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A Practice-Teaching Program Model For Teacher Training Centers In Iran

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University of the Pacific

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University of the Pacific

School of Education

A PRACTICE-TEACHING PROGRAM MODEL FOR
TEACHER TRAINING CENTERS IN IRAN

A Dissertation

Presented in Partial Fulfillment
of the Requirements for the Degree
Doctor of Education

by

Jalil Baharestan-Hanzaei

August 1981

University of the Pacific
School of Education

Abstract of the Dissertation

TITLE: A PRACTICE-TEACHING PROGRAM MODEL FOR TEACHER
TRAINING CENTERS IN IRAN

Name of Researcher: Jalil Baharestan-Hanzaei

Chairman of the Committee: Dr. Roger L. Reimer

Date Completed: August 1981

Problem: It is the researcher's opinion that most of the educational administrators in Iran have not fully realized the significance of practice teaching programs in developing and providing competent teachers. As a result, there is no planned design, no guidelines, no model to perform and fulfill the practice-teaching experience, i.e., the absence of a consistent program that includes a practice-teaching component.

Purpose: The main purpose of this study is to develop a viable practice-teaching program appropriate for teacher preparation in Iran.

Procedure: This study is a descriptive research that typically employs observation, interview, and survey methods. Observation and tentative design were applied by the researcher at Teacher Training Centers in Iran in 1970. Interviews and surveys were arranged in selected California educational institutions. These institutions included: (a) two University of California (UC) campuses, (b) two California State University (CSU) campuses, and (c) a private college and a university.

Findings: In California, the Ryan Act requires: (1) full-day student teaching for one full public-school semester; (2) a student teaching assignment at two different levels; (3) one student teaching assignment must be in a school where the ethnic population is significantly different from that of the student teacher. In the student teaching process, there are three main interrelated agents: (1) student teacher, (2) cooperating teacher, and (3) University or College supervisor. Preparation of competent teachers is mainly based on the result of the functions of these three agents.

Conclusion: Practice-teaching, according to the proposed model for Iran, can be defined as a gradual induction process that includes six interrelated phases: (1) observing, (2) participating, (3) assistant teaching, (4) bit teaching, (5) initial teaching, and concentrated teaching.

Recommendations: An effective division with an organizational structure for practice-teaching programs should be devised.

- An affiliated school on campus with some cooperating schools be chosen.
- The best teachers for professional education should be selected.
- The most competent supervisors and cooperating teachers be selected.
- An adequate practice-teaching committee be established to investigate student-teacher competencies.
- Regular conferences with supervisors and cooperating teachers be held.

This thesis, written and submitted by

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Dated August 20, 1981

This study is dedicated:
to my wife and my life partner,
who encouraged me, who reinforced
me, who took good care of my children
during my absence, and finally who is
my asset.

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Chapter 1.

INTRODUCTION

After a quarter of a century of experience in teaching or co-operating with teachers, the researcher has come to the conclusion that much of the progress in education depends upon the existence of qualified teachers. When probing the history of nations, scholars report that their progression or retrogression is closely related to their educational programs. It has been said that during the ten centuries of the Middle-Ages, the stagnation of scientific inquiry in European civilization depended largely upon scholastic thinking and suppressive educational methods and programs.¹ Likewise, during the twenty-five centuries of Iranian civilization, the culmination and degradation of civilization along with the promotion and repression of sciences is attributed mainly to educational methods and programs.² It is evident that the application and implementation of educational programs are performed by teachers and educational administrators. Accordingly, the first stage and primary condition for effective education is having qualified teachers.

In 1970, the researcher was supervisor of the practice-teaching

¹Mohammad Mashayekhi, History of Education (Tehran: National Library, 1970), pp. 50-65. (In Persian, translated from: Roger Gal, *Que Sais-Je?*)

²Reza Arasteh, Set of Articles and Lectures in Education (Tehran: Dekhoda, 1969), pp. 20-40. (In Persian)

program in one teacher training center for elementary school teachers, called "Danesh-saray-e-Moghaddamati," in Yazd, a central city of Iran. At that time a model was developed for the administration of a practice-teaching program, but it was not a formal program and was not institutionalized. Usually in teacher training centers for elementary schools in Iran, some type of a practice-teaching program exists, but such programs are neither standard nor formal. Unfortunately, in the teacher training centers for the middle schools, (so-called "guidance cycle") and for secondary schools, no practice-teaching programs exist. With the concern in mind that almost all of the students in teacher training centers will become tenured and lifelong teachers, it seems very important to choose carefully the students for teacher training centers and to prepare them thoroughly for their future teaching careers. Therefore, teacher training centers in Iran could play a significant role in choosing, preparing, and producing the future teachers of the country.

There is a need for a model of organization and administration of teacher training centers in Iran designed to initiate, develop, and fulfill practice-teaching programs. The implementation of such a model would possibly assist educators to choose the best and most competent students and prepare them for teaching in a suitable way. Finally, a model of an administrative organization for practice-teaching in teacher education programs could help ensure that qualified teachers would be prepared. This would mark the beginning of a beneficial and effective training program, thereby improving education in Iran.

Statement of the Problem

According to the 1977 census in Iran, the annual rate of population growth is 2.98 percent.³ Therefore, it is clear that the number of pupils attending schools is growing. It is also evident that the larger the enrollment, the greater the need for teachers. Providing an adequate number of teachers is the significant task of teacher training centers in Iran. In order to supply qualified teachers, effective and efficient programs must be available to educate them. It is the researcher's opinion that most of the educational administrators in Iran have not fully realized the significance of practice-teaching programs in developing and providing competent teachers. As a consequence, they have no planned design, guidelines, or model to perform and fulfill the practice-teaching experience. The problem is the absence of a consistent program that includes a practice-teaching component. The major problem of this study is to develop a model practice-teaching program for teacher training centers in Iran.

Purpose of the study

The main purpose of this study is to develop a viable practice-teaching program appropriate for teacher preparation in Iran. The study will also:

1. Identify courses and activities in selected California Educational Institutions that are required for entry into practice-teaching process.

³The Bureau of Coordinating Programs, Detailed Statistics of Education in Iran (Tehran: Ministry of Education, 1977), p. 12. (In Persian)

2. Identify organizational patterns of practice-teaching programs implemented in selected California Educational Institutions.
3. Recommend courses and activities required for entry into practice-teaching process that would be appropriate for Iran.
4. Recommend an appropriate organizational pattern for practice-teaching suitable for Iran.

Significance of the Study

"A teacher affects eternity; he can never tell where his influence stops." -- Henry Adams⁴

It is generally accepted that the more competent the teachers, the more learned are the students. It is also evident that teachers play a vital role in the promotion and development of education. These teachers are educated primarily in the teacher training centers of Iran. Since these centers do not at present have a viable practice-teaching program, this study would suggest recommendations for such a program which should improve teacher preparation.

Procedure of the Study

This is a descriptive study involving a literature review of the history, philosophy, and comparative education between Iran and the United States with regard to practice-teaching programs. Teacher education programs in both Iran and California were studied with the purpose of adapting practice-teaching elements to the specific needs and educational practices of the teacher training centers in Iran.

⁴Howard T. Batchelder & Maurice McGlasson & Raleigh Schorling, Student Teaching in Secondary Schools (New York: McGraw-Hill Book Company, 1968), p. 1.

Limitations of the Study

This study was limited to the development of a practice-teaching program model for teacher training centers in Iran. In the development of this model, both literature available in Persian (Farsi) and literature related to the subject in the U.S.A. was reviewed and used as the source of information.

Definition of Terms

The researcher has utilized the following definitions in this study:

Practice-teaching: Student teaching or cadet teaching, pre-service teaching or apprenticeship under actual classroom conditions.

Affiliated-schools (annex-schools): Schools providing experience for student teachers that are an integral part of the teacher training centers.

Danesh-saray-e-Moghaddamati: Teacher training centers in Iran for education of elementary school teachers.

Danesh-saray-e-Rahnemaei: Iranian teacher training centers for education of middle school (guidance cycle) teachers.

Guidance cycle: Middle-schools, grades 6-8.

Daneshgah-e-Tarbiat-Mo-Allem: University for education of secondary school teachers located in Tehran, capital of Iran.

Teacher Training Colleges: The centers of education for secondary school teachers located in other Iranian cities and related to the Daneshgah-e-Tarbiat-Mo-Allem.

Sample-teaching: Student teaching done as part of the course work for graduation in teacher training centers. It is undertaken by the students in an affiliated school, under the supervision of a teacher of education or a supervisor, with all fellow student teachers attending in the same room.

Dependent-teaching: After the period of observation of teaching methods in the affiliated school, student teachers have the opportunity to begin teaching with the regular teacher of the class and sometimes a supervisor attending.

Independent-teaching: After the period of dependent teaching, student teachers have the opportunity to begin independent teaching under the supervision of a teacher of education or supervisor.

Chapter 2

COMPARATIVE EDUCATION OF IRAN AND THE UNITED STATES

A Glance at the History of Education in Iran

In order to learn more about an educational program, one must bring it to the laboratory to analyze it and the laboratory of education is its history.⁵ The present state of Iran

...situated in southwestern Asia, is surrounded by Pakistan and Afghanistan on the east, the U.S.S.R. and Caspian Sea on the north, Turkey and Iraq on the west, the Persian Gulf and the Sea of Oman on the south. Although generally dry and containing high mountain ranges and vast desert, it includes tropical lowland and verdant areas with a moderate climate.⁶

According to the 1977 census, the population of Iran was about 36.3 million.

Approximately thirty or forty centuries ago, a group of Aryans emigrated to Iran from central and northern Asia. This group divided into two parts: one part settled around the rivers and the other took up residence at the foot of mountains and near the springs. Very soon the first part began agricultural living and then changed to civic living. The second part had a lot of difficulties in establishing a mountainous civilization. They were the first tribe to discover the

⁵Arasteh, op. cit., pp. 9-27.

⁶Iraj Ayman, Educational Innovation in Iran (Paris: The Unesco Press, 1974), p. 1.

first copper mines and gun metal mines in the Middle East. These resources caused different groups to contend for their exploitation. Finally, these groups established the greatest authority and a powerful civilization about twenty-five centuries ago in the Middle East.⁷

The forms of education in ancient Iran (Persia), before the advent of Islam; that is, about twenty-five centuries ago, were: aristocratic education, ethical education, and military education.⁸

Aristocratic education meant that most of the people were forbidden to receive the benefit of education. Education belonged to the aristocracy and upper social class. Because of this discrimination the Iranian people were prepared to accept a new savior regime.⁹

At this moment the Islamic religion appeared with this slogan:

...all of the Moslem people are brothers, and all individuals of any generation, any race and color, any status, any socioeconomic level, any social class, without any discrimination or prejudice, must have equal rights and must receive the benefit of education.¹⁰

Therefore, the Iranian people accepted the Islamic religion with enthusiasm and participated in its benefits.

During the middle-ages, education in Iran had deep differences with European education because scholastic education accepted only established thoughts and writings, therefore, a scholastic scholar could only read and memorize the subject matter. Experimenting and

⁷Arasteh, op. cit., pp. 9-27.

⁸Ibid., pp. 10-20.

⁹Mohammad Mashayekhi, History of Education (Tehran: National Library, 1970), pp. 34-52. (In Persian, Translated from Roger Gal, Que Sais-Je?).

¹⁰Ibid., p. 25.

innovation were strictly forbidden. In contrast, simultaneously, Iranian education was emphasizing the scientific and experimental methods.

During the Renaissance, European education became emancipated from scholastic education and the memorization method. Conversely, Iranian education tended toward the memorization method and adopted scholastic rigidity, thus becoming remote from experimental scientific methods.

About one century ago Amir Kabir, the Iranian Prime Minister, amended and improved the educational system and sent a few students to Europe to study modern sciences. In September, 1965, again the Minister of Education reviewed and improved the Iranian educational system by imitating the American and European systems.¹¹ Also, after the revolution of 1979, and the advent of the Islamic Republic, it seems that a new educational system is going to be created and initiated.

A Quick Look at the Past of Americans and Their History of Education

Greek culture (Grecism), Roman civilization, Roman legislation, and Christianity are the pillars and foundations of education in Europe and the U.S.A. Almost thirty centuries ago two civilizations were generated, one in the East and another in the West. Eastern civilization was Persia and was administered by autocratic principles and centralized

¹¹Iran, Ministry of Education, Department of Education Planning and Studies, Preliminary Project for the Improvement of Education in Iran (Tehran: Ministry of Education, 1965), Project No. 1. (In Persian)

rule. Western civilization was centered in Greece and it was administered by federal government; Eastern and Western civilizations have had some intercultural adaptations (acculturation). Two patterns of Grecism consisted of:

1. Sparta that was based on the military education.
2. Athens that was based on the democratic education.

Almost always, Greek culture means Athenian culture.

About twenty-two centuries ago, Rome conquered Greece, but in fact Greece defeated Rome because Greek culture prevailed and was adopted by the Romans. Finally, with political unity, cultural unity, legislative unity, and religious unity (Christianity), education developed and prevailed in the Roman Empire.¹²

In the middle-ages, European education was mainly religious and pursued religious goals. Scholastic thinking was suppressive and caused a lack of freedom in education and in the people's lives. Also, people of Europe were very concerned, because they were ruled by powerful popes, cardinals, and emperors. In this era, Christopher Columbus discovered a new continent, so the Europeans in their search for freedom of thought, expression, religion, employment, and the satisfaction of their needs, came to the new continent. Every sect and family united to form and organize one society that afterwards became the U.S.A. These people have always been trying to achieve their goals and their slogan has continually been "freedom of choice, freedom to choose." Therefore,

¹²Mashayekhi, op. cit., pp. 50-60.

this new nation necessitated a decentralized education which was to be instituted.¹³

A recapitulation in American Education during the last two centuries would include:

1. Colonial Period (to 1776)

- Religious together with economic.
- A town of fifty or more households to appoint a teacher of reading and writing.
- One hundred or more set up grammar school.
- To provide the proper sectarian Christian atmosphere, boarding schools were to be opened for the Indians.
- Jefferson; education for all should involve only three years; teachers should cull out the academically promising.
- Reluctance to spend money on the education of someone else's child.
- Only the most rudimentary introduction to the 3 R's was useful.
- By the close of the colonial era the grammar school had all but disappeared. There was no point in attending unless a young man intended to attend college and have a career in a "learned profession"--usually the ministry.
- Fathers in families of English craftsmen had

¹³Arasteh, op. cit., pp. 30-40.

to take in apprentices and were duty bound to teach the 3 R's as well as a craft. The apprentices came to claim a good deal of independence and masters were more interested in production, thereby shifting the responsibility to school.

2. The Early National Period (to 1860)

--Schooling was taking form as a public responsibility.

--Academy students were prepared for college as well as for noncollegiate careers.

--Young women did find a place in the academy.

--1805: New York free public school society members took to the streets to round up children of the poor.

--1852: First compulsory attendance law.

--Midway in the early national era education was largely private and the private education was often charitable.

3. The Late National and Industrial Bureaucratic Era (to 1914)

--Kalamazoo decision of 1914 declaring the use of public funds for the support of public school was legal.

--Immigration provided the greatest number of students; school undermined the self-confidence

of these young people; schoolbooks reflected a life they never knew.

--Edward Lee Thorndike; transfer of training; if and only if, there were "identical elements" in both what had been learned and what was to be learned.

4. The Modern Era (Post World War I)

--Educators becoming more interested in the period of development.

--Vocational education made headlines; Smith-Hughes Act of 1917 granting federal funds for vocational education.

--Criticism of American education arose.

--Greater participation by students in the process of learning.

--Greater participation by teachers in operation of a school or school system.¹⁴

New educational program influences were evidenced in the late 1950's and early 1960's following the Sputnik scare (space success for Russians in 1957). The Russians' success caused the U.S.A. to give increased attention to education, to evaluate education, to conduct research in education, and to make needs assessments and predictions for the future. The federal government and state governments intervened in traditional education programs and placed greater emphasis

¹⁴The Yearbook Committee, Issues in Secondary Education (Chicago: The University of Chicago Press, 1976), pp. 30-64.

on mathematics and the sciences. American educational programs are now in the main stream of human curriculum, improving instruction and curriculum according to children's abilities.

More recently, special education, bilingual education, cultural pluralism, and career education have been given high priorities at both the federal and state levels. According to the American Association of School Administrators Handbook (1974a),¹⁵ school districts have faced a problem that has been extremely unusual in the United States in the decades since the great depression, that is, declining enrollment.

A Brief History of Teacher Training in Iran

The first institution for teacher training under the name of "Darol-moallemin-e-Markazi" was established in 1918. This central institution for teachers intended to prepare elementary school teachers. The program of the central institute of teachers was almost equivalent to the program for secondary schools. In addition philosophy, logic, and principles of education were taught. In 1928 it was transformed into an institution of higher education under the name of "Darol-moallemin-e-Alee." In 1932 the name of this institute was changed to the Teacher Training College, which prepared teachers for secondary school. To gain admission into the Teacher Training College it was necessary to have a secondary school diploma. At that time the

¹⁵American Association of School Administrators. Declining Enrollment: What to Do (Arlington, Va: American Association of School Administrators), cited by Ben M. Harris, and others, Personnel Administration in Education (Boston: Allyn and Bacon, Inc., 1979), pp. 268-69.

teaching of the following subjects was introduced and taught to the students at the Teacher Training College, subjects such as the secondary education system, principles of education and teaching, philosophy of education, history of education, educational sociology, and educational psychology. In 1974 the first university for teacher education was established and it intended to prepare secondary school teachers.¹⁶

At the present time, there are 111 normal schools for the training of elementary school teachers in Iran. In addition to the University for Teacher Education, a number of public as well as private universities and colleges have programs for training of secondary school teachers. Teachers training in the public system receive free tuition and are subsidized with monthly payments by the government. In return they must sign a statement indicating that they will teach for at least five years after graduation.¹⁷

However, Iran has some specific problems in the field of education, such as, a drastic rise in student enrollment and a dearth of qualified teachers. Therefore, there is a serious need to prepare qualified teachers, and it is possible to respond to this need by developing an adequate practice teaching program in the teacher training centers in Iran.

A Brief History of Teacher Training in The United States

Teachers' education became a concern in the United States in the

¹⁶Mashayekhi, op. cit., pp. 1-25.

¹⁷University for Teacher Education, Catalog of the University for Teacher Education (Tehran: The Institute for Educational Research UTE, 1975), pp. 7-14.

early part of the nineteenth century when the lack of professionally-trained teachers for the growing pattern of schools throughout the nation began to be denounced by the first education reformers. First teachers' institutes were organized to offer teachers intermittent training; then the first American normal schools were created, taking their name after the French "écoles normales," but following essentially the model of Prussian schools for teachers.¹⁸ Two of the first and best known of these private normal schools were Samuel R. Hall's school in Concord, Vermont, founded in 1823, and James G. Carter's school, established in 1827 in Lancaster, Massachusetts. The first publicly supported normal school was founded in 1839 at Lexington, Massachusetts.¹⁹ By 1898, as many as 166 public or state normal schools and 165 private ones existed in the country.²⁰ However, public normal schools, supported by a state, county, or community, had the advantage of offering a low-cost education and soon the number of private normal schools began to diminish.

The early normal schools took their students directly out of elementary schools, and it was not until the end of the nineteenth century that they began to require two years of high school prior to

¹⁸Paul Woodring, "The Development of Teacher Education," in Teacher Education: The Seventy-fourth Yearbook of the National Society for the Study of Education Part II (Chicago, Ill.: The University of Chicago Press, 1975), p. 2.

¹⁹S. E. Frost, Jr. and Kenneth P. Bailey, Historical and Philosophical Foundations of Western Education (Columbus, Ohio: Charles E. Merrill Publishing Company, 1973), p. 476.

²⁰Woodring, op. cit., p. 3. These numbers are different in David B. Tyack, ed., Turning Points in American Educational History (New York: John Wiley & Sons, 1967), p. 476.

admission.²¹ The course of study ran for two years, consisting of a review of elementary school subjects, or "common branches," and some rudiments of philosophy, history, theory and practice of instruction.²² Eventually systematic observation and practice-teaching in "model schools" or nearby public schools became part of this apprenticeship.²³

By the beginning of the twentieth century, normal schools admitted only high school graduates. However, in 1900, still the majority of elementary school teachers, especially in the rural areas, had received no formal training and had only an elementary school background.²⁴ In fact, not all students enrolled in public normal schools were prospective teachers. Some of them only sought an inexpensive post-secondary education. To meet the needs of these students, normal schools began to diversify and to extend their courses of study, and by 1925 or 1930, they were able to offer college degrees. By that time, their status had changed from "normal schools" to "colleges." Shortly after this change, these new state teachers colleges, which had continued to expand, became regular state colleges or state universities, offering degrees in various disciplines, including education.²⁵

Needless to say, education as a discipline had not waited until the twentieth century to find its place in the curricula of major universities. "The art of teaching" was introduced in the curriculum of New York University in 1832, at Brown University in 1850, and at Michigan

²¹Frost, Jr. and Bailey, op. cit., p. 477.

²²Woodring, op. cit., pp. 3-4.

²³Frost, Jr. and Bailey, op. cit., p. 477.

²⁴Tyack, op. cit., p. 5.

²⁵Woodring, op. cit., p. 5.

in 1860.²⁶ Professors of pedagogy were hired, although few of them had any specific qualifications or formation in the field, and when departments of education began to be recognized, there was no consensus on how they should be organized, what courses they should dispute to such departments as psychology, history, or philosophy, or even if they had any legitimate rights at all to exist. In time, however, graduate instruction in education came to be offered, and schools of education were formed within leading universities.²⁷ Columbia University, for example, agreed in 1898 to take under its wings the New York College for Training of Teachers, or Teachers College as it became known, which had petitioned in vain in 1892 for such an affiliation.²⁸

Today the controversy remains, rekindled after World War II, when the quality of schools aroused the dissatisfaction of parents, academic professors, scholars and the public at large, putting existing teacher education programs under heavy criticism and opening fiery debates.²⁹ Educators are still trying to solve questions like: what an effective teacher training program is; how to improve certification of teachers; how to prepare them to function in a new society with changing values; and how to make them the tool of better schools and a better tomorrow.

