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THE PROBLEM OF COLLABORATION IN THE ALL-INSTITUTIONAL

APPROACH TO TEACHER EDUCATION IN AN UNDERGRADUATE

LIBERAL ARTS PROGRAM

A Dissertation Presented

By

JAMES P. GARVIN

Submitted to the Graduate School of the
University of Massachusetts in partial
fulfillment of the requirements for the degree of
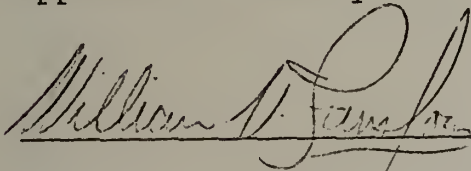
DOCTOR OF EDUCATION

December, 1973

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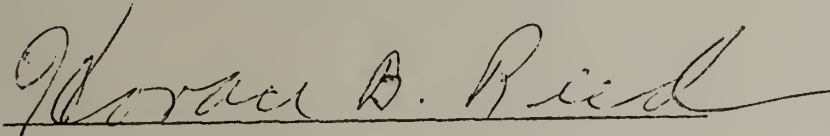
LIBERAL ARTS PROGRAM
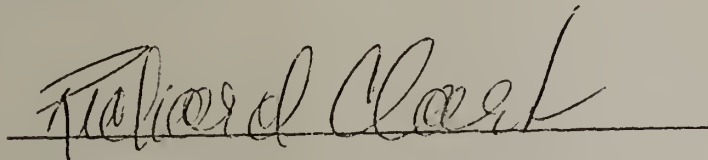

A Dissertation

By

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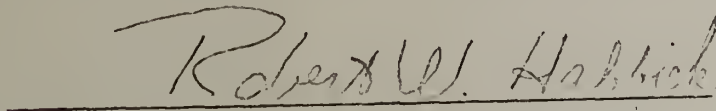Approved as to style and content by:

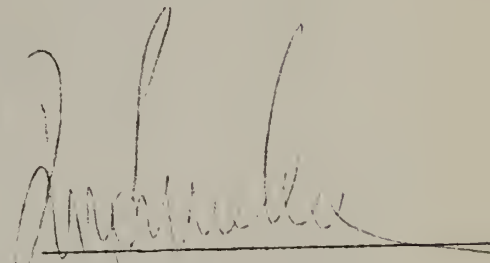William V. Fanslow (Chairman)

Horace Reed

Richard Clark (Dean's Representative)

Robert Habbick (Outside Professor)   Dean Dwight W. Allen

December, 1973

Preface

This dissertation is a result of a series of events which occurred while I was the program coordinator of a secondary education program in a small religiously oriented liberal arts college located in a middle class New England community. In 1969, after having taught in secondary schools for several years, I was invited by this institution to diagnose and make recommendations regarding their teacher preparation program.

This eventually led to a contract with the college. I began operationalizing these objectives from the role of program director. The intent of my design was to draw attention to vehicles of collaborative planning between the college and the local secondary schools.

As is often the case, everyone was enthralled with the idea, but very little thought had been given to the problem of process necessary to unfreeze the present forms of re-sistance which had built up between these groups. When I think back over the experience, probably the most helpful single element was the fact that at the outset I was willing to make myself vulnerable enough to admit to everyone con-cerned that I honestly did not know how to go about develop-ing such a collaborative effort.

During my secondary school teaching experience, I developed a respect for the opinions of several of my

colleagues who had worked with student teachers from a variety of teacher preparation programs. Consequently, I felt, as a point of entry, it would be helpful to issue an invitation to these teachers to meet with me for the purpose of building a model teacher preparation program.

We met in groups according to subject area. A workshop was convened and continued over a period of two months. Sixty teachers attended the English workshop alone. More than forty attended the languages, social studies and sciences workshops. The agenda was based on a single question: Knowing what you do about the teaching of your subject area and having worked with a variety of student teachers, how would you go about constructing a teacher education program? The reader should keep in mind that ample orientation was given to each participant relative to the peculiar culture of the target college and it was from within this context that the ideas were generated.

During each of these preliminary workshop sessions I watched and carefully listened to each participant, intending eventually to select a representative group to work with me as adjunct professors in the implementation of the model program.

Upon the completion of our initial workshops, enough data had been assembled to begin work on a design. Three secondary school teachers from four subject areas (English, social studies, languages, and math-science) and the

college teacher preparation program director formed the
collaborative team. Before proceeding further, however,
it should be noted that up to this point our success re-
sulted from two strategies: 1) exposing the need for help,
thus shedding the "ivory tower" college reputation, and
2) including all future change agents in the early planning
sessions.

My selection process for the rest of the team came
from judgments of their effectiveness as classroom teachers
as perceived by their students. In addition, they had to
show evidence of collaborative effort within their own
secondary school program.

Of importance is the fact that there was minimal in-
put by the liberal arts college faculty, although they had
been invited to attend most workshop sessions. The tension
and controversy between the liberal arts and teacher edu-
cation faculties persisted. Although they showed no re-
sistance to what we were doing, they nevertheless were not
about to change their attitudes, beliefs, and values about
pre-professional work in an undergraduate program. I did
not realize it at the time but the most difficult task of
program change toward collaboration would come from this
tension and controversy.

The reader can become more familiar with our present
program by reading the overview in the Appendix. As you
do, it should be strikingly clear that our efforts in

program design accented the student candidates' aspirations as the center of the program. A respect for understanding his uniqueness and development of learning communities to enhance this uniqueness was the essential role of both the in-service learning coordinator and the teacher educator in this collaborative effort.

As noted on page 18 (Appendix) of the overview, four areas of competence were felt to be important toward this end. They were: subject area, accurate comprehension of what other people are like, observations leading to accurate conceptions of purpose and process in learning, and finally, personal perceptions about appropriate methods for carrying out these purposes. These competencies were to be taught by a team effort. In addition, our plan was to assess student needs, develop an atmosphere (both off-campus and on) to make learning possible, and finally, assist and encourage individual active exploration and discovery.

As the program took shape and was implemented over the first year, the active involvement of members of the collaborative team was most encouraging. Their input was taken seriously and converted into programming, making this program not our program, but their program as well.

Finally, the overview suggests as a final outcome, the realization of two variables: 1) a person who is knowledge-able in the designated competencies, and 2) one who is

knowledgeable for the <u>purpose</u> <u>of</u> <u>service</u> to his fellow man.
Knowledge is fairly easy to produce, but the latter variable,
that of service, requires a clinical approach if one is to
become sensitive to the needs of the ultimate client (the
student) where the service is intended. One does not need
to be reminded of the resistance in liberal arts colleges
to programming, which encourages clinical work over the
tradition of publishing, writing grants, or individual
scholarly pursuits. There is very little credence for
clinical or traditional programs in these colleges.

The necessity for collaboration and the evidence of
collaborative input between our community schools and our
teacher education program has progressed well. I am now
faced with the problem of how to make these variables an
institutional commitment within the context of a four year
undergraduate liberal arts college when the very suggestion
of service runs contrary to the perceived reason for
existence.

The success of our collaborative efforts with the
community schools quite clearly indicated the need for
discovering interconnections within the liberal arts, with-
out which our competency would be inadequate to effect the
problems of education and those of the larger society. At
the outset of the program, we found peculiar forms of re-
sistance within the given liberal arts faculty. We soon
discovered that in order to develop a true all-institutional

point of view pertaining to teacher education these con-
flicts had to be resolved within the context of our particu-
lar institution. Therefore a diagnosis was made to assess
these problems before a point of entry could be established.

This diagnosis is the rationale for the following
dissertation. It begins with a review of the research into
the roots of the liberal arts - teacher education faculty
controversy, followed by a scanning of several model pro-
grams, and concluding with a plan of attack based on recent
research on the problem of change and the peculiar character-
istics of the liberal arts college.

This dissertation was researched with the motivation of
finding a way to bring this team of community consultants
together with our liberal arts faculties in the college in
which I am presently employed as the secondary education
program director. However, it is my suspicion that although
there are peculiar institutional characteristics within my
present place of employment, many of the forms of resistance
to all-institutional teacher education within undergraduate
liberal arts colleges are similar. I see this dissertation
having widespread value to those teacher education people
operating within a similar context.

I would like to extend my sincere appreciation to the
many persons who offered criticism, ideas and support for
my work. I am most indebted to William V. Fanslow, Pro-
fessor of Education and Chairman of my Committee, Dr. Horace

B. Reed, Dr. Ann Lieberman, Dr. Richard Clark, Dr. Robert Habbick, and my good friend Moshe Gilaldi, whose contributions made this study possible.

I am also grateful to my wife, Joyce, and children, Debijoy, Faith, and Jimmy, for their sacrifice and encouragement throughout my entire experience in higher education.

Finally, I feel greatly indebted to so many of my students whose lives have challenged me to seek for answers to their questions and enhance whatever level of intellectual potential I may possess.

THE PROBLEM OF COLLABORATION IN THE ALL-INSTITUTIONAL

APPROACH TO TEACHER EDUCATION IN AN UNDERGRADUATE

LIBERAL ARTS PROGRAM

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M. ED., Salem State College

Directed by: William Fanslow

Purpose

This dissertation is intended to assist teacher educators in undergraduate liberal arts colleges who are contemplating methods for enhancing greater cooperation from the liberal arts faculties in a teacher preparation program.

The Problem

There is considerable controversy and tension between the educationalist and the academician in liberal arts colleges. This antagonism creates peculiar problems for collaborative planning resulting in fragmentation and polarization in the preparation sequence. In order to prepare teachers to think and act cooperatively with others, this controversy must be resolved and replaced with a program which reflects the collaborative model it intends to teach.

The Research

This dissertation is approached from three perspec-
tives. The first is a review of recent literature relating
to the historical roots of the teacher education - liberal
arts controversy. Subsequent to this approach there is
research into various inner struggles existing within both
areas to show the total controversy. The Bowling Green
Conference of 1960 (which was designed to deal with solu-
tions to this tension), is researched to show some of the
initial efforts at drawing guidelines for the development
of cooperative models.

The second perspective centers around a review of
several all-institutional model programs. An attempt is
made to gather descriptive data from each model which
directly effected the change process.

The final perspective deals with the peculiar prob-
lems effecting the change process within the liberal arts
college. Considerable effort is made to describe the pre-
vailing points of resistance to all-institutional efforts.
As a result of his research the author offers a basis for
several points of entry along with methods to find inter-
connections to other disciplines and leverage to sustain
the effort. This is amplified through the suggesting of a
conceptual model illustrating techniques to operationalize
his research.

DEDICATION

To Joy and three beautiful children,
of whom I am fortunate to be their father

Contents

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INTRODUCTION

One of the major criticisms leveled against teacher educators is that they have failed to develop inter-connections with other disciplines and have failed to train practitioners in the skill of working collaborative-ly with other disciplines. With the complex problems facing society, no single profession can hope to deal with them effectively. These problems include the control of drugs, the cleaning up of the waterways and the air, the development of effective urban transportation systems, the control of crime and violence, the control of the birthrate, economic development in underdeveloped regions, and the growing poverty of the less fortunate.

This dissertation is a discussion of the problem of working collaboratively in teacher education which plays a direct role in solving these problems. It is intended as a source for teacher educators who are interested in all-institutional planning in the preparation of teachers.

I shall consider this problem from three vantage points: first, a discussion of the historical roots leading to the differences between the "educationalist" and the "academician" and a look at the current prevailing attitudes in liberal arts colleges; second, I will present selected operationalized models in all-institutional plan-ning, and finally, I will make suggestions based on research in projecting a plan of attack for future change agents.

CHAPTER I

THE IMPENDING CRISIS

The Problem

Fred T. Wilhelms, Executive Secretary of the Association for Supervision and Curriculum Development, focused on the problem this way in his keynote address at the annual meeting of the American Association of Colleges of Teacher Education in 1970:

> Professional education and the subject-matter preparation of a teacher simply can not be acceptably done in near isolation from each other. We need people prepared in a special way just because they are going to be teachers. I know, given the typical liberal arts college that such a reconstruction will be an awesome task. But I think it's time to come out flatly for what the job requires. The arts faculty control some eighty percent of the prospective teacher's collegiate time. We have a right to demand, then, that they contribute proportionately to his fitness to become a teacher. They are not now doing so. I hope we can work this through with them, so that they will put new effort into reshaping both their offerings and the climate in which they work.

The isolation spoken of in this address is the result of a long and bitter struggle which has grown over a half century. The antagonism grows from three areas of contention: 1) an inner struggle for power and prestige, 2) the struggle to preserve liberal arts in its original form, and 3) an inability on the part of teacher education leaders to defend their position in a manner conducive to the attraction of the academicians.

The Inner Struggle

The inner struggle began in the 19th century when status in American higher education belonged to those departments in the university whose subject-matter was thought best to discipline the mind. Latin, Greek, mathematics and natural philosophy were among those most respected leading to a sense of power for those attached to these departments. They formed an "elite" group and they alone felt they had the gift of knowledge.

In the middle of the 19th century their domain was challenged by the physical sciences whose subject was characterized as functional and practical. Yet, given the problem of acceptance within the university, the physical sciences had to gain their respectibility as a discipline. They claimed that their subject was not academic in a theoretical manner, but in a practical sense. In other words, scientists claimed they could do as well or even better than the existing group. Their spokesman put it this way:

> ... for discipline as well as guidance, science
> is of chiefest value. In all of its effects,
> learning the meaning of things is better than the
> meaning of words. ... the study of the surrounding
> phenomena is immensely superior to the study of
> grammars and lexicon. (Spencer, 1969)

The arts eventually acknowledged the newcomer with token prestige.

After a period of time and when the dust had settled the social sciences came thundering on the scene with their proposal. They attempted to hypothesize on the same level of generalization as the physical scientist, even though the sophistication of the data was inferior to that which was presented by the physical scientist. Their spokesman presented this case:

> We social scientists happen to live in a time in which some of the physical sciences have achieved comparatively great precision of theory and ex- periment, a great aggregate of instruments and tools, and an abundance of technological by-products. Looking about them, any social scientist might take this as the standard for self appraisal. ... it becomes evident to all who would look that they neither have the rugged physique nor pack the murderous wallop of their big brothers... (Merton, 1964, p. 6)

The problem of gaining prestige the major issue, the educationalists met with severe opposition in their attempt at establishing themselves as a legitimate discipline. Writing for the Phi Delta Kappan, William B. Lauderdale stated the problem this way:

> In the same way that the physical scientists re- directed their efforts away from emulation of the humanities in order to be productive as a distinct discipline, and for the same reasons that Merton is trying to redirect the efforts of the social scientists, educators will have to concern them- selves less with respectability through mimicry and more with deriving course content and organi- zation from unique logic of education as a subject area. (Lauderdale, 1962, p. 292)

It is this "logic of education as a subject area"

that educators have been struggling with. To this day in the liberal arts colleges across this country most academicians have not accepted the logic presented as empirically sound. Without the acceptance of these more powerful groups, collaboration is not probable.

The Myth of Liberal Arts

The second problem centers around a compulsion of the academicians to preserve the original concept of the liberal arts college. There is no room for "applied" or "technical" preparation on the undergraduate level. Their assumption is that the liberally educated man requires four years of liberal arts experiences to build a base of general factors of intelligence. Hypothetically, the student will be better prepared for applied work on the graduate level.

The term "liberal arts" carries with it many descriptions. In 1957, the faculty at Southwestern College in Memphis, described the term this way in their annual Bulletin:

> Our purpose in a strong liberal arts emphasis is the development of mental powers and the building of character through instruction in scholarship, good manners and good morals through the humanities, physical sciences and the social sciences.

The preoccupation then, is on preserving the Greek

tradition by establishing an atmosphere of scholarship in order to become the "good man."

Contrary to this preoccupation, Silberman (1971) described the liberally educated man as one who can make himself understood. In a sense, teaching is the ultimate liberal art (Silberman, 1971, p. 381). In addition, he reinforced his position by stating:

> The study of education should also be put ... at the center of the liberal arts curriculum .... For the study of education is the study of almost every question of importance in philosophy, history, and sociology. Our concept of education reflects our concept of the good man, and the good society, and as already argued, there can be no concept of the good life, the good man, and the good society apart from the concept of the kind of education needed to sustain it. (Silberman, 1971, p. 384)

It is a myth to think that liberal arts can have an impact in today's world apart from an understanding of what it will take to apply these skills. It may be effective in the college sub-culture, but hardly descriptive of a society which will demand that the intellectual be understood in a variety of ways. The needs of the teacher educator's ultimate client must be kept in mind if educators are to be prevented from a preoccupation with preserving a college society not at all like the client's world of existence.

Further investigation of the present condition of small liberal arts colleges in this country indicates that most are teacher education centers. In a recent survey by

the American Association of Colleges of Teacher Education
(1970), the data revealed that fifty-two per cent of
their graduates entered the teaching profession having
either majored or taken a collection of education courses
enabling them to receive certification. The reality of
the situation is, that without teacher education programs,
many liberal arts colleges would be hard pressed to pay
their bills. The academicians have no choice but to
accept them; but because they are in control of powerful
positions, academicians see to it that educationalists
are relegated to obscure committees with relatively little
influence.

   With more and more students looking for practical
skills, liberal arts colleges are being forced to take a
second look at their mission in today's world. Incoming
students are interested in pedagogy and the dynamics of
the faculty personalities. They are reconsidering the
worth of investing their lives and money in a four year
program which enhances dogma with little emphasis on
practical skills. With education the only area of prac-
tical preparation, it is no wonder this field is growing
in majors.

   With the growing discontent in small liberal arts
colleges, educationalists are being called to a new role
of leadership. Traditional myths are now vulnerable to
change. The time is ripe for all-institutional planning.

The Mystery of Teacher Education

Teacher educators have not done a particularly good job communicating their purpose. There has been a great deal of severe criticism from many writers who told the American public of their practices.

> Lest there be any misunderstanding, let this point be made clear; to insist that the academic departments bear a large part of the blame for what James Koerner referred to as the 'Misunderstanding of American Education' is in no way to exonerate the departments of education. On the contrary, they deserve most of the abuse which critics like Koerner, Seaberg and Arthur Bester have heaped upon them. (Silberman, 1971, p. 379)

Koerner put it this way:

> The profession is an intellectually inferior system of preparation for our nation's public school teachers. It is an indecorous thing to say and obviously offensive to most educators but the intellectual quality of the education faculties is the fundamental limitation of the field. ... On the whole then, the quality of instruction in education courses is perhaps lower than that of any other department. Only the extraordinary docility or uninterestedness of the education student permits a low level of instruction from being called more often to the public, as well as the campus attention. (Koerner, 1963, pp. 92, 96)

The inability of the educationalist to establish credibility has done more to prevent a working point of entry for all-institutional planning than probably anything else. The intellectual autonomy of the academicians is reinforced when they are left unchallenged by those

Who are in a position to face them with the realities of collaborative efforts.

The problem of inept teacher education faculties is not altogether the error of education people. Arthur Bester put it this way:

> Although they became the object of severe criticism, they deserve praise as well, for fulfilling, however imperfectly, a responsibility which the liberal arts faculties simply refused to accept and indeed disparaged. (Bester, 1955)

Silberman defended the educationalist in this manner:

> The academician turned his back for several reasons. Some were genuinely skeptical about whether education was a proper subject for a college community. Others were simply hostile, viewing the creation of education as a subject not worthy of concern of genuine scholars. For the academic professor to accept the legitimacy of the educationalists' claim is to admit that his own, or that of his graduate students, might be improved by the study of pedagogy - or that he should take his own teaching seriously. (Silberman, 1971, p. 425)

Understanding the sensitivity of the problem, George W. Denmark spoke of the difficult role the educationalist is asked to play:

> Schools of education are particularly vulnerable to criticism because by definition they must stand between elementary and secondary schools on the one hand, and their academic colleagues in the college on the other. Such a position is of great importance in fostering a close liaison between schools and colleges concerned with the education of teachers. It is also one of considerable ambiguity and tension because it is rarely adequately understood or accepted by either group. Schools of education are seldom sufficiently practical and are rarely oriented to please their

public school associates. Neither are they suffi-
ciently academically orientated to attain full
status with their college colleagues in the liberal
arts disciplines, the segment of higher education
which dominates most of America's colleges. Yet, to
properly discharge their liaison role between these
agencies, essential to effective teacher preparation,
they must not deliberately perpetrate much of this
ambiguity. Those that abandon a committment to the
fundamental relationship to teacher education to the
basic disciplines and the foundational knowledge
will cause teacher education to become preoccupied
with technical proficiency rather than the production
of teaching scholars capable of diagnosing learning
problems and clearly creating curricular and in-
structional alternatives to cope with them. On the
other hand, those neglectful of the need for teachers
who are able to reach out and teach young people in
today's social milieu will make teacher education
largely irrelevant to the world around it. (Denmark,
1971, p. 5)

The criticism brought to bear on teacher education

faculties has resulted from the difficult role they are

forced to play in this liaison position. Because of this

vulnerability it is even more imperative that they seek

out every avenue of collaboration to share the communication

of its purpose in a manner understood by everyone involved

in the preparation.

Resulting from these three basic areas of contention,

the picture of cooperation on an interdisciplinary level

within the undergraduate liberal arts college seems indeed

very bleak. However, the opportunity is there, but the

process will be difficult unless the change agent recognizes

the obstacles contributing to the opposition. The problem

facing the reconstructionalist is best described by Edgar

King as he pointed to the prevailing attitudes facing the

reconstruction process:

1. Liberal arts is a pre-professional institution.

2. The objective of specialization is to prepare for even more intensive scholarship on the graduate level.

3. Faculty power blocks being what they are, the program too often is defined in terms of departmental strengths, rather than the content that would be most helpful to teachers in schools.

