working in Parity	6.5	6.0	3.5	9.0	6.0
2. Teaching at the University	6.5	7.5	9.0	7.0	9.0
3. Flexibility in Doctoral Program	2.0	5.0	5.0	4.0	10.0
4. Communication with professors in designing personal development programs	4.0	1.5	7.0	5.0	4.0
5. Instructional staff from community	8.0	7.5	6.0	10.0	6.0
6. Leadership development skills	5.0	1.5	8.0	2.5	3.0
7. Clinical experiences	3.0	3.5	1.0	2.5	1.0
8. Teaching in schools	10.0	10.0	10.0	8.0	8.0
9. Working in community agencies	9.0	9.0	2.0	6.0	6.0
10. Development of skills for institutional change	1.0	3.5	3.5	1.0	2.0

Question 3 required judgments of the degree to which Triple T students considered the programs effectiveness. In each of the programs (See tables 2-9), development of skills for institutional change was rated the most necessary. Although other ranks varied over programs, clinical experience was the second choice in all cases except Fordham. Categories receiving the lowest rating were Teaching in the University, Working in the Community Agencies, and Instructional Staff from Community.

Responses from the participants related to their experiences in Triple T (University of Pittsburgh): The investigator talked with a principal from one of the schools in the Pittsburgh Public Schools. His comments were in retrospect, because Triple T no longer had a major project in Manchester School where he was then principal. He will be principal of the Westinghouse High School in the Fall 1971, and Triple T is planning to implement a project there in mathematics.

He viewed Triple T as a program which could contribute to the development of curriculum materials for Westinghouse High School. This would be done with the commitment to train teachers who could be effective while working with Black students. The Triple T doctoral students would be provided the opportunity to "experiment" in the classroom setting with professors, parents, students, and others in parity, to design mathematics curricula. As the principal saw it, the "experimental class" would provide the clinical setting for an MAT in Mathematics with the responsibilities primarily under the auspices of Triple T doctoral students.

He thought that community input had been minimal in the Triple T program. He suggested that the community be involved during the conceptual stages, i. e., writing the proposal. He further stated that the school administration should select doctoral students to coordinate projects in the building in terms of what the candidate could contribute to the school. He was also very

concerned that participants in the school of education and the school of liberal arts should also be scrutinized and evaluated by the community before becoming involved in the school program.

One doctoral candidate defined his work as not formal course work, but core-discipline oriented. Upon the completion of his core discipline, he then has to demonstrate his competence in the area. Competency may be demonstrated in either a written exercise or an oral examination. Another described his doctoral work as non-directed, but a structured alternative which permitted him the opportunity to work with professional staff on some educational problem. Another doctoral candidate stated that the program did not provide an understanding of the urban inner city. The project did not reflect activities which addressed the inner city situation. It just operated isolated "projects" in the inner city, but Triple T does hit the target. Triple T is making little contribution to the inner city. This candidate further stated the program as it operates does utilize the talent within the program. He further stated that there were political, personal and professional entanglements which could prohibit the success of the program.

(Fordham University): The doctoral students are very pleased with the Triple T project. As previously stated most of the doctoral candidates already have positions of leadership when selected into the program. They feel the university is providing them with academic requirements and providing necessary clinical

experiences. One doctoral candidate organized a Bi-lingual Conference as part of the learning experience (note Appendix V), for which Triple T as a program establishes a basis.

A community representative saw several problems with Triple T:

1. There is no real "program" for the participants because they are doing what they could already do, and now through Triple T, the university is "legitimizing" their activities by awarding degrees.
2. The community representatives can take part in the program courses to 12 hours which are applicable towards a degree. Some participants, particularly resident participants, have to fend for themselves.
3. Triple T is an experimental program, and when the funds are cut off (he believes) the impact of Triple T will be gone also.

Another board member and community representative reported the major contribution which Triple T has made to Fordham University is the impact on the professors of education and the effects of education on the District 3 community. It has exposed the conservative educational staff regarding (1) the training curriculum for teachers and (2) courses and experiences related to the urban setting.

(Temple University): The community participants noted a number of items which they perceived to be positive aspects of Triple T:

1. They stated that the flexibilities in the training program were readily outstanding.
2. There are less stringent requirements for admission into the doctoral program.
3. The doctoral students (clinicians) seem to have a commitment to the educational concerns of the community.
4. The program is perceived by the community to be accountable to it.

The community participants established several goals for their participation in the project and the kinds of activities which they wanted the clinicians to be exposed to:

1. Know the educational needs of the community.
2. Know how some teachers managed to survive according to what they know when they come to an inner city school. (A participant stated that training institutions did not prepare teachers for inner city schools, but some of the teachers managed to "survive" despite the lack of training. These were the techniques that the

community wanted the clinicians to learn, to recognize, and to use in training teachers.

3. Be sensitive to the children's needs and seek community support in an attempt to meet those needs.

The clinicians at Temple University were recruited from throughout the country, and the Philadelphia Public School System. They said the Triple T program afforded these professional opportunities:

1. To work at all levels of the academic spectrum - elementary, secondary and college.
2. From the prospective of a student, it opened the door for one to do as much as one could about the problem of the inner city.
3. They stated that the strengths of the program were:
 - a. flexibility in selecting professors with whom to work as advisors.
 - b. participate with community representatives in various activities.
4. The clinicians agreed that the kinds of activities in which they were involved were beneficial to them for training teachers for the inner city schools.

5. The clinicians agreed that the most beneficial aspect of the program was the involvement from the community.

All the clinicians agreed that Triple T in its design of courses and field experiences created the opportunity to operationalize the educational theory into educational practice. One clinician noted that professors from liberal arts who conducted seminars "on site," were probably "taught" more than the doctoral candidates. Many of the clinicians had teaching experiences in the inner city setting prior to coming into the program. The professors on the other hand, had to make professional and personal readjustments and assessments of their roles as trainers of teachers.

The Triple T clinicians had some ideas about the effect of their program upon the total educational scene at the university. They commented that:

1. Many of the candidates view the program as a "missionary approach." They recognize that this program is only a small attempt to address the complicated educational situation in the inner city.
2. They feel that teacher personality or self-awareness is significant in his inter-relationship with students.
3. They feel that a teacher must have two other qualities:
 - a. must know his subject matter
 - b. know about the community and the children who

live there in order to be effective in inner city schools.

4. They are convinced that the actual classroom is where the expertise is developed for the teacher. In the classroom teachers learn to:
 - a. recognize problems, analyze them, then make decisions on them.
 - b. feel the situation for students through personal contact.

At Temple the clinicians expressed concerns about Triple T program.

The problems that they saw were:

1. The participating schools were reluctant to experiment with some of the ideas which the doctoral students wanted to try as a project effort.
2. Future funding was always tenuous, thus the effect of a program is viewed as such.

Other items which were of concern for the clinicians were:

1. Formal acceptance into graduate school. (At the time of the investigator's visit this was a major priority among the clinicians.)
2. Some mechanism to insure that the

communication gap among them could be lessened.

They had no way of knowing what was going on

in their various activities.

(Northwestern University): At Northwestern two training programs are in operation, one for the doctoral candidates and one for the urban teacher trainers. Many of the perceptions were gathered from the urban teacher trainers.

In District 25 the Master's Program (Double T) has support from the community. There are eight schools in the district participating in the program. The district has a community liaison representative and one teacher trainer in each of the various schools. The liaison representative reported that her task and responsibility are twofold: (1) to acquaint the community with the purpose of Triple T and (2) to involve the community from each of the various schools.

However, the community representatives created another role for themselves to develop a constituency to which the Triple T project is responsible. The community representatives established a council and they view their commitment to the program as:

1. Aiding the teacher trainer in each school with information which could be of service to the faculty or the children.
2. Aiding the university by providing clinical experiences

participated in the Triple T project?

Because most of the participants in the project are either community representatives from local community agencies or students, many of the responses are similar, but provocative enough to note how these residents want more from the universities in terms of training teachers for the inner city schools of Hartford.

Community representative: Triple T is just here; is giving information. That is better than none. These people come to agencies to learn. They would not have the opportunity to do so.

Community representative: I learned about Triple T by word of mouth. I became a participant in conjunction with the Connecticut State Employment Agency where I am a job developer.

Student Teacher from Eastern Connecticut State: I learned about Triple T because the university offered the Triple T experience as part of student teaching. Before then the experience was not a part of the teaching experience. I had not had courses prior to teaching in the inner city. Any course relevant to the inner city depends upon the professor, some include information while others don't.

One community representative thought that Triple T as a program is one step in the right direction. She indicated further that the direction is to get teachers and the community to broaden communications together, for future

for the students who wish to participate in a project in the inner city.

One doctoral candidate reported that he enjoyed the flexibility of the program. It provided him the latitude to design his own program which he thought was different from the traditional program, where everything was decided for you. He conveyed that his program had no relationship with the inner city, but he felt competent to train teachers in an academic setting. He stated emphatically that he did not feel competent to train teachers for the inner city school setting.

Another candidate stated that he had participated in the summer orientation program. He designed his program to include this experience. He said that he learned that much of the material which he had read by writers, Black and white, was not discussed or found in the inner city.