Foundations of Education in Iran

Zardosht, the ancient Iranian prophet, believed that there are two simultaneous and opposite forces in man's nature, good and bad together. In other words, man is both angelic (Ahuramazda) and Satanic

²⁶Frost and Bailey, op. cit., p. 477.

²⁷Ibid., p. 477; also see, Woodring, op. cit., p. 7.

²⁸Frost and Bailey, op. cit., p. 478.

²⁹Woodring, op. cit., p. 16; also see, Tyack, op. cit., p. 420.

(Ahriman). Therefore, education must prevent the appearance of bad inclinations and reinforce the development of goodness.

Mohammad, prophet of the majority of the Iranian people (Moslems), conversely, believed that there is "no good and no bad" in man's essence, but man is prepared to be educated in good or bad ways. Iranian educational foundations are based on the above two points of view and foundations.³⁰

Foundations of Education in the U.S.A.

According to the Christian belief, Adam was ousted from the Garden of Eden because he disobeyed God by eating the forbidden fruit. Therefore, Adam's race is innately sinful in his nature and instinct. In other words man is inherently evil. According to this point of view, education must be careful to prevent man's abusement.

Jean-Jacques Rousseau, conversely, believed that Adam's race is completely sinless in his nature and instinct. In other words man is inherently good. Therefore, the best way for education is natural environment and absolute freedom for development. American educational foundations are based on the above two points of view and foundations.³¹

Philosophy of Education in Iran

The Iranian philosophy of education is "perennialism" combined with "existentialism." Iranians want to train students for mental discipline, emphasizing moral behavior, religion, and feeling of humanity.³²

³⁰Arasteh, op. cit., pp. 1-20.

³¹Ibid.

³²Ibid., p. 22.

Philosophy of Education in the U.S.A.

The American philosophy of education is based more on progressivism (experimentalism) and reconstructionism. Its purpose is to have students grow and obtain abilities to solve problems effectively in their lives. Education should be life itself, rather than a preparation for life.³³

Goals of Education in Iran

In accordance with the establishment of a new educational system in Iran, the following goals were set up:

1. Social educational goal means to provide equal opportunity for all of the students to benefit from education and instruction. Provision of compulsory and free education for all children in 6-14 age group and equal opportunity for the people in the cities as well as in rural areas.
2. Economical educational goal means educational programs must be developed according to the social and economical needs of the community; in other words, education must be designed and developed in order to obtain an effective and logical balance between socioeconomic needs and the educational production.
3. Cultural educational goal means in order to progress and evolve, a culture must acknowledge other cultures and experiences, so educational organizations must provide intercultural communication, intercultural exchanges, and interaction, in short, acculturation.

³³Fred Muskal, "Educational Philosophy in Your Classroom", University of the Pacific, Stockton, Ca., pp. 1-7. (Mimeographed)

4. Civic educational goal means to inform the students of human rights, social laws and legislation, citizenship rights and due-process, respect for others' rights; at last to familiarize them with the conveniences, authorities, and limitations of civic life.

5. Physical educational goal means, according to the saying, that "mental health depends on physical health." It is a necessity for educational organizations to provide equipment, grounds, and facilities to develop physical health parallel to mental health.

6. Moral educational goal means because of the humane character of the education enterprise, educational institutions must train human elements and human behavior in human beings. Therefore, it is necessary for educational institutions to inform the students of moral basics and human basics.³⁴

In order to achieve the educational goals, two necessary and important basic principles must be respected. They are:

- A. The educational equality principle
- B. The educational inequality principle

Educational equality principle means all of the people from any generation, any race and color, any status, any socioeconomic level, any religion, without any discrimination or prejudice, must have equal rights to benefit from educational opportunities.

Educational inequality principle means all of the people that have special abilities, talents, or individual limitations (disabilities), mental and physical conditions that have been tested and

³⁴"Educational Aims and the New System of Education in Iran" (Tehran: Ministry of Education, 1966). (Mimeographed in Persian)

recognized by educational experts, psychologists, and specialists, must be given additional advantage and provided with special educational opportunities and instructional varieties (Individualized educational program).³⁵

Goals of Education in the U.S.A.

According to the National Association of High School Principals (January 15, 1980) the thirteen purposes of public education consist of:

1. The ability to use language to think and to communicate effectively.
2. Use mathematical knowledge and methods to solve problems.
3. To reason logically.
4. To use abstractions and symbols with power and ease.
5. To apply and understand scientific knowledge and methods.
6. To make use of technology and to understand its limitations.
7. To express oneself through the arts. (To understand the artistic expression of others.)
8. To understand other languages and cultures.
9. To understand spatial relations.
10. To apply knowledge about health, nutrition, and physical acting.
11. To acquire the capacity to meet unexpected challenges.
12. To make informed value judgments.
13. To recognize and use one's full learning potential and prepare to go on learning for a lifetime.³⁶

³⁵Ministry of Education, op. cit.

³⁶Thomas Coleman, Class Lecture, Fall of 1979. (Professor, School of Education, University of the Pacific, Stockton, California.)

System of Education in Iran in Brief

Before 1969 the system of education in Iran was completely centralized, but subsequently an "organizational-decentralization" was put into effect. That is, not centralization nor decentralization, because some aspects are centralized and some aspects are decentralized.

The Councils of Local Education (C.L.E.) that were established in 1969 have some responsibilities in local educational administration.³⁷ The manner of education in Iran was teacher-centered, but after the new revolution in 1979, it has become student-centered. The teaching methods give more emphasis to memorization. Education for everybody at every level is free in Iran.

Educational Structure in Iran

The educational structure in Iran consists of three main divisions. These divisions are general education, secondary education, and higher education.³⁸

General Education

General education is both free and compulsory. It starts at the age of five and is divided into three stages as follows:

1. Pre-Primary (Kindergarten) which is free and lasts one year. It is intended to prepare children to enter primary schools (elementary).

³⁷ Mohammad Mashayekhi, Comparative Education (Tehran: University for Teacher Education, 1968), pp. 20-68. (In Persian)

³⁸ Educational Aims and the New System of Education in Iran (Tehran: Ministry of Education, 1966). (Mimeographed in Persian.)

2. Elementary (primary) education, which lasts five years and is divided into two periods. The first period covers grades one and two and the second one includes grades three to five. The total number of hours per week is 28 and the curriculum includes the following subjects: arithmetic, arts, calligraphy, experimental sciences, handicrafts, music, Persian language, physical education, religious and moral instruction.

At the end of the fifth year pupils will take an official examination, administered by the local education office. Those who pass will continue their studies in the "Guidance Cycle."

3. The "guidance cycle," which covers grades six, seven, and eight; according to the Ministry of Education, has this purpose:

- A. to increase general knowledge for better living.
 - B. to develop moral and spiritual values.
 - C. to discover the student's talents and abilities for academic or vocational/technical studies at the secondary level.
- Study will be uniform for all schools at this level and general in nature. The curriculum will consist of the following subjects: art, experimental sciences (chemistry, physics), foreign language, health education, introduction to technical and vocational education, mathematics, natural science, Persian language, physical education, religious and moral instruction, safety instruction, and social sciences (civics,

geography, history). During the "guidance cycle," children will be observed and channeled into different types of secondary education depending on their interest and abilities and the needs of the country. At the end of the "guidance cycle" all students will be required to take a national examination given by the provincial education authorities. Those who pass will be eligible to continue their education in an academic or a vocational/technical branch of the secondary cycle.

Four bases of general education. The fundamental educational needs of children and youth can be viewed in terms of four categories. These categories are Language and culture; environmental education; preliminary technical education; and mathematics.

Secondary Education

Secondary education is multilateral and divided into two stages. The first stage consists of a three-year course, and the second stage lasts one year and is devoted mainly to providing further specialization in either relevant academic courses or technical and vocational training. In other words, it is intended to prepare students either to enter universities or to begin to work.

Academic Secondary Education

Academic secondary education is usually given in separate schools and has four branches called: Mathematics and Physics,

Experimental Science, Literature and Culture, and Socio-economic Studies (Social Studies and Economics). In the first year, however, academic secondary education is divided into just two branches; namely experimental science and mathematics; and social studies. This is intended to provide another opportunity for every student to choose a more appropriate branch according to his or her ability and interest. Thus the students who complete the experimental science and the mathematics can enter either experimental science branch or mathematics and physics branch, depending on their achievement and interest. Similarly, those who pass the examinations in the social studies branch are allowed to enroll in either the literature and culture branch or social studies and economics branch. Criteria have been established for guiding students to enroll in the suitable branches.

Technical Secondary Education

Technical education aims at the training of technicians and foremen for industry, services, and rural vocations and agriculture. Considering the variety of manpower needs, technical and vocational education is highly diversified. It includes 15 main branches and 42 specializations or sub-branches. Specialization in each branch starts in either the first year or the second, or even the third one, depending on the nature of the specialization.

In providing one or two years of common syllabi for the inter-related specialization in each branch, the aim is to train polyvalent technicians by giving them some fundamental technical training. It is assumed that such training will facilitate their placement in a variety of jobs, closely related to their specialization, after undergoing a

further short but intensive on-the-job training.

Technical education for industry includes the following branches and specializations:

- Mechanics, which is divided into five specializations: metal work, mining, ventilation, tools, machinery, and modelling;
- Woodwork, which is divided into two specializations; carpentry, and moulding;
- Chemical industry, including industrial chemistry and training of dental assistants;
- Electricity, which includes electrotechnics and electronics;
- Automechanics;
- Building construction;
- Weaving;
- Dyeing.

Technical and vocational education for services has the following specializations:

- Health services branch, which includes different specializations intended to train: nurses aides, nurse maids, radiologist aides, medical laboratory technicians, and environment hygienists;
- Art branch, which is divided into three specializations: graphics, decoration and drawing, and dress designing;
- Mass media, which includes motion picture production, press work, and audio-visual technology;
- Commercial and office work including five specializations, namely commerce, secretarial work, accounting, banking, and transportation; dressmaking or tailoring.

Technical education concerning rural vocations and agricultural activities includes four main branches and ten specializations as follows:

- Food industries and nutrition, including food preparation and storage, and laboratory work on food materials;
- Agricultural machinery and irrigation, which includes two specializations, agricultural machinery and irrigation;
- Agriculture, including five specializations called: cultivation, horticulture, pest control, animal husbandry, and forestry and pasturage;
- Rural administration.³⁹

The Fourth Year

In the last grade of secondary education, about 80 percent of the time in the weekly timetable will be devoted to the most fundamental courses in each branch. The remainder will be spent on general courses.

The types of academic and technical branches in the last year are under consideration in view of the following objectives:

1. All able students in the academic and technical schools should have access to higher education by studying necessary prerequisite courses, relative to their specializations, during the last year of secondary education.
2. Education in the last year should be concentrated on specializations rather than general courses.
3. Provision to acquire some marketable skills should be made for those who have followed academic streams but do not wish to continue their studies at higher institutions.

Higher Education

At the present time there are ten universities in Iran. Three

³⁹Iran Ministry of Education, Department of Educational Planning and Studies, Preliminary Project for the Improvement of Education in Iran (Tehran: Ministry of Education, 1965), Project No. 1. (In Persian)

of them are partially independent; the others are fully state controlled. They are financed from government funds; they have considerable autonomy under their boards of trustees. In addition to the universities, there are over 150 other institutions of higher education and colleges. Ten are independent state colleges, fifty are affiliated to the Ministry of Education, forty are affiliated to other Ministries, and more than fifty are private, although under the new regulations, they are now likely to be absorbed into the state system. These institutions do not have university status, though in some cases they can award degrees, and include technical colleges, colleges of commerce, drama, music, computer-science, management and business studies as well as training institutions for government organizations like the railways, telecommunications, and public administration.⁴⁰

Teacher Training (Tarbiat Mo'allem)

Teacher training in Iran is carried out in a variety of different institutions depending on the age level to be taught and the qualifications of students. Kindergarten teachers are trained in one of twenty-five regional centers or in Shemiran College, Tehran. Primary school teachers are trained in teacher training schools, e.g., normal schools (Daneshsaraye Moghadamati) during two years, or in a special tribal areas training colleges (two years). In addition there is a training college offering specialized training for those intending to deal with handicapped children.

⁴⁰The Bureau of Coordinating Programmes, Detailed Statistics of Education in Iran (Tehran: Ministry of Education, 1977).
(In Persian)

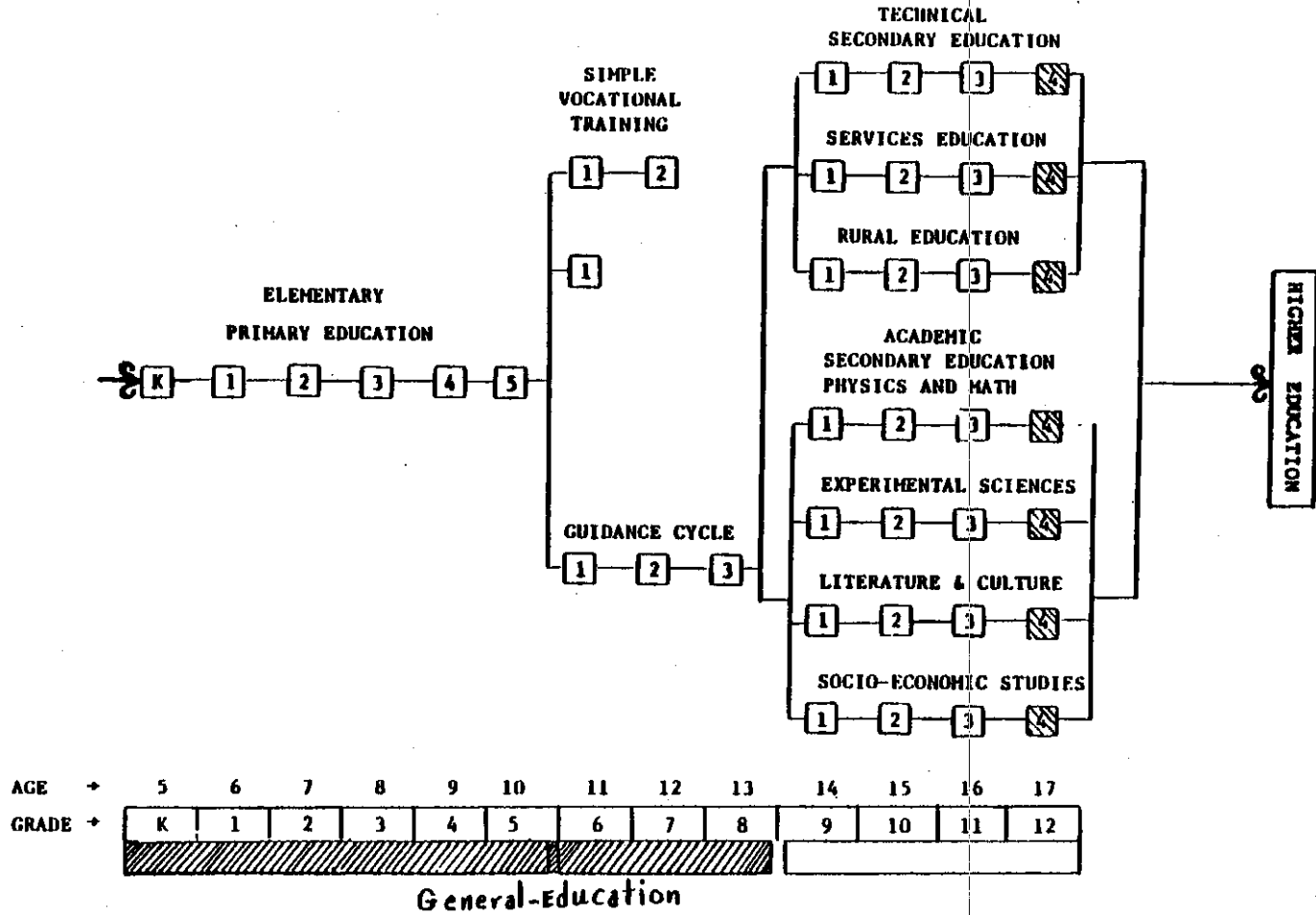
"Guidance cycle" teachers receive a two-year training, either in one of twenty-four regional teacher training colleges (Danesh Saraye Rahnamai) or in one of two vocational teacher training colleges. Students who volunteer to study in these centers must pass the entrance exam after graduating from secondary school.

Most secondary school teachers have received a university degree, and there are a number of institutions offering teacher training courses for secondary school graduates who wish to teach. Applicants should pass the competitive examination (Konkur). The first secondary training college, the national teacher-training college (now University for Teacher Education) was the prototype for subsequent colleges that developed within the universities of Ahwaz, Isfahan, Shiraz, Tabriz, and Meshhad. Recently, the additional branches have also opened ⁱⁿ Zahedan and Yazd.⁴¹

Teachers for technical schools are trained in a technical teachers' training college at Babol. The highly respected faculty of education at Tehran University is also concerned with research and training high level educationists, not with the training of classroom teachers. According to Sohrab Rostami, Efficient use of the Education Resources in Iran, A Study of the "Guidance Cycle" (Paris: The Unesco Press, 1978), p. 37, the structure of the New Educational System of Iran can be summarized by the exhibit on page 31.

⁴¹Mashayekhi, op. cit., pp. 20-100.

EXHIBIT: The structure of New Educational System of Iran According to: Sohrab Rostami, Efficient Use of the Education Resources in Iran, A Study on the "Guidance Cycle" (Paris: Unesco Press, 1978), p. 37.



Educational System of the U.S.A. in Brief

Public education in the U.S.A. is a matter of federal interest, state function and responsibility, and local operation. The system of education in the United States is decentralized. The manner of education is student-centered. Teaching methods give emphasis to students' activities considering individual differences according to William M. Alexander and others.⁴²

Elementary and Secondary education in the United States varies from state to state, and even from city to city in several ways.

School systems vary in:

1. Division of class level.
2. Methods of grading.
3. Requirements for graduation.
4. Subjects studied.
5. Vacations.

The elementary and secondary educational systems in the U.S.A. have many characteristics. Some of these characteristics are presented below.

Free education is mandatory for all children from approximately ages 5 to 16. The opportunity to complete a full high school education is optional, although most families take advantage of this opportunity.

Children begin school in the early fall, approximately the

⁴²William M. Alexander and others, The High School Today and Tomorrow (New York: Holt, Rinehart and Winston, Inc., 1971), pp. 5-14.

first part of September, and complete the school year, roughly, the last part of May or the first week in June. This leaves about three months for summer vacation.

The class year is divided into four quarters, with a grade card being issued at the end of each quarter. Vacations, besides the three-month summer, include breaks within the school year as follows:

--Labor Day	1 day
--Christmas	8-12 days
--Easter	2-5 days
--other	2-5 days

The total vacation time during the school year is approximately fifteen to twenty days.

Grade Levels

Provided satisfactory work and progress have been completed in the previous grade, the student is advanced each year to a higher level. The shift occurs after the final grade card has been issued before the summer break. The next school year the student is enrolled in the next highest grade level. The possible thirteen years available for education are usually divided in the following way:

1. Elementary school (K-6)
2. Junior High School (7-9)
3. High School (10-12)

These three units, more often than not, are separate schools.

Elementary school: consists of the first seven years of schooling, ages 5-12 approximately. A Kindergarten class followed by grades 1-6.

Junior High school: Grades 7-9, ages 12-15.

Senior High School: Grades 10-12, ages 15-18.

Divisions of high school grade levels are more commonly referred to as:

Sophomore	Grade 10
Junior	Grade 11
Senior	Grade 12

The degree of structure as well as the degree of independence allowed obviously varies from school to school.

Kinds of School Districts in the U.S.A.

School districts are a civil subdivision of the state. Districts are quasi-municipal corporations (Legal body power). Each district has one single board and one superintendent. Many kinds of school districts exist, and they are known by different names. They include:

- Common school district or elementary (usually small)
- County unit districts (co-terminous with county)
- City districts (co-terminous with city boundaries)
- Town or Township districts
- High school districts (covering two or more elementary districts)
- Special independent districts
- County districts exclusive of areas covered by city districts
- Junior college districts.

Kinds of School Districts in California

- Elementary K-6, K-8, or 1-6, 1-8
- High school 9-12, 10-12, and adult education

- Unified K-12 or 1-12 with one board and one administration
- Community college 13-14 and adult education
- Union school district, is built by two or more school districts
- Joint union school district, is built by two or more counties
- Consolidated district, is built by two districts
- City district
- County district.⁴³

Subjects Studied

Subjects studied vary according to the four quarters of a child's education. The subjects are as follows:

Kindergarten: Art, playing, rest time, recess (games outdoors).

Elementary: Building of basic skills; language skills; reading, writing, mathematics, art, physical education, history, science.

Junior High School: More building of basic skills, some options available, including art, home economics, shop, social studies, foreign language study.

High School: Requirements for high school graduation: A diploma of graduation shall be granted to all students who meet specific subject and credit requirements. A typical example includes:

<u>Requirements</u>	<u>Semester Credits</u>
English	40
Mathematics	10

⁴³ Stephen J. Knezevich, Administration of Public Education (New York: Harper & Row Publishers, 1975), pp. 214-20.

<u>Requirements</u>	<u>Semester Credits (Cont'd)</u>
Physical Education (9-12)	40
Science	10
State Requirements	5
Ninth Grade Social Science	10
U.S.A. History	10
Social Science Elective	15
American Government	5
Electives	65
	<hr/>
TOTAL	210

A minimum of 210 semester credits are required for graduation.⁴⁴

There is much more flexibility in choice of classes than one would experience in Iran, although a few requirements still remain. When a student completes satisfactorily the required 210 semester credits, he is then graduated and given a diploma.

A few summer school classes are available for those desiring the service. This enables students to "get ahead" or retake a failed class.

Methods of Grading

Students are awarded letter grades on the basis of their achievement and performance. The following are the letter grades and their explanation:

⁴⁴A Hand-Out Program from Lincoln High School, 1980.

A = Distinguished achievement

B = Superior

C = Average

D = Passed, below average

F = Failure

What are the advantages observed in the educational system of the U.S.A.?

--Most effective use of teacher/student interaction

in and out of class time.

--More opportunities for teachers to work individually with students.

--More time for co-curricular activities.

--More time for special projects.

--More opportunities for students to develop responsibility for good time management.

--Wider variety of courses offered.

--Some opportunity to combine work and education.

--More time to participate in available open labs in math, reading, writing, art, crafts, metal, wood, foreign language, photography, etc.