4. Most liberal arts faculty refuse to cooperate in teacher education programs because of their widespread notion that teachers are born rather than developed, putting their faith in genetics rather than programs of education.

5. 'Publish or perish' traditions of colleges deter scholars in liberal arts colleges from giving a high priority to helping with policies in teacher education.

6. A general disrespect for the shallow intellectual level of education faculties and courses, have become so traditional in some institutions that everyone willing to join on an interdisciplinary level is often held suspect.

7. A lack of college effort to develop a philosophy which includes the education program as an important component to its realization.
   (King, 1969, pp. 15-16)

The Growth of Isolation

In order to shed additional insight on the problem, it is imperative to understand how these attitudes developed.

Normal schools were established in this country to train people from the lower socio-economic classes. As a result, institutions of higher learning looked on it with disdain. From the very beginning a controversy raged between the liberal arts institutions, which taught almost exclusively academic subject matter, and the normal schools that began to introduce practical skills.

The *Yale Faculty Report* (Yale Press, 1828), defended the classical liberal arts curriculum and rejected vocational elective curricula. This gave strength to the conservatives who believed that professional and classical education should be separate. The Yale faculty confirmed this by recommending the extinction of teacher education as a legitimate discipline in higher education.

Teacher qualification became the trademark of the normal schools, and the word "professional" became the symbol of a new gospel. Yet, the public continued to look with scorn on the teaching "profession" because of the low salaries and poor academic preparation.

The combination of industrial development and state-supported schools and the growing need for literacy proved

to be a blessing for the normal schools. But the curriculum remained the same - very elementary. Only the rudiments of subject matter were taught, along with a few techniques on the organization of materials and classroom discipline. Sometimes a period of supervised teaching was provided and gradually a knowledge of how learning takes place was added to the curriculum.

As late as 1900, the typical normal school provided only two years of work beyond the high school. Edgar W. Knight reflected on this period:

> When courses in pedagogy or education finally found their way to the doors of the college or university, they were generally reluctantly admitted, assigned to subordinate roles, and kept in humility as long as possible. ... The pioneer professors in pedagogy in these institutions were doubtless often effective and were generally picturesque, but they were not always standardized and orthodox products of the colleges or universities. Many of them had not bowed to the knee of the gods of the graduate school. They were innocent of the idolatry of doctoral dissertations and the methods of scientific research. Their methods were anecdotic and reminiscent of their experience in teaching and managing schools. Organized materials for pedagogical instruction were scarce until 1900, and the practical experience of the early professors of pedagogy formed a large part of the materials of their courses. The standards of their work which was limited to a few fields, were not always high; probably little if any higher than the normal school standards, and their claim to scientific character could not always be supported.
> These and other conditions caused courses of pedagogy or education early to fall under the heavy prejudice of other departments. They still suffer from this affliction. (Knight, 1951, p. 310)

The tremendous growth of high schools demanded university trained teachers for the academic subjects to be

taught. Gradually, the normal schools began to add lib-
eral arts courses to their curricula, won the right to
issue degrees, and eventually became four year teachers
colleges. Huggins (1971, p. 74) points out in his des-
cription of this era that the older liberal arts institutions
of higher education condemned this trend, but to no avail.
It was at this point the liberal arts college hindered
the growth of quality teacher preparation because they
permitted the growth and development of professional
education outside of professional circles by default.
(Conant, 1963, p. 62) Someone had to do the job, and
while the academicians were preserving their purity,
another profession developed without intellectual guidance
and respectability. Once this profession was allowed to
enter the university it was felt that the entire univer-
sity was threatened in its basic mission by providing a
professional education program on the undergraduate level.
Because of the invasion of the professional into the
curriculum of colleges and universities, liberal education,
in the classical sense of the term, became a myth.

The bitter struggles continued with both sides claim-
ing cherished beliefs about their disciplines. Things did
not get any better at the turn of the century. They got
worse. When the Russians sent Sputnik I whizzing about
over the earth in 1957, the division between the liberal
arts and teacher educators erupted into an all-out campaign

of enormous proportions. Educators describing this era
(Hedenfield and Stinnett, 1961, p. 4) indicated how ex-
tremists on one side proclaimed that "teachers were being
taught 'how' to teach but not 'what' to teach, and that,
really, if one knew his subject well enough, one could
teach it." Extremists on the other side retorted that
"if one really knows how to teach, one could teach any-
thing." Saner folk on both sides pointed out that a good
teacher ought to know 'what' to teach as well as 'how'
to teach, but their voices went unheard.

So fast and furious did the charges and counter-
charges fly, so bitter was the argument, that a nationally
circulated magazine (Life, 1957) asked two men to answer
the question: "How were our teachers being taught?"
Author of Schools Without Scholars, John Keats replied,
"Never worse!" and went on to say:

> If Johnny can't read, write, and do mathematics, it
> may be due to the fact that his teacher can't do
> these things well herself. ...
> In teachers college, they told her ... it was
> more important for Johnny to be well adjusted and
> happy than it was for him to be asked to use his
> head. In teachers college she spent far more time
> learning how to ventilate a classroom than she spent
> learning anything she might be asked to teach.
> (Keats, 1958)

Referring to the same issue, Robert H. Beck, Pro-
fessor of History and Philosophy of Education at the
University of Minnisota, claimed that teachers had never
been trained better.

Contrary to a high vocal segment of public opinion, teachers colleges are not a waste of time for men and women enrolled in them... There is, in fact, good reason to believe that today's professionally trained teachers are the best teachers our schools have ever had...

Proof of this is found in the study of Professor Benjamin S. Bloom of the University of Chicago. He compared sample scores of millions of high school students taking General Education Development Tests in 1943 with those taking them in 1955. The GED has five sections - English composition, social studies, natural sciences, literature, and mathematics. Professor Bloom found that in all five areas the students' knowledge of the subject was greater than it had been twelve years earlier. (Beck, 1958)

Professor Beck made a strong case for teachers colleges. But, human nature being what it is, and because the Russians got their earth satellite into orbit before we did, it is likely that what Mr. Keats said is what most readers remembered.

Adding fuel to the fire, in 1958 _Life_ magazine featured an editorial exploring the problems of education and blamed everything on John Dewey and disciples.

The Deweyites ... transformed conditioning techniques into ends unto themselves. As they tracked through United States education, teachers colleges assumed the dignity of lamaseries. ... In thousands of schools, teachers were denied the chance of learning more about their subjects in favor of compulsory education courses in 'how to teach'.

By their own trusted empirical test, the poor performance of their students has proven the educationalist wrong. United States high school students are plain ignorant of the things grammar-school students would have known a generation ago. Years of barren discussion courses in English have made a whole generation incoherent in the English language. By substituting 'projects' for study, the educationalists have soothed students' curiosity, but left them with little intellectual patience for solving

problems. Cut off from any but the most obvious
contact with tradition, e.g., an occasional pro-
ject visit to the local courthouse, the student
has lost his sense of history, at a time when his
country needs him most. Surely the history of the
Crusades can give a young man a better grasp of
the problems implicit in the United Nations or NATO,
than dressing up as a Pakistani delegate in an
imitation United Nations assembly at school.
(Life, editorial, "The Deeper Problem in Education,
1958)

In response, Frederick C. Neff, Professor of Education

at Rutgers University, along with many other educators,

took issue with the Life article and responded:

Dewey is derided for advocating aimlessness in edu-
cation. What he actually said was that 'acting with
an aim is all one with acting intelligently.'
Whereas it is claimed that Dewey de-emphasized
subject-matter, he in fact said that 'what is needed
is the new education that gives more attention, not
less, to subject-matter and to progress and technique.
But when I say more, I do not mean more quantity of
the same old kind.' (Neff, 1958, pp. 130-131)

The controversy reached its peak in the late 1950's

with the academicians openly proposing the abolishment of

teachers colleges, leaving one to assume that any house-

wife, truck driver or degree holder who had accomplished

an arbitrary number of subject-matter credits had the

right to teach regardless of whatever harm it might do to

the youngsters.

As the controversy continued, both sides grew further

apart. It reached the proportions of "either you are one

hundred per cent for us or you must be dead set against us."

As Hedenfield points out (1961), this sensitive feeling

was justified when one remembers how long scholars had been looking down their noses at teaching faculties. Justified or not, it only served to make a bad situation worse.

In 1959, Vice Admiral Hyman G. Rickover took his pot shots at the National Education Association, causing more sparks to fly. Rickover saw himself as the self-appointed critic of the state of public education. There were many areas where the admiral and the NEA disagreed violently, but also there were some areas in which they thought alike. The point is, neither of them would publicly admit it. Rickover expressed his feelings on teacher education in a testimony on Capitol Hill in August, 1959.

> I would suggest that we aim at having teachers in the last three years of high school who have the equivalent of a first rate legal education; that would be a bachelor's degree plus three years post-graduate study in their chosen subject. Elementary teachers would need somewhat less knowledge of subject-matter and more of pedagogy. All teachers need some instruction in pedagogy and a good deal of practice teaching.

Obviously, the academicians applauded these suggestions.

With the advent of the space race, the tempo of the curricular quarrel picked up its pace. Sputnik I had hit the American public squarely in the face with a most uncomfortable fact; those Russians were not stupid or unimaginative peasants. They had beaten us into space and it must be the fault of our educational system. Michael

B. Katz, assessed the situation this way:

> Wanting the best of two worlds, the educationalists
> managed to get the worst of both. They gained
> autonomy, but not academic recognition or status;
> with few exceptions, they have remained where they
> began, at the bottom of the academic pecking order.
> The reason in large measure, was that the educa-
> tionists failed to understand the profound difference
> between a science or academic discipline and a pro-
> fession, a mistake that has hindered both teacher
> education and educational research to this day.
> The point is that education is not a science or
> discipline, and can not be made into one. ...
> Despite their assertions the early educationalists
> developed no distinctive mode of inquiry and refused
> to limit what they claimed to be renaissance man.
> The result was that by their own actions educational-
> ists became the outcast of the academic community.
> (Katz, 1968)

The battle continued with both sides refusing to acknow-

ledge the other's argument. The pressure became so intense

both from the public and institutional administrators that

something had to give.

Planning for Collaboration

Silberman wrote in 1971:

What is critical is dialogue. To suggest that a
college have something to say is not to imply that
there must be only one curriculum. There are many
routes to liberal education given the temperament
of the situation, a college would be wise to offer
a number of routes from which they may choose, and
to give them considerable leeway in deciding how
to follow them. But each of these routes of curri-
cula, must have coherance and purpose, each must
reflect conviction about what is worth doing and
being. (Silberman, 1971, p. 402)

Although this was recently written, nevertheless it

reflects the necessity of sharing purpose through open

dialogue. In 1953, this issue was brought to a head and

open dialogue between these two faculties was proposed

by prominent educators across the country. Theodore C.

Blegen, of the University of Minnesota was in favor of a

national conference to settle these widespread issues.

In an address he gave before the Centennial Conference on

Teacher Training he made the following proposal:

The time has come in American education for scholars
and subject-matter specialists and those who profess
professional education to find common ground and
grapple unitedly with the problems of education that
are critical to the ongoing generations of our
people. Misunderstandings, where they befog the
scene, should be swept away. Weakness, where it is
discerned, should lead, not to epithets, but to
efforts to build strengths. Basis for mutual con-
fidence and cooperation should be looked for. If
there is alignment into enemy camps, why not mutually
explore assumed reasons for hostility and make sure
that we have, in truth, picked the right enemies to

fight.   (Blegen, 1953, p. 21)

Catching the attention of other renowned educators, Dr. T. M. Stinnett, Executive Secretary of the National Commission on Teacher Education and Professional Standards, (NCTEPS), recommended a series of conferences designed on a national level to grapple with this problem.   The results of this effort were realized in the now famous Bowling Green Conference of 1958.   The conference produced harmony and cooperation that surprised many.   An official later wrote:

> As one looks back on the conference several factors stand out. The first is the dynamic drama and air of tension which existed as 1,000 participants arrived for the conference. ... This tension, of course, was heightened by gratuitous publicity screaming for conflict. It was obvious to the thought and feeling of the onlooker that one incendiary statement or one violently partisan headline would have blown the frail and untried craft of the conference completely out of the water before it got underway. Fortunately, however, the participants met each other openly and squarely, refusing to lose their tempers and insisting upon intellectual discussion of their differences and the problems of common concern. As the conference completed its first day one could almost hear a vast sigh of relief. The ground had been laid for fruitful discussion; a rapport had been established by which most controversial, difficult problems could be laid upon the top of the table and discussed openly and freely.
>   ... As the conference progressed, the participants' innate fairness and devotion to the facts took over; there was an obvious shedding of stereotypes implanted by both sides, an honest acknowledgement of many errors and a great feeling of excitement in discovering a mutual concern and desire to get on with the business of improving our schools. (Stinnett, 1960, pp. 132-133)

This was probably the first major effort to work collabora-

tively on interdisciplinary methodology and curriculum design. Almost immediately the members reached unanimous consensus that teacher education is the responsibility of the entire institution of higher education and that everyone belongs in the act. No professor, no department, can stand aloof. This was stressed over and over again at the major conferences, at lunchtime conversations, and in private talks.

Lindley J. Stiles, Dean of the School of Education at the University of Wisconsin and chief spokesman for all-institutional efforts, put it this way to the conference members:

> The education of teachers is too important to the nation to be left up to the jurisdiction of any single group, whether it be composed of professors of education whose central concern has always been for teacher education or the liberal arts professors, many of whom have recently begun to recognize a long ignored obligation to help make policy in this area. Teacher education is properly, the responsibility of the entire institution. (Stiles, 1958, p. 153)

At a later conference, he gave attention to what he sees the all-institutional approach as representing:

> The all-institutional approach to teacher education challenges all professors, regardless of their fields of specialization, to join the ranks of teacher educators to blend their intelligence and talents with those of their colleagues to find reliable hypotheses and sound knowledge upon which improvements are made in reflective thinking and sound value judgments are made, bolstered by basic research and experimentation. They will more likely result from cooperation than conflict. They stand a better chance of evolving from the contributions of the total institution than from

the prospective of a limited segment of the faculty.
The development of high-quality programs of teacher
education is one of the most pressing problems
facing the American people today. It deserves and
demands the joint cooperative effort and attention
of the total faculty. (Stiles, 1958, p. 159)

Other noted educators endorsed these sentiments
resulting from nation-wide investigation of the state of
education. Conant later put all-institutional teacher
preparation into the form of a strong recommendation:

I recommend that if the institution is engaged in
educating teachers, the board of trustees should
ask faculties whether in fact theirs is a continuing
and effective all-college (or all-interdepartmental)
approach to the education of all teachers; and if not,
why not? Only through such an approach can require-
ments of the departments of instruction, which must
be concerned with all students, not only future
teachers, be coordinated with the needs of teacher
education, both in teacher education and in programs
of concentration. (Conant, 1963, p. 110)

As a result of the Bowling Green Conference and the
endorsement of prominent educators of the day, a new feeling
of cooperation developed. Many saw this as a new hope for
the utopia of educational programming for the future. Al-
though much of the progress at Bowling Green made for inter-
esting speculation, it's topic of all-institutional planning
was found on curriculum committee's agendas for the first
time. Both educationalists and academicians no longer had
to guess what to talk about. The major development of this
conference produced guidelines which would later serve
useful to change agents. (See Table I.)

CHAPTER II

SELECTED OPERATIONALIZED MODELS

Introduction

To many people the term "all-institutional" is a bit
confusing. While addressing the participants of the "Five
College Project," Dr. James B. Conant clarified the
issue with the following comment:

> When I speak of teacher education at a large uni-
> versity with many professional faculties, ... what
> I had in mind was cooperation between the various
> departments of arts and sciences and the faculty
> of education. What I meant when I spoke of the
> 'all-university approach,' was... a group of pro-
> fessors of many disciplines which would be commit-
> ted to developing a point of view for that in-
> struction as a whole. Since according to my
> proposal, each institution would be free to con-
> struct its own teacher education program and each
> interdisciplinary group would feel that it could
> do something new in the field of teacher education.
> (Five College Report, 1968, pp. 29-30)

As a result of the efforts of the Bowling Green
Conference, and others, collaborative model programs
sprang up all over the country. Foundations jumped on the
bandwagon with financial support for programs willing to
work legitimately at change. It is the purpose of this
chapter to look at some of these models, to look at their
organization and implementation procedures.

Although my interest is in teacher education on the
undergraduate level within the single-purpose liberal arts
college, I have decided to make no distinction in my selec-
tion of the following models. When all is said and done the
problems of reorganization are similar no matter whether in

a larger university setting, on the undergraduate level,
or in single-purpose colleges.

Patterns of Control for Policies and Undergraduate
Programs of Teacher Education Below the General
Faculty Level

Borrowing from the working paper of Lindley J. Stiles
(Stiles, 1958), it might be helpful for the reader to
become familiar with certain patterns of control for poli-
cies which exist in the cross section of models presently
in operation today.

Type I: Shared Control - By All Professors Who
Contribute to the Preparation of Teachers.

The plans classified under Type I make maximum pro-
vision for all-institution approach to teacher edu-
cation. Participation of professors who help
prepare teachers in policy making - either directly,
as members of the school of education faculty or
division of teacher education, or through selected
representation on the council on teacher education -
is automatic.

A.   School of Education Organization on a Basis
     Analagous to the Graduate School.

     All departments and professors who contribute to
     the preparation of teachers hold membership in
     the school of education in addition to their
     status in the school or college in which they
     are budgeted. Faculty members automatically
     have full voting rights in the school of education.
     Specialists in liberal studies assume re-
     sponsibilities for liberal education programs
     of teachers; subject-matter departments plan
     programs for major and minor fields; professors
     of education are responsible for required

pedagogical sequence.

Examples: Temple University
University of Wisconsin

B. All Institutional Council on Teacher Education -
With Power to Approve Policies and Programs.

Membership of the council is elected by respective
schools or departments - including both subject-
matter and pedagogical which contribute to the
preparation of teachers. Liberal arts and subject-
matter departments take responsibility for aspects
of the teacher education programs in their
specialties. The Council approves policies and
programs.

Examples: Carleton College
University of Illinois
University of Oklahoma
University of Texas

Type II: Majority Control By Professors Budgeted in
Schools of Education - With Participation by Selected
Representatives of Other Schools and Colleges.

A distinguishing feature of the plans under this type
is the retention of majority control by professors of
education. However, the provisions they make to re-
late the program of teacher education to the entire
faculty, and to obtain participation in the faculty
of the school of education from representatives of
other schools, represent a strong step toward the all-
institution approach.

A. School of Education Faculty Augmented By Selected
Representatives from Other Schools.

The majority membership of the school of education
faculty is composed of professors whose central
interest is teacher education. Representatives of
other schools and colleges which help prepare
teachers are appointed to represent their groups
on the school of education faculty.

Examples: University of California
University of Minnesota

B. Dual Professors Serve in Both Departments of
Education and Subject-Matter Departments.

Dual professors are appointed to serve as liaison representatives of both subject fields and pedagogical areas. They endeavor to obtain consideration for both viewpoints in the formulation of policies and programs. The faculty of the school of education, which includes dual professors, is responsible, however, for policies and programs in both pedagogical areas and in liberal arts and subject matter.

Examples: Miami University
Stanford University
Syracuse University
University of California, Los Angeles

C. Advisory Council on Teacher Education with institution - Wide Representation.

Membership of the institution-wide advisory council is typically appointed on the advice of the dean of the school of education. Its function is to keep the faculty of the schools of education in touch with the attitudes and views of other schools and colleges which contribute to the preparation of teachers and to advise on policy decisions relative to teacher education. The faculty of the school of education, however, is the policy formulating body.

Examples: Grinnell College
Michigan State University
University of Michigan

Type III: Exclusive Control by Professors Budgeted in the School of Education.

Plans of organization under Type III make no formal provision for obtaining participation of subject-matter professors of education and of other schools and colleges to formulate policies for the program of teacher education.

A. Independent School of Education composed only of professors whose primary concern is teacher education, cooperation may be sought and recommendations are typically respected by professors of education who formulate proposals for general faculty approval.

Examples: College of William and Mary

Northwestern University
Pennsylvania State University
University of North Carolina

B. Composite College of Education.

The independent college of education offers a
total program for the preparation of teachers
including liberal arts and subject-field courses
as well as work in pedagogy. When the college
of education is a part of a university struc-
ture, little or no relationship may prevail
with the rest of the institution. This type is
most commonly found in separate teachers
colleges.

Examples: George Peabody College of Teachers
           Illinois State Normal University
           National College of Education
           New York University
           Teacher's College, Columbia University

Type IV: Exclusive Control by Liberal Arts Faculty.

These plans may exist either in an independent liberal
arts or in a college of liberal arts in a university.
The distinguishing feature is that they do not recog-
nize teacher education as a professional field; con-
sequently, no organizational patterns exist to provide
for the formulation of policies unique to teacher
education. Such plans are distinguished by the ex-
clusive control of the work prospective teachers take
as part of the liberal arts program. In universities,
such arrangements inhibit the all-institution approach
to teacher education; in liberal arts colleges, they
deter the achievement of broad faculty interest and
concern for developing policies and programs uniquely
designed to prepare teachers.

A. Department of Education is Located in the Liberal
    Arts College in the University Structure.

    Teacher education is not considered a field of
    professional preparation. Students who prepare
    for teaching are unselected. Often pedagogical
    courses are added to established liberal arts
    patterns, with limited consideration being given
    to the unique responsibility for teacher education.
    Policies are typically controlled by liberal arts
    professors. Professors of education are included

in this group.