(Wesleyan University): This project, as previously stated, is not designed to train doctoral candidates, but to concentrate upon the preparation of teachers. Thus, the investigator had to reorganize the interview schedule to elicit responses which would be appropriate for that project. The responses to the questions were to obtain the following:

1. What was Triple T providing in training for the Hartford inner city community?
2. What was the role of the universities which

teachers need to know the atmosphere and conditions of the inner city. The representative stated further, in discussing a workshop, the keynote speaker was stimulating. However, in summarizing the workshop, she thought it was a stereotypic setting for individuals to cluster and make "nice" comments. It should be created to permit a freer flow of conversation. The meeting created a somewhat "phoney" atmosphere because it is in the ghetto, but not of the ghetto. An important segment of the program should be on the streets which is not seen in workshop setting.

Another community representative reported that she learned about Triple T from another community resident. She was informed that the project was designed to help teachers relate better to the children in inner city schools. She further stated that teachers and professors need intense sensitivity for our kids. They have too many personal "hang ups" about our kids. They need to learn about the history and culture so they can help them.

A third community representative stated that, "my agency is a service to the Hartford Community, and teachers ought to know how we can help them. My agency sponsored my taking part in this workshop."

Summary

The responses regarding the differences in the Triple T program are:

1. the inclusion of urban clinical experiences,

2. the courses which reflect relevance for urban problems.

The degree to which these activities are pursued by the participants is determined by their personal interests, of the students in the projects.

As a national priority, the Triple T projects are to design alternative models for obtaining the doctorate. It was anticipated that institutions of higher education can replicate these models. It was learned that several kinds of activities which would be exemplary of educational leadership development were not in the Triple T projects.

1. Educational theory: With assistance and guidance from the university staff, the Triple T projects could create the arena for the candidates to do some of the following activities:
 - a. plan and conduct seminars as teaching assistants at the university or in the clinical situation.
 - b. study pedagogy and redefine it so that it is more indicative of the inner city community.
2. Educational practice: With assistance and guidance from the university staff the Triple T projects could create the arena for the students to do some of the following activities:

- a. supervise a project in the field for which the activities would be planned, organized and administered by the doctoral candidate(s).
- b. assume leadership roles as an integral part of the doctoral program.

All of the Triple T programs have clinical experiences, sometimes referred to as field experience, field work or community involvement. The intent is that the doctoral candidates have a segment of their doctoral program devoted to interaction with community residents in a clinical situation. The amount of time devoted to components varies within each project. The type of activities and/or responsibilities vary also. However, in some of the projects, there remains the option of the doctoral candidates to include these experiences in their course of study.

All the data point out that liberal arts professors and professors of education demonstrate a wide variability of activity among the projects.

Too often teacher training programs leave the teachers with a lack of effective educational skills, and false, rigid values which are not applicable to the culture of the children who reside in the inner cities. It has been delineated that higher education, particularly in teacher education, must incorporate into the area of a training curriculum, educational criteria which addresses the circumstances of low income children. Much has been proposed in terms of programs and projects. However, a breakdown in this occurs

in evaluating the effectiveness of the goals and objectives of those programs and subsequent implementation. Thus, this "trial and error" approach must be viewed into social context. Programs attempt to alleviate problems which have developed through years of educational and social neglect.

In concept, Triple T may provide an exemplary model for the utilization of professional and nonprofessional individuals who are directly involved in the process of teacher education as it relates to contemporary educational needs. However, it lacks the implementation and support within the universities for substantial gains in urban areas.

CHAPTER V

SUMMARY

This chapter consists of a summary of the selected Triple T projects with conclusions and recommendations relative to those projects.

Summary

The synopsis and proposals of the selected Triple T projects suggest strategies for change in the preparation of teachers, teacher trainers, and trainers of teacher trainers. Educational changes are to be explored and implemented as traditionally defined, then it is a logical step to begin a reassessment of educational goals at the college and university levels.

The clinical questions were designed to obtain data about the projects from the participants as to what the program provided for the development of these leaders. The investigation, as previously stated, is concerned with how the Third T participants contribute to the development of urban educational leaders. As such, this study was conducted to assess the extent to which the Triple T projects established models for leadership development. A summation of each project reveal the following information.

University of Pittsburgh

The structure of the program provides the doctoral candidates the opportunity to pursue an individualized course of study. As a result, the candidates divided themselves into groups, those who elected to confine themselves to activities and academic work at the university and those who were more involved in clinical situations while completing their courses of study at the university.

Professors in English, (Third T), were engaged in the clinical experiences of the project at least once a week, some of these were in the "field" with the doctoral candidates. They admitted that inconsistencies between what was taught at the university and what was taught in the classroom were apparent. Yet, no provisions had been established which addressed this educational issue, nor do any seem to be in the offing. It is axiomatic that urban educational leaders should be knowledgeable in educational pedagogy. Yet, it is further projected that these leaders will be able to apply the educational practice that is predicated on educational theory, but appropriate to urban situations, however, again, there was nothing being done to make this bridge.

The doctoral candidates were pleased that they could design an individualized doctoral program. Yet, some candidates experienced difficulty in getting their programs "accepted" and "accredited" in order to finalize the

prerequisites for the doctorate degree. Because of the individualized nature of the doctoral program, some of the candidates devised their own evaluation of their professional competence (See Appendix II). However, the candidates were concerned about the acceptability of their doctoral programs irrespective of the nature of their individualized programs.

Northwestern University

Northwestern University has two training programs. Each operates independently of the other, with little apparent coordination between the two programs. It was learned that the doctoral students could work with the urban teacher trainers. However, the activities of the doctoral candidates were not structured to include the urban teacher training programs as an integral part of his professional training or his doctoral program. The doctoral program was not designed to relate to the urban educational problem, but was designed to do "something" which was unclear. The doctoral candidates had to construct their programs to include activities, course work, and so on, for the development of urban educational personnel.

Temple University

In the project at Temple University the clinicians are working in two directions. Programmatic cooperation is visible at all levels of participation. Professors (Third T) from the university conduct "on site" seminars for the

clinicians as a part of their doctoral study in the schools where the clinicians are assigned. The clinicians, in cooperation with the Philadelphia Public Schools, have a classroom assignment. The community participants and the clinicians plan, coordinate and implement "mini-projects" in the school and in the participating communities. Because the community participants are committed to the Triple T concept, they provided "credability and acceptance" of the project within the two participating communities. However, it was observed that there was not an apparent mechanism in the program to "bridge" the gap between the academic program and clinical application. The activities are conducted in the clinical setting by the clinicians and community participants while the academic part of the program is conducted by the university with little correlation among them.

Fordham University

The strength of the Triple T project at Fordham lies in its cooperation with the District 3 community. As a major goal this project attempts to find ways in which community residents, school personnel and university staff can work together in improving urban education. The specific goal is to assist inner city staff in modernizing the preparation of those who teach in urban schools.

The participation from Third T has not been clearly defined, except through their interaction with the community residents.

Some of the programmatic effects of the Triple T project can be noted by the creation of an Urban Studies Program. Some of the courses were designed under the influence of the Triple T project, and incorporated as an integral part of the university course offerings.

The Triple T candidates, as previously stated came to the university with "expertise." Because of the nature of the program, the Triple T candidates in turn help the university legitimize it to the community. The university is very amenable to working with District 3 as defined by Triple T. It was observed that the project suffers from the effects of all federally funded projects - longevity of existence. Thus, the Triple T project now provides the basis for mutual cooperation; however, without continuous fundings or institutionalization of the concept, the activities could be determined by the life of the project.

Wesleyan University

The Triple T project in Hartford is the vehicle through which the inner city community has the opportunity to be involved in a program structured to assist the university in the preparation of inner city teachers. The participants are parents or agency representatives who possess insight into what some of the problems may be in urban teacher preparation and what some of the solutions may be in urban teacher preparation. The presence of these community people serve a twofold purpose: (1) to discuss with university personnel and school officials strategies which could be instrumental for change in teacher training,

(2) to "teach" teacher trainers what they should about how the inner city affects the children's learning.

Conclusions

Impact of Triple T on the "gatekeepers" of Education (Third T)

As a program, Triple T was funded to create an educational paradigm which would affect the "gatekeepers" of education in colleges and universities and the process of teacher education. It was projected that the models would utilize theory of the academicians while the educational practice would be planned, organized and implemented by educators, school administrators and interested community participants who would ultimately apply it to urban situations.

The concept of the program establishes a unique opportunity for developing educational alternatives for the preparation of teachers. Implicit in the concept is that with the improvement of teacher educators the quality of many teachers and other personnel will improve. Nowhere is there more educational negligence on the part of educational institutions than in the urban inner city schools (Note Chapter I).

Our colleges and universities are not about to initiate any changes which would jeopardize the social, political or economical positions they hold, especially as these institutions relate to the inner city population and schools. Instead these institutions are more inclined to manage programs that do "some-

thing" about schools and the community they serve as shown in Chapters I and II which describe the relationship between the inner city community and educational institutions.

Initially, this investigation was to include guidelines for personnel development for urban schools. It was discovered that Educational Policies Commission (1965), Roaden (1969), Rivein (1965) and others have proposed and reiterated guidelines for training urban personnel which are accessible to professional educators; however, it was further learned that these guidelines have been ignored by colleges and universities (See Chapters I and II).

Institutional change is difficult to measure, however the investigation revealed the following regarding the projects used in this study with specific reference for urban low-income communities:

1. New courses were offered at the university which were to be reflective of urban educational situations.
2. Professors from the liberal arts and professors of education did work together within the confines of the Triple T project which suggest a break in academic isolation, which is inherent within colleges and universities.
3. Cooperation as defined by the program guidelines did exist among the parity groups.