--Provision of a more relaxed, friendly campus

atmosphere. According to William M. Alexander and others, The High School Today and Tomorrow

(New York: Holt, Rinehart and Winston, Inc., 1971), p. 8, the types of school organizations in the U.S. can be summarized by the Exhibit on page 38.

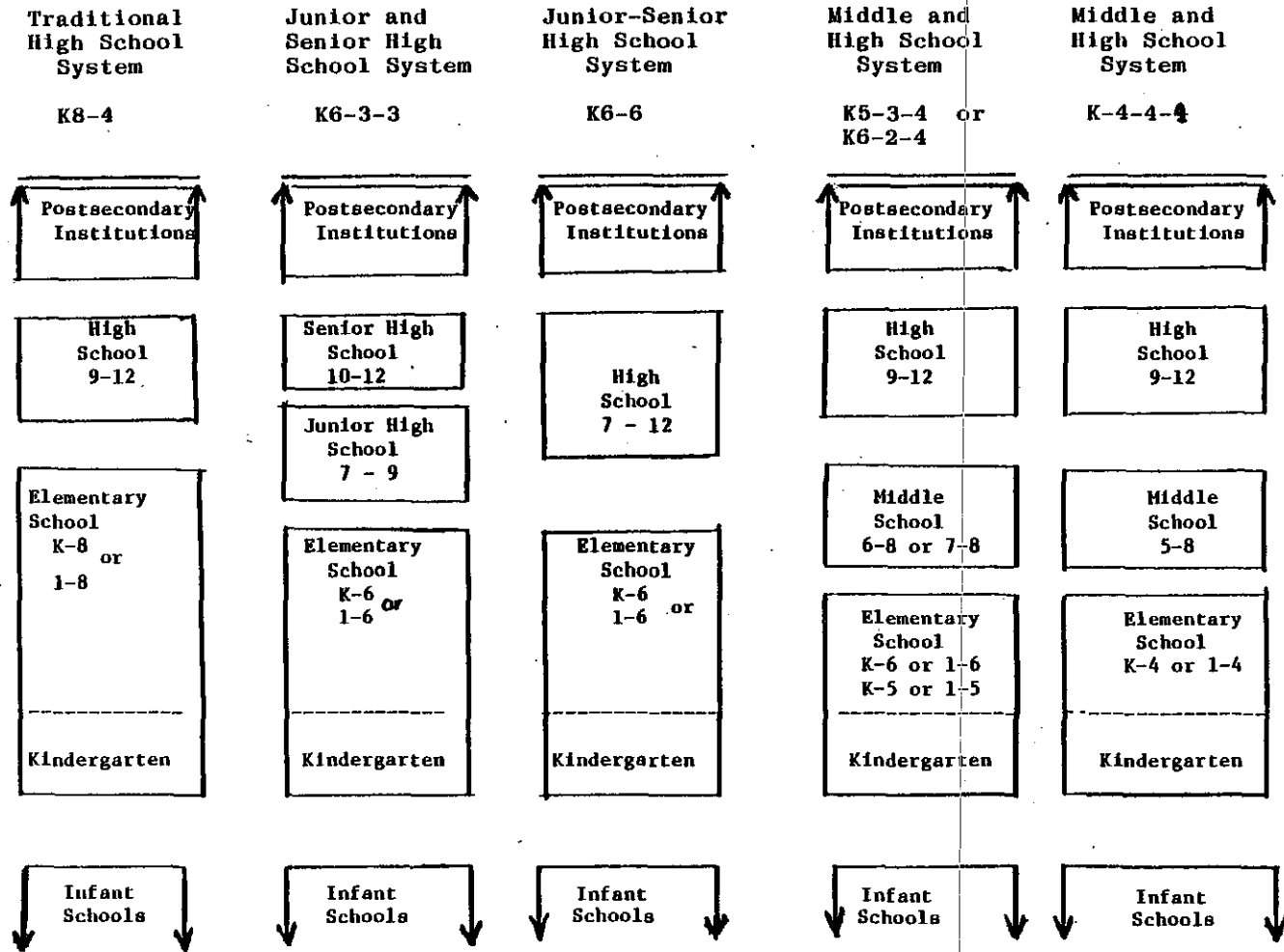


Exhibit: The types of School Organization in the United States, according to William M. Alexander and others, The High School Today and Tomorrow (New York: Holt, Rinehart and Winston, Inc., 1971), p. 8.

Chapter 3

PREVIEW OF RELATED LITERATURE AND RESEARCH IN THE UNITED STATES

Introduction

Recent literature on teacher training suggests that universities and colleges cannot train teachers and therefore should give up their claim to offering professional training to prospective teachers and leave this task to schools and community agencies. Most educators unequivocally reject such a view, believing instead that the place to initiate basic and enduring reform in professional preparation is at the university, not away from it. However, the issue is not either/or. Schools and colleges must collaborate if teacher training is to be effective. There is no magic in acquiring field experience. Professional training is not significant simply because it is "out there." It is valuable only if it has been carefully planned, interpreted, and linked with appropriate conceptual frameworks. Educators believe that the design of teacher education should include a continuous interlocking relationship between "practice" and "theory", i.e., "practice-teaching". Involvement with teaching should begin as soon as students enter a teacher preparation program. Useful direct experience, with simultaneous study of useful knowledge, divided into achievable goals for beginners and gradually increasing the difficulty of the role, is

the ideal form of preparation. Students should have many choices, at whatever age they choose, to engage in the real affairs of schools and communities.⁴⁵

Philosophy of Teacher Training

Among the ideas which could together constitute a philosophy of teacher training, are the following:

1. The teacher is viewed as a clinician in much the same sense that physicians are clinicians, that is, as the possessor of strategies for making instructional decisions and of the knowledge and skills needed to carry out these decisions.
2. Teachers are seen as members of a clinical team, and frequently as specialists on that team.
3. Needed competencies of the teacher should be defined in terms of specific behaviors and these behaviors should be matched with specific learning experiences and arranged in instructional modules designed to achieve the objectives.
4. Management and control systems should be developed to monitor teacher training programs to provide them with flexibility that would permit adapting to student requirements.

⁴⁵C. Argyris and D. A. Schon, Theory in practice: Increasing Professional Effectiveness (San Francisco: Jossey-Bass, 1974), pp. 5-14.

5. A consortium of colleges and school districts should be required to provide for the academic training, pre-service training, internship or "practice-teaching", and continuing in-service education needed to prepare teachers for the responsibilities of the classroom.
6. Training programs should be designed to make extensive use of simulation laboratories where situations somewhat less complex than the "real world of the teacher" could be used to teach clinical skills.
7. The teacher should have available to him/her knowledge from the behavioral sciences which she/he could use to make and carry out educational decisions.
8. Provisions should be made for regular revision and redevelopment of the training programs.⁴⁶

These should be the common elements and basic principles that developers and administrators of teacher training programs should follow.

The application of these ideas to the education of teachers would mean:

- a) A more personal environment for the student and a more effective teacher product.

⁴⁶Bruce Joyce, Teacher Education (Chicago: University of Chicago Press, 1975), pp. 140-1.

- b) A university in which desirable innovation can be made much more easily than in the present organization.

In keeping with these basic ideas each institution should develop its program by going through the following steps, although not necessarily in this order:

- a) The development of a performance model of a functioning teacher.
- b) The analysis of the model in terms of sets of behavioral objectives.
- c) The specification of program components to accomplish distinct sets of behavior.
- d) The development of an overall training system, with interlocking components so as to achieve an integrated performance at the end of the program.
- e) The development of a monitoring system that would make possible the adjustment of the program to individual differences and ensure continuous feedback and evaluation.
- f) The development of specific procedures for humanistic guidance of the prospective teacher as well as arrangements for a smooth transition by "practice-teaching" from the training institution to the school in which the teacher will work.⁴⁷

⁴⁷N. L. Gage, Teacher Effectiveness and Teacher Education (Calif.: Palo Alto, Pacific Books, 1970), pp. 47-73.

Goal of Teacher Training

A major goal of teacher training institutions is to provide prospective teachers with sufficient knowledge, skills, and behaviors to enable them to function effectively in future teaching experiences. Considerable experimentation and innovation have changed the pre-service programs and "practice-teaching" intended to produce more effective classroom teachers.⁴⁸

Combs believes that the goal of teacher training is to provide an effective teacher as a unique human being who has learned to use himself effectively and efficiently to carry out his own and societies' purposes in the education of others.⁴⁹

Joyce believes that the goal of teacher training is to help the future educator develop, first, an adequate self; second, reliable ways of perceiving others and their goals; and third, the ability to learn substance when it is needed. To prepare such a teacher, we must provide a helping relationship for the teacher-candidate just as he must provide one for his students. The best teacher education, then, is an environment conducive to self-actualization for two reasons which interact with each other. It is the best way of helping him develop an adequate self and also it is the best way to help him learn how to help others.⁵⁰

⁴⁸Gerald Douglass Bailey, Educational Leadership (Magazine), December, 1974, p. 225.

⁴⁹Arthur W. Combs, The Professional Education of Teachers: A Perceptual view of Teacher Education (Boston: Allyn and Bacon, 1965), pp. 6-9.

⁵⁰Joyce, op. cit., p. 134.

Cogan believes that the goal of teacher training is: (a) To furnish the future teacher with the new value systems and new competencies needed for the instruction of today's youth, and (b) To provide these teachers with the support they will need if they are to transform the schools they will enter, rather than permitting the schools as they now are to press the new teachers back into existing patterns of teaching.⁵¹

The Development of Teacher Training and Practice-Teaching

The oldest form of teacher training is the observation and emulation of a master. Plato learned to teach by sitting at the feet of Socrates. Aristotle, in turn, learned from Plato. Throughout history, others have learned both how and what to teach from their own teachers. If teacher education is defined simply as the education of those who become teachers, its history is coterminous with the history of education itself.

Advice to teachers and instruction in methods were available in written form long before there were special schools for teacher training. Roman teachers could read Quintilian's advice on teaching, sixteenth-century teachers could learn from the writings of Erasmus, and seventeenth-century teachers could read the Didactic Magna in which Comenius said his main object was "to find a method of instruction by which teachers may teach less, but learners may learn more."

⁵¹Morris L. Cogan, Clinical Supervision (Boston: Houghton Mifflin Co., 1973), pp. 50-55.

A form of teacher education was provided by medieval universities where the master's degree was a certificate of admission to the guild of professional teachers. It might be noted, too, that the word "doctor" meant scholar or teacher long before it came to mean physician. However, special schools devoted exclusively or primarily to the education of teachers are of more recent origin.⁵²

In 1968, the United States Office of Education issued a request for proposals for the application of procedures of systems analysis to the development of training programs for teachers. The request specified that the competencies of the teacher were to be stated in terms of sets of behaviors, that these sets were to be linked to training systems specifically designed to bring about the achievement of the competencies, and that the total program was to be under a management system for purposes of evaluation, improvement, and progress toward a competency-based teacher education.⁵³

Today it is not surprising to find that teachers, when referring to their training in education as it was prior to present innovations, report that the part of teacher training administered by the education faculty was the least effective part of their preparation. Typical of many teachers' opinions is the statement of the 1973 National Teacher of the Year, who, in a White House ceremony, expressed himself in those terms: "I went to college in 1946-49, and I realize a great many changes have been made since then. But, I honestly feel that the first

⁵²David B. Tyack, ed. Turning Point in American Educational History (New York: John Wiley & Sons, Inc., 1976), pp. 412-420.

⁵³Gage, op. cit., pp. 55-60.

two years of general education helped me more than the theory classes in education. I learned a lot from my general college education which put me in good stead when I began teaching. With some education classes, I felt that, if you had one, you had them all."⁵⁴

The negative opinion of this teacher about his professional training is directed mainly against its theoretical part. No mention is made of any practice or field experience. Either such practical training was not required of would-be teachers or the experience did not leave any strong impression on our critical speaker. The trend of today's research in teacher education is to promote the development of programs created to have student teachers more systematically trained to acquire skills and sets of behaviors in real class settings or a reconstituted setting within their institution.

Nonetheless, despite expressed interest in field-based teacher training programs over the past few years and the encouragement of reforms, an accurate description of current practice paints a picture very familiar to any one who has had contact with teacher training over the past twenty-five years. The "practice-teaching" program is generally a low cost, expedient instructional effort. Most prospective secondary school teachers are placed in a public school full-time after eight weeks (one-half semester). Elementary teachers in training are more likely to spend a full semester in "practice-teaching". A single location is chosen and the primary source of supervision for the student teacher is the classroom teacher to whom the student is assigned. Most

⁵⁴Mildred A. Smaardyk, "Teacher of the Year: Ensworth Outlines Qualities of Good Teacher", American Association of Colleges for Teacher Education Bulletin 26 (May, 1973), p. 1.

institutions of higher education set some minimal standards for the selection of supervising teachers. These standards are most likely to include degrees completed (often the masters degree), and teaching experience (often three or more years). The college almost always provides a supervisor of its own who attempts to visit the prospective teacher three or four times during the duration of the "practice-teaching". Of some twenty-four hours of professional credit offered to secondary teacher trainees, as many as eight will often be assigned to "practice-teaching". Add to this the fact that every investigation of the pre-service education of teachers indicates that the single most powerful intervention in a teacher's professional preparation is the practice-teaching period. The public schools and their adjunct teacher education faculty are central to the process of educating teachers today even though they are typically related only tangentially in an organizational sense.⁵⁵

The dominant new movement in teacher training during the last decade has unquestionably been Performance-based Teacher Education (PBTE). Approximately twenty states have already adopted or are planning to adopt a performance-based approach to teacher training and certification.⁵⁶

⁵⁵Henry J. Hermanowicz, "The Pluralistic World of Beginning Teachers: A Summary of Interview Studies," in The Real World of the Beginning Teacher (Washington, D.C.: National Education Association, 1966).

⁵⁶John G. G. Merrow, "The Politics of Competence: A Review of Competency-Based Teacher Education" (Washington, D.C.: Office of Research and Exploratory Studies, National Institute of Education, 1974); Melvin G. Villeme, "Competency-Based Certification: A New Reality?" Educational Leadership 31 (January, 1974), pp. 348-9.

The "practice-teaching" and internship experiences have been augmented, but its net educational effect has been diluted or vitiated completely by a lack of intense, systematic, and professionally sophisticated supervision. That is, practice-teaching generally resembles the training of journeymen preparing for a trade more than it does a supervised internship designed for professionals.

Many student teachers will revert to the more familiar and more superficially "successful" patterns of teaching as given by their sociocultural experiences. The preparation of the teacher for the emerging new instruction requires a graduate program of at least three full years, i.e. three full years of study, supervised practice, closely and systematically supervised practice-teaching. The real depths of this history cannot be truly understood until one realizes that:

1. Teachers are not paid enough to warrant three full years of preparation.
2. The history of the few programs of even two full years of graduate study is dismal.
3. The close supervision needed to transform traditional practice-teaching and teaching internships into effective learning experiences is almost never available because of the scarcity of competent clinical supervisors who work in the classroom to change the classroom behavior of the teachers.
4. Neither American society nor the American teachers colleges are at present prepared to underwrite a three-year program of

teacher preparation.

Nevertheless, the concept of the three-year teacher training program must be tacked up on the door for all to see, because in the American view no one or two-year plan of teacher training has yet been proposed that holds any promise of turning out beginning teachers who possess even the minimal initial competencies needed in contemporary schools.⁵⁷

Research on Teacher Training and Practice-Teaching

The first Handbook of Research on Teaching appeared in 1963 after several years of preparation and anchored this literature for research on teaching.⁵⁸

In an evaluational study of the Nebraska University Secondary Teacher Education Program (NUSTEP), Francke randomly selected, prior to practice-teaching, fifteen trainees from NUSTEP and fifteen from the traditional program and tested their ability to bring about specific performance changes in pupils. Each participant taught a randomly assigned group of secondary English students per specified content over which the students were then tested. The teaching sessions were videotaped, and each teacher subsequently rated on the use of the skills taught in the NUSTEP program.

⁵⁷Merrow, op. cit., pp. 320-25.

⁵⁸Handbook of Research on Teaching, ed. N. L. Gage (Chicago: Rand McNally, 1963).

The results indicated a small but significant difference in pupil performance favoring the NUSTEP group, and indicated in addition that those teachers rated higher in the use of the skills on which they had been trained attained the better student performance.⁵⁹

In a study of similar design, Blankenship trained student teachers by means of the Stanford teach-reteach model, with feedback given on the basis of Flanders Classroom Interaction Analysis matrices and video playback. A control group did practice-teaching but did not receive the training. Subsequently, all participants taught a one-week unit on values to randomly assigned groups of pupils. A unit-relevant test and the Waston-Glazer Critical Thinking Appraisal were used as criterion measures for the pupils. In the outcomes the trained teachers showed marked increases in their i/d ratios (ratio of "indirect influence statements" to "direct influence statements"), indicating that the training treatment was effective in modifying their behavior, but the outcomes for pupils were weak, with a significant difference only on the factual component of the unit test. There were no differences on the application component of the unit test or the Waston-Glazer.⁶⁰

Although neither of the above studies produced strong effects against the teacher success criterion of student attainment, both may

⁵⁹Eleanor L. Franke, "Pupil Achievement and Teacher Behaviors: A Formative Evaluation of an Undergraduate Program in Teacher Preparation" (Doctoral dissertation, University of Nebraska, 1971).

⁶⁰Martha L. D. Blankenship, "The Use of Microteaching with Interaction Analysis as a Feedback System for Improving Questioning Skills" (Doctoral dissertation, Pennsylvania State University, 1970).

be recognized to be strong studies in the sense that both made a test of the relationship between training and success, however limited the success criterion employed. It is precisely the absence of this test which characterizes a broad range of studies of training procedures.

Allen and McDonald and their associates at Stanford University developed the technique known as "microteaching".⁶¹ They developed a set of teaching skills appropriate for the secondary classroom, and employed the use of videotape recordings to train teachers to discriminate among their own behaviors and to practice new ones to be incorporated into their repertoires. McDonald's recent essay on applications of behavior modification to teacher training traces the origins of their work in behavior modification theory.⁶² Popham, Baker, and their associates at the University of California (Los Angeles) became the center of a movement to train teachers to select specific behavioral objectives for children, to develop appropriate instructional methodologies, and to evaluate the effects of teaching with precision.⁶³ Borg and his associates at the Far West Laboratory developed multimedia training systems built on the microteaching principle.⁶⁴

In a similar effort, Joyce, Weil, Wald and their association

⁶¹Dwight Allen and Kevin Ryan, Microteaching (Reading, Mass.: Addison-Wesely, 1969); Fredrick J. McDonald and Dwight Allen, "Training Effects of Feedback and Modeling Procedures on Teaching Performance," Report (OE-6-10-078) to the U.S. Office of Education, Stanford Univ., 1967.

⁶²Frederick J. McDonald, "Behavior Modification in Teacher Education," in Thoresen, pp. 41-76.

⁶³James Popham and Eva Baker, Establishing Instructional Goals (Englewood Cliffs, N.J.: Prentice-Hall, 1970).

built training systems based on a systematic analysis of a variety of models of teaching. These researchers and developers assume not only that teaching is amenable to particularistic analysis but that it can be trained, skill-by-skill as well; that the teacher can synthesize a repertoire of specifically taught behaviors into the totality of his act of teaching.⁶⁵

The final study to be reviewed here is one by Limbacher, employing pupil judgment as the criterion of success. In the study, twenty-five preparatory teachers who had received six weeks of microteaching, covering desirable teaching skills presented in their methods classes, followed by practice-teaching, were compared to twenty-five who had had six weeks of methods, not including microteaching, also followed by practice-teaching. During practice-teaching the investigator videotaped lessons taught by the participants in the first and last weeks, and gathered student ratings on these lessons as well as a general student evaluation on the Illinois Teacher Evaluation questionnaire. The results were remarkably clear, with the experimental group exceeding the control group at levels of statistical significance beyond $P=.001$ for each pupil evaluation.⁶⁶

The Functions of Institutions for Teacher Education

The institution for teacher education has three major functions:

⁶⁵Joyce, op. cit., pp. 45-50.

⁶⁶Philip C. Limbacher, "A Study of the Effects of Microteaching Experiences upon Practice-Teaching Classroom Behavior" (Doctoral dissertation, University of Illinois, 1968).

the training function, the monitoring function, and the change agent or influencing function.⁶⁷

The Training Function

The formally constituted organization to carry out the training function appears to be the school, college, or department of education. However, in fact, this unit is responsible directly for only about twenty percent of the instruction offered to secondary school teachers and about forty percent of that offered to elementary teachers.⁶⁸

The attraction of the so-called "teacher center" located in a local educational agency and encompassing responsibility for both pre-service and in-service teacher education has grown over the past few years.⁶⁹

Professional personnel who are involved directly in the training of teachers include professors located in schools, colleges, or departments of education; professorial personnel with a variety of subject matter backgrounds in colleges and departments of arts and science; and public school teachers who are involved in the supervision of field experience for prospective teachers and practice-teaching. The public school is the locus for the field-based experience (usually called student teaching) of the prospective teacher. Although this experience is nominally supervised by a college faculty member, the day-to-day

⁶⁷David L. Clark & Gerald Marker, Teacher Education (Chicago: University of Chicago Press, 1975), p. 53.

⁶⁸Martin Haberman and T. M. Stinnett, Teacher Education and the Profession of Teaching (Berkeley, Calif.: McCutchan Publishing Corporation, 1973), pp. 85-9).

⁶⁹Clark and Marker, op. cit., p. 85.

supervision is provided by the teacher in the classroom to which the student is assigned.

Eighty percent of the four-year institutions of higher education in the United States operate teacher education programs, and there are thus nearly fourteen hundred sites for teacher education in the United States. The sizes of such institutions vary greatly,⁷⁰

Among these diverse settings there are the following common elements:

1. In almost all institutions preservice preparation programs for teachers are designed as an integral part of the undergraduate offering of the institution. Prospective secondary teachers have a program designed to fit into their undergraduate program. The design of the elementary teaching major is less accommodating and generally precludes the completion of a cognate major.

2. The components of teacher education programs vary little from institution to institution. Prospective secondary school teachers usually must have one half semester of student teaching (practice-teaching) and prospective elementary school teachers more professional course work.

3. Most undergraduate students in preservice teacher preparation programs have a low level of professional identification with the field of education and the school, college, or department of education.