    Examples: Duke University
              University of Colorado

B. Independent Liberal Arts Faculty Treats Teacher
    Education as an Aspect of Liberal Arts Program.

    Teacher education is not considered a professional
    field. Education courses are offered as a
    supplement to the liberal arts program to help
    graduates meet certification requirements. Control
    is by liberal arts faculty, but professors of
    education are included on the liberal arts faculty.

    Examples: Hanover College
              Lawrence College
              Oberlin College
              Gordon College

Through the presentation of the following selected models I will be attempting to look at descriptive data which might shed light on the problem of all-institutional planning and implementation which could assist change agents of the future. The descriptive data will follow a pattern suggested by Seymore B. Sarason (1971). More specifically, the following areas of investigation will be sought after in the presentations:

1. Specific conditions giving rise to change.

2. Individuals and groups associated with those
    conditions.

3. Who (individuals or groups) formulated and
    initiated the need for change.

4. The action that was considered.

5. The degree to which problems were anticipated
    and vehicles developed for their prevention.

6. The degree to which problems were anticipated

and vehicles developed for their prevention.

7. The ways in which the changers were themselves affected by the process of change.

8. The clarity of and transformations in the criteria by which the changers and others judged the effort.

The Carleton College Model

I selected this model for my first presentation because it more closely approximates and resembles the small liberal arts atmosphere identified previously as a Type IV: B. Carleton College is a small liberal arts college located in Northfield, Minnesota. It has the reputation of being one of the nation's highest intellectual small colleges. This is substantially verified by its high admission standards.

Conditions Giving Rise to Change

Concerned about it's role in teacher education, the college conducted a study in which faculty looked carefully for several years at whether or not it should consider such a role as part of the college program. After a series of faculty seminars, and particularly after a series of meetings with public school teachers, this group came to the conclusion that professional preparation was demanded by the schools and was probably necessary. Therefore, they set out to produce the best possible program for a small liberal arts college.

Individuals and Groups Associated with These Conditions

In 1955, they instituted a nine member teacher educa-
tion committee representative of various academic divisions
of the faculty. It was primarily responsible for: 1) co-
ordinating subject-matter departments in their approach
to teacher education, 2) for acting as a liaison between
Carleton's teaching staff and classroom teachers in secon-
dary schools, 3) for making available to Crleton students
information and guidance on teaching in various subject-
matter fields, and, 4) for promoting recognition of secon-
dary school teaching as a responsible worthwhile career
for Carleton students.

The committee consisted of full professors representing
the three largest departments on campus. In addition, they
invited an outside faculty consultant for the following
purposes:

1. They could talk to him more freely.

2. He would be able to raise important questions
   because he would not know whose toes he was
   treading upon.

3. They would not have to worry about him after
   he was gone.

4. His independent reports, coupled with that of
   the college faculty would give the assessment
   more objectively than a report written by the
   Carleton faculty only.

The dean proposed the selection of an outstanding
member of the teachers college faculty who would serve

as chairman of these seminar proceedings.

Action That Was Considered - Organizational Design

They began by introspection into their present
program, attempting to take it apart, studying the con-
tributions made by the subject-matter specialist and by
the "educationalist."

Their second step was to study the effect of cultur-
al economic and political patterns of the United States
to the extent they effected the operation of a high
school. These sessions developed into thirteen two-hour
sessions. (In the first analysis this cooperative effort
coupled with the appointment of prestigious faculty was
basic to the success of this collaborative process.)
Participation on this committee was not mandatory.

Because at the outset there was an indifferent atti-
tude toward the teacher education faculty, they could not
assume the lead in formulating policy which gave impetus
to the rest of the faculty as a whole.

Discussions from the formal seminars touched off an
exchange of ideas elsewhere. Other faculty, ordinarily in
attendance at the seminars, also received abstracts of
seminars on the importance of education. A high sense of
dedication was expressed by the planning committee and the
guest professor.

The final action considered by the education faculty was to display a willingness to sit back and let their colleagues from other disciplines do the talking.

The Degree to Which Problems Were Anticipated and Vehicles Developed for Their Prevention

1. Because they knew interaction was essential, they allowed for an extended thirteen week session. They knew it could not be done through the regular faculty meetings or committee meetings.

2. Each session was well planned to prevent rambling on insignificant issues. They planned the direction discussion might take and tried to anticipate information the group would need.

3. They were committed to expressions of deepest convictions or no controversial issue would be settled. An intellectual attack had to be made without which no amount of good will would serve a purpose.

4. A limited range of study circumscribed to the area of the preparation of secondary teachers of academic subjects in an undergraduate college.

5. They agreed at the outset that all issues would not be resolved.

6. The first six weeks was necessary to remove the ignorance of each other's position.

7. The need for an outside professional consultant to add objectivity to the investigation.

8. The endorsement of the dean to establish the atmosphere of psychological safety.

Changes Which Effected the Changers and the Program

1. The committee pointed out that the department of

education staff was not large enough and re-commended that the administration add staff.
A full-time person and two part-time members
were hired.

2. Special methods courses of quality were being
given less reluctantly than the in the old
days by subject-matter departments. In one
instance, prospective teachers declared these
were the best courses they had in their entire
college program.

3. Secondary school teachers had been invited to
the campus by various departments, for dinner
discussions on teacher education and also on the
subject matter of their major interest.

4. During the study, the education department felt
more a part of the college as a whole because
it had a group of colleagues for consultation.

5. Important state, regional and national meetings
on teacher education had been attended by
faculty members other than those in the educa-tion department.

6. There have been an increase in the number of
students preparing to enter secondary schools.

7. Local high school teachers, on the initiative of
certain departments, have been invited to serve
as consultants in teacher education. One member
was made a full time faculty member.

Results of the Study and Recommendations for Other

Colleges or Universities Contemplating Similar Studies

1. Collaborative programming is worth it if the
administration of the college is concerned about
the problems of teacher education and will give
the necessary support to the faculty.

2. There must be a nucleus of faculty members other
than professors of education who are interested
in these problems. This nucleus need not be
large but it must exist. It is not necessary
that any members of the faculty be sympathetic

with contemporary trends in teacher education, but it is necessary that some be aware of the problems and willing to look for solutions.

3. A suitable consultant must be made available, who can give his full time to the project. This consultant should be reasonably familiar with contemporary education and with the problems involved in teacher education. He should also have an understanding of liberal education and be reasonably sympathetic with the aims of the liberal arts college.

4. Funds should be made available:
   a) to provide an adequate stipend for a visiting consultant,
   b) to bring in other consultants on a temporary basis to represent divergent points of view,
   c) to free members of the faculty to visit schools, meet school teachers and administration in consultation.

It is the consensus of the Carleton evaluation committee that given these conditions, a study such as this can be profitably carried out on any campus, and that a series of such studies could do more to resolve some of our pressing problems in teacher education.

It was also concluded that the schism between the various departments in the disciplines and that of education is greatest in the large university because it is more evident that students are torn and troubled and confused by the differences existing within the faculty.

Comment

This is an encouraging report in that very few assumptions were made at the beginning. This led to an openness

on the part of everyone concerned. It is also inter-
esting to note the importance of the off-campus influence
in assessing the need for change. My feeling is that
the public school component exposed the irrelevancy of
the present program which gave everyone concerned a new
point of identity. Once the needs were identified and a
mutual respect had grown for each other, the programming
became an easy project. The faculty involvement was
enhanced as the autonomy of each faculty member was
converted into creative planning and constructing solutions
to problems.

Finally, I think it is important to note the success
which resulted when the educators put away their egos and
took a back seat in the opening sesions. One must be able
to see himself if he expects to attract the attention of
others. I am not sure that many of the educators I have
met are capable of this transition. In addition, the
change agent himself must be willing to change his ways
as an outcome of asking others to contribute in the re-
construction process. It may very well result in the
educator making the most extreme change and he should be
willing to count this cost before he begins.

The Five College Project

One of the more promising explorations into the
matter of shared control, is the attempt in New York
State, over the period of 1965 - 1968, known as the
Give College Project. This project was inspired by
Dr. James B. Conant's book, The Education of American
Teachers.

Specific Conditions Giving Rise to Change

State officials felt they would like to experiment
with some of the ideas presented in Dr. Conant's book,
particularly those involving placing greater responsibility
for the preparation of teachers and certification, on the
colleges and universities as compared to the traditional
heavy reliance upon detailed requirements prescribed by
the State Education Department. They were now interested
in moving further in the direction of the following
specific recommendations:

1. The colleges should be given the responsibility
    for deciding what constitutes adequate preparation,
    and thus, which students are adequately prepared
    for teaching.

2. A college can effectively discharge their responsi-
    bility only if it is totally involved in the
    formulation of what it believes to be the best
    program for the preparation of teachers. Those
    decisions therefore, should not be left solely
    to professors of education. Rather, they should

be vested in a committee on teacher education
which represents academic fields as well as
pedagogical ones. The committee should involve
all appropriate faculty members in its policy
making and should present its proposals to the
entire faculty for final approval.

3. The liberal arts approach should be dominant
throughout the four years academic preparation
with the pursuit of one subject carried on an
advanced level.

4. Initial professional requirements should be held
at a minimum. The student teaching experience
or internship should be the major aspect of the
professional preparation, but still in need of
strengthening.

It is interesting to note that this model started on
a state level, in that the state was willing to relinquish
its certification requirements as a point of motivation.

Individuals and Groups Associated with the Project

The project covered three years. It was funded in
May, 1965 by the Danforth Foundation, St. Louis, Missouri,
and an appropriation from the New York State Legislature.
Dr. Conant accepted the role of consultant to the project,
and Mr. John Hollister of the Educational Testing Service
served as his liaison with participating colleges. The
project committee selected Brooklyn College, Colgate
University, Cornell University, State University College
at Fredonia and Vassar College to participate in the new
approach to the development of teacher education programs.

The Action that was Considered

The Five College Project focused on the question:
With complete freedom from such external standards as
certification requirements, what kinds of programs in
teacher education can be developed from the all-institu-
tional effort? The unique variable, as I mentioned
earlier, is the lifting of state certification require-
ments as a restraint to innovative thinking. Each college
had a different course of action. Specifics are located
in the Appendix.

The Degree to Which Problems were Anticipated
and Resolved

The results of the experiment were made available
at a conference in Albany, New York, May 16, 17, 1968.
The conference had three purposes (Report, p. 12):

1. To discuss the process involved in an all-
    university approach to teacher education.

2. To share and disseminate information on program
    development among both the participating colleges
    and among other institutions involved in teacher
    education.

3. To discuss possible evaluative information
    techniques.

Jean Kennedy, serving as the project consultant, ob-
served that as long as there is a structure on which the

colleges can rely, they will do so even though they are given freedom from regulations, and given money to develop new and imaginative programs. Unless the state removes specificity from existing regulations, the college may continue to develop programs in teacher education less effective and less imaginative than the times call for.

The following is a specific summary of observations in regard to the colleges and the all-institutional process they employed (Report, p. 20):

1. Adequate criteria for evaluation of whether the all-university approach, as a process, had been met by each institution in the development of programs seemed wanting. Other than assurances from top echelon college administrators, we do not know what constitutes evidence of the success or failure of the all-institutional approach.

2. The college administrative structure may be too cumbersome, or the faculty interest so diverse, as to render the all-university approach difficult, if not impossible to implement. The all-institutional approach is not a universal solution to administrative problems, especially in large or complex institutions.

3. There is considerable variety in the faculty representation on the all-university committees. The committees ranged from membership of the concerned departments to membership by all departments. The term 'all-institutional' has widely diverse meanings. How exclusive is the faculty representation applied by the term 'all-institutional'?

4. Several colleges reported serious faculty conflict in the all-institutional committee deliberations. However, the colleges offered scant evidence that such faculty dialogue resulted in improved teacher education programs.

5. The all-institutional approach to teacher edu-
cation does not necessarily have joint account-
ability and responsibility for the product or
control of the program. The policy body may be
broadly representative, but the policy administer-
ing function may be delegated to another, an un-
representative group.

6. The program which took fullest advantage of the
projects freedom from state prescriptions were
the new programs developed by the colleges rather
than revisions of their old programs.

7. The programs developed jointly by the colleges
and the public schools differed substantially
in concept and content from existing programs
developed solely by the colleges.

8. There was reluctance to disturb the traditional
time blocks for courses, student teaching, or
clinical experiences.

9. More attention was given to the revision of
education courses than for the liberal arts
sequence.

10. Few of the colleges had given long-range con-
sideration to the problems of evaluation in
terms of performance of their candidates. Most
colleges appeared willing to rely on the three-
factor evaluation as proposed by Dr. Conant:
   a) A greater number of students will be attracted
      and will enter the program.
   b) These students will remain in the program.
   c) These students will enter and continue in the
      teaching profession.

11. All of the colleges agreed on the need for outside
funds to improve teacher education, but there is
little evidence that they would be willing to
shift the internal funds for this purpose.

12. Judging from contemporary evaluative standards,
the programs developed by the all-institutional
process are of the same or better quality, and
have faculty and administrative interest and com-
mitment no less than that of the former teacher
education programs on these campuses.

It is interesting to note the lack of institutional

commitment to the necessity of program change. My feeling,
after having reviewed these proceedings carefully, was
that the grant was more inviting than the idea of change.
The Carleton model used, as a point of entry, a carefully
planned need analysis of the school problems from which
they developed their motivation. The colleges in the Five
College Project did not give a great deal of evidence of
this sort of analysis as we shall see later.

The Changes as Judged by the Effort - Evaluation

Evaluation and assessment are always critical components
in experimentation. Alvin P. Lierheimer, Director of the
Division of Teacher Education and Certification, gave his
reactions to the project at a session of the final con-
ference in May, 1968 (Report, p. 112). Lierheimer said
that it is not so much a question of did the all-institu-
tional approach to teacher education work, but rather, how
did it work; just how it was observed by the staff, by
Dr. Conant and by Jack Hollister. His personal hope more
than anything else, was to see some attempts at doing an
evaluation of the project itself. For example, an apprais-
al of how a teacher actually works when he is placed in a
classroom. Another area of concern was the feeling of
these institutions about curricula flexibility. Lierheimer
concluded, at least as it appeared on the surface, that if
courses now required for certification do not really make

a difference, maybe there is not significant reason for the state to be as specific in its regulations. Concluding his remarks on evaluation he stated:

> But if every institution is its own expert maybe we should rely on its judgement much more and ask only: how did you reach your conclusions as far as the curriculum and the program is concerned. (Report, 1968)

In order to broaden our understanding of how this project underwent evaluation, it might be helpful to render a few remarks given in a discussion session relative to questions posed to each member institution. The following is an abstract of the evaluation session (Report, pp. 115-158):

> Cornell:
>
> Recently there has been an indication that the all-institutional approach is somehow permeating the whole instruction even to the extent charges of becoming a teachers college have been leveled. I think it ought to be made clear that if we are going to use the term we should know what it does and does not mean. Certainly, in an institution like Cornell there is no suggestion that this approach permeates the whole institution or that it has mobilized the entire campus in any way.

> Question:
>
> Are you satisfied with the situation at Cornell?

> Cornell:
>
> No, I am realistic enough to know that ninety percent of the people in the academic departments

a difference, maybe there is not significant reason for the state to be as specific in its regulations. Concluding his remarks on evaluation he stated:

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Cornell:

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Question:

Are you satisfied with the situation at Cornell?

Cornell:

No, I am realistic enough to know that ninety percent of the people in the academic departments

which train teachers are primarily interested in
their own scholarship and we are willing to delegate
their concern for teacher education to the other
ten percent. In addition, in the professional
schools, where they have nothing whatsoever to do
with teacher education, they are engaged in training
their own professors and not teachers. Therefore,
I do not expect them to get involved.

Brooklyn:

I think we have taken a little different view of
evaluation. In the past most subject-matter majors
preferred to go on to graduate school, rather than
into secondary school teaching. We hope as a result
of this new program we will be able to appeal to a
scholastically better class of students, for the
following reasons: 1) we now have better math
courses directed toward the teaching problems in the
New York City schools; 2) because other departments
are willing now to participate in some of the peda-
gogical courses and its lending an air of respecta-
bility to the students in education. On the basis
of these hypotheses, we are now making a survey of
students who are graduating and those who have been
engaged in teaching over the last five years. We
are trying to find out what kind of students they
were, what successes they are having in the schools,
what kind of performance they put forth in the class-
room, what their attitudes are toward teaching, and
their knowledgeability of their subject area.

Question:

What differences will you be looking for? The differ-
ences in training is obvious, but what would you ex-
pect to find in the way of other differences?

Brooklyn:

First, we hope to appeal to a scholastically better
class of students. Secondly, after they get out
teaching, if in the opinion of the school administra-
tion they have been able to fit into their school's
situation better, we can put our fingers on some of
the reasons if there are any.

State University College at Fredonia:

I think it is entirely too premature to make judg-
ments about evaluation. We do have a lot of involve-
ment at the present time. I think the best thing
to say at this time is that we intend on carrying
the program forward, but to hold off assessment
until more time has passed.

Brooklyn:

When this program ends we will probably stop talking
to each other. Especially when the money runs out.
I am surprised that no one has tried to evaluate
the degree of freedom you have given us in terms of
departing from state certification requirements, and
whether this will effect teacher education. I feel
we have not departed that much, and maybe the
security of standards at some place may be an im-
portant necessity. I wonder whether this freedom
will lead to license, or whether it will lead to
going back to the same structure?

State University College at Fredonia:

This is an important consideration, because it leads
to the question of what a state does with teacher
education in the higher institutions.

Colgate:

I frankly can not see there is a good deal we have
been doing with this support that will not be carried
on without it, largely because I think the commitment
is there. I would say that as a result of this study
directly, or indirectly, the number of things an
institution might be doing could be increased rather
than decreased. I am referring to the ideas they have
or the directions they would want to go. Then, go out
and get the funds to implement those ideas.

Brooklyn:

I think the greatest value of the money which has

been spent is that it enabled people of different
faculties to have time and opportunity to speak
with each other about things of common concern.
I do not think this will end.

State University College at Fredonia:

The state comptroller has a funny way of asking:
"Why can't you do this thing without money? Isn't
that your job as an institution?"
In response to the question of state requirements,
we might ask ourselves, "Are there better guides
than curricular ones that the state should hold to
assure adequacy of preparation?" I think most of us
right now, have lost more than a little confidence
in the simplicity of curricular requirements. The
question is, "All right, what are the standards
then?" "What are the things a state uses to assure
the public that there is some degree of adequacy in
the preparation of teachers?"

State University College at Fredonia:

I hesitate to just assume that because our teachers
have been employed they are, therefore, all right,
and we have nothing to worry about. I think in this
assessment criteria, you are talking about some way
of finding out if the assessment report is on gradu-
ates and their teaching success and somehow coopera-
tively by the having been on the scene and having
observed them, as well as having been observed by
the employer. The other two things, it seems to me,
are putting together a blend of quality students
and quality faculty. If you could somehow put that
into your assessment and then this concept of per-
formance, cooperatively carried out by the university
and the schools, I think you would have something
that is a lot stronger than this weighing of student
credits.

This project, with all of it's unique features and
financial support, did in fact, produce a new dialogue
but did not cause any radical reconstruction in their in-
dividual teacher education programs. Motivation ranged

from a personal commitment (Colgate), to philosophical ideals (Vassar), to a more humane atmosphere (Brooklyn). Some of these programs have continued to look at state certification requirements and basic curricular structure, but few really wanted to stray from the security of the framework.

In a recent letter from Dr. William E. Boyd, (Appendix, p. 103) the Chief of the Bureau of Teacher Education, he expressed to me his reflections of the project:

> Although there were some positive aspects which came out of the Five-College Project, there was some disappointment evidenced, chiefly that, although Commissioner Allen suspended existing certification requirements for the participating colleges, the very existence of these regulations in their specificity seem to have a channeling effect on curricular planning. Many of the programs which came out of the Five-College Project almost exactly duplicated the curricular patterns required in the then current Commissioner's Regulations. This was one of the reasons why New York State moved to relax the internal specificity of certification requirements.

Although different from the Carleton model, nevertheless, the project was helpful in further understanding the complexity involved in the construction and implementation of an all-institutional teacher education program. The Five-College Report goes a step further, in that it was considerably interested in the evaluative aspect. From the research I presented, I hope the future change agent will be more informed on the issues inherent in assessment, which these colleges had difficulty gathering.

The Joint Commission to Improve the

Education of Teachers in California

1960 - 1962

This model represents another attempt to collabor-
ate all-institutional teacher education initiated on
the state level. The presentation is from a working
paper by Ernest L. Boyer (1965).

Individuals and Groups Associated with the Model

The story behind this collaborative effort began
when the Board of Directors of the California Council on
Teacher Education met with officers of the Western College
Association to look for ways to arrest the growing tension
between "academicians" and "educationalists" on the cam-
puses of the colleges and universities in California. The
tension was the result of the nation's reaction to the
Sputnik incident and the pressure of the public on state
officials to find the reason for the deficiencies in our
educational system which had apparently given the Russians
this advantage in scientific technology.

Specific Conditions Giving Rise to the Change

It was timed at this post-Sputnik anxiety era which

had crescendoed on many campuses in a clash over the nation's schools in general, and the training of teachers in particular.

The Action that was Considered

The action considered centered around a task of assumed statesmanship. Both the WCA and the CCTE officials agreed to begin the process by sponsoring jointly a blue ribbon team staffed by both professionals in education and leaders in the liberal arts. As conceived, the members of this interdisciplinary committee would meet together over an extended period and seek, first of all, to build bridges of understanding between themselves. These bridges centered around a personal understanding of the field and established a frame of reference from which to understand future developments.

The study team then proceeded to balance off, statewide, the rival and frequently acrimonious claims of general education, the academic major, and the training in the art of teaching.