4. On site seminars were conducted for doctoral candidates by professors from either the school of education or the school of liberal arts for the candidates. It is hoped that these professors will incorporate into their regular classroom instruction information necessary to the preparation of prospective teachers.
5. Professors from the school of education or the school of liberal arts are involved in clinical experiences.

However, investigation further revealed that:

1. Triple T operates a program, exclusive of the rest of the university. It is a federally funded project with its own operational criteria; therefore there is no "need" to make comprehensive changes within the university as they are important to the project.
2. Professors who are concerned about the preparation of prospective teachers participate with the Triple T project. Yet, the professors do not develop a mechanism in the design of the project to bridge the disparity between the traditional educational training and the demand for educational practice which could address some of the needs of the urban community.

Example: A professor of English who participated with Triple T spent at least one day in the field with Triple T candidates. He admitted that he did not know what to teach prospective teachers for an inner city school situation and did not know where to find a professional solution to his dilemma.

3. Some of the courses and clinical experiences were unique to Triple T programs. However, it was anticipated that some of these courses and clinical experiences would become integral parts of the university curriculum.
4. The concept of parity, although an admirable one, breaks down in implementation within the academic atmosphere of the university and the atmosphere of the inner city community. The university is in command of the program and the activities related to obtaining a doctoral degree. Community participation or community involvement is nebulous. The degree of participation varies among the projects. Who or what a representative community person is is never clear. In some cases community representatives are school personnel, college professors or grass root individuals.

5. The major activities of the Triple T doctoral candidates were not to develop an educational leader who could assume the responsibility of designing and administering a training program to train prospective teachers. The activities were somewhat restricted to the classroom situation, more clearly a gloried MAT program.
6. There was a breakdown in the projects as it relates to the Third T. If the Third T is to influence the established academicians to renegotiate and/or redesign their teaching, to make it more relevant to the social needs of education, then little, if any is done within the programs to accomplish this goal. If the Third T is an emphasis to prepare doctoral candidates, who would ultimately become the "gatekeepers of education" then again little relationship between the academic programs and their application to urban inner cities could be identified by the investigator. If Triple T is designed to "experiment" with the concept of parity in designing a more effective teacher training program, then these projects could be prototypes. However, Triple T is only a concept which contains inherent contradictions, particularly for urban education. No

strategies for implementing techniques and approaches on how the "gatekeepers of education" could be instrumental in the preparation of future teachers were defined.

Recommendations for Triple T

The investigator was motivated to study Triple T because it contains all the necessary elements applicable to the training of teachers. The concept of parity among the concerned and interested educators provides the situation for the development of a training model which addresses the needs of the inner city.

It was discovered that:

1. The Triple T training project should include some vehicle for Third T to concern themselves with training individuals to be educational leaders, and leaders who can redefine the existing educational structure to address the preparation of personnel for urban inner city schools.
2. Triple T as a training program should include:
 - a. More services to the inner city community.
Presently the only service to the community is to include "participants" in a program as determined by the guidelines.

- b. A Triple T project should "adopt" a school as a model for educational leadership in the project and make university resources available to that school and community, student teachers, MAT, doctoral candidates.
 - c. Redefine the role of instructor so that individuals who are more closely associated with the problem can teach.
3. Third T participants are involved in the projects only to the extent that the USOE guidelines request. If professors from the liberal arts are to be included, they should become an integral part of training programs and participate in the activities which are provided for the doctoral candidates.
4. Efforts should be planned to devise a mechanism for the application of educational practice to address urban inner city needs. As of now, all the projects have minimal vehicles to bridge the disparity between educational theory and educational practice.

5. Universities must become more accountable to the inner city community if they continue to receive funds for programs designed for urban inner city schools. Universities (the Third T) are not the educational experts on the inner city. The "experts" are in public schools and community agencies, not the university. These individuals explain to the university staff the inconsistencies which they continue to perpetuate in archaic training programs and then school systems and school communities must set up projects and programs to ameliorate the ill-prepared teachers and administrators who are graduated from the universities.
6. A mechanism should be developed so that a "cyclical design" for leadership can be implemented, and as university funds are depleted, community leaders can carry on the mandate of the project. Ultimately, universities needing to develop "expertise" on urban problems would best go to the experts who work in, reside in, and know the inner city.

7. To dispel anxiety of the doctoral students about the degree program, clear specifications for the candidates would eliminate last minute discrepancies.
8. USOE should consider not funding universities, but some other "agency" which would be given the responsibility of urban leadership development programs.
 - a. A community in a certain school district knows intimately the problems of that area and could provide alternative arenas for the development of educational personnel.
 - b. Laboratory school under auspices of a community group using the university as a resource could assume leadership role for:
 1. Training teachers, undergraduates, MATs
 2. Developing curriculum
 3. Utilizing educational auxiliary personnel
 4. Utilizing the expertise of community coordinators
 5. Utilizing leaders from community in decision making roles.

If Triple T is a program which emphasizes leadership development, it should include opportunities to do the following:

1. Know about the procedures for experiences with educational decision making, state legislature, school boards, and graduate faculty within a university.
2. Know from first hand experience the operations associated with the national Triple T office and the field projects.
3. Know the function and responsibility of the university as they relate to a federal project and on urban communities.

Academia is still regarded as a separate entity even in Triple T. Advanced study for further knowledge of the discipline with no process of implementing how the academia is applicable to the training of inner city teachers is not enough. Triple T is another training program which has the potential to influence the citadel of learning to become more aware of the educational needs of society.

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APPENDIX I

INTERVIEW SCHEDULE

1. What is Triple T doing to prepare you to train other teachers to work with low-income children?

Courses, clinical experiences.

2. What opportunity do you have with professors at the School of Education or Liberal Arts? From which is basis of program?

3. What is done with the school system re Triple T?

- a. Community

- b. Teachers

- c. Students

4. Define your role in Triple T? Responsibility.

- a. What does the program provide which was not available in other programs.

- b. What is leadership capacity?

5. What are the supportive services in terms of human resources, technology, made available to you?

6. What demonstration do you have for institutional change?

- a. Faculty members

- b. Courses as part of the teacher education program

- c. Clinical experiences

1. What is the purpose of the workshop?
How are experiences relative to colleges?
2. Who is the program geared to?
3. How do professors participate from
 - a. Liberal Arts
 - b. School of Education
 - c. Community
 - d. School system
4. Explain the concept of parity.
5. Define how parity is relative to Triple T.
6. Evaluate Triple T:
 - a. Is it effective for teachers, professors, community, etc.
 - b. Training individuals on doctoral level

APPENDIX II

ANNOUNCEMENT AND PROSPECTUS OF
THE TTT

TRAINING THE TEACHERS OF TEACHERS
and Related Educational Personnel

The Triple T Project, sponsored by the U. S. Office of Education, encourages elementary and secondary schools and institutions of higher education to work together in developing programs designed to improve the training of teachers of teachers and certain related educational personnel. The triple T rests on the assumption that improved preparation of teachers is our most basic educational need. An estimated \$600,000 will be used for the first stage of this project, which began in 1967 and will conclude on or before May 1, 1968.

Between January and March of this year, over 600 Triple T task force members met at four different national conferences to determine the scope and goals of the TTT. Sixty-four teams were formed and each was made responsible for designing a separate program of coordinated multi-level teacher preparation in the broadest sense. Such programs-to-be include the preparation of teachers of teachers for the colleges and universities, for the schools, and at either the pre-service or in-service level, or both.

The central purpose of the project is to test the hypothesis that the schools of this country can combine on equal terms with the colleges and universities to create viable programs for training teachers of teachers, whether experienced school personnel, graduate students, or teacher-aides (or other preprofessionals). etc. The TTT assumes and defends the necessity for subject matter competency and insists that the academic and professional disciplines demonstrate, in conjunction with the schools, exactly how each discipline can help to educate the wide variety of children in the nation's diverse schools.

The TTT is a response to the conviction that educational programs in the schools should have relevance for all for all the students enrolled. A second conviction is that the preparation of teachers for such programs can best be conducted only after systematic, joint planning among all those concerned with their training: the professors at colleges and universities (liberal arts and education) as well as the teachers in the schools. Beginning with the academic year 1969-70, the Office of Education expects to be able to support many programs of high quality which stem from such joint planning and which offer promise that the required combination of talents and resources will be made available.

The Triple T team members who have been assembled to design training projects are quite purposely drawn from all sectors of education: the schools and the academic and professional disciplines and the communities they serve. Each team has the following responsibilities: to design the means for accurately assessing local needs and to assign priorities to these needs; to relate these needs, when appropriate, to national needs; to select the clientele to be served; to determine available and required resources; and to outline the logistics of ordering and carrying out the proposed program. The mandate for each project is clear: each team is to assemble the professionals and create the devices that will bring together - in parity - the schools and the whole university in order to coordinate the several components involved in the training of educational personnel.

The four conferences (held at the University of Georgia, Hunter College (CUNY), Michigan State University and the University of California at Los Angeles) were the means by which the TTT was launched and the concept given national visibility. Between March 1 and May 1 the teams are developing their projects with such assistance as they may wish to obtain by arrangement with the host institution. Team membership is flexible and may change as the project evolves.

The 64 teams were originally selected on the basis of information and experience available to the U. S. Office of Education with help from national consultants who met in Atlanta, Georgia, on December 7, 1967. The teams were identified as being located in places where strong programs for training the teachers of teachers are both possible and probable and also where strong opportunity exists to involve the schools in tandem with the colleges and universities. Similar opportunities exist for other groups or teams to submit proposals under the Education Professions Development Act, the deadline for which is June 1, 1968.