⁷⁰Haberman and Stinnett, op. cit., p. 59.

4. Teacher training is a low prestige, low cost venture in almost all institutions of higher education.⁷¹

The Monitoring Function

The set of monitors in teacher education are assigned responsibility to guarantee a minimum level of acceptable performance on the part of the trainers and achievement on the part of the trainees. Only one of the monitors, the State education agency, has a legally designated responsibility for carrying out this function. The most influential of the monitoring agencies, the National Council for Accreditation of Teacher Education (NCATE), is a voluntary membership association. National accreditation of college and university programs for the preparation of all teachers and other professional school personnel at the elementary and secondary levels is the responsibility of the National Council for Accreditation of Teacher Education (NCATE).⁷²

Purposes of National Accreditation of Teacher Education

NCATE serves four major purposes as follows:

1. To assure the public that particular institutions offer programs for the preparation of teachers and other professional school personnel that meet national standards of quality.

⁷¹Charles F. Silberman, Crisis in the Classroom: The Remaking of American Education (New York: Random House, 1970), pp. 439-51.

⁷²David L. Clark and Gerald Marker, Teacher Education (Chicago: University of Chicago Press, 1975), p. 53.

2. To ensure that children and youth are served by well prepared school personnel.
3. To advance the teaching profession through the improvement of preparation programs.
4. To provide a practical basis for reciprocity among the states in certifying professional school personnel.⁷³

National Standards for Accreditation of Teacher Education

Accreditation by the NCATE certifies that the institution's programs for preparing teachers and other professional school personnel meet the standards. The institution is expected to meet the standards at a level judged acceptable at the time of its evaluation. However, in a profession where the state of the art is constantly improving, the level should be expected to rise. NCATE accreditation attests to the quality of preparation programs and signifies that persons recommended by the institution can be expected to perform satisfactorily in typical teaching and other professional school positions throughout the United States.

Eligibility for NCATE Accreditation

Four-year or graduate degree granting institutions are eligible for an accreditation evaluation by the NCATE if they offer programs for the preparation of teachers and/or other professional school personnel and if the following prerequisites exist:

⁷³NCATE, Standards for the Accreditation of Teacher Education (Washington, D.C.: NCATE, 1979), p. i. (Annual)

1. They are approved by the appropriate State Department of Education at the degree levels and in the categories for which the accreditation is sought.
2. They are fully accredited by the appropriate regional accrediting association.
3. The institution must meet the affirmative action guidelines of the U.S. Office of Education.
4. Students have been graduated from the program to be accredited so that an evaluation may be made of the quality of the preparation.⁷⁴

The process of monitoring teacher education has two foci: the program of preparation employed by the trainer and the product of the program, the teacher. Program monitoring is labeled "accreditation" while monitoring individuals is designated "certification".⁷⁵

In all fifty states, the state education agencies are immersed in a gigantic bureaucratic task which involves the initial certification of over three hundred thousand teachers annually and the program accreditation of approximately fourteen hundred training programs for teachers. The machinery and criteria for carrying out this task are left up to the individual agency and vary from state to state but are similar.⁷⁶

⁷⁴NCATE, op. cit., p. ii (Annual)

⁷⁵Silberman, op. cit., pp. 440-45.

⁷⁶Haberman and Stinnett, op. cit., pp. 80-5.

The accreditation procedure, or evaluation of institutions, is conducted by the NCATE Visitation and Appraisal Committee, based upon a self study submitted by the institution being evaluated and an on-site visit. Unlike their state counterparts, the regional and national accrediting agencies are directly concerned only with accreditation. On the other hand, it is undoubtedly the major force in American teacher education outside the individually specified state standards for certification.⁷⁷

The main criterion in the certification of the individual teacher is the successful completion of teacher training in an accredited institution. Recently, "Competency-based teacher certification" has been introduced as a concept which could alter the criteria employed in certification. Past efforts to employ competency measures in teacher certification are probably best exemplified by the requirement of practice-teaching (adequate performance in an operating setting, i.e., student teaching) and paper and pencil examinations of mastery, such as the National Teacher Examination (NTE). Several States, including Florida, New York, Pennsylvania, Washington, and others, are already in the process of experimenting with "competency-based certification".⁷⁸

The Influencing Function

There are individuals and organizations deeply concerned about and involved in the education of teachers who neither train teachers themselves nor play an officially constituted role in how teachers are

⁷⁷Ibid., p. 70.

⁷⁸Clark and Marker, op. cit., pp. 68-9.

trained. They view their role as influencing positively the way in which the trainers and monitors carry out their responsibilities. Examples are the Ford Foundation sponsorship of Master of Arts in Teaching programs and the Office of Education support of joint school systems - community college of education - college of arts and science teacher training programs through the so-called Triple T program (Training of Teacher Trainers). Organizations such as the National Education Association, the American Federation of Teachers, The American Association for Colleges of Teacher Education, and the Association of Teacher Educators hold simultaneously internal and external relationships to teacher education. Whatever the objective, it is the function of the influencers to cause changes to occur.⁷⁹

Programs for Teacher Training

Preparation of teachers consists of three components:

1. Liberal education (General education).
2. Specialized subject field.
3. Professional education.

Briefly, the purpose of a "liberal education" is to liberate the mind, to provide knowledge of one's self and one's culture worthy of a citizen in a free society. A liberal program combines the arts and sciences and seeks to give the student a broad cultural background. The "specialized subject field" consists of a cluster of courses in a specific subject area and provides the prospective teacher with in-depth

⁷⁹Martin Haberman, "Twenty-three Reasons Universities Can't Educate Teachers," Journal of Teacher Education (Summer, 1971), pp. 133-40.

preparation for his or her chosen teaching field. In most colleges and universities this part of the program is described as the student's "major" or "minor". Whereas secondary teachers are typically certified in one subject field, and for this reason usually take a greater amount of course work in one or two areas, most elementary teachers are responsible for all subject fields. Elementary teachers may specialize, however, in areas such as music, art, physical education, foreign language, and reading.

"Professional education" refers to educational courses designed to provide professional orientation and training in the art of teaching. Typical liberal and specialized subject courses will enroll students with diverse interests and occupational goals; professional courses will enroll those who are interested in the career goal of teaching.⁸⁰

Almost all educators agree that the preparation of good teachers rests upon these three components. The relative emphasis that each area should receive, however, provokes strong arguments among educators. That is to say: How much time should the education student devote to liberal or general education, to specialization or subject matter in his/her chosen field, and to professional or education courses?

Basic Teacher Education Programs, According
to the NCATE Annual (1979)

Curricula for teacher education programs are based upon a systematic approach. There is a conceptualization of roles to be performed

⁸⁰ B. J. Chandler, Daniel Powell, and William R. Hazard, Education and the New Teacher (New York: Dodd, Mead, 1971), pp. 42-3.

which is followed by explicitly stated objectives. These roles and objectives reflect the results of research and the considered judgments of the teacher education faculty and staff, students, graduates of the programs, the profession as a whole, and national professional associations concerning the goals of education in American society. The curricula are periodically revised in light of evaluation reports on the teaching performances of recent graduates of the program.

The curriculum standards are intended to ensure that there is consistency of practice in conformity to the institution's philosophy of teacher education and teaching. They are not intended to prescribe a particular philosophy.

Many different programs could be devised which would result in the acquisition of the desired teaching behaviors. The institution can adopt programs which, in its judgment, will achieve the objectives it has adopted. The steps in this design procedure should be identification of a set of general educational goals; specification of the teacher's role in achieving these goals; preparation of explicit objectives for a teacher education curriculum; design of a curriculum to achieve these objectives; evaluation of graduates of the program; and the use of evaluation feedback to revise the curriculum. Each curriculum designed for the preparation of teachers and adopted by the institution provides for special societal needs and promotes the study of the value systems of various social groups.

Colleges and universities are responding to current pressing needs by developing programs to prepare teachers with special competencies, teachers for children with special developmental and/or learning problems, teachers to work with children belonging to specific cultural groups,

teachers to work in teaching teams, teachers to teach in ungraded schools, and teachers with an international component as part of their training. These programs, often special or experimental in nature, are subject to the same scrutiny as other teacher education programs offered by the institution. A teacher education program refers to curriculum, teaching, learning, and supporting resources for the teaching and learning process. "Curriculum" includes the courses, seminars, readings, laboratory and clinical experiences, and "practice-teaching". A "program of study" refers to the specific sequence of courses, seminars, readings, laboratory and clinical experiences, and practice-teaching selected for each student.

The General Studies Component

Prospective teachers, like all other students, need a sound general education. However, this need is accentuated by the nature of the professional responsibilities that they are expected to assume. As teachers, they are destined to play an important role in providing general education for children and youth and serve as models with the attitude, knowledge, and skill to enrich the human experience and promote the positive human values of American multi-cultural society. Furthermore, the subjects studied in general education may be needed to support their teaching specialties. Programs of study in general education are individualized according to the needs and interests of students. The selection of content for the general studies component is determined jointly by faculty members in the academic areas and those in teacher education.

The standard for the general studies component according to the NCATE is that

There is a planned general studies component requiring that at least one-third of each curriculum for prospective teachers consists of studies in the symbolics of information, natural and behavioral sciences, and humanities.⁸¹

The Professional Studies Component

The professional part of a curriculum designed to prepare teachers should be distinguishable from the general studies component. The general studies component includes whatever instruction is deemed desirable for all students, regardless of their prospective occupations; the professional component covers all the attitudes, knowledge, and skills required of a teacher.

The standard for the professional studies component according to the NCATE is that

The professional studies component of each curriculum for prospective teachers includes the study of the content to be taught to pupils, and the supplementary knowledge, from the subject matter of the teaching specialty and from allied fields, that is needed by the teacher for prospective and flexibility in teaching.⁸²

Teaching and Learning Theory with Laboratory and Clinical Experience

The study of teaching and learning theory is included as part of the professional studies component. The study of teaching and learning theory provides the prospective teacher with principles of practice and laboratory exercises which include field experiences and practice teaching.

⁸¹NCATE, (Annual), 1979.

⁸²Ibid.

Practice-teaching. Practice-teaching refers to a period of experience in professional practice during which the student tests and reconstructs the theory which he has evolved and during which he further develops his own teaching style. It provides an opportunity for the student to assume major responsibility for the full range of teaching duties in a real school situation under the guidance and supervision of both college personnel and experienced public school personnel. This kind of setting provides more complete and concrete learning activity than laboratory and clinical experience.

The institution carefully selects the cooperating schools used for practice-teaching and establishes effective working arrangements with these schools. "Practice-teaching" in most situations may be called "student teaching"; in some situations it may be a type of internship.

The standard for "practice-teaching" according to the NCATE is that

The professional studies component of each curriculum for prospective teachers includes direct, substantial, quality participation in teaching over an extended period of time in an elementary or secondary school. This practice-teaching should be under the supervision of college personnel who are experienced in, and have continuing experience with, elementary or secondary teaching, and certificated, experienced personnel from the cooperating school. Explicit criteria are established and applied for the selection of school supervisors and for the assignment of college personnel.⁸³

Teacher education programs require students who have intellectual, emotional, and personal qualifications that promise to result in successful performance in the profession.

⁸³NCATE, *ibid.*

The standard for admission, counseling, advising and evaluation of students in Basic Programs according to the NCATE is that

The institution applies specific, published criteria for admission to teacher education programs. The institution provides a definitive counseling and advising service for students in teacher education. The service provides for their advisement - from an orientation to teaching through placement in the profession. The institution regularly evaluates its teacher education programs and uses the results of its evaluation in the modification and improvement of those programs.⁸⁴

Performance-Based Teacher Education (PBTE)

PBTE is teacher training in which the prospective or inservice teacher acquires, to a pre-specified degree, performance tendencies and capabilities that promote student achievement of educational objectives. "Teacher performance" refers to observable behaviors, both verbal (oral and written) and nonverbal. "Tendencies" refers to what the teacher typically does in the average or normal teaching situation. "Capabilities" refers to what the teacher is able to do when trying his/her best. Both tendencies and capabilities are assessed in terms of an explicitly stated level of mastery so that if the teacher does not perform at or above this level, he/she is considered to be inadequately trained. Finally, the performance tendencies and capabilities are selected and defined with reference to their effects on student achievement. Student achievement is used here to refer to educational objectives of all kinds - cognitive, social, emotional, and psychomotor.⁸⁵

⁸⁵ Stanley Elam, Performance Based Teacher Education: What Is the State of the Art? (Washington, D.C.: American Association of Colleges for Teacher Education, 1971).

Teacher performance is derived from explicit conceptions of teacher behaviors hypothesized to promote students' learning. These behaviors may be assessed several ways: in the context of teaching an actual class (practice-teaching), in microteaching or some other approximations to actual teaching, or merely by paper-and-pencil measures of the trainee's knowledge of "what to do when".

The definition of PBTE has called forth comparisons of the terms "performance based" and "competency based". For some writers, teaching competency refers to cognitive knowledge only. For others, teaching competencies entail effects on students' learning. In contrast, performance falls between these conceptions, denoting the ability to perform according to a model of teaching. All three elements -- knowledge, effect, and performance -- are essential to an adequate conception of PBTE, in that the teacher must know what to do, must be able to perform according to this knowledge, and must promote students' learning.⁸⁶

In the middle 1960's, the model was adapted to teacher education in the form of microteaching. Teaching strategies were analyzed into relatively discrete teaching skills. The trainee then practiced these skills individually with a small number of students for a brief period. Following the microteaching, the trainee received corrective feedback and usually did additional microteaching.⁸⁷

⁸⁶James M. Cooper and Wilford A. Weber, "A Competency-Based Systems Approach to Teacher Education," in Competency-Based Teacher Education: 2. A Systems Approach to Program Design, eds. James M. Cooper, Wilford A. Weber, and Charles Johnson (Berkeley, Calif.: McCutchan Publishing Corporation, 1973), pp. 7-18.

⁸⁷Dwight Allen and Kevin Ryan, Microteaching (Reading, Mass.: Addison-Wesley Publishing Co., 1969); David C. Bertliner, "Microteaching and the Technical Skills Approach to Teacher Training," Technical Report No. 108 (Stanford, Calif.: Stanford Center for Research and Development in Teaching, 1969).

Methods of Teacher Training in PBTE

PBTE needs efficient methods of helping teacher trainees acquire teaching skills. Many techniques for training teachers have been developed and some have been evaluated. Methods of training for teaching skills vary widely. At one extreme these methods include "practice-teaching" and internships of a year or more in regular classrooms, with the intern engaging in the complete range of school activities. At the other extreme, the methods include short-term intensive textbook modules, or products, lasting only several hours and dealing with a single, limited teaching skill, such as providing praise in language teaching in the elementary school. In between are various training methods, such as feedback of observations, microteaching, and minicourses.⁸⁸

The traditional approach to teacher training is a combination of university courses in teaching methods and university and cooperating teacher-supervised teaching in the classroom. These two training techniques, and particularly the latter (practice-teaching experience), have dominated conventional education for decades. The student teacher is exposed to what purports to be effective teaching, the osmosis process automatically will enable him to absorb from the supervising teacher an approach or style that is effective. At the same time, it is assumed that the process automatically filters out any approach or style that is not effective. Beyond practice-teaching as a whole,

⁸⁸N. L. Gage and Philip H. Winne, Teacher Education (Chicago: University of Chicago Press, 1975), pp. 146-50.

various adjuncts have been used. One has been the use of feedback about teaching performance in helping trainees to acquire improved teaching behaviors.⁸⁹

Several studies have been made of feedback to the trainee in the form of observational data, such as the kind obtained with Flanders' interaction analysis categories. One way to use such data is simply to train the teacher to use the categories of teaching behaviors in the observational system for analyzing his own teaching behavior. A second way, usually incorporating the first, is to provide teacher trainees with observational data for discussion following teaching. After reviewing eleven studies conducted in preservice settings and seven conducted in in-service programs, Flanders concluded that "attention to teaching behavior, practice in analyzing it, and performing it with feedback" tend to influence the behavior in the teacher's repertoire.⁹⁰

Microteaching, another major approach to teacher training, often incorporates some of the feedback methods. Microteaching, or a scaled-down version of teaching, has been developed at Stanford University to develop new teaching skills and analyze existing ones. The technique provides practice-teaching in a situation in which the complexities of the classroom are minimized by restricting the number of pupils and length of the lesson and by focusing on specific teaching skills. Microteaching programs last from 10 to 20 minutes, are based on teaching skills, e.g., closing a lesson or gaining participation,

⁸⁹Arthur H. Oestreich, "The Professional Growth of the Student Teacher," Phi Delta Kappan, 55 (January, 1974), pp. 335-7.

⁹⁰Ned A. Flanders, Analyzing Teaching Behavior (Reading, Mass.: Addison-Wesley Publishing Co., 1970), pp. 350-60.

and using various audio-visual aids in demonstrating microteaching principles. A global practice-teaching may end a microteaching course in order to integrate the individual skills in teaching or microteaching sessions may be more discrete in nature. Microteaching may be used to produce models of teaching or to illustrate the group dynamics of the classroom. In this well-known approach, trainees teach perhaps 5 - 10 students for a period of about 10 - 20 minutes. The subject matter to be taught is usually restricted to a small range of concepts. Only one or two specifically defined teaching skills such as asking high order questions, including a set, or providing reinforcement, are to be practiced in a given microteaching session. Often the trainee's teaching is recorded on videotape, which is analyzed by the trainee and his supervisor shortly after the microteaching episode. The technique, and its close relative, the minicourse, have consistently been found to be effective in changing trainees' teaching behavior to parallel more closely those of a particular teaching strategy. This teacher training method has been examined as to its long-term effect on teacher behavior and has proved to be successful.⁹¹

The Basic Elements in the Practice-Teaching Process

The Practice-teaching process is comprised of a very complex group of activities supported by a large and growing group of professionals who perform a wide variety of roles and functions. Historically, a great deal of thought, study, research, and dedicated

⁹¹Borg, et al., op. cit., passim.

effort has brought the field to its present level of development; and the increased interest in future study, research, and improvement is definitely very encouraging. Much more intensive effort must be put forth if the full potential of direct experience (practice-teaching) in teacher education is to be realized.⁹²

The Association for Student Teaching, through its committee on terminology, prepared and distributed a small bulletin in the late 1950's on selected terminology as defined and recommended for use by the committee; although the first significant impact on terminology was made by the 1948 publication of School and Community Laboratory Experiences in Teacher Education.⁹³ From the vast terminology used in practice-teaching, only the basic terms follow and are discussed.

Student Teaching (practice-teaching). A period of guided teaching when a college or university student assumes increasing responsibility for directing the learning of a group or groups of learners over a period of consecutive weeks.

The Student Teacher. A college or university student who observes, participates and teaches in a cooperating classroom is called a student teacher.

The Cooperating Teacher (C.T.). A cooperating-school faculty member in whose classroom one does his student teaching is called a "cooperating

⁹²Pose Lamb, The Student Teaching Process in Elementary Schools (Columbus, Ohio: Charles E. Merrill Books, Inc., 1965), pp. 2-25.

⁹³Sub-Committee of the Standards and Surveys Committee, School and Community Laboratory Experiences in Teacher Education (Oneonta, N.Y.: American Association of Teachers Colleges, 1948), pp. 7-197.

teacher". Other terms used to refer to this person are "supervising teacher" and, less frequently, "critic teacher". Cooperating teachers hold a significant and enviable position among teacher educators. Studies of beginning teachers, follow-up studies of graduates from teacher educational programs, and students' evaluation of their college preparation, reveal that student teaching and other kinds of laboratory experiences have a profound influence in determining the kind of teacher a student becomes. Tomorrow's teachers will tend to teach by principles they observe and use during their student teaching; they will tend to behave in ways they see their advisers and teachers behaving today; they will tend to operate on the values and to hold the attitudes they perceive as they observe, participate and take responsibility in classrooms as student teachers today. So, in a very real sense, a cooperating teacher holds more of the future of the world in his/her hand than any single classroom teacher, for each day he/she works with college students a vital contribution is being made to their future teaching, which will in turn greatly influence the lives of hundreds of children and youth.⁹⁴

The College Supervisor (University Supervisor). A regular college or university staff member who, as a part or all of his assigned work load has the task of supervision of the activities of student teachers and of the relationships and conditions under which these students carry on their work. Because of the variety of off-campus practice-

⁹⁴Florence B. Stratemeyer and Margaret Lindsey, Working With Student Teachers (New York: Bureau of Publications, Teachers College, Columbia University, 1958), pp. 1-5.

teaching situations, several other terms have come into common use, such as "off-campus supervisor", "resident supervisor", "resident coordinator," or "area supervisor", and these sometimes refer to local school personnel or others employed by the college either part-time or full-time for this specific function.⁹⁵

The Director of Student Teaching. A person who is responsible for the ~~details of student teacher placement and for maintaining a constructive~~ relationship with public school administrators. His position is, in some respects, as unenviable as that of the college supervisor. When difficulties develop in the student teaching situation, it is usually the director who first hears of the problem, from the student teacher, the college supervisor, the cooperating teacher, or all three. The importance of good lines of communication between the college or university and the public school system cannot be overemphasized, and the director bears much of the burden of maintaining this essential rapport.⁹⁶

Observation. Those opportunities for students to see teaching, learning, and all manner of community activities without necessarily becoming involved in the on-going activity itself.

Participation. Those experiences of the student teacher in which he takes an active part, under direction, in an on-going teaching, learning, or other community activity. Also these activities along a continuum between observation and full responsibility for teaching or

⁹⁵Leonard O. Andrews, Student Teaching (New York: The Center for Applied Research in Education, Inc., 1964), pp. 8-14.

⁹⁶Ibid., pp. 5-20.

directing the activities of a group in a school or other community agency.

The observation and participation phases of practice-teaching are not completely separate and distinct groups of activities, and the wise cooperating teacher will involve the beginner in both types of activities almost from the beginning. The position has been taken that the sharp divisions which appear to exist between observation and participation in a few practice-teaching programs, and as described by many writers, should not and do not, in fact, exist in good practice-teaching situations. The student teacher will learn most as he/she has and opportunity to test, to try, to become thoroughly and completely involved with the group. The observation and participation phase should lead, gradually but directly, into major responsibility for teaching. Again, there is no sharp dividing line; but through guidance and involvement in the planning the cooperating teacher does, the student teacher will come to recognize his/her readiness for increased responsibility and will request it. The college supervisor may need to encourage more freedom for the student teacher or more vigorous activity on the part of the student teacher.⁹⁷

⁹⁷Batchelder & McGlasson & Schorling, op. cit., pp. 5-23.