The Degree to Which Problems were Anticipated

Problems seemed easily solvable as these groups met for the first time. The beginning session was marked by

caution and reserve, but fortunately, decency dominated
as reservation yielded to cordiality. They found, as they
had hoped, that beneath their prejudice was vested in-
tellectual convictions shared by academicians and education-
alists alike. The major obstacle was in getting these
two groups to feel safe in open dialogue. Their specializa-
tion prevented them from listening to each other and en-
gaging in dialogue. Only time could heal this problem.
In many cases, it took several months.

The Basis for Choosing the Course of Action

The study team produced some basic agreements which
were projected from the guidelines of the Bowling Green
Conference. For example:

1. The preparation of good teachers is the function
   of the entire college or university.

2. They called for a five year program to fully
   develop the liberated teacher. (The five year
   program is eroding in most of the states of the
   country including California. Note Sarason,
   1971, pp. 56-60.)

3. Additional in-service workshops to improve the
   skills of teaching.

4. Subject matter is of critical importance in the
   preparation program.

5. They urged the formation, in each college or uni-
   versity, of an institution-wide policy body com-
   mittee or council to study the program as a whole
   and coordinate the process.

These agreements appeared logical, but as one looks into this project many of the older, established institutions found it terribly hard to convince their colleagues of their legitimacy. It seems important that planning committees of this sort prepare change agents for the obvious problems he is going to face in convincing others of the legitimacy of change. My research indicated that many disappointments resulted from an over-all disillusion at not being properly prepared for the variables that obstruct cooperative programs unique to professionals.

The Procedure Used

The procedure was directed toward the college deans and presidents for administrative support. (More and more of this emerges as an important point of entry.) In turn, the faculty was solicited to send a delegate to one of the regional conferences to discover how to develop a miniature joint commission on each campus. In many cases, these representatives were selected arbitrarily or because they represented a certain faculty status. The procedures within each participating institution in selecting the representatives was not a democratic one and was done rather hastily. (This procedure is hardly representative of people who see the importance of teacher education as an all-institutional effort.)

The Ways in which the Changes were Effected by the Process

The conference resulted in forty-seven of the fifty-seven institutions developing some form of all-institution committee on teacher education. Almost without exception each committee was imposed on the institution with a pre-designated design endorsed by the administration. As noted earlier, this is not the best change strategy when dealing with older, established institutions. As a matter of fact, it is not good under any circumstances if innovative collaboration is expected. (Schein, 1972, p. 51) These committees were given broad control and power in teacher education, but were limited to policy-recommending or an advisory role.

Changes that Resulted from the Efforts of the Changers

Reference from Boyer's working paper (Boyer, 1965, pp. 271-273) on this conference related the following evaluation:

1. As anticipated, not everyone welcomed the innovation. At some institutions apathy, or even confusion blocked the effort to form a collaborative program.

2. Failure resulted in some institutions because busy men from many departments could not find time to get together.

3. The greatest barrier was fear - fear that the
    college-wide approach would violate long-standing
    departmental autonomy and limit power and author-
    ity.

4. The bureaucratic structures became so cumbersome
    that very little action resulted. With few results
    members often lost interest.

5. Some of the institutions met with eventual success,
    even predicting that their campus-wide programming
    would play a major role in changing the state certi-
    fication requirements. (As was the case in the
    Five College Project, very little change was
    effected for basically the same reasons.)

University of Florida Teacher Education

Model of Collaborative Programming

Gainsville, Florida

This model is offered to show the importance of the in-service component in the reconstructional process. My presentation is in the form of an abstract of a working paper prepared by Ralph White and J. B. Page (1958).

Specific Conditions Giving Rise to Change

Even before the Bowling Green Conference, the College of Education and Sciences made many attempts to find ways and means of working together to develop a program of teacher education. Both faculties generally recognized that each must share in this responsibility. However, when representatives of the two faculties would come together to discuss the problem there was always an uncertainty as to what the ground-rules were regarding the respective areas of responsibility. Consequently, there was always present some distrust of one another. In this atmosphere there naturally existed a defensive attitude on each member's part in making sure that his prerogatives were known by the other. Therefore, the various attempts made by the two colleges to develop a program to which both could subscribe usually resulted in failure. This failure was due in part to dif-

ferences in philosophy, and in part, to the lack of a clear
frame of reference with which each could work without fear
of encroachment from the other. Committees appointed to
work on major issues could not succeed because each member
of the committee thought it his duty to uphold the faculty
represented.

Who Formulated and Initiated the Need for Change

Between 1954 and 1958 representatives from the College
of Arts and Sciences and the College of Education partici-
pated with selected representatives from the public schools,
in a state-wide conference on teacher education. At each of
these conferences it was clearly established that it was
important for various administrative units on a university
campus to find ways and means of working together to build
a sound and adequate program. Eventually, the deans of the
various colleges agreed to have weekly meetings. As they
met, the lines of communication opened leading to the forma-
tion of a joint committee representing the College of Arts
and Sciences and the College of Education to suggest sub-
ject sequence for all the major areas for which the College
of Arts and Sciences prepare teachers. These committees
presented their recommendations to the joint committee of
deans. Frequently, the deans did not accept all the re-
commendations. However, the lines were open.

Ralph Page gave the following summation of the process:

> For thirty years, ... there has been friction between the two colleges. Neither side would trust the other any further than it absolutely had to. In 1956, the president of the university issued a fiat, outlining the area of responsibility of each college. On the basis of that fiat, the college started to make progress. We had a roadmap, 'but we were still running two buses.' A year later, the president took drastic measures to halt the feuding. He called the two deans together with their respective assistants, into a room and told them, in effect, not to come out unless they had reached an agreement - but to come out soon. (The Second Bowling Green Report, 1958)

The Ways in Which the Changers were Themselves Effected by the Change

Out of this initial confrontation, committees were established, leading to real progress. The committee learned that there are three essentials to cooperation:

1. There must be a mutual respect for each other.

2. Definite rules in the cooperative enterprise must be established.

3. Effective channels of communication must be established. (Working Paper, 1958, p. 92)

The above mentioned levels of cooperation was as difficult for the educationalists to maintain as for the academicians.

Comment

It is interesting to note the action by the president

of the university. I do not know if this is unprecedented,
but it can be very effective in breaking a deadlock of
stubborn professors bent on protecting their traditions.

For the future change agent, it may very well be
beneficial to prepare his case for the president in a
manner that might be useful in the event of deadlock. It
not only brings the point home quickly, but carries with
it an attitude that the safety of future employment lies
with those who are willing to take the risk required in
change.

Oklahoma State Model
Teacher Education Program

This final presentation was selcted because it gives
more attention to the role of individual committees which
play such an important part in the all-university program
at Oklahoma State University.

Specific Conditions Giving Rise to the Change

Officials at Oklahoma State University started looking
at this business of cooperative leadership as far back as
1947. Resulting from many survey groups, they have accepted
the challenge of reorganizing teacher education on the
campus.

Individuals and Groups Associated with these Conditions
of Change

An agency of the university for directing and coordina-
ting teacher education was created - the Oklahoma State
University Council on Teacher Education. The council follow-
ed these guiding principles in carrying out its functions:

1. Previous experiences were utilized and old programs
    and practices were evaluated on the basis of im-
    provement.

2. The total resources of the university were

utilized for teacher education.

3. Programs of preparation were developed in terms
   of needs, practices and conditions as found in
   public schools. (Note that this component is
   again essential in reconstruction design.)

4. Production committees were designated for each
   of the training fields in which certificates were
   authorized by State School Boards of Education.
   These committees were composed of faculty members
   selected from the supporting academic disciplines
   and professional education, with representatives
   from the public schools serving as consultants.
   The committees were charged with the responsibility
   for developing complete and unified programs in
   their respective fields, which would include areas
   of preparation identified as general education,
   professional education and teaching specialization.
   (Working Paper, The Second Bowling Green Conference,
   1958)

The Action that was Taken

After many months of study, discussion, and resolving

of conflict between the points of view represented by

members of the committees, each production committee pre-

sented a program of teacher preparation to the University

Council on Teacher Education for review and adoption. In

some instances the council would find the recommended pro-

gram acceptable with little or no change, but in others,

productive committees were given criticisms and asked to

continue their deliberations concerning specified parts of

the program. Whenever the committees felt that they had

discharged their functions and the programs were found to

be acceptable, official approval was given by the Council.

As the agent of the university, the Council requested the

State Board of Education to make an official evaluation
of the programs as the basis for approval. At present,
thirty programs of preparation for teachers, administra-
tors, and special-service personnel have been developed
through this process.

Changes Effected by the Process of Change

The faculty has discussed proposals for changes in
the undergraduate teacher education program. The proposals
receiving substantial faculty support include:

1. An increase in requirement of upper division
    units from 45 to 60.

2. An increase in the number of units required for
    a degree from 186 to 192.

3. The requirement that elementary candidates com-
    plete either a) a second major, in addition to
    the education major, in social sciences, humanities,
    or science-mathematics to be identical to the first
    teaching area requirements for secondary candidates
    replacing the present academic minor, or b) a
    teaching minor in art, music, or physical education,
    in addition to the present academic minor.

Evaluation of the Changes and Others Judged by the Effort

Presently, each program of preparation has a super-
vising committee that is charged with the responsibility for
continued evaluation and study of that program. These com-
mittees may, on their own initiative, or at the direction of

the University Council, recommend changes or modifications. No program is considered perfect or complete and all are subject to modification when evidence can be presented to justify the proposed change.

Comments

The characteristics of the programs no doubt result from the guiding principle that encourages experimentation in teacher preparation and grants considerable freedom to production committees in program development. Obviously, the programs are the results of many compromises among different points of view represented in the production committees and in the University Council on Teacher Education.

CHAPTER III
CONCLUSIONS - FUTURE CONSIDERATIONS

In my attempt to study the teacher education-liberal
arts conflict in all-institutional planning I have pre-
sented background material on the history of the problem
and several attempts made to operationalize models to
resolve these differences. In this final chapter, I want
to suggest a conceptual model dealing with the process
of resolving the conflict and provide a possible vehicle
for future change agents.

Diagnosis for Change

In order to effectively solve any problem one must
be sure he has a firm understanding of the problem itself.
Therefore, the initial step for a change agent is to con-
centrate his energies on a careful diagnosis of the peculiar
variables within the given change target group responsible
for the conflict. Sarason and Reihart agree that the
success of expediting and sustaining change effectively will
rest on how well the change agent can predict the behavior
of those he intends to change.

Earlier in this dissertation I offered research on the
Carleton College model of shared responsibility (p. 31), at
which time I made reference to the enormous amount of time
they devoted to crystalizing the problem. After three
years of investigation, the attitudes of the investigating

committee were changed enough to both become sensitive to the problems of teacher educators and to convert their knowledge into actual curricular offerings within the college.

In my own college, previous to implementing our present model, I invested a full year of research into finding reasons for the conflict between the teacher preparation faculties and the combined faculties of our local community schools and our college liberal arts faculty. My hunch was that our program had become so insulated and provincial that outside involvement was constituted only as a necessary evil. My diagnosis was conducted through a series of workshops which brought together secondary school teachers and college faculties by subject areas. Our purpose was to investigate the issue, while seeking advice for reconstructing a model program which involved their efforts. I held workshops in four subject areas: languages, social studies, math-science and English. In retrospect, I am convinced that the very fact that I was willing to admit we had a problem opened the doors for others to help in finding the solution. In summary, our present success would not have been possible without understanding the basic problems as they related to our unique culture.

Because professionals have always been the agent by which society has dealt with its problems (Schein, 1972),

any attempt at collaboration with other professionals must
begin with an understanding of the peculiar character-
istics of what he is like and the forces around him that
manipulate his behavior. If change is to be expected, a
clear understanding should persist relative to why some-
thing has to be changed (diagnosis), what should be changed
(goals), and what must be effected to bring it about (pro-
cess). If the change agent discovers that change is
necessary and he sets goals accordingly, he still must
deal with a 'process' to reconstruct the attitudes, beliefs,
and values of those individuals necessary to realize the
new goals. This process will differ according to each
change target area (college) and one must be able to under-
stand and deal with the many forms of resistance of the
given culture responsible for the behavioral patterns.
These forces are literally the life-giving components to
the psychological safety of the individuals responsible
for teaching within the given society. To ignore this
could bring catastrophic results. Therefore, a diagnosis
of individual faculty need structures is essential if one is
to deal with attitude change. Without it, one can not
expect change to last very long.

There have been various kinds of diagnoses which were
suggested in the assortment of working papers on all-
institutional models. The Carleton College diagnostic
team consisted of full professors clearly respected by the

entire faculty, a teacher education specialist, and an outside consultant from another college. This, of course, immediately gave respectability to their findings. The diagnosis took the form of studying the effect of cultural, economic and political patterns of the United States to see the extent to which they effected the operation of a high school. This approach incorporated the liberal arts faculty expertise as essential to preparing teachers to deal with these issues. The California experiment, prepared by the Joint Commission to Improve the Education of Teachers in California, used a team of representatives from a leading professional association to diagnose the problem of all-institutional cooperation. The University of Florida model used a team of representatives of both the arts and sciences and teacher education faculties. The Oklahoma State model included both faculties and, in addition, local community school teachers and state educational representatives. The general consensus shows that a diagnosis should include a broad representation of people responsible for the forces contributing to the problem.

Such a diagnosis is never easy and the change agent should be careful not to underestimate the work involved. It will require a high level of personal tolerance and frustration, a willingness to take severe risks knowing that his efforts could collapse without a moments notice.

Probably most important to keep in mind is that a good
diagnostician will need objectivity, an openness to learn
and a willingness to sit back and listen, and not ask
others to change unless he himself is willing to. (Reichart,
1969) Because my concern in this dissertation is with
collaborative planning in teacher preparation within the
context of undergraduate liberal arts colleges, I would
like to deal with some of the specific points of re-
sistance to change which must be carefully investigated and
understood as an agenda for this important diagnosis.

The Conflict of Pressure

Changing social values have caused the professional to
be an advocate, to set about to improve society, not merely
to service it, to become socially conscious, to be more of
an initiator than a responder. As Schein concludes in his
recent study for the Carnegie Commission, new roles are
being asked of the professional, one of which is to work at
creating change by fighting the bureaucratization and
standardization that have developed in many professions.
Certainly the academic profession is feeling this pressure.
(Schein, 1972) The implications of this new role necessi-
tates a different set of skills, a different self image, a
different set of attitudes, values and beliefs about
working together. These pressures of society on the pro-

fessional have been the object of recent research at
specifying these pressures done by Mayhew 1970, Geddes and
Spring 1967-68, Perrucci and Gerstle 1969, and Abercrom-
bie 1967, 1968. It is these pressures which could form
the very rationale for cooperative planning.

Conflict of Specialization

Moore (1970), concluded that the ultimate criteria
of the professional educator is the achievement of autonomy
which implies: 1) knowing better what is good for the
client than anyone else because of extended technical and
intellectual education or training, 2) subjecting one's
decisions only to a review of colleagues, and 3) setting all
of one's standards pertaining to jurisdiction of the pro-
fession and entry into it through peer-group associations.
These characteristics give rise to professional "communi-
ties", implying a common sense of identity, self-regulation,
life-time membership, shared values, a common language,
clear social boundaries, and strong socialization of new
members.

In the academic profession the university professor
perceives his role as a sense of calling, a long period of
education, specialized knowledge, a service orientation
towards students, strong informal criteria for licensing
by the granting of tenure by colleagues, assumed ethical

standards, autonomy, review only by colleagues, specific expertise rather than general wisdom, and lack of self-advertisement.

The future change agent bent on changing this character type would do well to understand that these established attitudes are often impervious to change because of the high personal investment of the professional in establishing the image of himself as a "specialist". Sam Leles (1968) concluded in a recent article that the role of the scholar/researcher develops internalized standards and a powerful sense of autonomy which ultimately becomes a major obstacle to collaborative enterprises. Consequently, the obvious conclusion is that in a world of a rapid knowledge explosion the professional is bound to resort to greater specialization, leading to greater autonomy, making him less sensitive or qualified for all-institutional cooperative planning. The Five College Project reflected these weaknesses in that after the state certification requirements were lifted and money was provided to work cooperatively toward an all-institutional teacher preparation program, very little actually resulted. Professors were already locked into their specialization and self-regulated environments which hindered a collaborative effort at reorganizing anything over a sustained period of time.

The Conflict of Preparation

Another conflict leveled against teacher education
(Russell, 1962) is that they have failed to develop con-
nections to other professions. This criticism is not
exclusively directed toward the field of education but
could be held true of all professions. The essence of the
problem probably lies in the fact that we have failed to
train faculty in the skill of working collaboratively with
the faculty of other disciplines. This was evidenced in
the Five-College Project and others. This deficiency of
interpersonal collaboration in preparation has threatened
both the educationalist and the academician, for neither
possess skills required to function comfortably. Keeping
in mind the problems of the city, the environment, of
education, of health and of international relations, we
will need to find ways to develop interpersonal teams,
managed by competent project directors who can weld the
various talents of the different professions together in
a team effort. (Schein, 1972, p. 34)

In my own college, there has always been talk of
"working together", and when one looks closely at the many
committees operating within the college one would think
we are succeeding. Yet, a closer look indicates that in
reality not one inter-divisional course is presently
offered nor is any course modeling interconnections of one

discipline to another. Consequently, although the
suggestion for collaboration is strong and the motivation
is above an optimal level, the failure to operationalize
it clearly comes from not knowing where to start and how
to process it, resulting from inadequate preparation to
deal with such a strategy.

Role Conflict

I spoke earlier of the importance of understanding
the psychological safety level of the professional as a
good strategy for collaboration. Abraham Maslow maintains
that people will always seek to maintain their psychologi-
cal safety by avoiding role conflict. (Maslow, 1968)
Role conflict, by its very definition, means trouble for
the individual choosing between two incompatible demands
on behavior. It means gaining the advantages of the one
and foregoing the advantages of the other, or avoiding the
disadvantages of the one and risking the disadvantages of
the other. Theoretical discussions of role conflict have
dealt largely with typologies of the conflict situation,
i.e., the various ways in which conflict in role behavior
may arise. (Gross, Mason, and McEachern, 1958, Chp. 17)

Role conflict is disruptive, tension-inducing, and
over a prolonged period of exposure, productive of anxiety.
Occasional investigation has tested this assumption.

(Gross, Mason, McEachern, 1958, pp. 274-80) The Joint
Commission to Improve the Education of Teachers in
California discovered when they attempted to implement
their program on collaboration, that the single greatest
deterrent to their success was the fear the faculty member
had of having to give up familiar practices and accept new
roles. Accepting a new role for the specialist means
changing a need structure which is well established in self-
regulated practices. Therefore, the change agent must
create vehicles which will prevent his target group from
seeing his plan as a conflict of their present interests.
Once tension develops from role conflict objective thinking
vanishes.

Conflict of Knowledge Explosion

Knowledge explosion, particularly in the sciences, has
caused most of the traditional disciplines to become so
sophisticated and differentiated into subdisciplines that
it is even difficult for the college teacher to remain
expert in more than one corner of the field. The knowledge
explosion has three important consequences for the purpose
of our study:

  1. It acts as a strong stimulant to specialism; the
      task of a generalist in a world in which the know-
      ledge base is getting larger becomes increasingly
      difficult.

2. It increases the likelihood of early obsolescence; to keep up in one's specialty becomes more difficult as the field changes ever more rapidly, leading either to absolute forms of practice or greater specialization in even narrower areas.

3. As specialization increases, it becomes harder for professionals to work together on interdisciplinary teams because greater differentiation of fields of specialization leads to sets of attitudes and concepts that can be easily shared only with fellow practitioners in the same or related disciplines. (Brown, 1970)

Therefore, one is faced with a paradox. On one hand society is generating problems requiring interdisciplinary team efforts for their solution. Yet at the same time, sets of professionals are less and less able to take part in inter-disciplinary problem-solving efforts. The Carnegie Commission studies (Schein, 1972) indicate that this particular problem is essentially true of the academic professions, where it has been difficult to launch interdisciplinary efforts in an environment dominated by departments centered around disciplinary specialties.

In the small prestigious liberal arts colleges where writing and research is reinforced by the promoting forces, this specialization becomes so intense that faculty members build resistance to the teaching of a basic core course or general survey course in his own field, much less stand ready to share in an all-institutional effort with other faculties. For example, in 1971 at Gordon College, I suggested at a faculty workshop a strategy for cooperative planning in the presentation of a core course. My effort

called for a team approach utilizing input from the media
department, behavioral sciences and the education depart-
ment as support for the faculty member normally commissioned
to teach the course. Absolutely nothing resulted because
the faculty member teaching the core course wanted to pro-
tect his own classroom domain. Yet when one looks at the
verbiage in liberal arts college catalogs surrounding the
importance of a core of curriculum as developmental to
interdisciplinary thinking, one wonders why all core courses
are not taught modeling such a process.

My point is that the knowledge explosion is causing
greater individual specialization and college administrators
are further enhancing it by promoting programs of recogni-
tion for faculty who continue to become more specialized
rather than offering encouraging reinforcement for collabora-
tive efforts. Until this is changed efforts at all-insti-
tutional planning will be subordinate to these individual
efforts.

Conflict of Sociological Changes

As mentioned earlier, teacher preparation programs not
only prepare their students to service society but also to
rebuild it. When one speaks of reconstruction one must gain
an awareness of the pressing problems from which these
needs are manifested. Criticisms have been leveled by

sociologists to the effect that teacher preparation programs have failed to develop interconnections to other professions (Gage and Suce, 1951).