In the formation of the Triple T teams, emphasis was placed upon the selection of effective agents of change, viz., individuals who have the power and the willingness to bring into being new forces for preparing teachers (or for retraining them), new relationships among the institutions preparing them (schools and colleges), and such new procedures as are required to bring this about. Consideration has been given to the fact that change may be difficult to engineer and that each team and its project must find its own way.

The guiding spirit has been the TTT National Advisory Committee, a group of distinguished leaders from the educational community, acting as consultants to the U. S. Office of Education. In addition to setting the basic strategies, this national group is responsible for recommending TTT projects which appear to be most appropriate in terms of this prospectus. Teams whose projects are recommended in this fashion will be encouraged to submit a proposal for the program they have designed for the preparation of teachers of teachers. Such

a proposal could then be submitted to the Office of Education and, if subsequently recommended for support by the regular panel of outside consultants, would be funded under the Education Professions Development Act.

Generally, proposed programs would be held during the academic year 1969-70, or some part thereof; some may begin the preceding summer. It is anticipated that programs of particular excellence may well be continued for more than one year. Successful proposals, approved by the Office, will be announced next fall (1968), in time to make arrangements for conducting a program the following year and in time to recruit the participants.

APPENDIX III

TTT Project: 1970-71

Name of Grantee: University of Pittsburgh
Address of Grantee (City and State): Pittsburgh, Pennsylvania
Title of Project: Staff and Project Development Project:
Education and English

Name, Address and Telephone No. of Director:

Dr. John A. Guthrie
Associate Professor of Counselor
Education
922 Schenley Hall
University of Pittsburgh
Pittsburgh, Pennsylvania 15213
(412) 621-3500 x6345

The University of Pittsburgh TTT Project is a rather broad and complex project that attempts to integrate many goals and components within one articulated program structure. Close interaction and cooperation among parts of the project is designed so that each component can both enhance and be enhanced by other components. The description that follows will only briefly sketch the major aspects of the project.

Dimension of Training

The University of Pittsburgh Project brings together:

The Disciplines

The School of Education

The School Districts

The Community

The Trainees

for the mutual development and operation of an integrated set of training programs for Training Trainers of Teachers (Doctoral) Training Teacher Interns (M.A.T.) Training Undergraduate Teachers (SRV-Prof. Yr.) Training Preprofessional Personnel (Pre Bacg.) In-service training of Teachers (Post certification)

Conditions of Training

All programs and components within the TTT Project are conducted on a residence basis, i.e. they begin in September and are operated from 8 am. to 5 pm. five days a week, for the full year. Programs are not built from courses or credits, but, rather, staff and students work and study together on an ungraded, continuous progress basis during the full period of residence.

The TTT Project is decentralized in that each program has its own faculty that is responsible for development and management of all functions and activities that affect students within that program. This core faculty for each program consists of a program coordinator and a member from the disciplines, three departments in education and a field coordination staff member.

The project is centralized in that all faculty, in addition to serving as core faculty for one particular program, also serve as

adjunct faculty to the other programs. In order to facilitate this cross program articulation one faculty member from each curricular area serves as coordinator of all staff activity for his area across all programs. These curricular area coordinators, the program coordinators and the director and associate director serve as a general administrative staff responsible for overall development and management of training functions.

Training Situations

The Pittsburgh TTT Project has a heavy emphasis on pre and inservice training done in schools. For this reason a minimum of sixty percent of all project time is organized around groups of faculty, students at all levels, from doctoral to pre-professional, and school district and community personnel functioning as training teams in seven school district training sites. These sites were developed to provide the project with examples of the wide gamut of situations for which teachers must be trained. They include two inner city districts, three different types of suburban, rural, exurban districts as well as a residential Youth Development Center and a parochial school. Focus is on development of training designs processes and materials for each of these specific situations approximately three days each week and emphasis is on general development and cross situation stimulation and cooperation and the other two days.

Regional Teacher Training Development

The primary emphasis of TTT is on the development of personnel and programs for training the trainers of teacher. Because of this the preceding aspects of the program have their immediate payoff locally and on a larger scale are seen as a sort of varied laboratory for the development of teacher trainers and teacher training programs, of a more general nature. For this reason, the primary emphasis in the Pittsburgh TTT Project is on the doctoral level program. This program is designed to train teacher trainers and to have an impact on the development of teacher training programs. This is accomplished through the direct input of teams of these doctoral students back into programs and through joint ventures undertaken by the teams of doctoral trainees, the Pittsburgh TTT Project and the teacher training programs with which the teams are affiliated.

In 1970-71 the University of Pittsburgh TTT Project has recruited teams of teacher trainers and has develop joint intern project activities with five regional teacher training consortia or projects. These include:

- A. Greece Central School District, N.Y., State University of New York at Brockport, New York
- B. Cleveland State University, Ohio, Cleveland Public Schools, Ohio
- C. Texas Southern University, Texas, Houston Central School District, Texas
- D. San Diego County School District, Calif., San Diego State College, Calif, Grossmont School District, Calif.
- E. Berkeley Unified Schools, Calif., University of California at Berkeley, Calif.

The Project has jointly recruited and is training teams of personnel from each of the above as well as conducting joint planning conferences, workshops and inter project visitations and consultations with each of team. The Greece-Brocksport-Rochester Project, which has been working with the Pitt Project for two years, consists of extensive inter-project activity, a groups of fifteen personnel on leave from there to Pitt or back in their program after having completed a year at Pitt in addition to a fully operational, innovative, teacher training project modeled after the TTT design.

The doctoral program design is worth a note here. It is a residential program the emphasizes block scheduling, small group and individualized activities, team recruitment and team development, a broad curriculum of experiences designed specifically to prepare personnel prepared in training and program development functions and a heavy emphasis on double practicum experiences working with faculty in the varied field sites and in the M.A.T., Professional Year and Preprofessional programs.

TTT Project: 1970-71

Name of Grantee: Fordham University

Address of Grantee (City and State): New York, New York

Title of Project: Urban Education

Name, Address and Telephone No. of Director:

Dr. Madelon Stent
Associate Professor of Education
Fordham University at Lincoln Center
113 West 60th Street
New York, New York 10023
(212) 956-6307

"The schools don't know Puerto Ricans exist..."

"We ain't got no faith in the whole establishment of professors! What have they ever done, anyway?..."

"Liberal Arts...? What you mean IS...learn all those things so you won't have to think about life here in the ghetto!...."

These comments are typical of what the Fordham University School of Education encountered when it first approached the community in its endeavor to solicit its cooperation in developing the TTT Project.

It soon became apparent that one of the major sources of difficulties which confront urban schools arises from the increasing number of parents and communities that have lost faith in the schools' ability to educate their children. If we are to develop new ways of preparing teachers for urban schools, we need new ways of training teachers (T), teaching supervisors and school principals (TT), as well as the graduate professors in liberal arts and education, the superintendents, deans and makers of policy in education (TTT).

In New York City today, educational reform and change has already led to confrontations between the producers as teachers and teacher trainers and the consumer as community. Decentralization, as now mandated locally, is essentially an administrative reform with the major responsibility for the running of the schools moving from a central bureaucracy and its depersonalization of decision making and inflexibility to local boards. The consumers, by and large, are still urgent in demands for community control and accountability, whereby school districts will not be responsible to any one establishment for supervision, quality control, curriculum development and standards for the deployment of teachers, principals, and administrators.

This project involves educational reform and change which is relevant and palatable to all groups in that responsibility is assumed on a parity basis by

the proponents of central control or decentralization (largely school administrators, district superintendents, the union and teachers), as well as the proponents of community control (largely the majority consumers of educational services: blacks and Spanish-speaking peoples). This project also involves Fordham University at Lincoln Center, as represented by the liberal arts disciplines in which future teachers and educators spend considerable time, and by the teacher trainers from professional education, with the consumer community in planning for a fundamental workable program which will be more in touch with the knowledge of social complexities and realities of life in New York City and other developing urban centers.

In this project, the Liberal Arts faculty, the School of Education faculty, the public school personnel, and the members of community groups, working together, will:

1. Involve the community and the community corporations in the preparation of teacher education programs. This is done through a Policy Committee which has representatives from the community, liberal arts, professional education, and the schools.
2. Provide career opportunities whereby people from the community can be prepared academically as well as professionally to play increasingly responsible roles in education.
- *3. Give the faculties of the Liberal Arts College and of the School of Education firsthand experience in working in the schools and community, while, at the same time, giving members of the school faculties and community action groups opportunities to work meaningfully with Fordham University students and faculty.
- *4. Utilize the expertise and skills of community leaders having the necessary qualifications for university employment, and nominated by these committees as part time faculty or as consultants.

5. Use two public schools and a high school as the bases for training apprentice teachers and the trainers of teachers.
6. Use paraprofessionals, apprentice teachers and newly appointed teachers as the laboratory groups to help develop and implement new ways of preparing teachers.
7. Develop new graduate programs for experienced teachers and potential leaders in urban education.

Eighty teachers and trainers of teachers were selected during the first year of the pilot project. These eighty were selected so that the group included both some who were already committed to improving ghetto education and others who had demonstrated no such concern. Similarly, the group included those who were actively involved in working with teachers and prospective teachers, as well as those who were unaware of the role they were playing in the education of teachers and prospective teachers. This included twenty paraprofessional teachers in classrooms with apprentice teachers. Fordham University selected twenty faculty members from its professional education and liberal arts faculty. The Assistant Superintendent of one school district, in consultation with the faculties of the schools and the Day Care Center involved in the programs, selected twenty teachers and administrative personnel who were directly involved in the training of teachers in their schools. Twenty highly qualified community leaders were also selected by their community corporations to enter the program who were committed to urban education and aspired to leadership positions in this field.