The "Team" Responsible for
Practice-Teaching

Persons who have been working with student teachers in recent years, no longer have any illusions about practice-teaching programs being effective without the teamwork and joint operations between schools and colleges. Both the colleges and the public schools are deeply involved in teacher education, and although the balance of responsibility may shift as the organization and emphasis shifts, both institutions will continue to be involved. Current literature clearly reflects the growing recognition of the important role of the public school and especially of the ever increasing range of types of personnel in both public schools and colleges who have a major contribution to make to the practice-teaching program.⁹⁸

The accompanying diagrammatic listing is presented on page 75 to show graphically that there are two "teams" responsible for practice-teaching, and that a close coordination of the efforts of the two teams is essential to produce a high quality program. All the major types of personnel are listed in the two separate lines of authority and there can be no crossing of this authority. The student teacher is moved physically out of the college line and placed into the school line, but only to receive delegated responsibility and not final authority. Each major position on each side has a correlative position on the other side.

⁹⁸Harold P. Adams and Frank G. Dickey, Basic Principles of Student Teaching (New York: American Book Company, 1956), pp. 310-340.

The "TEAM" Responsible for Practice-Teaching⁹⁹The College (University)
TeamThe Public School
Team

Responsible for Policy Action

Board of Trustees

Board of Education

President

Superintendent of Schools

Responsible for Policy Development

Local Teacher Education Council

(Advisory and Mutual Consent)

Dean

Superintendent or Assistant
SuperintendentPractice-Teaching Council
(or Committee)Advisory Council
(or Committee)Director or Coordinator of
Laboratory Experiences

Coordinator of Teacher
Education Services

Department Chairman

Principal

Staff Personnel

Staff Personnel

Responsible for Operation

Director of Practice-Teaching

Principal

Coordinator of Practice-Teaching
Center
(or Curriculum Area)Coordinator of Practice-
Teaching
(in a school)

Responsible for Immediate Supervision

College supervisor

Cooperating Teacher

Student Teacher

Student Teacher

⁹⁹Andrews, op. cit., p. 49.

The student teacher acquires his/her status in the college (university) team, but by agreement is permitted to carry delegated responsibilities within the public school team. Many situations will be much simpler than those diagrammed, but the essential personnel in any given case should be easily identifiable. Several of the natural and proper channels of communication between correlative positions are thus indicated: ***.

Division of Responsibility

In as complex an operation as the program of practice-teaching, it is inevitable for some member of the team to misunderstand his/her role, to fail to carry his own role, or to take on the role of another. Probably the most common area of misunderstanding and uncertainty is in the division of responsibilities between the cooperating teacher and the college supervisor. Teachers frequently ask, "Should the college supervisor do this, or do that?" Drawing on past experience, an effort has been made to identify some of the common areas of uncertainty and to delineate the exact responsibilities for each position in these critical areas. The following chart is designed to assist those working in teacher education to identify their roles more clearly and to direct their efforts more effectively, although institutional adaptations may be necessary at several points.

A Suggested Division Between the College
Supervisor (CS) and the Cooperating
Teacher (CT) of the Responsibility
for Supervising a Student
Teacher (ST)

College Supervisor's
Responsibility
(CS)

Joint
Responsibility

Cooperating Teacher's
Responsibility
(CT)

Placement:

Proposes the best possible placement for a given ST

Principal confers with CS, CT, or both on placement

Gives approval or disapproval of the request for the assignment of a ST at that time

Information exchange:

Provides CT with broad dimensions of ST's experience, professional and personal data, summary of college program, and proper channels to contact college

ST gives such information as schedule, address and telephone number to both CS and CT

Treats information on ST confidentially. Shares personal interests and experiences with ST

Initial Period:

Checks the adequacy of placement with ST and CT, and helps CT set up a desirable plan of activities for each ST

Participates in two-way or three-way planning conferences

Helps the ST feel accepted and wanted, and directs a carefully planned program of increasingly responsible induction activities

Observation:

Visits the school regularly and maintains frequent contact with CT and ST

Observes the ST at work

In a team relationship CT remains with ST approximately 80% of the time, with planned absences to promote ST independence

The Responsibility for Supervising a Student Teacher (Cont'd.)

College Supervisor's Responsibility (CS)	Joint Responsibility	Cooperating Teacher's Responsibility (CT)
<u>Conferences:</u>		
Conducts initial and continuing group seminar on or off campus. Confers with ST following each observation	CS holds informal and arranged conferences with St	Conferences for planning and evaluation, plus frequent scheduled conferences. Calls on CS for suggestions and assistance
<u>ST Relationships:</u>		
Helps St resolve any problems of relationships with all persons involved. Helps ST understand differences in philosophy between school and college	Helps ST solve some of his own professional and related personal problems	Supports ST and maintains a permissive climate with ST as a respected professional associate. Checks to be sure ST operates within official school policies
<u>Inadequate ST:</u>		
Confers with principal and CT when serious problems arise. Arranges for the removal of ST when such decision is made	Keeps the channel of communication open both ways. Both CT and CS protect the best interests of the pupils	Keeps the CS and principal informed of ST's deficiencies. Teaches temporarily while case is studied, and ST observes CT and other teachers
<u>Evaluation</u>		
Develops estimate of ST's progress from reports of CT and observations. Gathers evidence from all parties concerned, decides on a final grade, and reports it to the Registrar. Writes a recommendation for the placement office.	Carries on a continuous program of evaluation of the ST's progress and the effectiveness of his planning jointly with him, including three-way conferences. Helps ST develop self evaluation. ¹⁰⁰	Gathers data for the CS to be used in final evaluation of the ST. Holds informal mid-term stock-taking conference directed toward adjustment in a regular teaching position.

¹⁰⁰ Aley Clayton Haines, Guiding the Student Teaching Process in Elementary Education (Chicago: Rand McNally & Company, 1960), pp. 70-75.

Review of Related Literature and
Research in Iran

In Iran to become a journeyman in most trades, it is necessary to pass successfully an internship stage. In contrast, for teacher preparation there is no standard nor formal internship (practice-teaching) program. In teacher training centers for elementary schools (Danesh-Saray-e-Moghaddamati) some type of internship (practice-teaching) exists, but it is not institutionalized.

Almost all of the students who graduate from teacher training centers will become lifelong teachers. The diploma from these institutions is itself a credential for teaching. Therefore, there is no specific credential program.

Although teacher training centers in Iran play a vital role in the development of education, nevertheless, there is no related literature or research in practice-teaching. It was only in 1966 that a book entitled Principles of Teaching Practice, with an introduction to methods of teaching in the secondary school, was published by the Institute for Teacher Training and Educational Research. The author, Dr. Salim Neysari, was professor at this Institute where he taught courses of learning theory and methods of teaching.

Besides writing this book, the author also administered a practice-teaching program for secondary student teachers during two semesters. This experimental practice-teaching program, like the other informal practice-teaching programs in teacher training centers for elementary schools (Danesh-Saray-e-Moghaddamati) consisted of two phases:

1. Observation phase during the first semester for senior student teachers.
2. Teaching phase the second semester for senior student teachers.

During both phases the student teacher was under supervision of a college supervisor only, and there was no cooperating teacher or classroom-supervisor. This practice-teaching program, like the other intermittent practice-teaching programs in Iran, did not continue; it was temporary and remained incomplete.¹⁰¹

Summary

According to John Dewey, the philosophy of practice-teaching is "learning by doing". Purposes of practical teaching are:

1. To provide for a concentrated period of growth in professional and personal attributes, understanding, and skills of the teacher.
2. To assist a student to discover if teaching is what he/she really wants to do, and actually can do.
3. To permit a student to demonstrate that his ability and potential warrant recommendation for a teaching certificate.

Historically, practice-teaching appears to have consisted of

¹⁰¹Salim Neysari, Principles of Teaching Practice (Tehran: The Institute for Teacher Training and Educational Research, 1966), Passim (In Persian).

imitation and repeated practice of a particular method taught by the normal school or college professor and demonstrated in the classroom by the "model" teacher. At the secondary level the earliest practice-teaching may have been more subject centered than today. Until 1920 practice-teaching was a practical, vocationally-oriented course regularly required in the elementary curriculum of normal schools; but practice-teaching at the high school level was offered and accepted for credit in relatively few institutions. In the years from 1920-40, practice-teaching was almost literally legislated into the curriculum of most four-year colleges and universities, because many states adopted laws or regulations requiring professional courses, practice-teaching, and a degree for certification to teach in public schools. A desire for greater realism in experiences, practice-teaching, and for changes in the teacher education curricula arose in the post-Sputnik era.

The dominant new movement in teacher education and practice-teaching during the last decade has unquestionably been Performance-Based Teacher Education (PBTE). PBTE is teacher training in which the prospective or inservice teacher acquires, to a prescribed degree, performance tendencies and capabilities that promote student achievement of educational objectives.

The program for teacher training consists of three components:

1. General Education
2. Specialized subject field
3. Professional education

The basic elements in the practice-teaching process are:

1. Student teacher (ST)

2. Cooperating teacher (CT)
3. College or University supervisor (CS)
4. Director of practice-teaching

The most important functions in practice-teaching are: observation and participation. These phases of practice-teaching are not completely separate and distinct groups of activities, and the wise cooperating teacher will involve the beginner in both types of activities almost from the beginning.

The history of practice-teaching clearly illustrates that patterns of organization and levels of responsibility have changed and seem to be constantly evolving. In the team relationship for the supervision of practice-teaching, the public school teacher serving as a cooperating teacher is the key figure, and must carry the full responsibility and authority for directing the day-to-day activities of the student teacher.

For teacher preparation in Iran there is no standard nor formal practice-teaching program. There is no related literature or research in practice-teaching. Only in 1966 one book entitled Principles of Teaching Practice was published.

Chapter 4

PROCEDURES AND METHODOLOGY OF THE STUDY

Introduction

"Research is a process of discovery".¹⁰² This study is a descriptive research that typically employs observation, interview, and survey methods. The purpose of descriptive research is to collect information that thereby then can be used to describe characteristics of the educational process.

Observation was done in teacher training centers in Iran. Interviews and surveys were scheduled in selected California educational institutions. These institutions included:

- Two University of California (UC) campuses
- Two California State University (CSU) campuses
- Two private Colleges and Universities

Sources of Data

In pursuit of literature pertaining to practice-teaching, a careful search was made of various sources. This search covered the following areas:

- Card catalogues in the libraries of
University of the Pacific

¹⁰²Walter R. Borg & Meredith Damien Gall, Educational Research (New York: Longman, Inc., 1979), p. 9

California State University, Sacramento

University of California, Davis

University of California, Berkeley

-United States Government Publication Index

-Educational Resources Information (ERIC) ✓

-Dissertation Abstracts Index to American Doctoral Dissertations, 1970-80. ✓

-Education Index, 1970-80. ✓

-Reader's Guide to Periodical Literature, 1970-80. ✓

-Literature available from Iran. ✓

In addition to the above, a computerized check of dissertations on the same subject matter was conducted by the Xerox Service of University Microfilms.

Gathering Background Information

In order to gather necessary data or information, the researcher took the following steps:

1. Reviewed the current literature as widely as possible to determine what the trends were in the development and administration of the practice-teaching program.
2. Reviewed recent research conducted in the United States to observe what current research had to offer in this area.
3. Visited selected California Educational Institutions. They were:

-University of the Pacific

- California State University, Sacramento
- California State University, Fresno
- University of California, Davis
- University of California, Berkeley
- Fresno Pacific College

4. Interviewed the directors, coordinators, and university supervisors of practice-teaching programs at the above Universities. In addition, had an interview with Dr. John Schippers, Director of the Directed Teaching Program at the University of the Pacific, School of Education, Stockton, California.

All interviews were related to:

- a) Identifying courses required for student teachers.
 - b) Identifying activities required for completion of practice-teaching programs.
 - c) Identifying organizational patterns of practice-teaching programs.
5. An attempt was made to collect exhaustive data on the educational needs of Iran, the country under study. These data included: Historical, cultural educational background, teacher training programs, and existing practice-teaching process.

Based on the information obtained through the review of the literature, visits at selected California educational institutions, and interviews with persons involved with practice-teaching programs at these educational institutions, this study has categorized the following areas of consideration:

- A. Recommend educational courses for entry practice-teaching programs in the teacher training centers of Iran be required.
- B. Recommend activities be required for completion of practice-teaching programs in the teacher training centers of Iran.
- C. Recommend an appropriate organizational pattern to administer practice-teaching programs in teacher training centers of Iran.

These recommendations based upon the needs of the people of Iran, peculiarities existing in that country, and the completed developmental process which must be done in the best interest of Iran and Iranian people and with the guidelines provided by the Iranian Ministry of Education and Ministry of Higher Education.

In developing a practice-teaching program model, the researcher used experiences and background from a tentative design that was developed in 1970, and that he administered in one teacher training center in Iran.

Type of Procedure

This study is considered a developmental research. Nedler and Gephart stated that in "developmental or design process...we sought to develop specific systems to fulfill specific needs or functions. We sought to maintain the system at its designed, or desired specification." The developmental process is the most appropriate strategy when we have an operational difficulty, need to do something, and the means, tools, and procedures for doing it are lacking or are inefficient at that point in time. The purpose served by the developmental process is the creation of procedures needed to accomplish any valuable change in a specific environment.¹⁰³

Any organization which exists in a world of dynamic change -- particularly one with such complex and significant responsibilities as a teacher education institution or any other higher education institution -- needs to plan for changes and to restructure itself in order to respond effectively and to adapt to a changing environment.

The process of planning and developing organizational and administrative strategy in the instructional center is cast in terms of six basic components by Roger Kaufman:

1. Identify the problem;
2. Determine solution requirements and solution alternatives;

¹⁰³Gerald Nedler & William J. Gephart, The Process of Development (Bloomington: Phi Delta Kappa, 1972), pp. 1-20.

3. Select solution strategies;
4. Implement;
5. Determine performance effectiveness;
6. Revise as required.¹⁰⁴

Only four steps of Kaufman's model are taken for the purpose of this study:

Step 1. Identify the Problem

The first step in the suggested model is to identify the problem based on documented needs. This has been done in Chapter One by presenting the needs of teacher training centers in Iran for a viable practice-teaching program model.

Step 2. Determine Solution Requirements and Solution Alternatives

Chapters 2, 3, and 5 included information found in the review of the literature, including educational courses, activities, and organizational patterns for practice-teaching programs in the United States and facts about the Country of Iran. These documents were useful in identifying the problems facing teacher preparation and practice-teaching programs and their magnitude.

Step 3. Select Strategies

In chapter 4, from alternative information found in the previous steps, the selection of appropriate research strategies

¹⁰⁴Roger Kaufman, Educational System Planning (New Jersey: Prentice-Hall, 1972), pp. 250-60.

is completed. This chapter includes the procedures used for collection of data, and type of research.

Step 4. Implement

Founded on the basic facts and identified needs of teacher education institutions, and on the basis of the philosophy developed as a result of the review of literature and visits to selected California educational institutions, a detailed plan and program of practice-teaching for teacher education in Iran was developed in Chapter 6. At this stage, the ways and the methods of getting from "what is" to "what should be" are designed and actual solution strategies are defined.

Step 5. Revise as Required

This step is an evaluative process and should be taken during the implementation of the model.

Summary

Educators have always been faced with the practical problem of selecting and training better teachers. The typical research approach to this problem has been to define teaching effectiveness. For preparing effective teachers, it is necessary, first of all, to develop educational theories and then to apply those theories. Practical application of educational theories is practice-teaching. The purpose of this research is the development of a viable practice-teaching design for effective teacher training in Iran. This research

is a descriptive study that applies observation and interview for collecting data. Observation was done in Iran previously. Also a tentative design was applied by the researcher in Iran in 1970. Interviews were conducted in selected California educational institutions. The procedure of this study has followed four steps of Kaufman's model.

In the following chapter, substantial information is presented which has been drawn from on-site interviews and program documents. In most instances, this information has been paraphrased for presentation. In other cases, specific details are quoted; all are used in the development of the model for Iran.

Chapter 5

SELECTED CALIFORNIA EDUCATIONAL INSTITUTIONS

Introduction

The Teacher Preparation and Licensing Act of 1970, commonly referred to as the Ryan Act, is the basic legislation dealing with the preparation and training of teachers for California public schools. The law outlines requirements and limitations on teacher training programs, delineates types of credentials and establishes the Commission for Teacher Preparation and Licensing (CTPL) to administer the total process. The Ryan Act, the current teacher education legislation in California, requires:

1. Full-day practice-teaching for one full public-school semester or the equivalent;
2. A practice-teaching assignment (length of time undefined) at two different levels ("levels" is loosely defined as three grade levels apart);
3. One practice-teaching assignment must be in a school where the ethnic population is significantly different from that of the student teacher.¹⁰⁵

¹⁰⁵Fresno Pacific College, Student Teaching Handbook, Division of Education, 1979, p. 31.

In California, issuance of a credential requires the recommendation of an institution approved for teacher preparation. The researcher has selected six such California educational institutions. They are:

- California State University, Sacramento
- California State University, Fresno
- University of California, Davis
- University of California, Berkeley
- Fresno Pacific College, and
- University of the Pacific, Stockton.

Requirements for CSU Sacramento

Admission to the School of Education is selective. The university is limited as to the number of applicants it can accept in the teacher preparation program. In identifying those individuals most qualified for admission to the teacher preparation program, a person's application is evaluated according to the following selection criteria:

-Grade point average (GPA) of 2.5 (for all college courses and major courses)

-Completion of the Writing Proficiency Exam or its equivalent with a score of 1, 2, 3, or 4

-Twenty or fewer units left to complete in major or general education course work

-An approved academic 'waiver' program of study planned especially for prospective teachers and approved by the Commission for Teacher Preparation and Licensing. The subject matter 'waiver' program for the multiple subjects credential (most common for elementary school teaching) is a liberal studies major. The single subject 'waiver' program for the single subject credential secondary school teaching) is the specific subject matter of a subject commonly taught at the secondary level, i.e., art, English, Social Science, etc.

or

-Verification that the student has passed the National Teacher Examination (NTE) in lieu of an academic 'waiver' major for a Ryan Multiple or Single Subject credential or has signed a statement indicating his/her intention to take the examination

-Experiences related to teaching (extent and quality)

-Letters of recommendation

-Statement of professional goals

-Bilingual skills--applicants who are proficient in a second language that is identified by the State Department of Education as being critically needed in the schools will be given special consideration.¹⁰⁶

The Phases of Practice-Teaching and Teacher
Preparation at California State
University, Sacramento

The approved professional education program leading to a preliminary teaching credential for a multiple subject or single subject credential is a three-phase program taken in three consecutive semesters. For a limited number of graduate students in majors other than music, a two-semester program has been designed to begin each fall semester. With effective planning, undergraduates may begin in Phase I as early as the second semester of their junior year and qualify for a preliminary teaching credential at the time of graduation. Each phase involves coursework and integrated field experiences which may be taught in off-campus

¹⁰⁶California State University, Sacramento, Handbook for Student Teachers, Cooperating Teachers, Administrators and University Supervisors, School of Education, p. 6.

centers consisting of a cluster of elementary or secondary schools. Center programs vary according to the unique differences of the schools with which they are associated. The three phase program is designed to provide experience with more than one grade level, different cultural groups and opportunities for involvement in school-community services. Continuous evaluation of student progress occurs throughout each phase. An overview of each phase of the program is presented below:

Phase I - (8-9 units)

Integrated coursework and field experiences provide an introduction to basic psychological and socio-humanistic factors affecting learning in the classroom.

Phase II - (7-8 units)

Initial practice-teaching experiences in a classroom provide further realistic opportunities to develop competencies in classroom management and teaching skills. Appropriate courses in curriculum and instruction parallel the classroom experience.

Phase III - (10-14 units)

Intensive classroom experiences in teaching, management, and curriculum planning plus other responsibilities assumed by a classroom teacher are the culminating experiences in the preparation of teachers.¹⁰⁷

¹⁰⁷Ibid., passim.

The Cooperating Teacher at CSUS

The role of the cooperating teacher is to serve as model, guide and instructor for the student teacher. While the primary responsibility is always to the pupils in the classroom, the cooperating teacher must be aware that the student teacher is someone who is growing in competence and someone who needs assistance while gradually assuming an increasing amount of responsibility. Specifically, the role of the cooperating teacher is:

- To introduce the student teacher to members of the faculty and staff, including school counselors, psychologist, school nurse and custodian.
- To orient the student teacher to the physical facilities of the school.
- To introduce the student teacher to the class(es):
 - a) To help the student teacher learn the pupil's names.
 - b) To brief the student teacher about any pupil with special needs, physical handicaps, special health problems or major emotional problems.
 - c) To brief the student teacher about any pupil(s) with specific learning problems.
 - d) To acquaint the student teacher with any pupil with deficient skills in interpersonal relations.
- To give the student teacher an overview of the instructional program:

- a) To brief the student teacher on subject matter being covered in the classroom.
 - b) To acquaint the student teacher with materials available, i.e., textbooks, audio-visual aids, classroom games, library, etc.
 - c) To discuss with the student teacher policies about class routines, lesson assignments, homework and discipline.
 - d) To inform the student teacher of regularly scheduled events that might interfere with the daily schedule, i.e., assemblies, special classes, etc.
- To introduce the student teacher to school policies regarding:
- a) attendance
 - b) hall procedure
 - c) cafeteria
 - d) discipline
 - e) parent contacts and conferences
 - f) playground/athletic fields
 - g) student attire and grooming.
- To acquaint the student teacher with accident and safety procedures, including fire drills.
- To observe the student teacher in the act of teaching, to be followed promptly with impressions and suggestions for improvement.

- To confer with university supervisor regarding the student teacher's progress, successes and areas of weaknesses.
- To counsel the student teacher to determine ways to provide more effective instruction.
- To communicate any concern about the quality of the performance of the student teacher to the center coordinator and/or university supervisor.¹⁰⁸

The University Supervisor at CSUS

The university supervisor is a faculty member who regularly visits and observes the student teacher and works with the cooperating teacher in planning and directing the practice-teaching experience. Several student teachers may be assigned to a university supervisor as a part of that professor's full-time university duties. Role and responsibilities of the university supervisor include the following:

Assumes the facilitating role of "helper."