If the problems of the city, of the environment, of education, of health, and of international relations are to be worked on effectively, we will need to find ways to develop information cooperatively, for these problems are not exclusively those of the educationalist or the academician. These problems are duplicated in almost any example one can think of - the control of drugs, the cleaning up of the waterways and the air, the development of more effective urban transportation systems, the control of crime and violence, the control of the birth rate, economical development in underdeveloped regions, and so on.

A Committee on Basic Research in Education of the National Research Council posted the following major unresolved problems for education which require interdisciplinary efforts:

Unresolved Problems:	Relevant Disciplines:
1. Designing better and more effective school systems.	Psychology, sociology, economics architecture, political science, law.
2. Reducing conflict between school and community.	Sociology, political science, law, management.
3. Teacher unionization.	Sociology, political science, law.
4. Insufficient basic skill learning; hence, unemployable graduates.	Psychology, economics, sociology, guidance counseling.

5.	Lack of integration of cognitive attitudinal value, and skill components of education.	Psychology, philosophy, sociology.
6.	Genetic vs. environmental determinants of intellectual level.	Psychology, sociology, anthropology, biochemistry genetics.
7.	Integration of what is taught in the home, through the mass media, and through the schools.	Psychology, sociology, anthropology, political science, communications.

One logical approach to these problems in a society as complex as ours, is through a holistic understanding resulting from interconnectors of all disciplines. Fry and Lech (1971) conclude that because the traditional model of the educator put so much stress on the professional as an autonomous expert whom the student must trust because of his high degree of skill and high commitment as a professional ethic, we may well have trained out of most of our educators the attitudes and skills that are needed to work in a collaborative effort with others. This along with the reinforcement of professional associations and societies which have tightened their boundaries to maintain high standards, has reassured the public that the educator can be trusted to deliver his services responsibly.

At Gordon, I am presently attempting to deal with this problem by the formation of a volunteer ad hoc committee of liberal arts faculty who have had experience teaching on the secondary school level. My purpose is to bring together faculty from other disciplines who are already sensitive to

the problem of teaching on the secondary level, directed
at dealing with some of these social problems from the
perspective of their disciplines as part of our regular
teacher preparation program.

The Conflict of Bureaucratization

Many efforts to collaborate have died a slow death at
the hand of bulky, cumbersome, bureaucratic structures.
They often destroy creativity and reduce the opportunity
for change because too many decisions are required to
actualize the action. Liberal arts colleges are infamous
for bulky committees. In addition, these committees are
battlegrounds to secure departmental strength. A change
agent will need strong support to facilitate cooperative
programming and it may not come until these struggles are
understood. In most liberal arts colleges, educational
faculties represent a large populus of students either
majoring or minoring in education, but they hold very few
prestigious positions on important committees. If all-
institutional planning originates from the education de-
partment it must be able to lobby the support of those
stronger influences who control the more prestigious con-
trolling committees.

Bureaucratization and conservation in a liberal arts
college result from a complex of forces. As these colleges
mature they not only acquire a greater base for convergent

knowledge, but also tend to protect their boundaries or
areas of jurisdiction by creating personal associations
which, through peer control, defend institutional re-
quirements, standards of entry, and ethical standards for
its faculty (Moore, 1970; Schiff, 1970). In addition,
professional associations normally create tight controls
on their own members, thereby preventing outside control.
It might be good for the change agent to keep in mind that
this conservatism tends to be strongest in those profes-
sions that are still trying to legitimate themselves.

The problem of bureaucratization was clearly notice-
able in the Five-College Project, particularly when the new
programs necessitated moving classes, clearing schedules,
changing paradigm structures without which implementation
was impossible. Registrars protected the efficiency and
control of tight schedules making it easier to get water
out of a rock than to effect schedule change. At Gordon,
for example, our block of practicums must be done over a
winter term. Any practicum outside of this time would be
nearly impossible to effect due to the myriad liberal arts
course offerings which are hard and fast, and the institu-
tional tradition which tends to put clinical experiences
at a low priority level.

The problem then, for innovators, is how to stimulate
the kind of all-institutional planning that will make the
total college community responsive to the increasingly

complex problems inherent in clinical experiences which
effect scheduling. Constant subdividing will not solve
the problem if each new group takes a conservative role.
Arthur D. Little, Dober, Paddock and Upton and the Nation-
al Training Laboratories Institute of Applied Behavioral
Sciences have indicated the need for compensating for
conservative trends by new kinds of interpersonal groups
whose norms at the outset encourage collaborative solu-
tions that emphasize maximum concern for the ultimate
user's willingness to train collaborative interprofessional
teams.

The Process of Planned Change

Having touched upon the peculiar conflicts within
liberal arts colleges demanding investigation as a pre-
requisite to effect all-institutional planning, we should
turn our attention now to the process of change itself.
Sarason concludes that the major problem most change agents
face is the problem of the change process itself (1971, p.
20). Whenever most new programs are introduced the ideals
are applauded by everyone, but the problem of internalizing
them within a group of people not ready for them is often
overlooked. With this in mind, I offer a model which re-
flects the efforts of a recent report by the Carnegie
Commission on Professional Education (1972) led by E. H.

Schein.   The reader should keep in mind that this model
must be made adaptable to the unique environment projected
for change.   For example, because Gordon has a religious
orientation the stages mentioned in the following model take
on new dimensions which must be made adaptable to the many
peculiar cultural norms of the college community.   This,
again, reinforces the necessity for a thorough diagnosis
of the change target environment before implementing
new models.

Stage 1   Unfreezing: Creation of the motivation for
                            change.

            Mechanisms: 1) Lack of confrontation or dis-
                            confrontation of present beliefs,
                            attitudes, values or behavioral
                            patterns.
                            2) Induction of "guilt-anxiety" by
                            comparison of actual with real
                            states.
                            3) Creation of psychological safety
                            by the reduction of threats or
                            removal of barriers to change.

Stage 2   Changing: Development of new beliefs, attitudes,
                            values, and behavior patterns on the
                            basis of new information obtained and
                            cognitive redefinition.

            Mechanisms: 1) Identification with a particular
                            source of information and redefini-
                            tion through perceiving things as
                            the source perceives them.
                            2) Scanning multiple sources of
                            information and redefinition through
                            new integration of information.

Stage 3   Refreezing: Stabilizing and integrating new beliefs, attitudes, values, and behavioral patterns into the rest of the system.

          Mechanisms: 1) Integrating new responses into the total personality or culture. 2) Integrating new responses into ongoing significant relationships and into the total social system through reconfirmation by significant others.

In order to further clarify the above let us look into the significance of these terms:

Unfreezing: No matter how much pressure is put on a person or social system to change through dis-conformation and the induction of guilt-anxiety no change will occur unless the members of the system feel safe to give up old practices and learn something new. Without a feeling of psychological safety, the members of the system will increase in defensiveness in direct proportion to the amount brought to bear. (Report, p. 77)

This is essentially a problem of attitudes. Sarason makes reference to the failure of the Yale M. A. T. program as resulting from this very problem. The president apparently suggested the program strongly enough to his faculty to bring initial acceptance but he failed to take into account the attitudes of the liberal arts faculty members who continued to see teacher education as too pedestrian for their scholarly efforts. As a result, M. A. T. students felt like second class citizens and slowly the program eroded. Unfreezing requires taking into account the attitudes of the total faculty if that change is expected to be sustained.

Resistance could take the following forms:

> In all of these cases one must consider the possi-
> bility that what the person is saying is that he
> presumably is feeling threatened and/or does not
> see how to get there from here, hence he tends to
> resist on an emotional level and develop rational-
> izations for the resistance. (Report, p. 78)

> The essence of effecting unfreezing process is a
> proper balance of 1) disconforming forces that do
> not arouse discomfort, tension and threat, and 2)
> forces that create sufficient psychological safety
> to make it possible for a person to pay attention
> to the disconforming cues and develop a motivation
> for change. (Report, p. 77)

Therefore, change agents must take careful note of forces working toward unfreezing the system, and in parti- cular, create a climate in which faculty and administration feel enough psychological safety to overcome the barriers in implementing the innovation. Creating a climate for change in small liberal arts colleges often results best from convincing the strongest active administrator to en- dorse the effort through suggesting tenure and promotion as a point of motivation. Keep in mind however, in order to get to this point the change agent should have an idea of the psychological safety needs of the administrator, making it safe for him to support the change.

Unfreezing will take time and in order to sustain it a system of continual reinforcement will be imperative. Re- directing behavior essentially means a new set of satisfiers to reconstruct need structures of those one is intending to change. To sustain it the faculty will need to feel safe

about the change and be able to predict the outcomes
with as little conflict as possible.

Changing: The emphasis on change should not be on
acquiring new information but on the development of new
motivation without which the person or system will ignore
new ideas or deny their validity.

The Commission points out two processes of searching
out this technique:

1. Seeking out a model within which to identify,
   e.g., another teacher who is teaching in a
   different way or looking for a school system
   that is trying innovation that looks promising,
   or imitating a school that is similar to the
   one trying to change.

2. Scanning the entire information environment
   and selecting from that environment ideas
   that best fit the person or system trying to
   change.

Again, I remind the reader of the importance of know-
ing the peculiar forms of resistance within the given
change target. The effectiveness of models of scanning
information will rest on a good diagnosis of this problem.
The presentation of new models or new information will
have little success unless it serves to stimulate a new
point of motivation in the group to be changed. To gain
this point of motivation the change agent must be aware
of earlier attempts at change with this group, the processes
that were used and the degree to which attitudes were
changed. For example, if theirs is a history of failure

with new programs, the motivation level may be difficult
to reach. At Gordon College, there have been so many
attempts at change that most faculty usually throw up their
hands at the suggestion of another new program. Some of
the programs of the past were introduced by exciting in-
novators who departed a short time after, only to leave the
programs to die and with them the credibility of change.
Being knowledgeable of these attitudes helped me consider-
ably to avoid repeating failures.

Identification: This is probably the most neglected
area of those who have attempted change in the past. Often
we select a service with which to identify but fail to
account for the rate in which that service needs reconstruc-
tion to avoid becoming ineffective in a changing society.
This requires scanning to prevent an imitation of other
systems and one which allows for constant renewal. The
Carnegie Report concluded that:

> Among the key norms is that professionals must learn
> to be autonomous and to value autonomy. This norm
> applies especially to professors. Consequently, un-
> less the norm itself is changed, only those innova-
> tions that faculty members have invented or delegated
> for themselves will be genuinely integrated into the
> curriculum. (Report, p. 80)

In order for change to be sustained it must become a
total part of the person or institution. So many programs
fail because of a neglect to develop strategies to integrate
the new identity to the entire community. After spending

over $300,000 in the Five-College Project to help bring about change in all-institutional teacher preparation, some fourteen years later, hardly a trace of that experiment remains. Consequently, new identity will call for an organized set of principles which are consistently reinforced to redirect behavior, breaking from old practices and accepting new routes which are designed to bring a new identity. Sanford Reichart concluded from his study (1969) that probably the question of how to sustain change long enough to form a new identity is harder to answer than where to start.

Refreezing: Refreezing involves two basically different but equally important components. Whatever new responses are attempted it must fit into the total personality of the individual attempting it, and it must fit sufficiently enough into the culture of which that person is a member to be confirmed and reinforced by others. In other words, it is very difficult for an individual to sustain the change if it does not fit into other parts of himself, and it is equally difficult for an individual to sustain change which may fit his personality but which is incongruent with what others in his reference group or relevant social system expect of him or are willing to tolerate.

The phenomenologist refers to this refreezing process as the "personal differentiation of meaning." Essentially, refreezing will mean changing the personal perceptions of

others and yet helping them to feel adequate enough to
adopt the change. Once the change is accepted and new
identity forms the change agent must look for ways for it
to effect the total system long enough for it to be con-
sidered the norm. (See Table V)

The primary purpose of this analysis is to force the
change agent and members of the system to be changed, to
identify and to analyze all the forces that act on a given
system, and to avoid the temptation to limit their thinking
to one or two forces even though they may be quite relevant.
As one moves down the list of restraining forces, the change
agent should assess the degree to which the faculty style,
the manner of conducting classes, the way in which the jury
system works on student projects that are assigned and the
manner in which they are corrected and graded, and support
and individual style or working. (Report, p. 88)

A Point of Entry

Given an understanding of a process, where does one
begin to effect change? Although it appears redundant, the
change agent must keep in mind that "points of entry" will
be different in each system. These are a few which I have
researched and found to have been effective:

A. The Academic Dean: If the dean is the most power-
ful influence within a given academic system, he could be

the key for setting a safe climate within which to foster
support. For example, in many small religiously oriented
liberal arts colleges students are highly sensitized to
strong paternal approval. As a result, most of its facul-
ty come from similar backgrounds which results in a
strong loco-parental atmosphere. The dean in these small
colleges often resembles a strong father figure to whom
most of the college citizenry look to for self approval. He
represents the strongest "significant other" relationship
to its membership. Therefore, as a point of entry the dean
would hold a strong influence in launching a new program.
The relationship of a given faculty to their dean is not
always one of rapport and the change agent must be sure of
the tone before proceeding to use him as a point of entry.
For example, Gordon's previous administration had very
little faculty support which developed suspicion and retreat
from administratively endorsed programs. Obviously, in this
kind of atmosphere the dean would be the worst of all pos-
sibilities for a point of entry.

B. Money: In many small independent liberal arts
colleges, money is a critical issue around which new programs
live or die. If a new program has promise and is legitimate
enough to qualify for grant money, it could very well attract
immediate attention and support. One will be amazed at how
quickly structure and tradition is hurtled when greenbacks
are flashed in struggling small independent liberal arts
colleges.

C. Resignation Pressure: The American Association of Colleges for Teacher Education recently announced the results of a survey (1970) conducted on teacher education interest in liberal arts colleges. It was not at all surprising to me to find that fifty-two per cent of the graduates of liberal arts colleges were involved in a teacher certification program. If, let us say, in a given system there is a strong enough student populus in education programs and one needs leverage to attract attention to all-institutional planning, the education faculty could recommend the college dissolve the department. The intent, of course, is to focus the attention of the "powers that be" in regard to their willingness to meet, to negotiate new programs in order to prevent an eventual confrontation with students.

D. Inviting Liberal Arts Faculty to Meet the Ultimate Climate: It would seem appropriate for teacher education faculty to ask various public school teachers to invite liberal arts faculty to their classes as guest teachers. This would appeal to the ego strength of liberal arts faculty members and provide attention to the problems of teaching on that level, out of which may come a new sensitivity for re-designing his courses to speak to these problems.

E. State Board of Education: The classic example of this approach was the Five College Project experiment which we covered briefly in Chapter II. If a given education program could gain notoriety from state officials, it could

give the public relations people a point of reference for attention in recruiting. If the state agency could be influenced to use the particular college as an experimental environment the attention might serve to awaken the interest level of other faculty.

F. Utilization of Experienced Liberal Arts Faculty: If the change agent seeks to collaborate teacher education and liberal arts faculties it would be advantageous to begin working with those liberal arts faculties who have had experience working in public schools. Within Gordon, this has served as an extremely useful point of entry. Most of these people are influential faculty members and are quick to identify with our problems in teacher preparation. This committee has served in an ad hoc role but nevertheless represents strong influences within their respective divisions. My influence as a teacher educator is typically ineffective in the college. However, as this committee becomes more and more informed, more leverage is established to the need for collaborative planning. They also have become my strongest influence in gaining a receptive platform with the rest of the college.

The committee on teacher education in the Carleton College experiment (p. 31) gave evidence of what an influential committee of this sort is capable of producing. At Carleton they saw to it that these faculty members promoted teacher education within their own divisions and within the

student body. This group, incidentally, held full pro-
fessorships lending to attention on a high credibility
level. In the other models of shared responsibility I
mentioned in Chapter II, strong committees on teacher
preparation resulted from the same point of entry.

G. Trustees: In addition to gathering the interest
of sympathetic liberal arts faculty the change agent ought
to consider the sympathy of its trustees. Often these in-
fluential people have a high interest in education resulting
from the failures of their children to learn due to poor
public school programs. If a conscientious teacher educa-
tor can speak to how his program plans to rectify these
poor educational programs he may very well gain a strong
point of entry.

H. Alumni: As I researched various models, I found
surprisingly little evidence of having used graduates as a
point of entry. My experience indicates that the arts and
sciences faculty at Gordon are far more sensitive to listen-
ing to their graduates than me. Therefore, I have made it
a point to encourage those who graduate and are fortunate
enough to land teaching positions to come back on a yearly
basis to feed back the strengths and weaknesses of our
program as it effected their success or failure. Through-
out these assessment sessions they visit the department in
which they majored, making criticisms and offering suggestions
which have, on occasion, effected some change in course com-

position. I have also used graduates as consultant instructors in our methods and practicum courses, bringing them even closer to arts and sciences faculty members. The pressure to pay more attention to teacher education brought by this group of alumni has opened new avenues of communication not possible by my department alone.

I. College Philosophy: In many small liberal arts colleges there is extensive care taken to preserve a distinctive philosophy which gives them a unique identity. For example, the evangelical liberal arts college takes many forms of behavioral standards unlike no other institution. Yet, because of this distinctiveness, they draw from a constituency who reflect similar values. It seems most probably that a person seeking collaborative planning as a new innovation would do well to show how this change will broaden the distinctiveness and enhance the growth of this philosophy. Most liberal arts colleges are committed to operationalizing a model in broadening its purpose and hire faculty with this thought in mind. A collaborative effort at teacher education within the context of the institution's "reason for being" could gain the support of the financial constituent who gives to preserve the distinctiveness. A survey conducted by the American Association of Higher Education (1970) concluded that the average age of the influential giver to liberal arts colleges is forty-three years of age. In most cases he gives to preserve a "trailing edge"

which he experienced as a student himself. Good psychology
dictates that the change agent understand this "trailing
edge" philosophy and use it as a rationale for a point of
entry to change.

J. Workshop Seminars: Another possibility lies in
bringing together faculty from various community public
schools in open confrontation with liberal arts faculty
centered around a topic of mutual interest. Usually when
these groups get together inevitably the issues of teaching
come up giving a platform for a discussion of methods. In
addition, it provides an opportunity for these groups to
become acquainted with each other and areas of interest out
of which a mutual respect could be gained for future
collaborative programs.

Linkage

Once the point of entry has proven successful, the next
step is to look for vehicles to connect the success to other
parts of the institution. In teacher education this linkage
extends beyond the college to the community itself. The
linkage must have a common core of understanding which every-
one can assume is basic to its framework. Finding inter-
connections could be even more difficult than establishing
a point of entry. For example, in the earlier stages of my
program I brought representatives of various secondary

schools to the college to meet with our liberal arts faculty by subject area for the purpose of scanning our course offerings and our overall teaching concentration program. These sessions were very lively as liberal arts faculty protected their "right" to teach what they wanted while the secondary teachers told of the irrelevance of the content in our course offerings. Surprisingly, however, when the sparks settled, these groups reached a greater sensitivity to each other's frustrations. What we needed, however, was a vehicle to transfer the sensitivity into a curriculum change which only remotely took place. What we needed was a system to funnel these successful experiences into the rest of the institution. The model of the Oklahoma State program (p. 59) offers an interesting possibility. Their Council on Teacher Education organized production committees with the distinct responsibility of promoting programs in teacher education and were held accountable to the Council for the implementation and assessment of their effort. The Carleton model used a Council of full professors representing many disciplines with specific responsibilities for promoting linkage to other faculty members, students and community schools. This study indicates that linkage ought to be given to a responsible, creditable group who clearly understands the need for such a step and is committed to finding ways to make it the total personality of the total institution.

Leverage

Given a successful point of entry and a seemingly
effective system of linkage, the process of making the
change work over a long enough period of time to gain
total institutional identification will demand leverage.
Unless the effort is gaining momentum it is likely to be
considered a flash in the pan experiment. Leverage could
take the form of daily encouragement, or could also result
from students who are responding to the new program with
enthusiasm and renewed motivation. It could result through
the efforts of extensive testing geared to show greater
adequacy of skills. As is the case in most new programs,
regardless of its success, someone will be skeptical and
it is for this reason that leverage is necessary; for if it
goes unchecked, skepticism could spread like a disease,
causing irreversible damage.

Conclusion

An all-institutional approach to teacher education will
not be an easy task in colleges where traditionally self-
regulated faculty control curriculum committees. When one
looks at the insurmountable conflicts within the liberal
ats setting it becomes apparent that although an effort has
good intentions, the probability is high that very few

liberal arts faculty will go beyond the listening stage and those that do have little chance of sustaining the change over a long enough period of time. Keep in mind however, that there are some very encouraging models (i.e., Temple, University of Wisconsin, Carleton College, and Oklahoma State) but these programs had the flexibility, administrative and financial support, to feed into it the ingredients to keep it healthy. As one surveys the teacher education programs in small liberal arts colleges across this country and thinks in the direction of all-institutional planning in teacher preparation, one is hard pressed to find any evidence of these ingredients or the desire to cultivate them. Consequently, the task is enormous and should not be undertaken by a person with a low frustration level. The assessment committee of the Five College Project was quick to establish that there was a much higher probability of success in all-institution planning in new programs than those more firmly established. The very fact that liberal arts colleges have a long standing tradition of building monuments to the past make the personal reconstruction process a long one. The only hope I see for improvement is the current economic pressure in small liberal arts colleges to attract students. With college public relation directors pounding the streets for candidates some of these programs may have to become more practical and skill oriented. If this happens, teacher education change agents may have a golden

opportunity to develop all-institutional clinical programs across every major. Whatever happens, it seems to me that the needs of our citizenry require that we make every effort humanly possible to develop collaborative skills even in the face of the greatest diversity. If our teacher education candidates fail to see a holistic concept of preparation, indeed we could be preventing them from knowing how to analyze and deal effectively with the needs of the future generation. As a teacher educator in a liberal arts college, I have concluded that either every attempt must be made to find a platform to introduce a collaborative atmosphere or move to an invironment where it is possible. For me at least, any other road leads to selling my integrity without which I have no identity as a person or as a concerned educator.