These trainers of teachers met once weekly in a series of seminar type workshops. They also devoted one afternoon weekly to direct community and business experiences such as the community-run narcotic center and major publishing houses. These experiences were designed to give participants an understanding of the nature, culture, problems and ambitions of the community, as well

as the operational and educational programs of major businesses within the urban area. It is expected that through increased understanding of the influences on education in an urban area, the four cooperating groups of liberal arts, education, schools, and community will be better equipped to determine the role of the university and the schools in aiding the community to reach its goals.

One student, principal of a junior high school in New York City, did his field work at a Narcotics Addiction and Research Center. He was able to cull enough ideas, material and knowledge about the techniques and skills used in training people in drug education to set up a program for teacher education on the drug problem in his own school. A member of the university faculty, involved in teacher education had a series of meetings with the P.T.A. president in one school. This person developed new insights, group process skills, and understandings of the depth of community concern through these talks.

The curriculum for all phases of the training program is determined by the TTE Policy Committee in consultation with Fordham University School of Education Curriculum Committee and the Liberal Arts faculty. The instructional personnel for this program is drawn, insofar as it is possible, from members of the community of District No. 5.

UNIVERSITY IN SCHOOL-COMMUNITY PROGRAM

In order to extend the influence of university level experts (arts and science; School of Education) to the schools as teacher trainers and at the same time to give the university based professionals opportunities to gain insights based on direct contact with the schools for which they are training teachers, it is planned to release ten staff members of the university, five from its Liberal Arts faculty and five from its School of Education, half time so that they may:

1. Teach in the elementary and secondary schools of District 5;
2. Meet with parents, and/or community members in school or community

agencies to confer on problems of teaching individual children or groups of children.

3. Conduct workshops with adults in subject matter areas in which interest has been expressed and which the university people are experts.
4. Change their behavior and develop insights into, and understanding of the problems of the schools and the aspirations of parents living in the ghetto community.

In addition, five carefully selected and experienced teacher trainers and assistant principals who have a multiplier effect in terms of influence and teacher-parent-community involvement will be released half time from their school responsibilities in order to:

1. Take part in the training program of TTT as stated in the TTT seminars.
2. In part replace those faculty members who are teaching in schools and fill the role of a Trainer of Teachers of Teachers within the University, or serve as supervisors of Apprentice Teachers and Beginning Teachers.
3. Take a meaningful part in university-faculty activities by meeting on a regular basis with the deans and departmental chairmen.

Also, five carefully selected community leaders who are nominated by the community corporations and, having the necessary qualifications for university employment, will either be appointed as part time members of the university staff or will be engaged as consultants. They will also take part in the training program of TTT and in the TTT seminars. The purposes of these activities are to bring about a meaningful change in the behavior patterns of the trainers of teacher trainers and increased understanding and communication by the community of the total training process.

In the second phase of the program, the University will also move a portion of its teacher training activity to the schools, where it is intended to create a vehicle for teacher training, attitude change, and community involvement

in the schools of District 5. The vehicle will be the University-Community-School
140
Teacher Training Seminars. Their goals will be to influence student teachers in
the District by a planned process of interpersonal communication and a carefully
thought out exchange of ideas and experiences. In addition, it is intended,
under appropriate leadership, to lead the student teacher to look at himself, the
community, the school in an open, non-threatening way in order to clarify and
strengthen his professional and personal concepts and attitudes toward the
pupils, school, and the community it serves.

The basic team-teaching leadership cadre of the seminars will include a
liberal arts member, who may be charged with the specific problem or subject
being discussed at a particular time; the seminar coordinator, who will be chosen
from the School of Education, a cooperating teacher chosen from a school in District
5, and an elected community or parent representative. As the need arises, other
school personnel such as assistant principals, paraprofessionals, etc. may be
invited to attend. It is expected that the basic cadre will plan together before
each seminar session. All participants will analyze educational strategies and
problems and seek solutions for them, always operating on the basis that healthy
understandings and attitudes among the different participants must underlie any
worthwhile solution to an educational problem.

If evaluation of this activity indicates that it strengthens the preparation
of student teachers, steps will be taken to make it an integral part of Fordham's
teacher training program.

School and parent participants will receive stipends for time devoted to
the seminars.

SUMMER INSTITUTES - 1971

Two of the TET seminars, Cooperative Workshop for Community, Teachers and
University Faculty and Workshop for the Planning of Courses employing Paraprofessionals,
given during the first year of the project and which will be repeated with
a second group of participants in the second year, has a two-fold purpose. Their

first aim was to explore ways of opening communications and establishing more 141 meaningful interpersonal relationships among the three groups represented in the seminar, the University, the schools and the community. Secondly, it was hoped that models could be developed that would establish more precisely the role of the paraprofessional in the school of tomorrow, and point out more clearly the roles of the University, the school and the community in developing new procedures for preparing new teachers for our schools. (Already there is evidence that the research of one parity class group has stimulated a highly successful regional conference on Bilingual Education, and the School of Education is planning a bilingual sequence. A correlary program has also been developed and funded which will provide Spanish speaking teachers as trainers of other teachers to work in bilingual education.)

It is essential that the results of the work of these two seminars be brought together, examined, evaluated, and developed into systems that can be used in programs of teacher education. This will be the function of the summer institute. The participants of this institute will be members selected from all of the participants of the two seminars. It is intended in this way to enhance the multiplier effect planned to be a part of the seminars.

In the third phase of the project, the School of Education and the Graduate School of Arts and Sciences will plan joint doctoral programs in those areas identified as growing out of man's relationship to his social environment and the processes of modernization and change as they affect the training of teachers. These programs will emphasize bilingual education, the arts and sciences in educational programs and the development of new protocol materials for teacher education.

The program will focus its attention on the contributions the behavioral and social sciences can make to the improvement of education since the leaders in urban education must be more than only skilled practitioners. Thus, the leaders developed through the Fordham University SET Project will understand

political science as it pertains to the politics of the ghetto and decision making. They will understand how economics affects both the schools and the members of the community. These future leaders will have had experiences designed to develop insight into the Black Power Movement, white backlash, the problems of the poor, and the forces operating in the state and local government which have an impact on urban education.

The multiplier effects of this program lie in the potential that the experiences develop for change in the university people, the administrators, and the cooperating teachers, all of whom will continue to affect generations of young teachers.

TTT Project: 1970-71

Name of Grantee: Temple University

Address of Grantee (City and State): Philadelphia, Pennsylvania

Title of Project: Leadership Roles in Urban Education with
Emphasis on English and Mathematics Education

Name, Address and Telephone No. of Director:

Dr. Jesse Rudnick
Associate Professor of
Mathematics Education
Curriculum and Instruction
383 Ritter Hall
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Philadelphia, Pennsylvania 19122
(215) 787-7976

A GRADUATE PROGRAM FOR THE
TRAINERS OF TEACHER TRAINERS FOR LEADERSHIP
ROLES IN URBAN EDUCATION

TEMPLE UNIVERSITY
PHILADELPHIA, PENNSYLVANIA

MAY 22 1970

Temple University, located in the heart of Philadelphia, has, for many years, played a dominant role in the pre-service and in-service training of teachers for the schools of Philadelphia and surrounding areas. In connection with this effort many cooperative programs such as student teaching, off campus and extension, staff development, intern and teacher corps have been developed with local schools and, to some extent, the community.

Most recently the attention of the College of Education has been focused upon the inner-city school where substantial evidence reveals that academic achievement of children attending such schools is well below that of national norms. In 1969, under a grant from the Office of Education, planning began for a program to be initiated during the summer of 1970, which would train doctoral candidates for leadership roles in urban education. The resulting program known as the Triple T (Trainers of Teacher Trainers) is scheduled to become operational July 1, 1970.

The program is designed to reach a population here-to-fore excluded from most training programs. It is reaching out to those who influence the teacher trainer as well as those who influence the teacher. It is calling upon the schools, the community, the college of liberal arts as well as the college of education to participate in the design and implementation of a program to create teacher trainers and trainers of teacher trainers who can equip their students with the tools to create change in the educational practices of inner-city schools.

GOALS AND OBJECTIVES

The objectives of the program are many and varied. In the final analysis, all that is done or attempted is intended to create conditions in inner-city schools that will enable children to learn. This involves many components such as relevant programs, interested and dedicated teachers, viable strategies, supportive administrators, involved community as well as the direct involvement of teacher training institutions.

The following delineation, albeit somewhat abridged, reflects the objective parameters within which the project will operate:

A. General

1. To recruit and train (at the doctoral, Ed.D. level), young educational leaders, especially those from "minority groups", to serve in curriculum and instructional roles in teacher education.
2. To provide highly trained teacher trainers in the areas of English, Science, Mathematics, and Social Studies, who can relate to the inner-city schools.
3. To provide a laboratory in which the trainer of teacher trainers can realistically examine his offerings and models.
4. To blend, unify and integrate the academic, school, community, and other professional knowledges necessary to function effectively at all educational levels concentrating on the economically, socially, and educationally deprived.
5. To utilize and research fresh ideas, practices, methodology and content in an integrated interdisciplinary program featuring the behavioral sciences and humanities and extensive use of community, school and college internships.