Makes a minimum of six visits during both phase II and III, scheduled or unannounced, to observe the student in action.

Has a system for recording each observation on a checklist or other appropriate form; a written and oral evaluation of each visitation is highly desirable.

In consultation with the cooperating teacher and the student teacher, suggests ways to provide for more effective instruction.

Works with the cooperating teacher to encourage creativeness and experimentation by the student teacher.

¹⁰⁸Ibid., pp. 7-8.

Welcomes questions concerning the expectancies and responsibilities of the student teacher, the cooperating teacher and the faculty supervisor.

Prepares written midsemester and final evaluations and obtains same from the cooperating teacher(s) for student teacher's permanent file in the Education Student Center.

Serves as liaison between the student teacher and the cooperating teacher and maintains open communication with the school administration as to policies and problems involving student teachers.¹⁰⁹

Practice-Teaching Assignments, Schedules and Experiences at CSUS

Student teachers are more than just college students to pupils, parents and community; they are teachers. They should try to discharge their duties as efficiently as if they were regular members of the public school faculty. Lesson plans, records and reports should be kept. They should be on time to their assigned classrooms. Punctuality is important. Illness and emergencies are the only excuses for absence. In the event of absence, it is the responsibility of the student teacher to inform the school (the cooperating teacher or school office) and if required, the university supervisor, in sufficient time so that instruction can be continued effectively.

Opportunities to work with children and youth from various ethnic and socio-economic backgrounds are provided in practice-teaching and other field experiences. In multiple subject credential programs, practice-teaching will be experienced at a minimum of two age-grade levels. In the single subject credential program, students in Phase I

¹⁰⁹Ibid., p. 9.

are expected to observe and participate in classes as well as other related school activities. In Phase II and Phase III practice-teaching assignments are restricted to a credential objective, i.e., English, Social Science, Mathematics, etc. Upon verification that a student teacher has completed a waiver program or passed the National Teacher Examination (NTE) in a second major, the student may request Phase III practice-teaching in both majors.

Phase I - Observation and participation in the Schools

In Phase I observations are integrated with a theoretical framework designed to examine current cross-cultural conflicts and agreements along with the psychological factors that affect school achievement. The theory from the curriculum and instruction areas is combined with psychological theory and practiced in the classroom. During Phase I, the student is assigned to a classroom(s) for observation and participation. He/she will serve as a participant working with individual students, small groups of students, or in rare instances the entire class. In no situation will a student teacher be left alone in charge of the classroom. The student teacher will make systematic observations of interaction patterns and the influence of socio-cultural differences on the pupil's responses to the school environment. Phase I may provide early contact with varied social agencies, community personalities, and other professionals in the public school.

Phase II - Practice-Teaching

A typical pattern for Phase II student teachers will be a full half-day, three days a week. Four semester units will be granted for

successful completion of this experience. Phase II will pursue and implement the conviction that teacher preparation is a sequential and developmental process. Candidates will be introduced to the classroom as apprentice directors of learning; they will be given instruction in the methods and materials of effective teaching and provided varied opportunities to practice what they have learned. In marked contrast to most single subject credential programs, practice-teaching at the elementary level is an integral part of Phase II for teaching majors in Art, Music, and Physical Education.

The time devoted to an initial observation period in Phase II will vary from student to student, because of the inherent differences in students, cooperating teachers and classroom situations. Two or three weeks devoted to preparatory activities will usually be sufficient. Decisions about how quickly or how slowly a particular student should assume responsibilities should be made jointly by the cooperating teacher, university supervisor and student teacher.

Initially, the student teacher will observe the cooperating teacher at work. Procedures, teaching strategies and organization should be carefully noted and discussed. The cooperating teacher should help the student teacher by being open and willing to discuss all aspects of the classroom learning environment. Some of the most successful cooperating teachers have found a useful procedure to be: (a) discussing lesson plans prior to a lesson; (b) having the student teacher observe and take notes as the lesson progresses; (c) discussing aspects of the lesson in a post-observation conference. This procedure can serve several purposes: (1) it tends to establish an atmosphere of continuous self-evaluation and trust; and (2) it establishes a pattern for a

supervision cycle to be used later as the student teacher assumes teaching responsibilities.

Phase III - Practice-Teaching

A typical Phase III pattern will be full-time practice-teaching four days a week. Ten semester units of credit will be granted for successful completion of this experience. Initially the student teacher will observe the routine procedures and teaching strategies of the cooperating teacher. As the student teacher takes on more responsibility for teaching the class, the cooperating teacher's role gradually shifts. A tentative schedule for the student teacher to assume instructional responsibilities should be developed mutually by the student and the cooperating teacher. As the student teacher demonstrates ability to perform one responsibility, he/she should be encouraged to take on additional responsibilities.

At the beginning of the semester, the cooperating teacher should remain in the classroom to observe the progress of the lesson(s). The best atmosphere is created when the cooperating teacher avoids interrupting a lesson which is in progress. As the student teacher becomes more competent in conducting lessons with the cooperating teacher in the room, it is desirable for the cooperating teacher to leave the classroom for short periods of time. A sure sign of potential problems appears when the class behavior changes perceptibly when the cooperating teacher leaves or re-enters a classroom which is under the direction of a student teacher. By the middle of the semester most student teachers assume primary responsibility for the entire class instruction. Whereas the cooperating teacher must not give up his/her teaching responsibilities

regardless of the student teacher's capabilities, more and more of the cooperating teacher's time should be spent away from the classroom as the student teacher successfully assumes the teacher's role.

The cooperating teacher should be available for help as needed in all areas of instruction. The student teacher's lesson plans should be previewed regularly by the cooperating teacher. Potential problems, use of audio-visual materials and other resources, special provisions for individual pupils, and assignment of follow-up activities may then be incorporated into these plans. Observations of the lesson should serve as a basis for the post-observation conference. The cooperating teacher should remember that each student teacher is different and will develop different areas of expertise. Student teachers are encouraged to try new techniques and approaches in their practice-teaching experience and to critique their teaching as objectively as possible.¹¹⁰

The Evaluation of Practice-Teaching at CSUS

The evaluation of practice-teaching is a continuous process. The student teacher, the cooperating teacher, and the university supervisor each has an important role in evaluation. Its purpose is to facilitate the mastery of competencies in teaching, and assist student teachers in developing techniques of self-evaluation.

During the semester, evaluations by the cooperating teacher should be open and truthful, and serve constructive and informational ends. In the post-observation conference, the student teacher and

¹¹⁰Ibid., passim.

cooperating teacher should explore both successful and unsuccessful aspects of the lesson. The conference can be most valuable when suggestions for remediation or improvement are used in planning future lessons. Experience has shown that it is better to limit criticisms to two or three points per lesson. A student teacher can concentrate on remediating two or three things at one time; many more and the student feels defeated.

~~It is important that visitations by university faculty super-~~
visors be followed by a written or verbal evaluation of the student teacher's performance. The supervisor may leave written comments and suggestions with the student teacher or see the student teacher during a free period at the school. Because of schedule conflicts, it is often necessary for the student teacher to meet the supervisor at his/her office on campus within a day or two after the visit. In any event, dialogue must be maintained so that misunderstandings do not arise. Student teachers who are having difficulty in one or more aspects of teaching need to be informed as to the areas of weakness and be given specific suggestions for improvement. If it becomes apparent that the student is not making satisfactory progress, additional evaluation conferences need to be held.

At least two formal conferences should be scheduled by the university supervisor. It is suggested that a form for evaluation of practice-teaching be used as a guide in these sessions. A conference held about midway through the semester to assess progress to date should serve as a checkpoint or bench mark for planning the remainder of the semester. Specific areas of strength and weakness should be noted as

well as suggestions for remediation. A final evaluation should be held near the end of the semester to serve as an overall assessment of the teaching competencies of the student teacher. The university supervisor, after consultation with the student and cooperating teacher, assigns a grade of "credit" or "no credit."

Requirements for CSU Fresno

A candidate may file an admission application after completion of 45 units and may take the first professional course requirement in the first semester of the junior year. Professional course requirements should be separate throughout the junior and senior years. Application for admission to the credential program should be made by the junior year if possible. Later entry is possible but may result in a protracted program. Graduate students entering the program may need more than two semesters to complete credential requirements.

A grade point average (GPA) of 2.75 is required (1) overall and (2) in the course work of the waiver program. Candidates marginal in this respect are required to consult the coordinator of the single subjects credential program. This GPA must be met for admission to final practice-teaching and maintained throughout the program.

A candidate electing to satisfy subject matter competence by examination must pass the appropriate section of the National Teacher Examination (NTE).

The usual means by which candidates satisfy subject matter competence is by completion of a waiver program. A waiver program is an approved sequence of courses in one of the single subject areas,

upon completion of which the subject matter examination is waived. Waiver programs are designed by the institution, approved by the Commission for Teacher Preparation and Licensing (CTPL), and administered by a coordinator in each single subject area. The function of the waiver program is to insure that candidates, whatever their major may be, will have adequate subject matter background relevant to the public school curriculum.

Any applicant who has had a criminal conviction may be ineligible for a teaching credential.

The issuance of any credential in California requires completion of a two-unit course on provisions and principles of the Constitution of the United States; it must be taken in a community college or commission-approved institution.

The professional requirements for a preliminary credential consist of 24 units. The clear credential requirements include an additional 6 units of approved coursework in education.

The preliminary credential program consists of 12 units of coursework and 12 units of practice-teaching. Practice-teaching is normally required as the initial experience in the sequence of professional education. Student teachers work three hours a day for a semester at a selected junior or senior high school site or public elementary school site. Under the supervision of a university supervisor, they attend seminars and work in classrooms as teacher aides, gaining experience in dealing with pupils and discovering their aptitudes and feelings about teaching. At the close of the course they receive a recommendation and counseling in regard to their prospects of success in the teaching profession.

The following requirements must be met before approval for final practice-teaching is granted:

1. All steps in the initial application procedure must be completed.
2. Complete and up-to-date transcripts must be on file for verification of acceptable grade point average.
3. Competency in reading and writing must be established.

This must be achieved by examinations which are given only once a semester. If passing scores are not obtained on either examination, a remedial course must be completed to clear the requirement. Candidates who fail either examination are, therefore, at least a semester away from final practice-teaching. These examinations should be taken at the candidate's first opportunity; not to do so can delay completion of the credential program.

4. Prerequisite courses must be completed before final practice-teaching.
5. Subject matter competency must be met. Either the NTE must be passed, or sufficient progress must be made on a waiver program to ensure its completion by the last semester of practice-teaching.

The multiple subject credential is in two parts: the preliminary credential (the BA degree and practice-teaching) and the clear credential (30 units after the BA degree has been awarded).

The professional education courses provide the student with three options:

Option I. Students who are not communicative disorders students or are not interested in emphasizing preschool, primary grades for their teaching careers should take this option.

Option II. This is primarily for students interested in preschool and primary grades. Students must interview first with the Option II coordinator.

Option III. This is primarily for the use of communicative disorders majors or students with extensive experience with children (a waiver test is available for these students).

There are two requirements for the preliminary credential (which will license candidates to teach for five years) and three additional requirements for the clear credential (which can become a life credential after five years of full-time teaching experience). The requirements are:

Preliminary Credential

1. A baccalaureate degree with a specially augmented major in liberal studies - or -
a baccalaureate degree with a different major and passing a State-approved examination (currently the Common Examination of the National Teacher Examination).
2. Twenty-four units of professional education including practice-teaching.

Clear Credential

1. Completion of 30 post-baccalaureate units approved by the candidate's advisor.
2. A course in Health and Drug Education.
3. Completion of a requirement on mainstreaming the Special Education child into the normal classroom.

The B.A. degree and the Preliminary Credential may be, but do not have to be, completed simultaneously. The third, a Clear Credential, requires an additional 30 units of post-graduate study.

The multiple subject teaching credential involves the following conditions:

Requirements	No. of Units	When they are to be taken	What they are Required for		
			B.A.	Preliminary Credential	Clear Credential
Liberal Studies Program	84	Under-graduate	Yes	Yes	Yes
Health Education	3	Under or graduate	No	No	Yes
Mainstreaming Requirement	3 or 0	Under or graduate	No	No	Yes
Professional Education	24 or 30	Under or graduate	No	24	30
Postgraduate Studies	30	graduate	No	No	Yes ¹¹¹

In nearly all of the selected California educational institutions, functions of the cooperating teacher, university supervisor, student

¹¹¹California State University, Fresno, Liberal Studies Handbook, passim.

teacher, and the process of evaluation of practice-teaching are similar, especially the two programs within CSU, the two programs within UC, and the two programs in the private college and university used in the researcher's study. Therefore, in the remainder of this chapter, when discussing UC and the two private institutions, the researcher will attempt to point out differences rather than similarities.

Credential Requirements at UC Davis

Thirty-six units beyond the BA or BS

Completion of a waiver program or passage of NTE in subject field

Successful completion of these courses:

- a) Professional Education 20 units
- b) Practice-teaching 24 units
- c) Health and Drug Educ. 4 units
- d) United States Constitution 2 units
- e) English courses requirement

Completion of special interest project.¹¹²

At UC Davis, it is expected that student teachers will spend a minimum of 3 hours per day in the school and have assignments in two different levels or subject areas.

Schedule of Activities in practice-teaching at UC Davis

I. Orientation: During the third week of September, initial meeting between student teachers and cooperating teachers and principal to be arranged at the convenience of the school staff.

¹¹²University of California, Davis, Credential Program Handbook, Department of Education, pp. 5-7.

II. Intensive observation and assistant teaching; Three weeks, three days per week

- a) Student teachers will observe two different classes, three periods per week, for each of the first three weeks or a total of six different classes.
- b) Student teachers will serve as assistant teachers in one of two classes.

III. Assistant Teaching/Preparing to Teach: 2-3 weeks, 3 periods per week

- a) Assistant teaching in one or two classes.
- b) Preparation for teaching extended unit in one or two classes.
- c) Completion of discipline case study.
- d) Completion of curriculum study.

IV. Concentrated Teaching: 2-3 weeks, everyday

Student teachers will teach at least one complete unit of instruction or segment of instruction in one or two classes. (End of November - mid December).

V. Option weeks:

Student teachers may continue teaching, assisting, or observing during this time if schedule permits.¹¹³

Some students need to enroll in 4 university courses (including practice-teaching); others may elect 3. Those electing 3 university courses will have their mornings free and may be able to spend more time at the schools. These students are the ones who may serve as assistant teachers in 2 classes and may do their concentrated teaching in 2 classes.

¹¹³ University of California, Davis, Credential Program Handbook, Department of Education, Passim.

Credential Requirements at UC Berkeley

In addition to the professional coursework and field teaching assignments, credential candidates must meet certain general requirements set by State and University regulations. The following requirements apply generally to candidates in all teaching credential pursuits:

Grade Point Average. Students are required to maintain a grade-point average of 3.0 or better in all work.

Breadth Requirements. All students are required to complete the breadth requirements as described in the University of California, Berkeley Announcement of the College of Letters and Science, regardless of where the undergraduate degree was obtained. The following areas must be covered:

- a) Reading and Composition. At least two courses as specified in the Letters and Science Announcement.
- b) Eight courses outside the major field. All major programs offered in the College of Letters and Science are grouped under the fields of natural science, social science, and humanities. The student must complete a minimum of eight courses, each with a value of at least three units, in a field or fields outside the general area of the major subject.
- c) Foreign Language. The student may satisfy this requirement in one of the following ways: (1) completing in junior and senior high school 2 years of one foreign language, (2) demonstrate

equivalent knowledge through approved examinations; (3) passing college courses through a level equivalent to the second course in foreign language as taught at UC Berkeley.

Teaching authorization. All multiple and single subject credentials require a teaching authorization. The teaching authorization is obtained by either passing the NTE or completing an approved waiver program. Waiver programs are generally completed at the undergraduate level and involve extensive coursework in the teaching area. Multiple subject candidates complete coursework in a variety of subject fields.

Constitution of the United States. All candidates must pass the American Institutions Examination given by the American History and Institutions Office on the Berkeley campus.

Audio-Visual instruction. All candidates must complete a sequence of self-instructional units in the operation of designated audio-visual equipment and pass a proficiency test while enrolled in a credential program.

Health Education. All students must satisfactorily complete a program of instruction in health education.

Tuberculosis clearance. Students are required to have evidence of a negative tuberculosis skin test or x-ray before serving as a student teacher in the public school.

Certification of Clearance. Students who are admitted to a credential program are required by the California Commission for Teacher Preparation and Licensing (CTPL) to obtain a certificate of clearance.

Fifth year of study. A baccalaureate degree in a field other than education is required for issuance of the multiple or single subject credential. At least 36 quarter units of post-baccalaureate coursework is needed for the "clear" credential.¹¹⁴

General Information about Practice-teaching at UC Berkeley

Scheduling. Due to the public school calendar, some programs may begin prior to the official first day of the Fall quarter. Practice-teaching also follows the public school calendar and takes precedence over the University scheduling of vacation and quarter breaks.

Full-time study. Because credential programs require intensive full-time attention to varying patterns of campus instruction and practice-teaching assignments in schools, the demands of the program necessitate full-time study.

¹¹⁴University of California, Berkeley. Single and Multiple Subject Handbook, Passim.

Length of Program. Teaching credential programs are three quarters in length unless taken concurrently with an M.A.

Undergraduate Program. In addition to application materials, undergraduates must obtain a release from their college to participate in a credential program. Undergraduates on the Berkeley campus accepted into a credential program will need to work closely with their college to ensure that the unit limitation for the bachelor's degree is not exceeded. Students in the College of Letters and Science should carefully plan their program to include at least 162 units of courses on the Letters and Science list. Any student who completes a teaching credential program as an undergraduate is required by the State to complete a fifth year of study within five years of receipt of the preliminary credential.

Practice-teaching. Multiple and single subject programs provide candidates with a school-centered program of professional education and teaching practice. The University arranges with schools in neighboring communities for the field assignments that form an integral part of all teaching programs. The public schools of these communities appoint teachers who share with university supervisors the responsibility of supervising field study and practice-teaching assignments of credential candidates.

Supervised teaching course. One to three hours of lecture and 3 to 30 hours of field work (practice-teaching) in the public schools per week. Enrollment is limited to students admitted to a credential program (multiple or single subject). Students repeat the course for a maximum of 18 units. The number of units and hours of lecture and field work (practice-teaching) vary with individual programs and with the quarter in the program sequence. The sequence in supervised teaching course may begin with the opening of the public schools in the Fall and extend through the Spring quarter.

Certification. Upon completion of the Teaching Credential Program, a Certificate of Completion is awarded by the UC Berkeley to eligible students. The teaching credential is awarded by the Commission for Teacher Preparation and Licensing on recommendation of the School of Education. Students who complete the teaching credential program may obtain an additional credential (multiple or single subject) by passing a State-adopted examination or completing a waiver program.¹¹⁵

ERA Instructional Model at UC Berkeley

Education has long needed a theoretical base or a descriptive framework from which to operate. Educational Research and Applications Program (ERA) has developed and refined one possible framework comprised

¹¹⁵UC Berkeley, Handbook, Passim.

of three themes and their interaction.

The Learner, encompasses the research information on the many aspects of human learning, including attitudes, knowledge, skills, and intellectual stages of development. Another theme, instruction, includes in the broadest sense anything that enables learning to take place, such as the physical and non-physical structuring of teaching and the verbal and non-verbal interactions among individuals. The third theme, subject areas, involves organized knowledge and ways of knowing within the structures of the various content fields of study -- mathematics, science, reading, social studies, and so forth.¹¹⁶

The UC Berkeley Educational Research and Applications program (ERA) began in 1970 as an effort to improve the quality and effectiveness of teacher education. Currently the project is implemented through cooperative efforts of the UC Berkeley and several local school districts.

The ERA program is committed to the support and enhancement of teachers who are interested in applying research findings to their classrooms. This commitment is particularly appropriate in the case of in-service teachers, more so than in the case of pre-service teachers. In-service within ERA focuses upon increasing the success practicing teachers have in their classrooms with learners. Essentially there are two groups of teachers in ERA: graduates of the pre-service program who are now credentialed and the experienced teachers participating at school sites.¹¹⁷

¹¹⁶UC Berkeley, Educational Research and Applications, (Berkeley, 1978), pp. 1-62.

¹¹⁷Ibid., pp. 50-62.

Admission to the Fresno Pacific
College Teacher Education
Program

Admission to the teacher education basic credential program is by application only. It is actually a three-level process. Admission to Teacher Education; admission to practice-teaching; and final approval of the credential application. Undergraduates and transfer students alike should file their applications in the Fall of their junior year, but in all cases, applications must be filed no later than one year in advance of the planned practice-teaching experience. Fifth-year transfer students are not held to this schedule, but must apply well in advance of the planned matriculation date.

Admission requirements for teacher education are as follows:

- a) Filing the application form and supporting informational material.
- b) Grade point average (GPA) of 2.75 in the major and overall in college work.
- c) Ninety hours of experience working with children in organized settings.
- d) Satisfactory evaluations of the applicant's collegiate performance as rated by former college professors, and satisfactory rating of performance in the 90 hours interaction with children.

- Successful passing of all three sections of the California Achievement Test (CAT), with a 50 percent score required in all: written English, Mathematics, and Reading. The test is given in the Fall and Spring quarter, and may be retaken if necessary. Bilingual

candidates must meet entry level exam requirements in the Spanish language and Chicano culture. The test is given in the Fall and Spring quarters. An exit exam is also required after the practice-teaching experience.

- A personal interview with the Chairman of the Education Division is necessary.

- A student with a single subject major will need formal clearance or a recommendation from the faculty of that department.

- A letter of admission is sent to the candidate. Admission to Teacher Education is not a guarantee of admission to the practice-teaching experience. Admission to practice-teaching is not a guarantee of receiving institutional approval for sign-off on a credential application.¹¹⁸

Practice-teaching

The entire Teacher Education package of courses must be completed before undertaking a practice-teaching assignment. No additional coursework is allowed during the assignment. No more than one or two courses may be remaining in the major at the time of practice-teaching.

-Candidates are required to provide evidence of a clear TB test no more than six months old prior to practice-teaching. A handwriting sample will be required prior to that time also.