APPENDIX

Table I

Guidelines for collaborative all-institutional plan-
ning in teacher education. Bowling Green Conference, 1958.

1. NCTEPS should continue to foster conferences
    patterned after the Bowling Green Conference, in
    order to bring together a balanced representation
    from the professional organizations and the learned
    societies in an effort to further the study of
    teacher education.

2. There is a strong need for better communication
    between all branches of education.

3. Intangible prestige value for the development of
    similar conferences at state and local levels
    has come from the National TEPS conference.

4. There has been great knowledge of and great respect
    for the professional educator gained by these con-
    ferences which must be used to build new coopera-
    tive programs.

5. Every scholar has some degree of responsibility for
    making sure that his department has a carefully
    planned program adapted to the needs of teachers
    and taught by colleagues who meet the highest
    standards of scholarship.

6. Since research advances our knowledge of the funda-
    mental of each school's subject, of psychology, of
    child development and of social phenomena, the edu-
    cation of the teacher can never stop. The teacher
    must, in college and throughout his professional
    career, be in close contact with the scholars who
    are creating in their own fields.

7. A college of education has the responsibility of
    conducting research in the fundamentals of teaching
    and learning and translating the results of this
    research into the education of the teacher.

8. There should be an over-all committee in every
    teacher education institution to examine and
    appraise the program of teacher education and to
    make recommendations for changes.

9. Two way communication between the practitioners and those directly responsible for teacher education is of paramount importance.

10. The preparation of teachers should represent the cooperative efforts of those concerned with professional preparation and subject matter; for example, the college of arts and sciences.

11. Thorough and enlightened studies of methodology should be undertaken by scholars in methods.

12. Implicit in all discussions was a sense of urgent need for action. The sense of urgency should not result in ill-considered action.

13. The program of teacher education at each college should be developed by the entire faculty working through a committee on teacher education whose membership is broadly representative of the entire faculty.

14. Educators on all levels, should look for close understanding, cooperation, and support from the public, utilizing all possible organizations and avenues to introduce to the public the importance and needs of education.

15. Policies and standards for teacher education curriculua should be by cooperating agencies representative of all groups concerned within the institution itself and its area. Each institution has problems peculiar to its own locality that must be considered when planning a program.

16. There should be a body of leaders representative of all segments concerned in the institution responsible for reviewing and recommending programs for teacher education and standards for admission to and retention in the program and completion of the degree requirements.

17. Teacher education is an all-institutional function, and the determination of policies should be the responsibilities of both subject-matter and education departments.

18. The total faculty should be involved in the development of the teacher education program, whether it be a single purpose institution or one with joint programs involving subject-matter courses for teaching. Heads of department should compose a committee

for this purpose; subject-matter teachers and professional training teachers should also participate, thus making the grass-roots decisions, rather than administrative policy decisions.

19. The administrative organization should facilitate effective cooperation between subject-matter departments and departments of education.

20. The administrative organization should facilitate resources required to promote the all-institutional effort.

21. Each institution is responsible for establishing the nature and design of its own teacher preparation program.

22. Representatives of the entire faculty, as well as administrators, superintendents, and supervising teachers, should help plan the content of, and the sequence within, a teacher preparation program.

Table II

LIST OF CO-SPONSORING AND COOPERATING ORGANIZATIONS

(Bowling Green Conference, 1958)

Co-sponsoring Organizations

American Association for the Advancement of Science
American Association of Colleges for Teacher Education
American Council of Learned Societies
Association of American Colleges, Commission on Teacher
    Education Council of Cooperation in Teacher Education,
    American Council on Education
National Academy of Sciences - National Research Council
National Association of State Directors or Teacher Education
    and Certification
National Commission on Teacher Education and Professional
    Standards
National Council for Accreditation of Teacher Education

Cooperating Organizations

American Association of Health, Physical Education, and
    Recreation
American Association for Jewish Education
American Association of College Registrars and Admissions
    Officers
American Association of Land Grant Colleges and State Uni-
    versities and the State Universities Association, Com-
    mittee on Teacher Education
American Association of Physics Teachers
American Association of School Administrators
American Association of Personnel Administrators
American Chemical Society
American Geographical Society
American Geophysical Society
American Historical Association
American Home Economics Association
American Industrial Arts Association
American Institute on Biological Sciences
American Institute of Physics
American Library Association
American Medical Association
American Personnel and Guidance Association
American Philological Association
American Philosophical Association
American Society for Engineering Education
American Sociological Association
Association for Asian Studies
Association for Childhood Education International
Association for Higher Education

Association for Student Teaching
Association for Supervision and Curriculum Development
Association of Guidance Schools in the Association of
    American Universities
College Art Association of America
College Art Association, Inc.
Conference Board of the Mathematical Sciences, American
    Mathematical Society
Council for Basic Education
Council for Exceptional Children
Department of Audio-Visual Instruction
Department of Classroom Teachers
Department of Elementary School Principals
Department of Home Economics
Department of Rural Education
Federation of American Societies for Experimental Biology
Modern Language Association of America
Music Educators National Conference
National Art Education Association
National Association for Research in Science Teaching
National Association of Biology Teachers
National Association of Journalism Directors
National Association of Public School Adult Educators
National Association of Schools of Music
National Association of Secondary School Principals
National Association of Women's Deans and Counselors
National Aviation Education Council
National Catholic Educational Association
National Commission for the Defense of Democracy Through
    Education
National Commission on Safety Education
National Council for Social Studies
National Council for Independent Schools, Inc.
National Council of Teachers of English
National Council of Teachers of Mathematics
National Institutional Teacher Placement Association
National League of Teachers Association
National Science Teachers Association
National Society of College Teachers of Education
National Society of Professional Engineers
Scientific Manpower Commission

SISTANT COMMISSIONER FOR
HIGHER EDUCATION

DIVISION OF TEACHER EDUCATION AND CERTIFICATION

BUREAU OF INSERVICE EDUCATION   518 474.5705
BUREAU OF TEACHER EDUCATION   474.6440
INTERSTATE CERTIFICATION PROJECT   474.6440
TEACHER CERTIFICATION SECTION   474.3901

April 23, 1973

Table III

Mr. James P. Garvin
Secondary Education Department
Gordon College
Wenham, Massachusetts 01984

Dear Mr. Garvin:

In response to your letter of April 16, I am enclosing
a copy of the report of the final conference of the Five
College Project. Although there were some positive aspects
which came out of the Five College Project, there was some
disappointment evidenced, chiefly that, although Commissioner
Allen suspended existing certification regulations for the
five participating colleges, the very existence of those
regulations, in their specificity, seemed to have a channeling
effect on curricular planning. Many of the programs which
came out of the Five College Project almost exactly duplicated
the curricular patterns required in the then current Commissioner's
Regulations. This was one of the reasons why New York State
moved to relax the internal specificity of certification regu-
lations.

I hope this booklet will be of some help to you. Good
luck in your studies. Incidentally, if time permits, I would
be glad to have from you a reference to the article in which
you noted that there was disappointment which grew out of the
project.

Sincerely yours,

William E. Boyd
Chief
Bureau of Teacher Education

WEB:pc
Enc.

Table IV

WORKING PAPERS AVAILABLE

ON ADDITIONAL ALL-INSTITUTIONAL

EFFORTS IN TEACHER EDUCATION

Arizona State College, Tempe, Arizona, by Charles K. Fauset and Charles W. Meister.

Ball State Teachers College, by Robert Cooper and Leslie Mauth.

Beloit College, by Charles von Eschen and Donald N. Murray

Brigham Young University, by Ashahel D. Woodruff and Leonard W. Rice.

Central Missouri State College, Professional Preparation by Marion S. Scott

Central Washington College of Education, by Robert E. McConnell and Wayne Hertz.

Chatham College, by Frederick Aldrich and J. Cutler Andrews.

College of St. Catherine, by Sister Mary Ellen Cameron, C.S.J., and Sister Helen Margaret, C.S.J.

Colorado College, by J. Victor Hopper and Lloyd E. Werner.

East Carolina College, by Leo W. Jenkins and Edward J. Carter.

George Peabody College for Teachers, by Lalla Wlaker and Gilbert Wilson.

Hunter College, by Herbert Schueler and Beatrice Kenheim.

Indiana University, by Phillip Peak.

Iowa State Teachers College, by Esther Hult and Daryl Pendergraft.

Marshall College, by Michael B. Josephs and D. Banks Milburn.

Michigan State University, by F. B. Dutton and Milesh Mountyar.

Ohio State University, by Paul R. Klehr and David Miller.

Oregon College of Education, by James Dale and Roy E. Lieuallen.

Pacific Lutheran College, by Anna Marn Nielson and Walter Schnackenberg.

Stanford University I, Five Year Program for the General Elementary Credential, by G. Wesley Sewards.

Stanford University II, Five Year Program for the General Secondary Credential, by Alfred H. Grommar.

University of Kansas, by Kenneth E. Anderson.

University of Minnesota, by John Borchert, Don Davies and William Edson.

University of Wyoming, by Harlan F. Bryant.

Washington University, by Robert J. Shaefer and Danna Jensen.

Table V

FORCES TOWARD AND FORCES RESTRAINING CHANGE

Driving Forces Toward Collaboration	Present Level	Restraining Forces
A. Forces within the student.		
New values and assumptions, clients have a right to influence environment	⟶ ⟵	Attachment to traditional heroic models that emphasize individual creativity.
Recognition of our lack of empathy for many classes of clients.	⟶ ⟵	Importance with low technological skills of client or other professionals.
Recognition of complexity of problems and need to rely on other experts.	⟶ ⟵	Our needs for prominence and recognition.
Lack of confidence in one's own ability to solve problems.	⟶ ⟵	Emotional resistance or tension around the concept of sharing or collaboration.
B. Forces within the college.		
Presence of some faculty who provide a collaborative role model in their own work	⟶ ⟵	Presence of some faculty who set an individualistic role model in their own work.
Research on other funds for the development of collaborative models.	⟶ ⟵	Classroom practices that emphasize one-way communication from faculty experts to student non-experts.

Workshops, seminars,
T-groups, etc., that
train students direct-
ly in the skills of
working with others.

Scholarly and re-
search traditions
that emphasize in-
dividual work and
recognition.

————————→ ←————————

Project teams that
require several stu-
dents to work with
each other.

Traditions within
the profession that
are communicated via
alumni, written mat-
erials, faculty and
visitors.

————————→ ←————————

C. Forces from within the
profession.

Availability of
career paths that
emphasize collabora-
tive roles.

Availability of
career paths that
reward and emphasize
individualistic, cre-
ative performance.

————————→ ←————————

Table VI

FORCE-FIELD ANALYSIS OF WHY THE TEACHING-LEARNING

SYSTEM OF A SCHOOL IS TYPICALLY

INDIVIDUALLY ORIENTED

Driving Forces Toward a Collaborative System	Present Level	Restraining Forces
A. Forces within the student.		
Desire to be more involved in determining his own curriculum and methods of evaluation.		Dependence feelings and resistance to taking on responsibility.
⟶	⟵	
Fear of arbitrary control by faculty.		Habits of passivity built up through previous educational experiences.
⟶	⟵	
New career concepts that involve new roles and new combinations of knowledge and skills.		Feelings of having nothing to contribute, actual lack of expertise relevant to the problem.
⟶	⟵	
		Lack of motivation to put in the extra work required in a collaborative model.
	⟵	
B. Forces within the college.		
Faculty desire to get		Emotional resistance

better feedback on
their own teaching.

to be evaluated by
students.

→   ←

Pressure from ad-
ministration to
obtain information
for the purpose of
evaluating teach-
ing performance.

Model of the faculty
member as a profes-
sional who evaluates
his own performance
or subjects, only to
peer evaluation.

→   ←

Administrative pres-
sure to give students
more power to reduce
disruption and revolts.

Prior history of un-
successful attempts
to involve students.

→   ←

Student projects that
require collaboration.

Beliefs that students
do not know what is
best for them, hence,
should not have a
voice in curriculum
content or teaching
style.

→   ←

Belief that learning
is individual and
should be individually
evaluated.

←

Fear that power shar-
ing or collaboration
will lead to anarchy
or total abdication
by faculty.

←

Lack of personal
experience in col-
laborative situations.

←

Record keeping and
grading systems or-
ganized around in-
dividual perfor-
mance.

C.   Forces within the
profession.

Scope of projects
that require col-
laborative skills.

Job placement put
emphasis on indivi-
dual, not collabora-
tive, skills in
terms of what employ-
ers ask for on
recommendations.

Table VII

FIVE-COLLEGE PROJECT CONFERENCE

DATA SHEET

I. GENERAL INFORMATION

NAME OF COLLEGE: Brooklyn College (CUNY)

ADDRESS: Brooklyn, New York, 11210

PRESIDENT: Harold C. Syrett

COLLEGE CONTACT PERSON: Louis K. Rosenzweig

TEL. NO.: (212) 780-5136

COLLEGE ENROLLMENT:		ENROLLMENT IN TEACHER EDUCATION:	
A. Undergraduate:	18,384	A. Undergraduate:	6, 464
B. Graduate:	4,993	B. Graduate:	3, 852
C. Total:	23,377	C. TOtal:	10, 316

II. PROGRAM INFORMATION

A. Activities used to develop programs:

1. Review of literature: Survey of requirements for licensing mathematics teachers; recommendations of the Mathematical Association of America; publications of NCTEPS; recent books on teacher education, accrediting, academic preparation, and research.

2. Use of outside consultants: Mathematics teachers, department chairmen, and secondary principals; Dr. Conant, representatives from colleges and E.T.S.; representatives of the National Council of Teachers of Mathematics; the New York City Board of Examiners and Board of Education. This was not extensive for the English program.

3. Field visits to other programs: Committee members visited academic and vocational high schools, special high schools for gifted pupils, in New York City, New York State, and New Jersey.

4. Other: Many colleagues on the College staff were consulted, including the areas of science, psychology, social sciences, and the Office of Testing and Research.

B. Describe unique or innovative features of the programs developed under the Five-College Project:

1. Mathematics:

(a) New courses were designed in which (1) methods of teaching are emphasized; (2) students teach some of the material in the course; (3) the relation of the course material to the high school curriculum is noted; (4) whenever possible, historical material is included to show the development of mathematical thought.
(b) Professional courses were designed so that theory and practice are integrated throughout with particular reference to teaching in the urban schools.
(c) The fifth year was designed to help the beginning teacher through his first year of teaching by instituting continued supervision and assistance from the college faculty, education and mathematics, and to further his mathematical education and his understanding of its educative process.

2. English:

(a) Students would take literature "extensions" to discuss pedagogical issues and problems.
(b) English assistants would serve under college instructors in correcting themes and perhaps instruct.

C. What major developments in your teacher education programs do you anticipate as a result of the Five-College Project?

The experimental program may serve as a prototype for the preparation of secondary school teachers in other subject matter areas.

D. How do you plan to finance those innovative elements which have been receiving subsidy during the past three years?

1. Brooklyn College will underwrite the expenses involved in the preparation for and teaching of the new courses in the program.

2. The College is currently exploring the possibility of a grant for the purpose of implementing the apprentice teacher phase of the program (on a paid basis).

E. Program materials available upon request:

1. Interim Report	Yes	No
	X	
2. College Publication(s) (mathematics only)	X	

F. All-University Committee for teacher education:

1. Date committed was activated: November, 1964

2. Total number on Committee: Six

3. Disciplines represented on Committee:

    (a) Mathematics: Education and Mathematics
    (b) English: English, Education and Psycholgy

4. (a) Length of term on Committee: 3 years
(b) How elected: Nominated by the Department Chairman, and then appointed by the President of the College.

5. Functions, responsibilities and frequency of meetings: To develop programs through an All-University approach so that students successfully completing the program will be certified. Meetings usually held every 2 weeks; subcommittees met more often.

6. Future plans for the Committee: The Mathematics Committee will design a program for the preparation of teachers of mathematics for the Intermediate (Middle) School.

III. EVALUATION AND ASSESSMENT: Consultation with E.T.S. and the Brooklyn College Office of Testing and Research.

A. Internal:

The program will be evaluated by the College's Office of Testing and Research. The initial stage will include assessment of subject-matter competence and teaching effectiveness of graduates. Followup will consist of comparison of competence of graduates of new programs with graduates of the former program.

B. External:

1. Formal:
Approached the other 4 colleges in the Project to determine interest in a joint evaluation.

2. Informal:
Undecided:

IV. PROGRAM INFORMATION

Programs developed under Project	Program Level			Program Status	
	under grad	5 yr.	5th yr.	operational	under development
1. Mathematics	X		X	Sept. 1968	
2. English	X				X

Programs developed under Project	No. Students Enrolled	Do you maintain traditional programs in this field?	
		Yes to be phased out	No
1. Mathematics	undetermined	undetermined	
2. English	undetermined		X

FIVE-COLLEGE PROJECT CONFERENCE

DATA SHEET

I. GENERAL INFORMATION

NAME OF COLLEGE: Colgate University

ADDRESS: Hamilton, New York, 13346

PRESIDENT: Vincent M. Barnett, Jr.

COLLEGE CONTACT PERSON: George E. Schlesser
                         Raymond O. Rockwood

TEL. NO.: (315) 824-1000

COLLEGE ENROLLMENT:		ENROLLMENT IN TEACHER EDUCATION:	
A. Undergraduate:	1,819	A. Undergraduate:	60
B. Graduate:	97	B. Graduate:	57
C. Total:	1,916	C. Total:	117

II. PROGRAM INFORMATION

A. Activities used to develop programs:

1. Review of literature: The Work Teams gathered relevant literature; reviewed and distributed it, then presented working papers for discussion and policy formulation by their Study Groups.

2. Use of outside consultants: Secondary school master teachers, administrators, teaching alumni, off-campus specialists from colleges and other agencies.

3. Field visits to other programs: Visits were made to other campuses and to relevant professional conferences and State and National meetings.

4. Other:
1. Inventories were circulated to and discussions held with experienced teachers, administrators and teaching

agencies.
2. On-campus sessions with selected area teachers;
contacts with teachers enrolled in Summer Institutes
at Colgate.

B. Describe unique or innovative features of the
   programs developed under the Five-College Project:

   English: flexibility for individualized study; em-
            phasis on literature, criticism and writing.
   Mathematics: emphasis on developing ability to com-
            municate mathematics effectively and pre-
            cisely; new courses developed.
   Romance Languages: recommendations: two-semester
            methods courses; appointment of a dual
            professor.
   Social Studies: concentration in one social science
            and either depth in one other or breadth
            in three other areas.
   All Fields: the establishment of a five-year program
            leading to the M.A.T. and permanent certi-
            fication; a one-semester internship with
            pay recommended; use of interaction analy-
            sis and micro-teaching recommended and
            emphasis on professional leadership and
            education as a liberal discipline.

C. What major developments in your teacher education
   programs do you anticipate as a result of the Five-
   College Project?

   Continuing all-university responsibility for policy
   and implementation; leadership by the Teacher Edu-
   cation Committee; intensified recruitment; improved
   quality of training through greater faculty under-
   standing; continued evaluation.

D. How do you plan to finance those innovative elements
   which have been receiving subsidy during the past
   three years?

   College tuition, Title V of the Higher Education Act,
   and funds from the Kettering Foundation. Further
   funds will be needed after 1969, especially for the
   implementation of the cooperative program with the
   schools.

E. Program materials available upon request:

	Yes	No
1. Interim Report	X	
2. College Publication (available after June, 1968)	X	

F. All-University Committee for teacher education:

1. Date Committee was activated: April, 1964

2. Total number on Committee: 17

3. Disciplines represented on Committee: Chemistry, Classics, Economics, Education, English, History, Physics, Psychology, Mathematics, Philosophy, Romance Languages, Sociology.

4. (a) Length of term on Committee: 3 years
   (b) How elected: Appointed by the President of the University with approval of the Educational Policy Committee.

5. Functions, responsibilities and frequency of meetings: To formulate policy on teacher preparation programs at bi-monthly meetings.

6. Future plans for the Committee: Will continue as a permanent committee to formulate policy and to further define its role with respect to encouraging curriculum innovation, recruitment and evaluation.

III. EVALUATION AND ASSESSMENT

A. Internal:

(1) Formal: climate of opinion (generalized attitude scale); power to attract able students (CEEB, SAT), power to hold able students.
(2) Informal: evaluation of each course by the instructor; appraisal by the Teacher Education Committee of the effectiveness of its policies.

B. External:

(1) Formal: plan careful record-keeping for later use by visiting committees and Middle States Association teams.

(2) Informal: outside consultants from colleges and other agencies during the planning and development process.

C. Other Evaluative or Assessment Techniques:

(1) Closed circuit television and interaction analysis.
(2) Taped open-ended, small group student interviews, to gather feedback information.

IV. PROGRAM INFORMATION

Programs developed under Project	Program Level			Program Status	
	under grad	5 yr.	5th yr.	operational	under development
1. Biological Sciences	X				1970-71
2. English	X				1968-69
3. Mathematics	X				1968-69
4. Romance Languages	X				1968-69
5. Social Studies	X				1968-69

Programs developed under Project	No. Students Enrolled	Do you maintain traditional programs in this field?	
		Yes	No
1. Biological Sciences		X	
2. English		X	
3. Mathematics		X	
4. Romance Languages		X	
5. Social Studies		X	

FIVE-COLLEGE PROJECT CONFERENCE

DATA SHEET

I.   GENERAL INFORMATION

NAME OF COLLEGE: Cornell University

ADDRESS: Ithaca, New York, 14850

PRESIDENT: James A. Perkins

COLLEGE CONTACT PERSON: William T. Lowe

TEL. NO: 607 275-4792

COLLEGE ENROLLMENT: (Sept. 1967)		ENROLLMENT IN TEACHER EDUCATION: (June, 1968)	
A. Undergraduate:	9,618	A. Undergraduate:	110
B. Graduate:	4,019	B. Graduate:	50
C. Total:	13,637	C. Total:	160

II. PROGRAM INFORMATION

A. Activities used to develop programs:

1. Review of literature:
(a) University Committee sub-groups examined all available program reports.

2. Use of outside consultants:
(a) Some departments invited outside consultants.
(b) Public school people served on every sub-group.