B. Specific

1. As they relate to the Public Schools:
 - a. To affect a change in curriculum.
 - b. To affect a change in teaching methods.
 - c. To vary the environment within which learning takes place.
2. As they relate to the community:

To productively involve the community in the educational process.
3. As they relate to Temple University:
 - a. To create dialogue between the various departments of the University.
 - b. To create change in teacher education.

4. As they relate to all teachers:

To create changes in attitudes and behavior. Even though this objective is the last one stated in the list, it is not meant to be ordered last in significance. It is anticipated that teachers, directly or indirectly involved with the project, will examine their behavior and attitudes toward their students, their roles and the community. It is only by this involvement that we can expect to influence attitudes and behavior.

An overnight realization of our objectives is not anticipated. However, we do expect to have impact upon some phases of the educational process within a relatively short period of time—as early as the first year of the project. In fact, it is safe to say that some gains have already been made in terms of attitudes of members of our advisory committee as well as other groups and individuals with whom the project has come in contact.

UNIQUE CHARACTERISTICSParity Principle

From the outset of the planning period the director and planners believed that, if the program was to successfully deal with some of the real problems and concerns of the inner-city schools, it would be necessary to enlist the support, cooperation and energies of all who were involved in the educational process within such schools. This meant obtaining active participation from public school personnel, liberal arts and college of education personnel and most important from the community and student body.

The result of this effort was the formation of the Metropolitan Advisory Committee (MAC) with the following representation: 1) Philadelphia Public Schools, 2) Philadelphia Community, 3) Liberal Arts (Temple), 4) Education (Temple), 5) State and Community Colleges, 6) High School students, making a total membership of about 20 people. It is important to note here that the community participants, two Black, two

Puerto Rican, and one White, play a significant role in MAC. It is also important to note that the elected chairman of MAC is one of these community representatives and also the most influential grass roots leader in the North Philadelphia area.

Consistent with the criteria and other goals of the program, about 50% of the MAC is composed of minority group members.

COMMUNITY PARTICIPATION AND SUPPORT

It must be realized that in a metropolitan area the size of Philadelphia it is impossible to define "Community". There are many communities. We believe that through our MAC representatives, we have been able to communicate with and solicit help from many of the organized groups as well as from individuals. Hearings have been held with Home and School coordinators, Black Secondary School Students, the Puerto Rican Fraternity Welfare Rights, HUB of Model Cities, School Drop-Outs, Ministers, and the Black Panthers. On November 17, 1969 a general meeting with representatives of all the above groups was held.

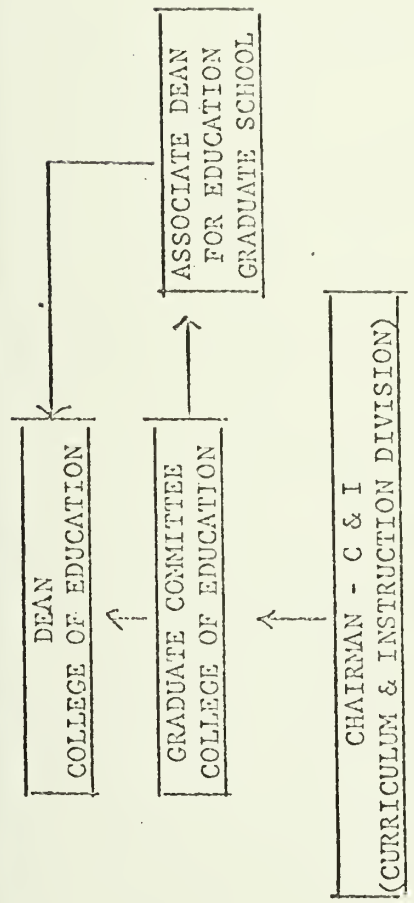
All of these meetings have taken place in the ghetto - in homes, churches, and even a funeral parlor. The fewest number of MAC attenders has been five; the norm has been seven. We have all been affected by these meetings and recognize their value in terms of implications for the program, tactics to secure willing cooperation, and the effect upon the attitudes and behaviors of those of us who are presently responsible for the training of teachers of teachers and who are preparing to assume leadership roles in the TTT. In actuality the third T has already begun.

It is in the area of community and field experiences that the community meetings have been of most value. It has been encouraging to note the extent to which these organizations have expressed willingness to "open" their homes and neighborhoods in order to provide realistic community experience for TTT candidates.

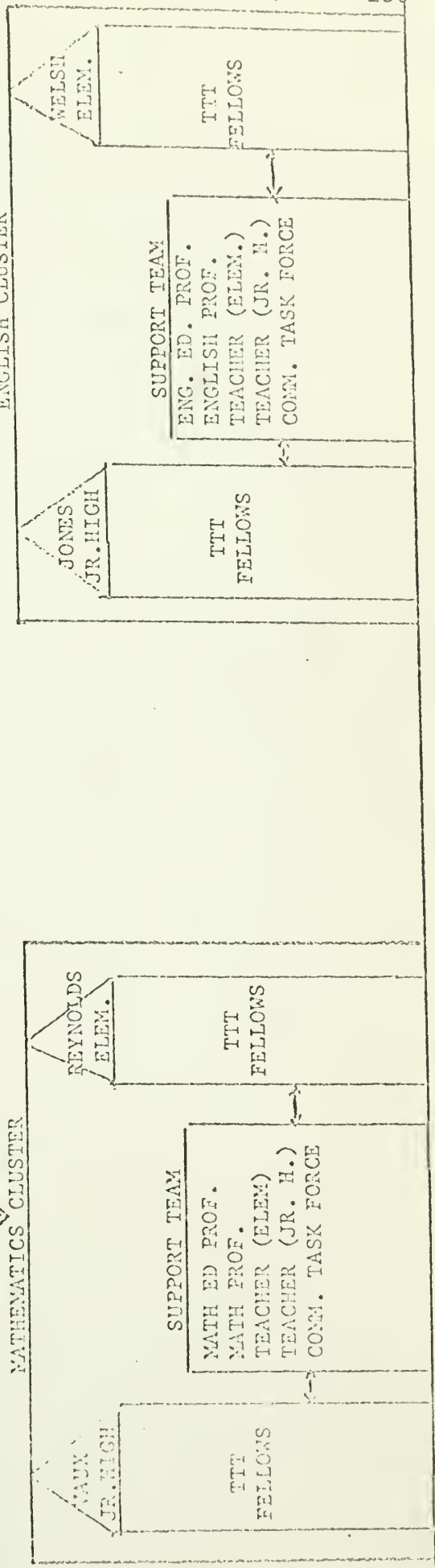
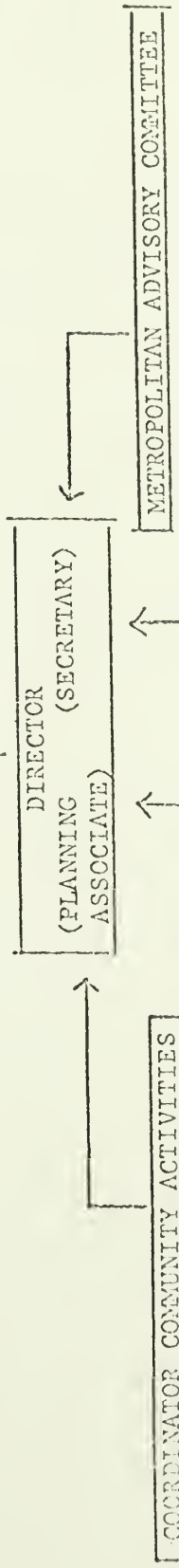
PROGRAM

Each of the three years of the program centers upon a school internship. This internship will be at inner-city elementary and secondary schools for the first two years and will culminate in a college experience during the final year. During this internship the TTT fellow will be exposed to actual classroom experiences, curricular and pedagogical innovations, community affairs as well as academic and professional offerings many of which will be offered on sites by a supporting staff consisting of members of the parity groups.

Specific programmatic details are included in a separate enclosure.



TTT - ADMINISTRATION



TTT Project: 1970-71

Name of Grantee: Wesleyan University

Address of Grantee (City and State): Hartford, Conn.

Title of Project: Institute for Teacher Trainers and Teachers in
the Hartford Inner-City Schools

Name, Address and Telephone No. of Director:

Mr. William J. Brown
Director, TTT Program
Wesleyan University
1170 Albany Avenue
Hartford, Connecticut 06103
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Wesleyan University

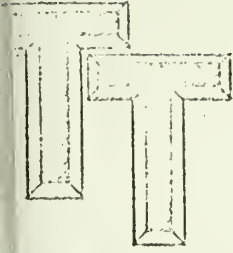
HARTFORD TTT CENTER

TRAINING THE TRAINERS OF TEACHERS

1170 ALBANY AVENUE

HARTFORD, CONNECTICUT 06112

PHONES: 527-7213
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WILLIAM J. BROWN
EXECUTIVE DIRECTOR

May 19, 1970

MR. ROBERT L. LEWIS, JR.
ASSISTANT DIRECTOR
AND INSTRUCTOR

Allen A. Schmieder
Training Chief, TTT Branch
Division of College Programs
Department of Health, Education, and Welfare
Bureau of Educational Personnel Development
Washington, D. C. 20202

Dr. Schmieder:

In response to your letter of May 11, 1970, we submit the following statement as representative of the Hartford TTT Program's major objective, key features, and unique characteristics:

MAJOR OBJECTIVE

Content that:

1. The training of teachers has traditionally been focused on middle class training for middle class schools; in the traditional institutions, the educational needs of the inner-city have been generally neglected.
2. College and school personnel, educated in middle class institutions themselves, have serious voids in their knowledge--especially firsthand--of the culture and social or-

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MAY 22 1970

ganization of lower class minority groups. If educational personnel are to be relevant to the inner-city community, they must come to know and understand that community. Abstract knowledge of urban living and minority groups is not an acceptable substitute for "firsthand" experiences in the actual environment.