-Candidates who will be student teachers in the Spring are expected to arrange for themselves to participate in the opening formalities on school campus during the week prior to the first day of school, as well as the first day of school. This is known as the "Early

¹¹⁸ Fresno Pacific College, Student Teaching Handbook, Education Division, pp. 1-30.

Experience" or "September Experience." Fall student teachers will take part in these activities as a routine part of their classroom assignment.

-State law mandates a minimum of two experiences in practice-teaching, at two age levels (early childhood or primary, intermediate, junior high, and high school).

The practice-teaching experience is full-time, full-day for a minimum of 12 weeks (one quarter).¹¹⁹

Practice-Teaching Experience Sequence
at Fresno Pacific College

1. Declare Intent. The prospective student teacher will reaffirm an intent to register for practice-teaching during the subsequent quarter and complete the application for practice-teaching.
2. Final Approval Issued. The Department Director will review the application and will give final approval for practice-teaching.
3. Assignment. The Department Director will determine the teaching assignment with a cooperating school district and will formally notify the student, the cooperating teacher, the college supervisor and the school principal of that assignment.
4. Orientation Meeting. A workshop is scheduled for student teachers and cooperating teachers and school principals at Fresno Pacific College twice a year. A semester unit of credit is earned by participants in the workshop for supervision of practice-teaching and participation in the cooperating teachers workshop.

¹¹⁹Ibid., pp. 10-14.

The following suggested sequence of activities can be modified to provide for individual needs:

- The student teacher observes; works as a teacher assistant as assigned by the cooperating teacher; and is assigned the task of getting acquainted with the over-all school program, the staff, and the children.
- The student teacher assumes tutorial and small group instruction tasks as assigned by the cooperating teacher.
- The student teacher prepares and teaches at least one (preferably two) unit in subject areas determined by the cooperating teacher. Inherent in this assignment is the pre-planning activity of unit development and lesson preparation.
- The student teacher assumes "full-day" responsibilities under the careful supervision of the cooperating teacher for at least one week.
- The student teacher is free to observe and visit other teaching situations at the same school site or at some other school at an appropriate place in the schedule.
- The student teacher makes an appointment with the college supervisor for a final "wrap-up" and evaluation session.
- Seminar "rap" sessions are scheduled at monthly intervals.¹²⁰

Requirements for Admission to the Practice-
teaching Program at the University
of the Pacific

The following requirements must have been met before a student may apply for matriculation in practice-teaching:

¹²⁰Ibid., p. 11.

- a) The student must have completed all subject matter coursework for the credential being sought, or have a signed waiver for coursework to be taken after practice-teaching, or have passing scores on the National Teachers Examination (NTE). The earliest time practice-teaching may begin is the first semester of the senior year.
- b) The grade point average (GPA) of 2.25 is required for all college courses including major courses.
- c) The student must have completed all professional education courses that are prerequisite to practice-teaching.
- d) The student must have applied to the School of Education to work toward a credential; have the credential folder completed; have applied for and received from the State Commission of Teacher Preparation and Licensing (CTPL) a certificate of clearance; and have been advanced to credential candidacy as a result of an interview with the credential committee.
- e) Post-graduate students must have been admitted formally by the Graduate School.¹²¹

¹²¹ University of the Pacific, Handbook for Student Teachers and Supervisors (School of Education, 1981), p. 2.

Practice-Teaching Experience Sequence at the
University of the Pacific

The practice-teaching is a sequential and developmental process. Practice-teaching is 16 semester units consisting of full-time work, full-days, and a full-semester in a public school. Practice-teaching has three sequential phases:

Phase I - (1-3 weeks) - Orientation, Observation,
and participation

This phase consists of observing a variety of classes to determine which teaching techniques and behaviors contribute to productive learning.

Phase II - (2-6 weeks) - Increased Responsibility

This phase includes assisting teachers in one or two classes not only to help the classroom teacher but also to prepare the student teacher for assuming control over at least one class for a designated period of time.

Phase III - (4-8 weeks) - Major Responsibility

This phase consists of teaching a complete unit of instruction, with responsibility for planning, executing, and evaluating instruction in one or two classes.¹²²

¹²² Ibid., pp. 7-11.

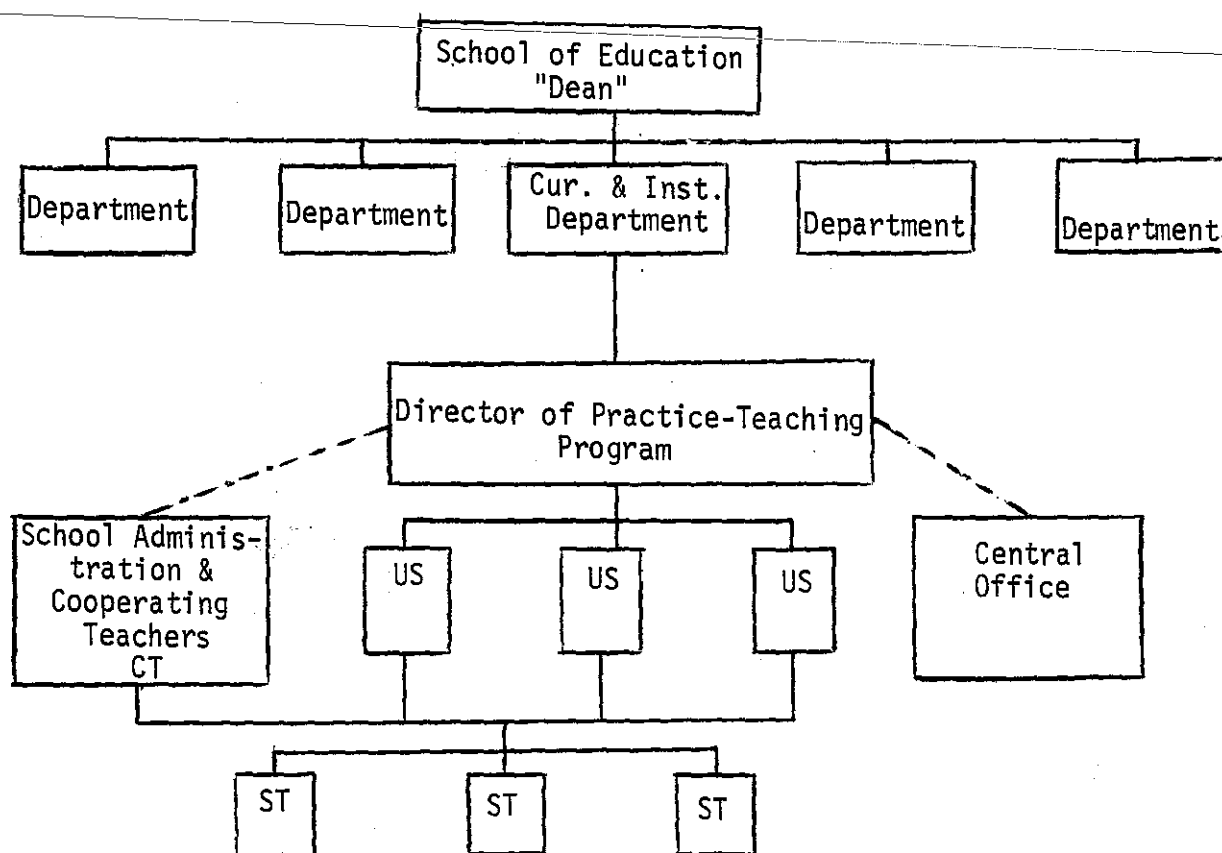
Code of Ethics for Student Teachers

The National Education Association Code of Ethics for Practice-Teaching requires the student teacher to:

1. Respect those with whom he/she works -- cooperating teachers, supervisors, administrators, and other teachers and fellow student teachers.
2. Remember that practice-teaching is a learning situation, be willing and eager to receive suggestions and carry them out.
3. Adapt behavior and practices to the situation in which practice-teaching is being done. Be guided by what is considered acceptable in the student teachers' particular room, school, and district.
4. Be an active member of a recognized local, state, or national education organization.
5. Become acquainted with the professional organizations and with professional literature in education and in special fields.
6. Manifest genuine pride in the teaching profession.
7. Consider himself/herself a member of the profession and act in all matters according to its code of ethics.
8. Know the legal responsibilities of teachers in the State.
9. Strive always to broaden his/her knowledge and be well informed on current events.
10. Attend and participate in the non-classroom duties of the directing teacher.
11. Be well groomed and practice sound principles of hygiene and of good morals.

12. Display a democratic attitude toward all the teachers in the school in which he/she is placed.¹²³

Primarily all of the selected California educational institutions used in this study have more or less the same organization to administer their division of practice-teaching program. This common organizational pattern can be illustrated by the following exhibit:



US = University Supervisor

ST = Student Teacher

CT = Cooperating Teacher

————— lines of authority

----- Consultant &
Coordination

¹²³Fresno Pacific College, Handbook, op. cit., p. 15.

Summary

Practice-teaching represents an important core of the credential program. It is the practicum in which subject-matter background as well as educational studies are brought to bear on the complexities of classroom interactions.

In California, issuance of a credential requires the recommendation of an institution approved for teacher preparation. The multiple-subjects credential program provides professional coursework and field experience leading to a career in the teaching of a variety of subjects commonly taught in a self-contained classroom. Although the multiple-subjects credential authorizes teachers to practice as a professional from Kindergarten through grade twelve in California, the credential was primarily designed, as is intended, for teachers of the elementary grades. The program followed by most students who are interested in obtaining the multiple subjects credential includes (a) majoring in a broad program of liberal studies while coordinating their program to take the prescribed education courses and (b) supervised practice-teaching during their junior and senior years. According to California laws, individuals who wish to prepare to teach in most junior or senior high schools must have a single subject credential. Prior to obtaining a single subject credential, individuals must complete a major in one of the areas of study, take a prescribed number of education courses and units, and successfully complete the equivalent of one-semester (full-time) supervised practice teaching experience during their junior and/or senior year.

Selected California Educational Institutions in the researcher's

study have some similarities and some differences in teacher preparation programs and practice-teaching processes. Similarities are found mainly in:

- Student teachers and their roles;
- Cooperating teachers' functions;
- University supervisors' functions;
- The process of evaluation of practice-teaching and of student teachers' actions;
- Code of Ethics for student teachers; and the
- Organization of division of the practice-teaching program.

Differences are in the requirements for admission to the credential program and to the practice-teaching processes, and in matters of practice-teaching experience sequences, etc.

Both similarities and differences in the selected California educational institutions are discussed in this chapter. For instance, ERA, an instructional model at UC Berkeley, was identified as an original program, different from all the others. In brief, it was designed to improve the quality and effectiveness of teacher education programs, and functions within an educational framework comprised of three interwoven themes: the learner, subject areas, and instruction. The Educational Research and Applications Program (ERA) operates under a longitudinal, pre-service/in-service model unified across grades K-12. It is committed to educational innovation and change, with responsibility for providing evidence about the quality of program effectiveness.

Chapter 6

MODEL PROPOSAL, CONCLUSION, AND RECOMMENDATIONS

Introduction

This dissertation represents an aspiration that is twenty-seven years old. In 1954 when the researcher was a student teacher at "Danesh-Saray-e-Moghaddamti", a teacher training center for elementary schools in Iran, a deficient and incomplete practice-teaching program was all he experienced. One day in his final semester as a senior in the teacher training center, the education teacher announced that senior students were to be assigned for a four-week practice-teaching program, two hours (one afternoon of school time) per week. The assignment was to consist of one week for observation and three weeks for independent teaching. The researcher chose a second grade class from a neighboring school. The student teachers were very enthusiastic and impatient to begin practice-teaching. Finally that moment arrived and student teachers, well groomed and well dressed, were prepared to apply the modern educational theories they had learned to their practice-teaching assignments. Five student teachers were assigned to the same school. First, we introduced ourselves to the school principal, who introduced us to our respective cooperating teachers. Our cooperating teachers viewed us merely as college students and were not concerned about us as potential teachers. During the two hours that the researcher was an observer in one second-grade class, sitting beside the pupils, the cooperating teacher did not speak to him at all. When the

teacher was ready to leave the school, he told him: "I must warn you that it is wise to give up your attitude about educational theories in practice." After twenty-seven years, the researcher still remembers the aphorisms he heard that day. They were:

--That's great in theory, but it'll never work in practice.

--Facts and theories are antonyms.

--Facts are real, while theories are speculations or dreams.

Conversely, the researcher believed (and still strongly believes) that theory is studied because it is eminently practical. Theory often follows practice and in turn practice expands and blossoms as a result of theory. Theory provides a guide to action.

The researcher was soon able to put to test this conviction. When he began the second week of practice teaching, there were no co-operating teachers in the classrooms, and all of the student teachers were independent and self-directing. During three weeks (2 hours per week) we taught in three different grades, and during this time the education teacher, who was also our college supervisor, visited our classes as an observer only once. This is the history of the practice-teaching program that the researcher experienced and that still is more or less carried out in the same manner in Iran today. The researcher has always wished to develop an institutionalized practice-teaching program within the framework of Iranian educational structures that would reconcile theory and practice.

With this hope, in 1970, when the researcher was a college supervisor for practice-teaching, he developed a model of practice-teaching. However, because the researcher was transferred to the

Higher Education, that program remained incomplete. Fortunately he now has the opportunity to develop his first practice-teaching model and modify it according to new ideas based upon review of related research and literature and based on observation of current practice-teaching programs in selected California educational institutions.

Goals of Practice-Teaching Program
Model Proposal for Iran

To utilize every opportunity to link theory with practice and offer a balance of theory and practice including:

- a) General education
- b) Professional education
- c) Specialized subject field
- d) Professional competence.

To train student teachers to observe objectively and accurately the actual behavior in the classroom and participate effectively.

To train student teachers to accept constructive criticism from others through supervised teaching.

To help student teachers become self-directive.

To help student teachers become effective teachers.

To develop the fullest possible understanding of the teaching-learning process.

To help student teachers use self-criticism intelligently.

To help student teachers be conscious of their strengths and weaknesses.

To help student teachers "learn by doing" according to Dewey.

To help student teachers understand and evaluate carefully methods and materials appropriate for teaching various children and youth.

To provide continuous evaluation and feedback of all those involved in the practice-teaching program and to provide the necessary procedures to assure that suggested improvements be made.

To help student teachers acquire skills in developing and maintaining human relationships and effective communication.

To help student teachers be able to identify individual differences.

To help student teachers become acquainted with the educational environment of the pupils.

Requirements for Admission to the Practice-
Teaching Program at Teacher Training Centers
in Iran

In the United States admission to a teacher training center (School of Education) is not a guarantee of admission to the practice-teaching experience, and admission to practice-teaching is not a guarantee of institutional approval for sign-off on a credential application. In contrast, in Iran, admission to a teacher training center (School of Education) automatically means valid admission for practice-teaching, and after successfully passing this program and graduating from the teacher training center, the diploma authorizes the holder to be a life-long teacher; the diploma from a teacher training center is, in fact, a life credential. Therefore, admission to teacher training centers in Iran is significant and needs much consideration.

There are three kinds of teacher training centers in Iran --

1. Teacher training for elementary school, so called "Danesh-Saray-e-Moghaddamati". (two years training). Students after grade 8 (guidance cycle) can apply for admission to this center (for multiple subject).

2. Teacher training center for middle school (guidance cycle) grades 6-8, so called "Danesh-Saray-e-Rahnemai" (two years training). Students after grade 12 (graduation from high school) can apply for admission to this center for single subject training.

3. Teacher training center for secondary school (high school grades 9-12) so called teacher training college or university for teacher education (four years training). Students who have graduated from high school (diploma) can apply for admission to this center (single subject).

Suggested Requirements for admission to all Teacher Training Centers in Iran

1. Written comprehensive examination.

A grade point average (GPA) of 15.0 (overall) on a 20.0 scale is required of applicants.

2. Oral examination (interview). After having successfully passed the written comprehensive examination, applicants must participate in an interview with the Selection Committee.

The purpose of this interview is to provide an opportunity for the applicants to explain what they believe to be important in teaching today's children and youth and to demonstrate academic strengths and personal characteristics.

The researcher believes that anyone who wants to be satisfied with his/her job must meet these conditions:

- a) must love the job;
- b) must believe in the value of the job;
- c) must accept advantages and disadvantages of the job; in other words must understand and accept the job description; and
- d) must have self-esteem and self-confidence.
(When you feel good about yourself, you will feel good about your job.)

In addition, the researcher believes that an effective and efficient teacher requires both "science" and "art." Science can be defined as "systematic knowledge in a distinct field of investigation; a branch of study concerned with observation and classification of facts, especially with the establishment of verifiable general laws; and accumulated and accepted experience." Science consists of subject matter knowledge; knowledge of teaching and administering processes.

Art reflects creativity and consists of the ability to relate theory to practice; the ability to hold the interest of the class and client, and the ability to communicate effectively.

Finally, applicants or future teachers must possess three significant skills: (a) professional skill, (b) human relationship skill, and (c) conceptual skill. In sum, qualified applicants for practice-teaching program are those who at least have the following attributes: high ethical and intellectual standards; perceptiveness and intelligence; enthusiasm; creativity; promptness; flexibility; empathy, assertiveness; good articulation; clear inflection in voice, and finally; good physical condition.

3. Certificate of clearance and lack of criminal conviction.

4. Certificate of health, negative tuberculosis test (tuberculosis clearance) and clearance of drug addiction.

Suggested Courses Required for Student Teachers

Programs for teacher training should include three components as follows:

1. General Education.
2. Specialized subject field.
3. Professional education.

One of the distinctive characteristics of educational programs in Iran at any level and any field is too much emphasis on academic courses (basics) and neglect of practice in favor of theory. Traditionally, there has always been a major gap between academic classes and academic laboratories. In other words, customarily laboratory and theory (subject matter) have not been related to each other, and teacher training centers do not depart from this traditional custom. Professional education in theory has been, until now, disassociated from practice. Because the laboratory of educational theories is the classroom and practice-teaching, the major purpose of the research is to cover the gap and reconcile theory and practice or education courses and the laboratory (classroom), in terms of a practice-teaching program model.

Usually general education and specialized subject field courses in Iran are sufficient. In addition, the Revolutionary Educational Committee in Iran is now revising liberal arts and specialized subject field requirements to adjust and accommodate them to the philosophy of the Islamic revolution. Therefore, it is not necessary to review here the courses in liberal arts (general education) and specialized

field, but suggested courses for professional education at teacher training centers in Iran are as follows:

Professional Education Courses Offered for Teacher Training Centers (Danesh-Saray-e-Moghaddamati) for Elementary Schools (1-5)

<u>Professional Education Courses</u>	<u>Units</u>	<u>Years Offered</u>
Ed.100 Educational Psychology for Teaching	2	First Year
ED.101 Foundations/Teaching--Elementary School	2	First Year
Ed.102 Learning Theories & Teaching Methods	2	First Year
Ed.103 Educational Evaluation & Measurement	2	First Year
Ed.104 Foundations in Reading in Grades K-12	2	First Year
Ed.105 Foundations of Curriculum & Instruction	2	First Year
Ed.108 History of Education	2	First Year
Ed.109 Comparative Education	2	First Year
Ed.110 Philosophy of Education	2	First Year
Ed.200 Observation & Participation in School	2	Second Year
Ed.201 Teaching Assistant Practicum	2	Second Year
Ed.202 Initial Practice-Teaching	2	Second Year
Field Work Practice-teaching (2 Semesters)	<u>20</u>	Second Year
Total:	44 units	

Professional Education Courses Offered for Teacher
Training Centers (Danesh-Saray-e-Rahnemaei) for
Guidance Cycle (6-8)

	<u>Professional Education Courses</u>	<u>Units</u>	<u>Years Offered</u>
Ed.100	Educational Psychology for Teaching	2	First Year
Ed.101	Foundations for Teaching in Secondary School	2	First Year
Ed.102	Learning Theories & Teaching Methods	2	First Year
Ed.103	Educational Evaluation & Measurement	2	First Year
Ed.104	Foundations in Reading in Grades K-12	2	First Year
Ed.105	Foundations of Curriculum & Instruction	2	First Year
Ed.106	Curriculum Development	2	First Year
Ed.107	Curriculum Theory	2	First Year
Ed.108	History of Education	2	First Year
Ed.109	Comparative Education	2	First Year
Ed.110	Philosophy of Education	2	First Year
Ed.111	Moral Development & Moral Education	2	First Year
Ed.200	Observation & Participation in Schools	2	Second Year
Ed.201	Teaching Assistant Practicum	2	Second Year
Ed.202	Initial Practice-Teaching	2	Second Year
Ed.203	Supervised Teaching	2	Second Year
Field Work	Practice-Teaching (2 Semesters)	20	Second Year
Total:		52 units	

Professional Education Courses Offered for Teacher
Training Colleges and University for Teacher
Education for Secondary Schools (9-12)

	<u>Professional Education Courses</u>	<u>Units</u>	<u>Years Offered</u>
Ed.100	Educational Psychology for Teaching	2	First Year
Ed.101	Foundations for Teaching in Secondary School	2	First Year
Ed.102	Learning & Teaching Methods	2	First Year
Ed.103	Educational Evaluation & Measurement	2	First Year
Ed.104	Foundations in Reading in Grades K-12	2	First Year
Ed.105	Foundations of Curriculum & Instruction	2	First Year
Ed.106	Curriculum Development	2	First Year
Ed.107	Curriculum Theory	2	First Year
Ed.108	History of Education	2	Second Year
Ed.109	Comparative Education	2	Second Year
Ed.110	Philosophy of Education	2	Second Year
Ed.111	Moral Development & Moral Education	2	Second Year
Ed.112	Social Foundation of Education	2	Second Year
Ed.113	Elementary Statistics in Education	2	Second Year
Ed.114	Standard Tests in Education	2	Second Year
Ed.115	Intellectual Development & Education	2	Second Year
Ed.116	Educational Administration	2	Third Year
Ed.117	Intermediate Statistics in Education	2	Third Year
Ed.118	Economics of Education	2	Third Year
Ed.200	Observation and Participation in Schools	2	Third Year
Ed.201	Teaching Assistant Practicum	2	Third Year
Ed.202	Initial Practice-Teaching	2	Third Year

Courses Offered Cont'd.