3. Field visits to other programs:
(a) The number of visits varied from none in one department to twenty-five in another.

4. Other:
(a) Interviews with students in existing programs
(b) Conferences with New York State supervisors
(c) Observation of Cornell classes
(d) Follow-up study of graduates by question-naire and review

B. Describe unique or innovative features of the program developed under the Five-College Project:

<u>English</u>: Integrated philosophy of education and educational psychology seminar.
<u>Social Studies</u>: Greater depth in one discipline; less breadth.
<u>Foreign Languages</u>: Use of freshman courses as teaching laboratory.
<u>All Fields</u> (except sciences): Reduction of required Education sequence from 18 hours to as few as 13.
<u>All Fields</u>: Seminar concurrent with practicum conducted by public school staff.

C. What major developments in your teacher education programs do you anticipate as a result of the Five-College Project:

1. Teacher education policies will be the responsibility of the University Committee.
2. All subjects and levels will be studied by the Committee.

D. How do you plan to finance those innovative elements which have been receiving subsidy during the past few years:

1. The University will provide financial support for all aspects of the program except student stipends. This is our major problem area, since, to date, we have been unsuccessful in obtaining support for these students.

E. Program materials available upon request:

		Yes	No
1.	Interim Report	X	
2.	College Publication(s) (except for mathematics)	X	

F. All-University Committee for teacher education:

1. Date Committee was activated: Sept., 1964 (before Project began)

2. Total number on Committee: 17

3. Disciplines represented on Committee: Chemistry, Education (4), Electrical Engineering, English, Entomology, History, Housing and Design, Industrial and Labor Relations, Linguistics, Mathematics, Philosophy, Physics (2), Psychology.

4. (a) Length of term on Committee: 3 years
   (b) How elected:
       (1) Nominated by the Committee (3 candidates per vacancy)
       (2) Appointed by Vice President for Academic Affairs

5. Functions, responsibilities and frequency of meetings:
   (a) Responsible for all teacher education policy matters
   (b) Monthly meetings

6. Future plans for the Committee:
   (a) Evaluation of the recently developed programs
   (b) Examination, in turn, of the other curricula

III. EVALUATION AND ASSESSMENT

A. Internal:

1. Informal:
   Written reactions will be sought from all those involved

B. External:

1. Informal:
   Each sub-committee is being supported financially so that it can carry on its own evaluation. Procedures will vary.

IV. PROGRAM INFORMATION

Programs developed under Project	Program Level			Program Status	
	under grad	5 yr.	5th yr.	operational	under development
1. English	X	X	X	X	
2. History & Social Science	no	X	X	X	
3. Science	X	X	X	X	
4. Foreign Languages	X	X	X	X	
5. Mathematics	X	X	X		X

Programs developed under Project	Projection of No. Students Enrolled	Will we maintain traditional programs in this field?	
		Yes	No
1. English	24		X
2. History & Social Science	16		X
3. Science	30		X
4. Foreign Languages	20		X
5. Mathematics	12		X

FIVE-COLLEGE PROJECT CONFERENCE

DATA SHEET

I.   GENERAL INFORMATION

NAME OF COLLEGE: State University College at Fredonia

ADDRESS: Fredonia, New York

PRESIDENT: Oscar E. Lanford

COLLEGE CONTACT PERSON: Dallas K. Beal

TEL. NO.: (716) 673-3311

COLLEGE ENROLLMENT:		ENROLLMENT IN TEACHER EDUCATION:	
A.	Undergraduate: 2,944	A.	Undergraduate: 2,167
B.	Graduate: 321	B.	Graduate: 311
C.	Total: 3,265	C.	Total: 2,478

II. PROGRAM INFORMATION

A. Activities used to develop programs:

1. Review of literature:
(a) English: Review of the literature in English and English Education relative to programs for secondary teachers of English.
(b) N-3: Literature relative to teachers of children in nursery and primary grades; review of recent trends in periodical literature.

2. Use of outside consultants:
Consultants from professional organizations, from colleges and universities, ETS, State Education Department, and various school systems.

3. Field visits to other programs:
   None in English.
   N-3: Office of Economic Opportunity, State
   Education Department, and other colleges and
   universities.

4. Other: N-3: Written communications with Edu-
   cation Departments at the Federal, State and
   city level, with professional associations and
   with other colleges/universities offering early
   childhood and internship programs: establish-
   ment of liaison with public school personnel
   for future internship programs.

B. Describe unique or innovative features of the pro-
   grams developed in the Five-College Project:

1. English: Intensive concentration in English,
   language, literature, and composition; Induction
   Period (two phases) during the summer after the
   junior year and the first semester senior year.
   Phase one consists of a summer assistantship
   where the student works as an assistant to an
   English teacher in a summer school session.
   Phase two consists of a full semester where
   student teaching constitutes a period of four
   days a week. On the fifth day the student has
   a seminar in teaching which includes an inte-
   grated study of methods and materials of
   English and educational psychology.

2. N-3: Program calls for extensive observation and
   participation from freshman year on. Program is
   accelerated in order to allow students to begin
   internship in their fourth year. Students are
   required to attend summer sessions during the
   summer following their first and third years.
   During the summer following their second year
   they are assigned a field experience. Summer
   field experience with young children in other
   than school settings.

C. What major developments in your teacher education
   programs do you anticipate as a result of the Five-
   College Project?

   A substantial increase in the degree of cooperation
   between the College and public schools; also, the
   amount and quality total faculty participation will
   continue to have a bearing on future teacher educa-
   tion programs.

D. How do you plan to finance those innovative elements which have been receiving subsidy during the past three years?

Partly through adjustments in our own budget which have gradually increased in support of the All-College approach, and partly by financing from area public schools based upon services rendered by teaching assistants and interns.

E. Program materials available upon request:

	Yes	No
1. Interim Report	X	
2. College Publication(s)	X	

F. All-University Committee for teacher education:

1. Date Committee was activated: Fall, 1964

2. Total number on Committee: 9

3. Disciplines represented on Committee: Modern Language, English, Music, Political Science, Administration, Mathematics, Biology, Education

4. (a) Length of term on Committee: Indefinite
    (b) How elected: Appointed by President

5. Functions, responsibilities and frequency of meetings: Meetings held at least once a month and more often when proposals are being developed.

6. Future plans for the Committee: The Committee will become a permanent feature of the College committee structure.

III. EVALUATION AND ASSESSMENT

A. Internal:

1. Formal: Dr. Donald Medley of ETS assisted the N-3 Committee in establishing a design for comparing the effectiveness of the experimental program in Early Childhood Education with traditional programs in Elementary Education N-6; establishment of an initial year for a "dry run" in which evaluative procedures and instruments would be further developed and refined is planned.

2. Informal: Dr. Medley and Dr. Rolland Alterman
    assisted the Committee in the identification and
    tentative selection of appropriate evaluative
    devices and procedures.

B. External:

1. Formal: Pre-testing of students during the
    criterion year, 1969; subsequent administration
    of the selected tests in beginning of the third
    academic year and the end of the fourth academic
    year.

2. Informal: Students participating in the program
    and members of the college instructional staff
    who are engaged in the various activities of
    the Early childhood Education program will be
    requested to keep records and diaries of their
    experiences.

Other Evaluative or Assessment Techniques:

1. The hypothesis is made that: Students entering
    their internships from the proposed curriculum
    will be reported by supervisors as better pre-
    pared for work with young children than their
    counterparts entering student teaching from the
    present program.

    Means of testing hypothesis: Supervisory reports;
    observations of performances; reports of student
    readiness for selected teaching experiences;
    self-evaluation by students; kinescope records
    of teaching.

2. The hypothesis is made that: Students graduating
    from the proposed curriculum will be judged by
    practicing administrators to be superior to their
    counterparts from the present program as teachers
    of young children.

    Means of testing hypothesis: Written evaluations
    from principals and supervisors; interviews of
    administrators and supervisors; statements com-
    paring graduates of the two programs as "ideal"
    teachers, as well as in terms of performance.

IV. PROGRAM INFORMATION

Programs developed under project	Program Level			Program Status	
	under grad	5 yr.	5th yr.	operational	under development
1. Secondary English	X			X	
2. Nursery – Grade Three	X			X	
3. Chemistry – Biology	X				X

Programs developed under Project	No. Students Enrolled	Do you maintain traditional programs in this field?	
		Yes	No
1. Secondary English	15	X	
2. Nursery – Grade Three	25		(Only N-6, N-9)
3. Chemistry – Biology		X	

FIVE-COLLEGE PROJECT CONFERENCE

DATA SHEET

I. GENERAL INFORMATION

NAME OF COLLEGE: Vassar College

ADDRESS: Poughkeepsie, New York 12601

PRESIDENT: Alan Simpson

COLLEGE CONTACT PERSON: Miss Evalyn Clark

TEL. NO.: (914) 452-7000 Ext. 264

COLLEGE ENROLLMENT:

ENROLLMENT IN TEACHER EDUCATION:

A. Undergraduate: 1,650

A. Undergraduate: 185

B. Graduate: 12

B. Graduate: 0

C. Total: 1,662

C. Total: 185

II. PROGRAM INFORMATION

A. Activities used to develop programs:

1. Review of literature: Topics covered included preparation for teaching in liberal arts colleges, secondary secondary social studies, including literature on methods and materials, and experimental programs.

2. Use of outside consultants: Consultants were used from public schools and colleges. (See #4 below)

3. Field visits to other programs: Northwestern University, State University College at New Paltz, Oswego Conference on Teaching of Social Studies and Sciences, Albany Conference on Student Teaching, E.R.B. New York Conference on Teacher Education, Conference of directors of Five Colleges - both formal and informal.

4. Other: Three conferences were held October, December and January (1965-66) for secondary school principals, social studies teachers, directors of teacher education programs, and deans of graduate schools. Their purpose was to test and reformulate policies with regard to the requirements formulated by the committee on the Five-College Project and Committee on Teacher Education, in conjunction with the Arlington master teachers associated with the study.

B. Describe unique or innovative features of the programs developed under the Five-College Project:

1. Professional coursework reduced in order to allow additional fieldwork before the senior year.

2. An entire year of student teaching in senior year, with a semester each at junior and senior high.

3. Released time and honorarium for master teachers' participation.

4. Taping of classes conducted by a master teacher for study in the Methods Seminar, followed by field visits to this teacher.

5. Academic requirements increased to 48 credits minimum with 30 credit concentration in one social science and a structured combined minor in other specified social sciences; strong emphasis on Non-Western Area.

C. What major developments in your teacher education programs do you anticipate as a result of the Five-College Project?

Development of experimental M.A.T. programs in English and Social Studies; other M.A.T. programs in Foreign languages, the sciences and mathematics; Experimental undergraduate and fifth-year programs in elementary, comprising early childhood.

D. How do you plan to finance those innovative elements which have been receiving subsidy during the past three years?

The Vassar Trustees have approved support of a reduced budget for next year and are seeking outside funds.

E. Program materials available upon request:

		Yes	No
1.	Interim Report	X	
2.	College Publication(s) College catalogues, pamphlets in teacher education	X	

F. All-University Committee for teacher education: Committee on Five-College Project

1. Date committee was activated: Became autonomous in September, 1965

2. Total number on Committee: 13 (7 average plus 6 regular consultants)

3. Discipline represented on Committee: History, Political Science, Education Psychology, Economics and Geography, consultants in Non-Western Studies, Philosophy, Sociology, Anthropology.

4. (a) Length of term on Committee: Indefinite
   (b) How elected: Appointed by an elected committee on committees.

5. Functions, responsibilities and frequency of meetings:
   (a) Responsible to Committee on Teacher Education for policy-making and policy-execution in regard to secondary social studies program.
   (b) During intensive study met weekly, then on call, average monthly.

6. Future plans for the Committee: Continuation of present functions and responsibilities.

III. EVALUATION AND ASSESSMENT

Internal:

1. Informal: On-going evaluation, especially at the end of each semester's seminar; joint meetings of college teachers. school personnel, student

teachers, committee and often school administrators.

External:

2. Informal: Use of outside consultants is planned; plans are now under consideration.

Other Evaluative or Assessment Techniques:

Master teachers meet as group with Director of Project, Director of Secondary Education, and Arlington coordinator of Social Studies to evaluate student's performance in seminar and practice teaching.

IV. PROGRAM INFORMATION

Programs developed under Project	Program Level			Program Status	
	under grad	5 yr.	5th yr.	operational	under development
1. Social Studies	X			X	

Programs developed under Project	No. Students Enrolled	Do you maintain traditional programs in this field?	
		Yes	No
1. Social Studies	45		after fall of 1968

Table VIII

THE PREPARATION OF SECONDARY TEACHERS

The Gordon College Model

An Overview

Jim Garvin
Program Director
1973-74

TABLE OF CONTENTS

Purpose

This overview represents my experience in the development of a design and components of a teacher preparation program with a group of undergraduates in a small Christian liberal arts college located in a middle class traditional New England community. My personality and life experiences directed me to conceive a program which had its emphasis on learning experiences which would be made available contiguous with the students' personally perceived learning needs. Essentially, we wanted a program that would allow for students to design and work toward the building of their own conceptual model. We felt our major responsibility to be one of providing the opportunity and resources for making that model a reality.

There is good psychological precedent for such an approach entrenched quite consistently in the assumptions of a personal perceptual stance on human behavior as it relates to learning. It was these assumptions which gave this program direction.

Within the purpose of any program there should be a working definition of its goals. Because a decade of solid research has been unable to define good teaching we leave this to the student to discover through the structure of his experience. For the purpose of discussion, I present a definition I have come to see effective within the structure of my experience.

> "He is a unique being who has learned to use himself
> effectively and efficiently to carry out his own
> and society's purposes in the education of others."

Limitations

It must be understood that this is not a treatise on psychology. My concern is centered upon psychological principles only

as they relate to a learning process in the fulfillment of our objectives.

It should also be noted that this program was developed within the setting of a religiously oriented liberal arts college. Essentially, this means that students subscribe to a statement of faith commensurate with the college philosophy. I mention it because of the obvious implications lending to a particular value orientation which has made them service oriented. In addition, they are required to fulfill the core of liberal arts courses, major in their teaching subject area and in conjunction complete the education requirements.

Our preparation, due largely to our geographical location, has lent itself to middle class suburban schools. We make no apologies for this because we feel this to be our original purpose. Within this context we have developed and placed many students in our in-service schools. Having established our present program we are in the process of broadening our outreach.

Program Assumptions

- All students will fulfill the required liberal arts core with the understanding that these courses are crucial in the development of general factors of intelligence necessary for building adequate competencies for personal and academic growth.

- Students will begin the program with an interview by the program director to assess awareness of personal perceptions to the understood responsibilities of the program.

- Each student will follow the sequence of courses outlined in the program design.

- Each student must be willing to assume all responsibility for in-service appointments and learning activities by scheduling them responsibly in conjunction with other college commitments and assume arrangements for transportation.

- It will be the responsibility of each student to provide the program director with necessary program designs and reports at designated times with the approval of in-service learning coordinators.

- Students learn best when given alternatives, asked to make a choice, and given the opportunity and freedom to fulfill personal goals.

- Assessment and evaluation data will be gathered throughout each phase of the program from everyone concerned with the students' growth.

- Each phase of the program will begin on a concept level in an attempt to establish a meaningful frame of reference. The second level will encompass information giving experiences. The third level will expect student differentiation in the form of generalizations. The purpose of this design is to help students develop a personal construct of teaching.

. Each student will assume the responsibility of drawing a conceptual
design of the teacher he/she would like to become using the personal
model outline. It should be understood that this will be refined
after every course as a final examination. It is our purpose to
enhance personal differentiation of material to the personal stu-
dent needs through a development of the students' personal teaching
model (Note page 24). This model will be read by each learning
coordinator prior to additional course design. The final model
will represent the students' construct of teaching and will be
used as future reference to perspective employers.

Individualized Learning Approach in the Preparation of Secondary Teachers. Learning Competency Design

Assumptions

1. Each individual is a unique person, unlike no other; therefore, he must be given the opportunity to develop his uniqueness throughout his teacher preparation program.
2. Individual behavior is the direct result of his field of perceptions at the moment of behaving. More specifically, his behavior at any instant is the result of 1) how he sees himself, 2) how he sees the situations in which he is involved, and 3) the interrelations of these two.
3. The maturation of the effective professional worker requires changes in the student's perceptions-his feelings, attitudes, beliefs and understandings of himself and his world.
4. The individual's self concept is the center of his world, the point of origin for all behavior.

Crucial Areas in the Perceptual Organization of a Good Teacher

1. Rich, extensive, and available perceptions about his subject area.
2. Accurate perceptions about what other people are like.
3. Perceptions of self leading to adequacy.
4. Accurate perceptions about the purpose and process of learning.
5. Personal perceptions about appropriate methods for carrying out his purposes.

The Need for Commitment

This will call for a greatly increased responsibility on the part of the student for his own educational experience. A program dependent upon encounter and involvement as great as that called for in teacher preparation cannot teach students in spite of itself. It must enlist their active involvement in the following ways:

1. Personal Involvement with Ideas
2. Personal Involvement with the Program
3. Personal Involvement with Students
4. Personal Involvement with the Profession
5. Involvement with Fellow Students.

The Conditions for Effective Learning

1. The creation of student needs for understanding,
2. The development of an atmosphere which makes the exploration of personal meaning possible; and
3. Assistance and encouragement in the active exploration and discovery of personal meaning.

An Overview: Design and Components

Phase I - Foundations

Purpose - to provide opportunities both on and off campus
from which the student can become acquainted with the basic
responsibilities of teaching. Within these experiences we
are arranging the sequence of activities to bring the student
to a place of personal identity and commitment and to help
him see his limitations and suggest alternatives.

Organization - The class meets as a group once a week over
a three hour period. In addition to classwork each student
will be given a list of all off campus resource people and
locations available to each student throughout the course.
More specifically, each student will be assigned an off
campus advisor in his/her subject area as a point of reference
for off campus work. Students will be asked to seek out his/
her advisor early in the course and draw an itinerary of off
campus activities understood to be helpful in the development
of the perceived personal model. Students will also be
assigned a senior student who will assist in helping the
student to make contacts, become acquainted with the personal
model development program, and provide peer assessment op-
portunities.

Design and Components

Program Director's Responsibilities as Learning Coordinator

- articulate the rationale for the perceptual approach to
  learning
- provide the opportunity and resources for students to
  develop their models.

- coordinate all off campus work by selecting advisors and alerting them to the program
- establish an agenda of learning experiences for on campus classroom work
- interview each student after the completion of the student's first model design
- work with the students and his/her advisors to establish periodic and final assessment of the students' work
- conduct a final interview with each student to discuss the refined model and additional learning activities

Students' Responsibilities

- to develop an understanding of the perceptual approach and be willing to assume the personal responsibilities involved
- to conceptualize and organize in writing a personal teaching model from the design presented at the beginning of the course
- meet with the program director upon completion of the model for the purpose of drawing an itinerary of activities most probable to begin building the model into reality
- seek out the in-service advisor with the purpose of presenting the model: designing with him off campus activities most likely to assist in the development of the model
- seek out the senior advisor for the purpose of additional direction and assessment of the model
- from these sessions it is expected that students will draw learning goals for in-service work during the remainder of the course. Students will be expected to evaluate themselves at the end of the course in relation to the fulfillment of these goals
- students will be expected to record all off campus activities on the designated lab sheets to be used as reference in the building of the model
- students are expected to attend the learning sessions on campus. It will be the learning coordinators responsibility to make it worth their time. Opportunities for periodic student assessment of these activities will be made possible
- as a final examination each student will refine his/her personal conceptual model reflecting on the changes in perception effected by the learning experiences of this course
- students will meet with the program director after the final model is completed to discuss future learning activities or the feasibility of termination

In-Service Learning Coordinators' Responsibilities

- to serve as a point of reference for in-service activities
- to advise and encourage students in the development of learning experiences within the context of their perceived model

- to assess the progress and make suggestions relative to
  the most effective and efficient manner to build a work-
  able model
- to assist the student in drawing specific goals for in-
  service work over the remainder of the course
- to advise the program director on necessary learning
  experiences, strengths and weaknesses of advisees
- to read and become familiar with the students' perceptual
  model

Senior Student Advisors' Responsibilities

- to be available to their advisees for the purpose of
  sharing experiences, in-service contacts and peer as-
  sessment
- to assist advisees with their development of learning
  goals for the remainder of this course
- to be available as a friend to share the stress of emotional
  adjustment by listening and providing encouragement
- read and become acquainted with the students' personal
  model

Desired Behavioral Outcomes

- to bring each student to confront himself and the needs
  of teaching in a manner most probable to help him decide
  on his future as a teacher candidate
- to form a working knowledge of the learning design and
  available resources for future learning activities
- to assess his present position on teaching through the
  differentiation of learned experiences in the final
  model

Assessment and Evaluation Techniques

- interviews with assigned advisors
- micro-teaching activities
- student evaluation of his completed goals
- lab sheets
- position papers in conjunction with classwork reading
  assignments
- final refinement of the conceptual personal model
- professional judgement of learning coordinator

Phase II - Educational Psychology

<u>Purpose</u> - to provide learning experiences designed to assist in under-
standing how the three major areas of learning theory,(S-R, psychoanalyt-
ical and field) relate in a practical way to the learning domains of
the cognitive, affective, psychomotor and volitional components of
teaching. Within this design an attempt will be made to show how
these theories relate to the classroom problems of discipline, motiva-
tion, individual differences and evaluation. The hidden agenda is
intended to provide activities to enhance personal confidence in the
students' perceived ability to communicate and be communicated with in
the teaching profession.