3. The most valuable educational resources for understanding the social organization and life styles of ghetto people are appropriate persons from the ghetto and the environment in which they live. Further, any program for the training of teachers of teachers cannot be narrowly conceived but much can be gained from a coalition of the efforts of the colleges, schools, and inner-city community.
4. Both the content of teacher education programs, which need to be examined and revised if future teachers are to be adequately prepared to work in urban schools, and school curriculums are in serious need of updating to become truly relevant to minority group children and youth living in our urban communities.
5. Most important, if teacher trainers are to become involved in the study of urban problems and actively engaged in the life of the inner-city,

the project must establish a base in a particular community and become part of that community.

KEY FEATURES

Given these contentions, we have established a TTT Center, in Hartford, which serves a consortium of institutions and is administered by Wesleyan University. The Center is seen as a model by which the national needs referred to above can be met. The Center aims to:

1. Bring together college faculty, school supervisors of student teachers, inner-city community personnel, and teachers-in-training with the primary purpose of deepening their understanding of the living and learning styles of inner-city children and youth. An important secondary objective of the Center is to serve to bring these traditionally disparate groups into meaningful interaction and to set the stage for long range cooperative endeavors involving schools, colleges, and community;
2. Consider new patterns and develop new materials for instructional programs, administrative procedures, and school and community relationships. For example, new instructional patterns for the traditional college "secondary methods courses" will be experimented with. Instead of the college specialist offering his course on campus, his students will think through the issues at the Center under the instructional leadership of the college specialist, an experienced inner-city school teacher, and several community people, including high school students.

Such an experience is not only potentially richer for the student-in-training, but perhaps even more significantly, will force the teachers of teachers--the college specialist and the experienced inner-city teacher--to rethink their assumptions and approaches;

3. Provide a physical environment where all levels of professional staff can effectively utilize the resources of the inner-city. Our premise is that there can be no substitute for experience and involvement with the inner-city. This is a must. Abstractions about inner-city communities and inner-city schools do not suffice; the truth is that trainers of teachers themselves tend to know little but just such abstractions.

How can the Center achieve its goals of breaking through too facile abstractions? It cannot be done on a "9:00 - 3:00" basis. This is especially the case when commitment to the Center institute is, as it must be for many, only for four weeks. In order that one may come to know and understand the community, he must share the fears, the disappointments of promises not kept, and the joys and values of the community. In short, the Center must provide residential facilities in the inner-city itself for institute participants. Such facilities make possible attendance at neighborhood meetings, informal "living room chats" at the end of the day, etc. In addition, if the community leadership requires specific expertise which the

teacher-trainers possess, they would find the teacher-trainers readily available. Such cooperation enhances the possibility of success for our experimental venture;

4. Aid in the formulation and implementation of appropriate "spin-offs" in the institutions involved in the training of teachers. In fact, the ultimate justification for the Hartford TTT Center is not its impact on, what must be considered, a handful of participants, but its impact on those institutions participating in the Center. Can we help to make the teacher training colleges responsive to the educational needs of our inner-cities? Can we assist schools in experimenting with new approaches and cooperative ventures? Can we bring the community to relate in a positive way to educators and the educational system? These are the ultimate questions to which our program addresses itself.

UNIQUE CHARACTERISTICS

If successful, this model can well serve other consortium--colleges, schools, urban communities working together--throughout the country as a basis for educational reform. In particular, we view the Hartford TTT Center as only one of several for the State of Connecticut.

In subsequent years we envision the expansion of the concept to other areas of the state.

COMMUNITY COMMITMENTS

Meaningful community participation depends on three major inputs. First, the community must play a significant role in shaping and directing the project. The original planning group, therefore, dissolved itself and turned the reins over to a Board of Directors which would more accurately reflect the "North End" Hartford community point-of-view while, at the same time, would also reflect the college-school-community nature of the project.

Second, the permanent staff must include persons from the inner-city with special expertise to teach about people and the social organization of the inner-city.

Third, the inner-city community must be used as a learning environment. Because it is impossible to be an effective teacher in an inner-city school or a trainer of such teachers without an understanding of attitudes, social dynamics, and skills needed to communicate with the people, it is an important premise that participants receive experience in both the community and the schools. Therefore, seminars attempt a marriage between social and psychological stresses and the community's educational needs.

Under the institute approach, the teacher trainers and the teachers in training are immersed in the community and selected inner-city schools with seminars centering on their problems. In other words, they listen to the people, become aware of their pro-

lems, and participate in the life of the community and that of its schools.

HARTFORD SCHOOL SYSTEM COMMITMENTS

Behind the creation of this Center lies a determination to improve the quality of teachers and, in turn, the educational quality of inner-city schools. In view of this, the cooperating urban school system is a crucially important partner. Not only does the inner-city school system provide the working laboratory for both the students and professorial personnel involved in the program, but it possesses in its teachers and administrators, the potential for creating new directions in educating the children of inner-city families.

Therefore the cooperative arrangements with the Hartford School System are of central importance. Arrangements include:

1. A laboratory for school experiences for Center participants.
2. Appropriate staff to assist in the instructional aspects of the Center.
3. Opportunities for participation in appropriate activities being carried on in the school system.
4. The opportunity for its personnel to participate in the training programs of the Center.

The urban school system itself will become an integral part of Center activities, and the Center will provide in-service workshops in 1970-71 to upgrade the quality of instructional and administrative staff personnel in the schools.

COLLEGE AND UNIVERSITY COMMITMENTS

Seven colleges and universities in the vicinity of the Greater Hartford area have expressed an interest in being involved in the Hartford TTT Center for 1970-71 (Central Connecticut State, Eastern Connecticut State, St. Joseph's, Trinity, University of Connecticut, University of Hartford, and Wesleyan).

Although size of institution will ultimately be a factor in determining the number of representatives from each institution, at least two faculty members from each of the colleges or universities will be expected to participate in the one-month or semester institutes at the Center. Ordinarily one would be expected to be from the liberal arts area; the other, from professional education. In the case of the larger institutions where more flexibility in staff assignments may be present, additional representation will be encouraged.

The terms under which participants will be assigned will be determined by the existing conditions at the respective colleges. One institution contemplates recommending an instructor's sabbatical leave be used for this purpose. Another has planned to approve a leave of absence with part pay to participate as a "fellow" eligible for the stipend provided by TTT project funds. A third contemplates an outright assignment to the Center as a regular teaching load equivalent at the college.

Along with college personnel specifically assigned to the Center will be selected cooperating teachers from the public schools working in conjunction with the teacher education program of the institutions. It is expected that these people will, in selected cases, be assigned on a live-in basis at the Center to be an integral part of all the activities of the Center as a full time participant.

The colleges are also committing themselves to giving full academic credit for student time spent at the Center institute.

FORMAL PROGRAM

We start with the premise that the accomplishment of our objectives necessitates a sustained relationship with the Center, sufficient in intensity and duration to allow for valuable experiences in both the community and the schools. With this premise as a guide, we have developed two training programs.

1. Four one-month residential institutes at the Center for 1970-71:

September 28	--	October 23, 1970
November 2	--	November 25, 1970
March 1	--	March 26, 1971
July 8	--	August 6, 1971

Each institute will focus on training three interrelated groups: (1) college trainers of teachers, (2) teachers and supervisory personnel from the schools, and (3) teachers-in-training.

At any one institute there will be five from group 1, five from group 2, and 20 from group 3 for a total of participants. The four institutes, then, will reach 120 participants directly.

What are the training concepts of the Center institutes? Our training program is designed to interrelate, not compartmentalize community and school experiences.

What are some of the experiences within the community to which participants will be invited to relate? It should be made clear at the outset that we are not pinning our hopes on one strategy of approach or form of participation. What works well in Rochester may be entirely inappropriate for Hartford. Each situation is unique, with a different set of institutions, programs, issues, and an infinite variety of political components.

With the above in mind, the TTT Center will bring the local barber, community action neighborhood people, school dropouts, those with criminal records, parents, Head Start participants, tenants councils, day care centers, recreation center, churches, and consumer organizations to enter into hard discussions with the college and school personnel to determine how to make education more responsive to inner-city peoples.

To cite one or two instances of community activity which will be encouraged by the Center, an individual who has dropped out of school at age 16 or earlier would participate and tell his side of the story as to why he couldn't stand another minute of traditional school offering for someone like himself.

Or a mother with a school age child would meet "over coffee" to state just what the schools were or were not doing to help her child learn.

We would have our participants partake in a tenants' association meeting to hear and witness first hand the many indignities they suffer by being poor and Black or Spanish speaking, a double jeopardy if you will.

These are a sample of the kinds of community experiences planned for participants. They will also increasingly interact with the school system. The first week or two will involve observation of classes at various grade levels. Particular attention will be placed on observing elementary groups with a heavy proportion of Spanish-speaking children; the effects of tracking at the middle and senior high levels; and informal chats with students and teachers at all levels. The latter two weeks will see the college trainers and teachers-in-training serving as teacher aides, or part of a team-teaching enterprise for a particular unit of study. The personnel from the schools will serve as guidance counselors and school-home coordinators.

Institute participants will also have the opportunity to reflect on their community and school experiences in regularly scheduled seminar sessions. Consultants to the TTT Center will figure prominently in these seminars offering theoretical and research oriented frameworks against which the first hand experiences can be evaluated and interpreted.

2. Two 15-week (semester) institutes for 1970-71:

September 2 - December 18, 1970

February 1 - May 14, 1971

The semester institutes are designed specifically for twenty college and school trainers of teachers. The semester involvement makes possible more intensive and extensive commitments and experiences. Community activities, for example, will be provided for on a more regular basis. Auxiliary positions with the Urban League, Community Action Programs, Tenants' Associations, etc. will be worked out.

Following initial immersion in the community, semester institute participants will take full part in the one-month institute program (which falls in the 4th to 7th week of semester) described above. Their long-term stay allows for really in-depth involvement in the community and the schools. For example, involvement with the school will manifest itself in working with teachers on a major curricular revision, helping to think through new functions of and ways of organizing student counseling, or helping to implement community based educational ventures.

In addition, semester institute participants will play a major role in planning and organizing workshops for their home institutions (see following paragraph). Such planning involves a careful analysis of the needs of the institution if that institution is to be transformed so as to the needs and aspirations of inner-city communities. Planning also involves a strategy for bringing the "message" to the institution's personnel. In this connection, participants will be encouraged to explore alternative models of teacher training and to present them to their home

institutions for discussion and action.

We are interested in our impact, as the above indicates, not only on those directly participating in our one-month institutes and semester institutes, but also on the institutions of which they are a part.

"Spin-off" is crucial, for at the very heart of this project is our concern for the reshaping of our educational institutions and their personnel, both in light of the new insights and sensitivities gained about life-styles in the inner-city community and the new conception of teacher training as a responsibility of a coalition of colleges, schools, and inner-city community.

During 1970-71 we intend to place increasing emphasis on such "spin-off." One specific way in which this to be implemented is through one-week, intensive sessions, designed as "kick-offs" to faculty seminars within a given school or college. The Center staff will be involved, along with semester institute participants in planning the workshop so that it is appropriate for the particular educational institution involved. That is, the workshop plans for a college need have different emphases than that for an elementary school. We are planning for at least six such workshops involving, in total, some 120 "experienced" personnel and some 120 "inexperienced" personnel.

While we can't indicate the specifics of any one workshop at this point, some general guidelines can be stated. For one thing, the school or college personnel will have to interact with inner-city students and adults. Only in this way will the anger, on the one hand, and the

aspirations, on the other of the community make itself understood.

Secondly, live educational contexts will have to be simulated and scrutinized from the vantage point of the various groups involved in the workshop. Finally, some attention will have to be focused on concrete suggestions for changes in teacher training programs or school curriculum and organizational structure.

In summary, our program calls for four one-month institutes aimed at college trainers, school teachers and supervisors, and teachers-in-training; two semester institutes directed exclusively at trainers of teachers; and six one-week workshops aimed at "stirring up" the home institutions of institute participants. The heart of the training program places the inner-city community and its people at the fulcrum in bringing about the cognitive and attitudinal changes sought.

Respectfully submitted,



Mr. William J. Brown
Executive Director

WJB/ksr

HARTFORD TTT CENTER
1170 ALBANY AVENUE
HARTFORD, CONN. 06112

Educational Professional Development TTT
Wesleyan University Administrator
Advisory Committee Hartford TTT

Executive Director

University College Assistant Director

Assistant Secretary

Community Participants Parents

Lecturer in Residence

Community College Board of Directors Professors
Faculty & Administration Public Schools Administrators

TTT Project: 1970-71

Name of Grantee: Northwestern University

Address of Grantee (City and State): Evanston, Illinois

Title of Project: Education and Urban Affairs

Name, Address and Telephone No. of Director:

Dr. William R. Hazard
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THE NORTHWESTERN TTT PROJECT

1970-1971

The Northwestern University TTT Project prepares specialists in urban education through the joint efforts of the university, the Chicago and Evanston public school systems, community organizations and social agencies, and individuals in the target school communities. The project includes two components: (1) the Urban Teacher-Trainer program, and (2) the Ph.D. program in Education and Urban Affairs. Both programs are built around direct experiences with urban children, families, agencies and schools. These clinical experiences and field assignments carry academic and in-service credit, and replace traditional professional education courses. Instructors and supervisors are drawn from the community, the schools, and the university.

ADVISORY BOARD

The TTT Advisory Board, appointed during the summer of 1969, carries major policy-making responsibility for the project. This Board, originally composed of school, agency, participant and university representatives, has expanded to include non-professionals from the communities served by the cooperating schools. At this time, voting members of the Board include five representatives from the schools, five from the university, two participants, and ten from the community. The membership conforms to a resolution adopted at the November, 1969, Midwest TTT Cluster Conference. This resolution called for professionals (school and university representatives) to constitute not more than 50% of the board membership. The ex-officio members include the Dean of the School of Education, Northwestern University, the project director and associate director, and the two

community coordinators.

The Advisory Board is charged with defining the goals and content of the program, analysing and revising its components, directing its development, and evaluating its results. It also takes an active role in establishing candidate selection criteria, and in recruiting, screening, and recommending program candidates to the Graduate School.

URBAN TEACHER-TRAINER PROGRAM

This component trains experienced teachers from the Chicago elementary schools for teacher-trainer responsibilities. The candidates are jointly selected by their colleagues, the school administrators, and the local school community council. The selection process insures candidate credibility in both the school setting and the community. The candidates, qualified to teach and experienced with the problems of core-city schools, commit themselves to return to their sponsoring school upon completion of the training program.

The program, presently under development, seeks to develop those leadership, supervision, analytical, and teaching skills needed by effective teacher-trainers. The candidates, upon completion of the 3 or 4-quarter program, return to their "home" schools to develop pre-service and in-service programs for prospective teachers and their faculty colleagues. Specific activities will vary among both the candidates and their schools, but include supervision of pre-service student teachers and interns, designing and conducting seminars for pre-service and in-service teachers in their school, assessment and evaluation of teacher education processes, and facilitating improvement in teacher training programs.

The teacher-trainer candidates undertake a basic 3-quarter training

program. This program, tailor-made to each candidate, includes graduate-level courses and seminars in such areas as group dynamics, leadership, assessment and evaluation techniques, and strategies for improving instruction. In addition, each trainer candidate devotes full-time for one academic quarter to individually designed clinical assignments with pre-service teachers in a school setting. From these campus and field-based experiences, the candidates develop the skills and attitudes required for their teacher-trainer roles. Each candidate has an academic adviser and works closely with the TTT community coordinator in his school district. A seminar composed of teacher-trainer candidates, TTT Ph.D. fellows, university professors, and TTT project staff members promotes continual assessment and evaluation of the participants' experiences.

Candidates who seek the M.A. degree may complete the requirements during the summer term following the basic program. The program requires part-time participation during the Fall and Spring quarters and full-time participation during the Winter (and following summer for M.A. candidates). Upon successful completion of the program, candidates receive evidence of training as teacher-trainers and undertake teacher-trainer responsibilities on a half-time basis.

PH.D. PROGRAM

The doctoral component of the Northwestern TTT Project prepares specialists in one of nine education special areas* and Urban Affairs. Candidates are drawn from backgrounds in education, social work, business and the professions. Each program is individually planned by the candidate, his academic advisor, and persons involved in his clinical assignments.

*Administration, Counselor Education, Curriculum, Educational Psychology, English Education, Mathematics Education, Philosophy of Education, Science Education, and Social Studies Education

In general, these Ph.D. Programs are comprised of three approximately equal components: (1) coursework and seminars in professional education, (2) cognate coursework and seminars offered through the Center for Urban Affairs, an interdisciplinary unit funded by Northwestern and offering urban-oriented courses in many schools and departments throughout the university, and (3) a continuous series of clinical assignments related to the candidate's career goals, in schools, educational organizations, community agencies, et cetera. The doctoral theses focus on field studies and research projects dealing with problems and issues in urban schools.

ASSESSMENT

This program is subject to continuous assessment, to determine: (1) the changes occurring in the candidates' perceptions, understanding and knowledge, (2) the effectiveness of various components of the program, (3) unique features of the environments encountered, (4) the changes brought about in the faculty and programs of the university as a result of this approach to teacher education, and (5) the impact of the program on the cooperating schools and the communities they serve.

The assessment is conducted through the use of individual taped responses to a series of questionnaires, prepared for this purpose by a research consultant in cooperation with university faculty and the Advisory Board. The Teacher-Trainer candidates are interviewed in this manner every two weeks. Each questionnaire includes both general, open-ended questions which permit the student to discuss whatever is uppermost in his mind, and more specific questions on particular aspects of the program and the environment. Other individuals affected by the program - cooperating teachers and administrators,

pupils, their parents, community and agency personnel - are similarly interviewed on a less frequent basis. These tapes are used immediately as feedback to determine desirable changes in the program. They are also collected and analyzed at the end of the year, to determine basic trends and the answers to the questions outlined above. The TTT seminar, composed of the TTT fellows, school and university faculty members, and community resource people, serve an informal, on-going assessment function.

Dr. Charles Stewart, Assistant Superintendent of Schools, Detroit, Michigan, serves as an outside evaluator and consultant. Site-team visits, arranged by the TTT Leadership Training Institute, provide additional assessment data.

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