<u>Organization</u> - the group will meet once a week over a three hour period.
Each session will be divided into two learning experiences: 1) informa-
tion giving 2) group activities designed to reinforce information on
an individual level. In addition to classwork, each student will assume
off campus activities in the form of a project designed to draw class-
work into the reality of the classroom.

<u>Responsibilities</u>

Learning Coordinators' Responsibilities

- to read and become aware of the students' previously refined personal
  model
- to develop a learning agenda for each class session
- to provide periodic opportunity for assessment of learned material
  and class success
- to alert all off campus advisors as to the purpose of our off
  campus component in this course
- be available for student conferences at the students' request

Students' Responsibilities

- to become aware and be willing to accept the responsibilities
  described in the purpose, organization and personal responsi-
  bilities
- attend each learning session with the understanding that each stu-
  dent will have a responsible role to play both as a learner and a
  helper. A portion of all class experiences will be designed to
  make students aware that their responsibilities go beyond them-
  selves
- to read and be willing to take a position on required readings
- work with off campus advisors in establishing an intensive in-
  depth case study of a student in the secondary schools
- the final expectation of the course will be to have a written
  case study of off campus work and the refinement of the personal
  perceptual model as it was affected through the learning experiences
  of this course
- all off campus resources should be recorded on the designated lab
  sheets for future reference to the model development

In-Service Learning Coordinators' Responsibilities

- read and become aware of the students' refined personal conceptual model
- assign a student as a case study, providing whatever possible data and opportunities to develop an in-depth analysis of the case
- to advise and consent to all in-service activities
- to become aware of the total class design in the educational psychology course

Desired Behavior Outcomes

- students will become associated with understanding basic principles of the three major areas of learning theory as they relate to teaching
- students will be able to differentiate these components into their self concept and aspirations in the form of the final model design
- students should give evidence of growth in personal confidence
- students will learn the value and the design of components in the successful development of a learning community

Evaluation

- students will be asked to take a position of assigned readings
- a case study will be undertaken to assess the students' ability to assimilate classwork
- students will participate in a two week value clarification workshop to develop awareness of self and others. Evaluation will be in the form of observation and self-assessment.
- the personal conceptual model will be refined.
- lab reports
- professional judgement of learning coordinators

Phase III - Methods

<u>Purpose</u> - to provide learning experiences in the field which will assist the student in discovering methods appropriate to his style and personality. In addition, the course is designed to deal with the students' ability to cope and adapt to adverse conditions by providing a variety of different instructors and learning environments.

<u>Organization</u> - each student will be expected to meet on two afternoons a week with his group out in the secondary schools with a designated department head for the purpose of instruction. In addition to the instruction, each student will spend a minimum of two mornings a week in that school for various experiences related to the instruction. Every three weeks the instructor and the in-service school will be changed. Each instructor and learning environment will represent a different style of teaching and community. In addition, each subject area group will meet one evening every two weeks with the program director to reflect on learning experiences.

The particular learning competencies, designs and components will be developed by each in-service learning coordinator. Assessment will be developed by everyone involved in the learning experiences.

Student Responsibilities

- to clear individual schedules in order to allow for the development of the above mentioned organizational design for learning experiences
- to arrange for all off campus transportation
- to attend all sessions both on and off campus
- to assume all off campus responsibilities designated by in-service learning coordinators
- to attend and be prepared to give input at the final evaluation session which is designed to bring all learning coordinators together
- refine the personal conceptual model as it relates to methods

In-Service Learning Coordinators' Responsibilities

- read and establish an awareness of each student's frame of reference by reviewing the personal conceptual model
- design an agenda for all instructional classes
- facilitate in-service activities commensurate with instruction for each student over two mornings a week
- provide for weekly assessment sessions with each student
- provide the program director with a design, components, and assessment of student progress
- attend the final evaluation session for the purpose of meeting with the rest of the teaching team to discuss student progress. It should be understood that students will be asked to assess our effectiveness both as a learning coordinator and on our success in the organization of learning experiences

College Program Director's Responsibilities

- to meet with all field learning coordinators prior to the course to construct learning experiences most probable to assist students in discovering methods appropriate to their style and personality. In addition, to present information on each student in the form of personal observation and the written student personal conceptual models
- meet with students according to subject area groups on a bimonthly schedule
- to be at as many instructional sessions as possible to provide support and become aware of learning experiences
- schedule the logistics of learning environments
- to be responsible to the college for all activities undertaken by off campus learning coordinators

Behavioral Outcomes

- each student will gain an awareness of a variety of methods for a variety of teaching situations
- students will assume a stance on methods appropriate to his style and personality which should be reflected in the experience of the course through the in-service work and articulated in the refinement of the personal conceptual model
- the student will fulfill all learning expectations of the various learning coordinators

Assessment and Evaluation

- each learning coordinator will provide for assessment and present results at the final session
- peer assessment sessions
- personal interview with learning coordinators
- reflective sessions with the program director
- final oral evaluation session with all learning coordinators
- refinement of the personal conceptual model
- professional judgement of the learning coordinators

Phase IV - Practicum

Purpose - to provide an opportunity for each student to assume the responsibility for teaching on a full time basis in a secondary school. At this point in their program they should be willing to handle the normal duties of their cooperating teacher in planning, instruction and evaluation.

Organization - students may select their own location and cooperating teachers whenever possible. Students are expected to spend ten weeks in their practicum schools within which 45 full days of attendance is expected. A full day is a minimum of six hours. Students are expected to comply with the policies governing the social and educational expectancies of these schools. A minimum of four observations will be made by the program director to assess student schedules and consult with cooperating teachers relative to the student's progress.

Students' Responsibilities

- to assume all responsibilities for transportation to practicum schools
- to clear academic schedules to allow for a ten week block of practice teaching
- to work with cooperating teachers in drawing a ten week itinerary of in-service experiences. This schedule should be duplicated with one copy given to the program director
- students will be asked to journalize personal reactions to the learning experience. These journals are to be made available to the program director prior to each observation in order to establish a base for helping students
- to become familiar with and responsible for recording information required for certification

Program Director's Responsibilities

- be the responsible agent to the college for all off campus activities
- communicate necessary information to the practicum schools relative to our expectancies. Portfolios on each student should be forwarded in advance of the program.
- once students are placed, establish a schedule for observations
- arrange for one visit of a liberal arts faculty member representing the student teaching subject area
- make available methods of assessment and evaluation

In-service Learning Coordinators' Responsibilities

- read and become aware of each students personal conceptual model
- relate as closely as possible all learning experiences around the task of fulfilling student aspirations
- work with the student in drawing up an itinerary of learning experiences covering 45 full school days
- support and instruct the intern throughout his program
- be available to the program director for professional judgement of the student's growth. This should be accomplished in conjunction with the four observation visits by the director.

Behavioral Outcomes

- that students gain an awareness of what full time teaching involves
- to assess their degree of effectiveness and limitations
- to become personally aware of the degree to which the crucial areas in perceptual organization of good teaching as stated in the behavioral assumptions have been reached

Assessment and Evaluation

- assessment on this level is left to the professional judgement of all participants in the learning experience. This includes co-operating teachers, interns, students and the program director

Phase V - Post Practicum Seminar

<u>Purpose</u> - to share experiences from practicum work, deal with a philosophy of education as it relates to the nature of man, and work on final refinement of the personal conceptual model.

<u>Organization</u> - the class meets one evening a week. Students are expected to bring materials used in their practicum experience for the purpose of sharing with fellow students. Often this session will be open for visitors from the community who are interested in teacher education.

Responsibilities

Because of the nature of this class, a highly unstructured atmosphere works best. Each participant assumes a role of sharing in the learning experience. Emphasis will be given to the final draft of the personal model. Toward the end of this session students will share the final draft and reflect on the growth from the first draft written in phase I. Students will also deal with a philosophy of education. Gordon represents and is committed to a Christian philosophy of life. Our intention is to deal with the development of this philosophy and ul-timately to what extent this should affect thinking about curriculum and methods. It is our feeling that what one believes about the nature of man gives substance and direction to purpose and it is with purpose that one can find commitment.

Students are also expected on this level to serve as peer advisors to students on the phase I level.

<u>Suggested Electives</u>

Education 326 - Introduction to the Teaching of Reading
Education 433 - Teaching Reading in Content Areas
Education 435 - Analysis of Reading Difficulties
Education 319 - Human Growth and Development
Sociology 222 - Minority Groups
Sociology 319 - Social Problems
Sociology 322 - Urban Problems

Junior High School Major

    The student will assume the regular program with the bulk
of his in-service work in a variety of junior high schools. In
addition to the required five phases, each student will take the fol-
lowing learning experiences.

Education 326 - Introduction to Learning Disabilities
Education 433 - Teaching Reading in Content Areas
Education 319 - Human Growth and Development
Sociology 322 - Minority Groups
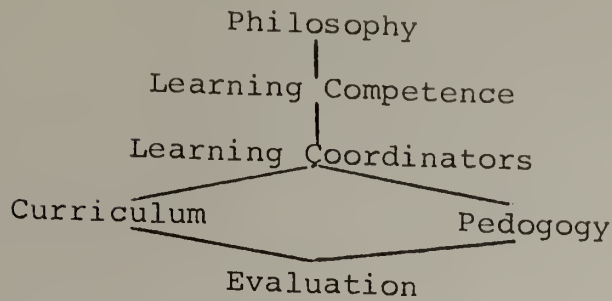Sociology 101 - Introduction to Sociology

Elective

Sociology 319 - Social Problems

In addition, each candidate will complete the teaching concentration
program within the department of his subject area.

GORDON COLLEGE S.T.E.P. PROGRAMS

Program Design

```
                    Philosophy
                        |
              Learning Competence
                        |
              Learning Coordinators
                       / \
        Curriculum    /   \    Pedogogy
                  \   /   \   /
                   \ /     \ /
                   Evaluation
```

───────────────────────────────────────

Philosophical Design

Metaphysics	Theistic
Ontology	A world of knowledge and love
Epistemology	The personal meaning of knowledge and love
Ethics	Life style reflective of the ideal
Learner	Potentiality $\longrightarrow$ Actuality as an experiencing organism The highest form of God's creation
Teacher	Facilitator
Curriculum	Subject matter to "know" and human experiences to "love"
Method	Contiguous with personal life style
Social Policy	Teach to reconstruct the social order by releasing human potential enough to cause individual fulfillment capable of transcending the social order to bring necessary renewal.

Program Design

Metaphysics - God

    Man - Ultimate Creation

        Unique Potential -- Actuality

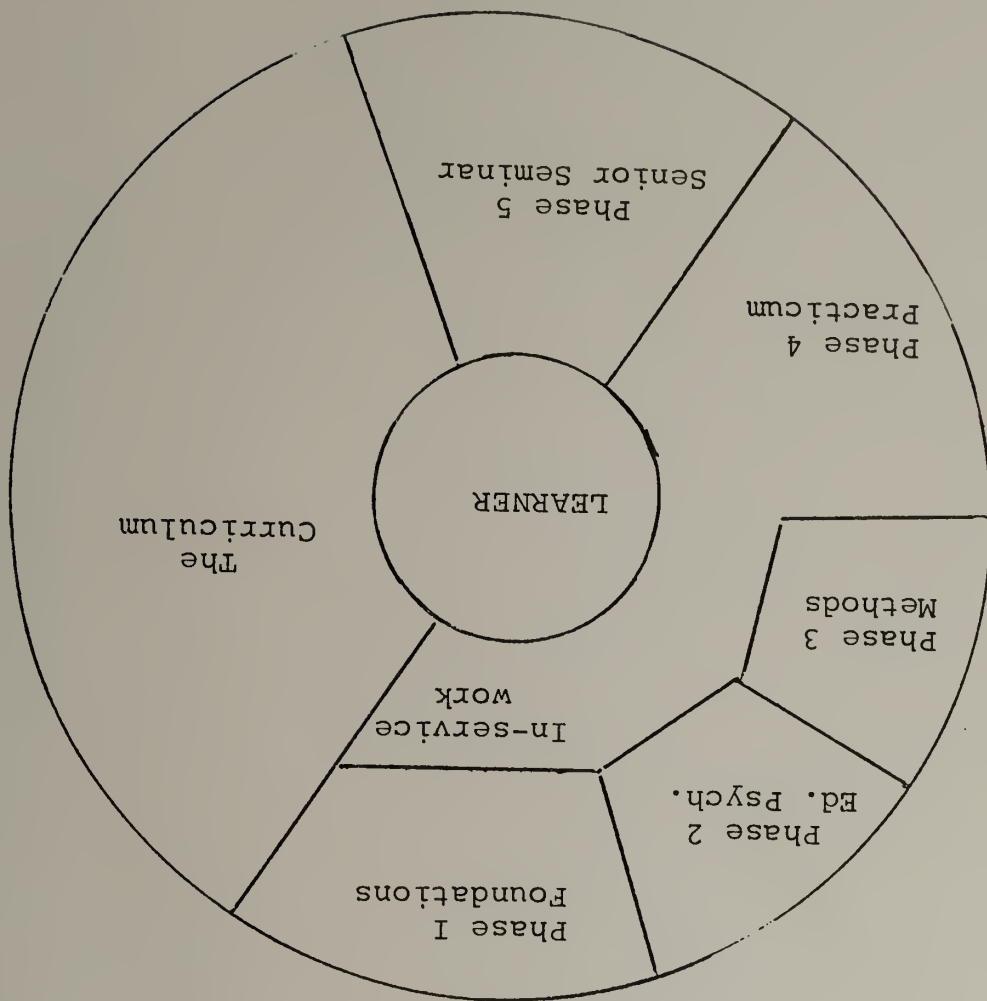   Results From Learning Competency

                Cognitive - Field Approach

                    Individualized

PROGRAM COMPONENTS

Competency Areas	Controls	Climate	Criteria
Subject Area	Gordon	Atmosphere	Knowledge - (Cognitive)
Self Concept	Student	For Individual	For
Awareness of Others		Differentiation	Service (Field)
Learning			
Methods			

Learning Competence Program Paradigm

(Note assumption on learning competence)

The
Curriculum

LEARNER

In-service
work

Phase 5
Senior Seminar

Phase 4
Practicum

Phase 3
Methods

Phase 2
Ed. Psych.

Phase 1
Foundations

Definitions

Philosophical Definitions of Operation

Community - gives us our sense of being and belonging. Various groups within the community give us a name and function. They help us define ourselves and make a start on a long journey of finding our place and role in the world. It is also from this community that a student can receive a feeling of power, importance, competency and worth. Community also implies communication and all the benefits of which the group offers, none of which is probably more important than to be able to express who we are and what we are all about. Essentially, without communication of this kind we can not grow as persons.

Individuality - as the student draws from the learning community, he draws a sense of identity resulting in a will to communicate and a willingness to commitment. Consequently, the development of the individual is the most comprehensive goal of our times and must be preceded and accompanied by a deep growing experience of community. As the student experiences the value of his fulfillment, it is assumed he will model it in his teaching.

Freedom - since individuality is only possible within the community the positive definition of freedom is held to be central in the purposes of a free society. Freedom results from a sense of personal adequacy to cope with the activities of daily living.

Reflection - in each student's development every individual developes a capacity for self reflection. This enables him to transcend himself and become what the community, who fostered this reflection, perhaps never intended. Reflection enables us to envision an ideal that goes beyond any existing condition (dreaming). It can make the possessor dissatisfied with himself, what he formally was, and now is. It can also make him critical of his social environments.

Meaning - probably the greatest threat to happiness is the threat of meaninglessness, and education understood in its full philosophical sense is a search to find the relationship of events to my being.

Response - to learning should concern itself with the quality of a person's being as well as his becoming. It is related most closely to an activity which understands how to relate his head to his hands, theory to practice, feelings to reason, and individual to his community.

Responsibility - the quality in a person is in the primary meaning of willingness to respond to the demands of his time and situation. He is capable of caring passionately, with a concern for others-welfare and intuitive sympathy for their differences resulting from educational experiences.

Methods - in the simplest of terms, the problem of methods is this:
How can teachers best promote self discipline in their students?
How can they encourage them to care sufficiently for values of individ-
uality, artistry in conduct and happiness to be able to realize all
of these without them.

Education - this is a search not a state of being; a means not an end;
the vehicle to fulfill ones potentiality in a manner which contributes
to the evaluation of growth and the happiness of man. This results
when each person is aided to become what he alone can be. Its per-
version is the production of "specialist" who withdraw from or sur-
renders to their fellows.

Man - God's highest order of creation in the ontological order, capable
of being both immanent and transcendent, knowing and loving. His
supreme effort is to discover God's world which requires knowledge.
Ultimately, to know God's world is to know God who is defined as "Love".

Definitions for Learning Competence

"Self as Instrument" - the teacher must be an intelligent human being
using himself, his knowledge, and the resources at hand to solve the
problems for which he is responsible. He is the person who has
effectively learned to use himself as an instrument. Therefore, our
process must show as much concern for the person as we do for
competencies.

Learning - results from the persons field of perceptions. More specifical
ly 1) how he sees himself, 2) how he sees the situations in which he
is involved, and 3) the interrelations of the two. Learning is the
discovery of personal meaning. Therefore, it is not the external facts
which are important in understanding behavior, but the meaning of the
facts to the behaver.

Self Concept - the individual self is the center of his world, the
point of origin for all behavior. What he believes about himself
affects every aspect of his life. Therefore, after he leaves our
portals, the way he behaves will largely reflect how he has learned
to see himself and his relationships to his students, his subject
matter and to the profession of teaching itself.

Basic Need - personal adequacy - the most important thing about man
is his existence, the fact that he is "being" and "becoming". The
basic need for personal adequacy thus includes both striving for self-
maintenance and for self-enhancement. It is the fundamental motiva-
tion of every human being from conception to death.

Effective Teaching - whether an individual will be an effective teacher depends upon the nature of his private world of perceptions. It follows, that the way a person sees himself is a vital concern of this teacher preparation program. If he sees himself as an adequate person, he will proceed with confidence blending into effectiveness.

Learning Theory - behavior in and of itself is only significant in terms of its meaning to the behaver. It is the result of the field of meaning, existing for him at the moment of action. How he behaves at any moment is a function of what is going on inside of him, especially his beliefs, feelings, values, attitudes, personal meanings, purposes and goals. Change in behavior without change in perception is unlikely to remain very long. The heart of the learning process is change in meaning; and when this occurs, the person will find his own best ways of expressing it. Learning, then, involves individual differentiation.

In-Service Consultants:

English Program

Mr. Herbert Hahn, Chairman: Manchester Jr. Sr. High School
Mr. Robert Keefe, Chairman: Ipswich High School
Mrs. Lois Kwantz: Georgetown Jr. Sr. High School
Mrs. Carin Spence: Georgetown Jr. Sr. High School

Language Program

Mr. Richard Jordon: Danvers High School
Mr. William Spencer, Chairman: Masconomet Regional High School
Mr. David Welch, Chairman: Ipswich High School

Social Studies Program

Mr. Richard Aeita, Chairman: Hamilton-Wenham Regional High School
Mr. Richard Hartling: Danvers High School
Mr. Stanley Keehlwetter: Pentucket Regional High School

Science Program

Mr. Harold Snow, Chairman: Danvers High School
Mr. Peter Paige, Chairman: Manchester Jr. Sr. High School
Mr. Steven Sawyer: Hamilton-Wenham Regional High School

PERSONAL CONCEPTUAL MODEL DESIGN

This task is designed to gather your present frame of reference and personal convictions relative to the areas listed below. This should not be perceived as a test or research oriented paper. There are no right or wrong answers to this assignment. Our program is designed to allow for individual exploration into those areas you feel contiguous with your strengths. In order to know how to use our resources effectively in the development of these strengths we must have an honest appraisal of your perceptions in the areas listed below.

One last comment: we feel the student to be the most important of all resources. Our responsibility will be to assist you in becoming a useful instrument of communication. To do this effectively we must allow you to draw together your past experiences, decide on present options to fulfill your future aspirations. This is one of the methods we use to accomplish this task. You will be asked to refine this after every learning experience throughout your program with the purpose of allowing you the exercise of differentiating your position by reflecting back on your growth. Your models will be used by all learning coordinators as a guide to an approach which we hope will focus on your growth.

Please take whatever time necessary to communicate your perceptions.

Assume that you are in a position of selecting a teacher position tomorrow. With this in mind answer the following questions. Don't be afraid to dream..... or create !

A. What type of school interests you most?   (public, private, alter-
    native, free, other) Why?

B. What kind of students are you interested in teaching?   (academically
    talented, academically and culturally disadvantaged, a cross section,
    or other) Why?

C. Where would you like to teach?   (urban, rural, suburb, other) Why?

D. What subject area interests you most? Why do you feel it is
    necessary to know?

E. What are your feelings about education today? Does it need reform?
    Why?

F. How do you feel people learn best? How do you see yourself in
    the role of affecting this process?

G. Briefly, how would you define "a student"?

H. Briefly, how would you define "a teacher"?

I. Briefly, what do you see to be the purpose of education?

J. List some personal goals you feel important to develop your ideal?

K. List some resources you would feel important to develop this ideal?

L. Finally, describe a time when you felt really competent working
    in a human helping relationship.

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