<u>Professional Education Courses</u>		<u>Units</u>	<u>Years Offered</u>
Ed.203	Supervised Teaching	2	Third Year
Ed.204	Internship in School	2	Third Year
Field Work	Practice-Teaching	20	Fourth Year
Total:		68 units	

The exhibit of a proposed organizational structure for the division of practice-teaching at teacher training centers in Iran on page 138 illustrates the positions and the roles of:

The Board of Trustees. The main responsibility of this committee is policy making.

President. The president, as chief executive, is responsible for implementation. A central coordinating office, it provides the authorization to establish and develop the program and change agent factors that affect the personnel, space, equipment, and administrative structure.

The Vice-President of Academic Affairs is responsible for the efficiency and curriculum development of the institution.

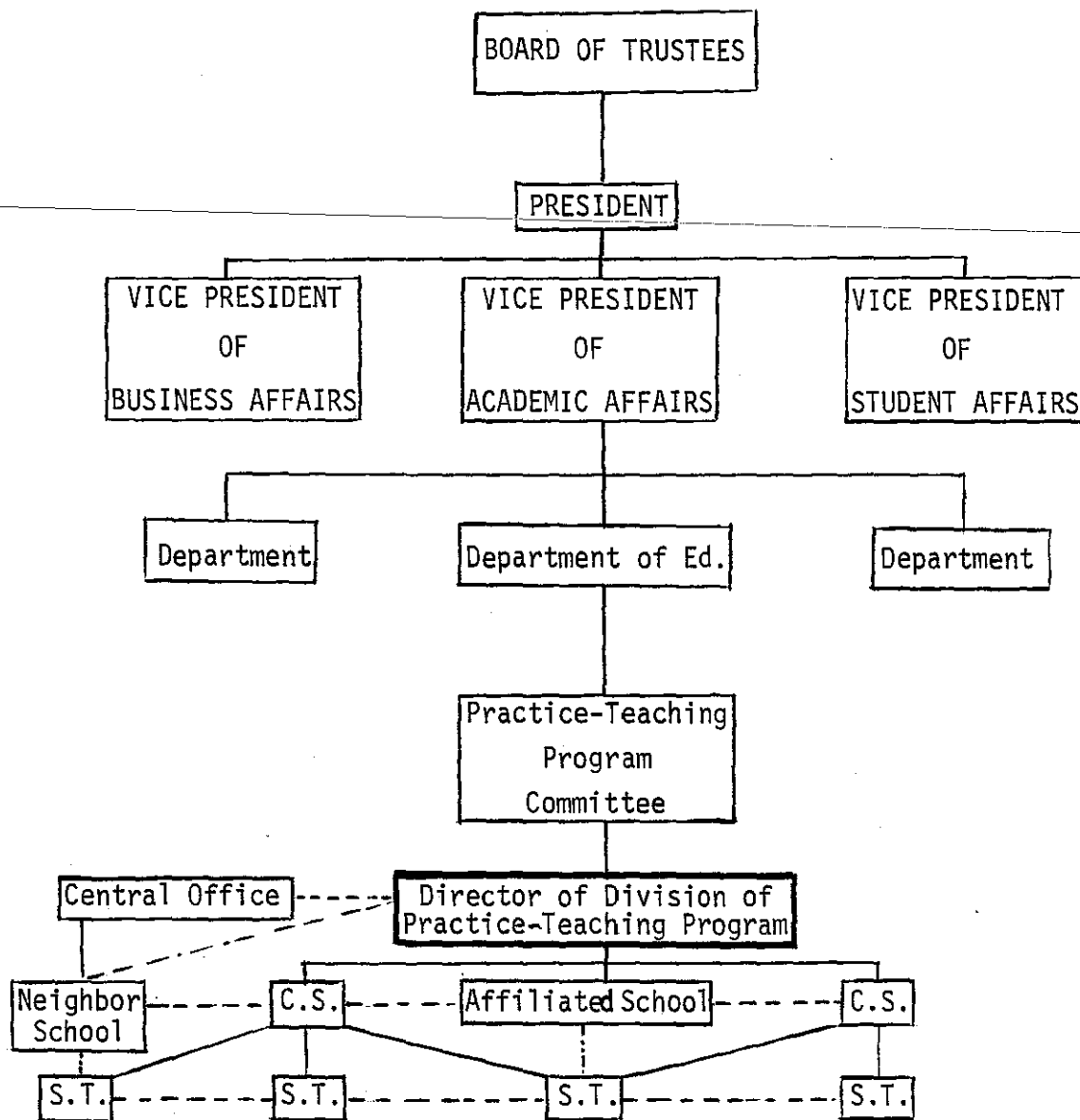
The Vice-President of Business Affairs is responsible for the administrative and financial development of the institution.

The Vice-President of Student Affairs is responsible for providing facilities and services for students.

The Head of the Department (e.g., Department of Education) knows the needs of the department and institution and is involved in the instructional development of the institution.

Practice-Teaching Committee will have the responsibility to make

An Organizational Structure for Administration
of Practice-Teaching Division at
Teacher Training Centers in Iran



C.S. = College Supervisor

S.T. = Student Teacher

_____ Lines of Authority

- - - - - Consultant & Coordination

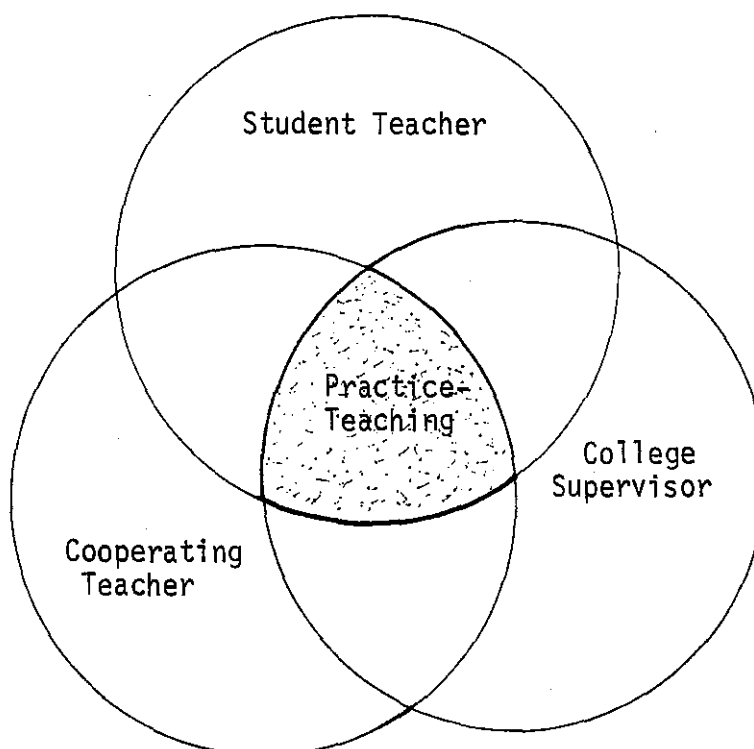
EXHIBIT: An organizational structure for division of practice-teaching program in Iran.

policies and plans for the development of the practice-teaching program and also will approve the students' admission.

The Director of Practice-Teaching Division would execute the program planned at the administrative level and would be in close contact with the college supervisor as well as with the central office and neighbor schools' administrations. In addition, he/she will be cooperatively involved in administration of the affiliated school.

College Supervisor, cooperating teacher, and student teacher are three interwoven elements who will implement practice-teaching programs effectively. The functions and roles of these three main elements will be discussed consecutively.

Practice-Teaching Process
(Interaction Approach)



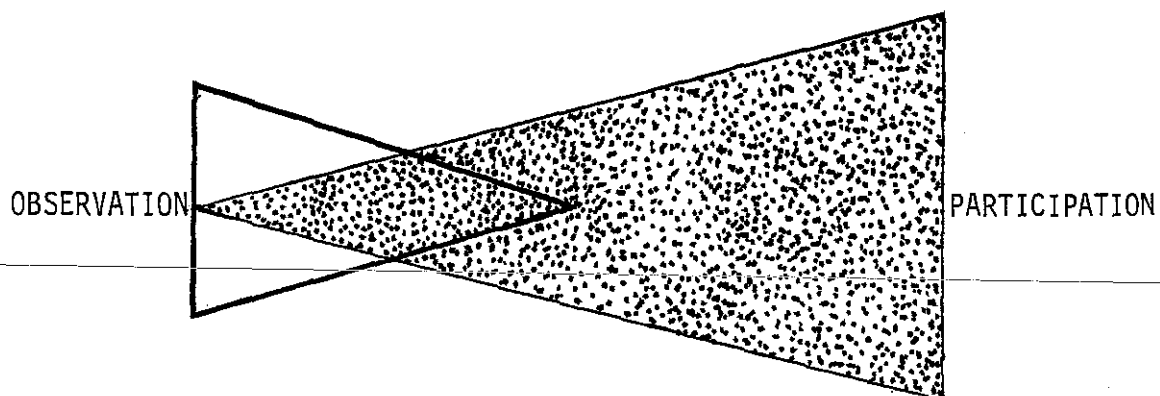
The three major strands of practice-teaching, diagrammatically presented, exhibit the concept of the practice-teaching process as an "interaction approach." One strand represents the cooperating teacher; a second the college supervisor with instructional skills; and a third the student teacher who develops skills by gathering and assessing observations and experiences and applying the results. It is through the inter-relationships of these strands that the concept of practice-teaching is actualized.

The Student Teacher's Roles and Functions

The student teacher is an inexperienced teacher who is practicing under the guidance of an experienced teacher (coordinating teacher) and under the supervision of a college supervisor (Education Supervisor and Academic Supervisor). In other words, a teacher training center student assigned to observe, participate, and teach in a cooperating classroom is called a "student teacher." The student teacher is an active, purposeful, and creative intern, not a flattering imitator. Student teachers would be assigned for 2 semesters (twenty-hour units) of full-time observation, participation, and teaching in a cooperating school, i.e., affiliated school (campus school) or neighbor school.

The student teacher's role, in the beginning phases of practice-teaching, is that of a learner as well as a teacher. The learning will, however, be more effective and more efficient if the student teacher is given the opportunity to learn by doing. Active and early involvement in the learning and teaching experiences in the classroom will be of great benefit to the student teacher and will help give meaning and purpose to the observations.

There is no sharp dividing line between observing and participating in the classroom. The observation and participation phases should lead gradually and directly into major responsibility for teaching.

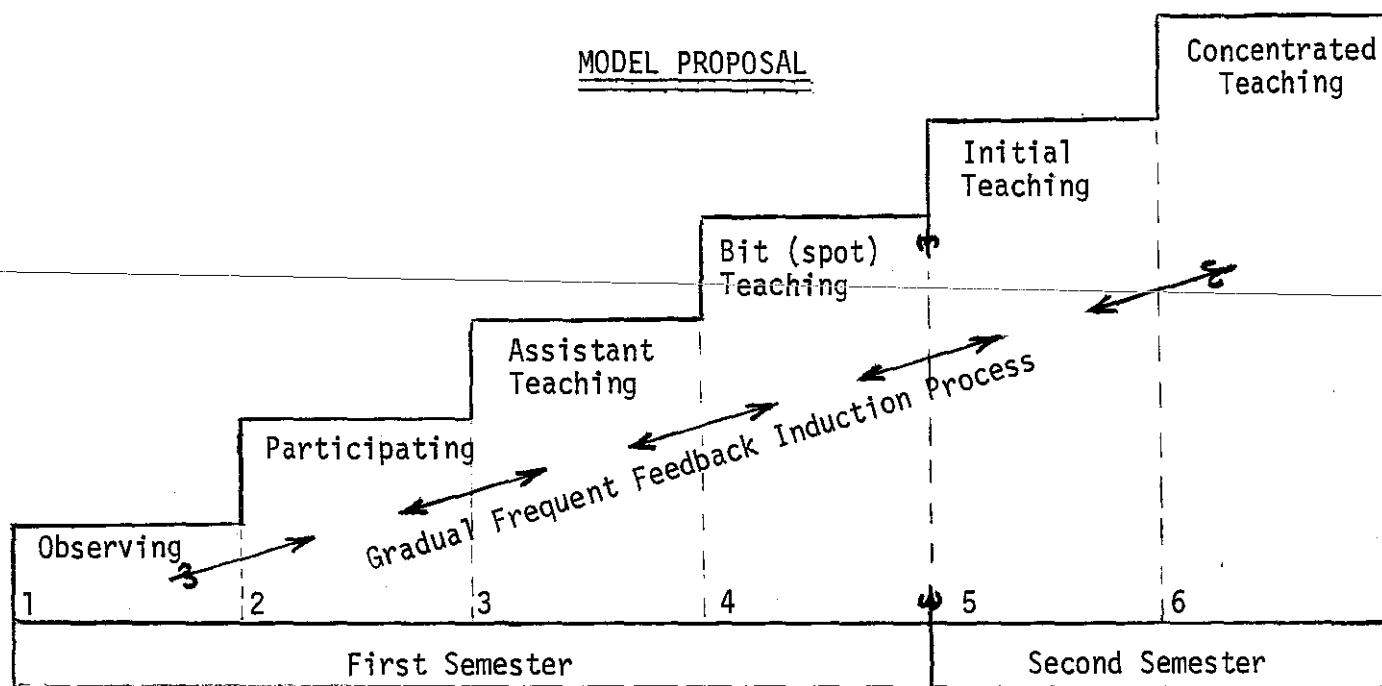


As the above diagram shows, even during the student teacher's first day, there can be some involvement. The student teacher can bring a book to read, or a record, tell a story to the children or teach a game during the supervised play period or recess. The student teacher should make sure the cooperating teacher knows he/she is eager to work, to experiment, to become a real part of the group as soon as possible.

The student teacher for multiple subject (elementary school) training in "Danesh-Saray-e-Moghaddamati", and the student teacher for single subject (guidance cycle and high school) training in "Danesh-Saray-e-Rahnemaei" and "teacher training college" or "University for Teacher Education " would follow the same basic principles in practice-teaching. They will go through a gradual induction process from observing, participating, assistant teaching, bit (spot) teaching, initial teaching, and finally concentrated teaching. During this process frequent feedback from the cooperating teacher and the college supervisor (education supervisor and academic supervisor) would be continued.

A Practice-Teaching Program Model for Teacher
Training Centers in Iran

MODEL PROPOSAL



As shown above, the practice-teaching process is a "gradual induction process" from observation toward concentrated teaching. Practice-teaching is an intensely personal, emotional experience, and student teachers have the widest variations in their readiness to meet the demands made on them. Each student teacher should be directed through a planned sequence of increasingly responsible induction activities, constantly adapted to his/her needs and demonstrated competence. Six inter-related phases can be used sequentially: (1) observing from the first day; (2) participating (it has already been stressed that there is no sharp dividing line between observation and participation); (3) assistant teaching, that is routinely assisting the cooperating teacher in the widest variety of teaching activities both in and out of the classroom; (4) bit (spot) teaching in carefully planned, brief "bit" teaching

activities of an increasingly complex action; (5) initial teaching; and finally (6) concentrated teaching.

This model proposal includes six interrelated phases, but there are no sharp dividing lines between them. However, four phases are expected to be covered the first semester (observing, participating, assistant teaching, and bit or spot teaching). The last two phases include initial teaching and concentrated teaching and are reserved for the second semester. Passing the phases depends upon the capability, progress, and efforts of the student teachers. Therefore, the phases must remain flexible and cannot be systematically stabilized or scheduled. Although the multiple subject student teacher (for elementary school) and the single subject student teacher (for guidance cycle and secondary school) would follow basically the same process in practice-teaching, one difference exists, which is the function of supervision. The multiple subject student teachers are under the supervision of the Education Supervisor (College Supervisor), but the single subject student teachers would be under the supervision of both an Academic Supervisor and an Education Supervisor (College Supervisor).

The program provides gradual induction into full responsibility for teaching classes, the number of classes assigned increasing gradually with accumulation of experience and ability to take on the work load and day-long activities of a professional teacher.

Expectations of Student Teachers' Activities in First Semester
Practice-Teaching Program (Phases 1-4: Observing, Participating,
Assistant teaching, and Bit Teaching)

- Correcting homework and workbooks, noting and reporting weak areas to the teacher.

- Observing pupils' behavior and writing reports.
 - Preparing informal tests and other evaluative instruments.
 - Collecting and arranging displays for teaching purposes.
 - Teaching a small class group about a simple understanding, skill, or appreciation.
 - Tutoring individual students (the bright ones as well as the slow learners).
-
- Teaching students who miss instruction because they were out of the room for special work.
 - Preparing and teaching a short lesson to the class.
 - Repeating lessons for slow learners.
 - Listening to the childrens' oral reading.
 - Assisting students with written compositions, especially spelling, punctuation, and grammar.
 - Assisting the teacher in special demonstrations in subject matter.
 - Preparing reading and storytelling materials.
 - Helping pupils find reference materials.
 - Supervising pupils' laboratory work.
 - Putting written work on the blackboard.
 - Assisting and checking pupils, seatwork.
 - Gathering supplementary books and materials for instruction.
 - Distributing books and supplies.
 - Collecting homework and test papers.
 - Checking out library books in Central Library for pupils and/or teachers.

- Reading student bulletin to class.
- Keeping attendance records.
- Entering evaluative comments in the teacher's marking book.
- Keeping records of class schedules.
- Finding resource materials for various teaching units.
- Compiling information for teacher reports.
- Observing teacher meetings, department meetings, etc.

Expectations of Student Teachers' Activities in Second Semester of Practice-Teaching Program (Phases 5 & 6: Initial Teaching and Concentrated Teaching)

In these two phases student teachers should be capable of assuming most of the classroom responsibilities given to regular teachers.

These duties include:

- Planning and teaching lessons on both a daily and long-range basis.
- Organizing the classroom for various kinds of instruction.
- Managing the class.
- Evaluating pupils' performance.
- Handling day-to-day routines such as attendance, record keeping, etc.

Basic Responsibilities of Student Teachers

- To show general enthusiasm for teaching.
- To engage in positive inter-personal relations with pupils.
- To show initiative in undertaking teaching tasks.
- To show capacity for flexibility.
- To be prompt and regular in attendance at field and campus assignments.

- To undertake planning and preparation requisite to teaching.
- To establish a regular time (daily, if possible) for conferring with cooperating teacher over plans and results of instruction.
- To show increasing control of instruction, using principles, modes, and patterns derived from reflective professional study and self-analysis in practice.

The student teacher who completes a practice-teaching program at Teacher Training Centers in Iran is expected to be knowledgeable and competent in the following areas:

- Professional and legal aspects of teaching requirements and responsibilities.
- Self-assessment and self-improvement.
- Communication process between teacher and pupils, teacher and parents, teacher and colleagues, teacher and community, teacher and administrators.
- Knowledge of cultural differences in students and communities.
- Diagnosis of learning problems of students.
- The learning process.
- Evaluation of student achievement.
- Prescription and direction of student learning program.
- Selection and use of various instructional materials.
- Environment and atmosphere of the classroom.
- Various types of classroom organization, e.g., self-contained, team teaching.
- Planning and development of measureable performance objectives and lessons for individuals and groups on a daily, weekly, and long-term basis.

- Teaching strategies ~ selection and organization of subject matter:
 - discussion
 - critical thinking, problem solving
 - question/answer process
 - controversial and sensitive topics
 - organization
 - selection
- presentation
- application
- interpretation.

The College Supervisor

The college supervisor is a liaison person between the Teacher Training Center and the cooperating schools (affiliated school and neighbor school). There are two kinds of college supervisors: (a) education supervisor (b) academic supervisor, who is a faculty member from the subject matter area which he is teaching. Single subject student teachers will be under the supervision of both an academic supervisor and an education supervisor. However, multiple subject student teachers will only be under the supervision of an education supervisor, usually called college supervisor. Basically, the functions of any kind of college supervisor are the same. The college supervisor's concern is the growth of the student teacher. His task includes overall coordination of the student teacher's field experience and acting as the student's faculty advisor. The college supervisor has the following responsibilities:

- Orient the student teachers prior to their assignments in the

- cooperating schools (affiliated school on campus and neighbor school).
- Consult with the director of division of practice-teaching program, the principal and cooperating teacher prior to the arrival of the student teachers and arrange their placement.
 - Meet with the director of division of practice-teaching program, principal, and cooperating teachers in the schools to discuss such matters as the philosophy and program of the Teacher Training Center; experiences desired for all student teachers; conferences; and evaluation procedures.
 - Visit the school regularly and visit each student teacher as often as appropriate, to observe the student teacher working with pupils.
 - Whenever possible, follow observations with conferences in which teaching competencies and areas of weakness are discussed and assistance given toward further growth. It is profitable to set up weekly conferences on campus with student teachers.
 - Confer with the student teacher and cooperating teacher regarding the student teacher's progress.
 - Provide a letter of recommendation for the student teachers at the end of each assignment if so requested.
 - Confer with the principal and others regarding problems that may arise in connection with practice-teaching assignments.
 - Conduct seminars with student teachers to develop knowledge and skills in the subject area.

The Cooperating Teacher

The cooperating teacher plays a vital role in the education of student teachers. Therefore, selection is very important. The procedure of selecting cooperating teachers involves the Central Office Administrators, school principals and/or vice-principals, cooperating teachers themselves, and the Director of Division of practice-teaching Program.

The selection of cooperating teachers could be based upon the following criteria:

1. Willingness to participate:
 - A commitment to the professional preparation of student teachers and a willingness to devote the time and energy necessary to assure reasonable success.
2. Experience:
 - Thorough knowledge of the curriculum and skill in the instructional practices of their assigned grade, age level, and subject matter.
3. Competency:
 - Able to serve as a positive model of professional attitudes and behaviors.
 - Able to demonstrate sensitivity to the needs and skills of student teachers.
4. Awareness of individual differences:
 - Able to encourage creativity in student teachers and pupils.
 - Able to foster independence in decision making.
 - Able to encourage self-directed learning.

5. Good health and stamina.
6. Good attendance record.

Supervisory efforts should enable the student teachers to:

I. Gain a feeling of security:

a) By treating the student teacher as a professional person.

b) By orienting the student teacher in the school:

- explain administrative routines, such as attendance procedure, circumstances under which pupils may be permitted to leave the classroom.

- explain the regulations being used in handling disciplinary matters.

- show the source of supplies.

- show the location and use of various services, such as health, guidance, the library, etc.

c) Give the student teacher high status in the class:

- introduce him/her as a teacher not a student.

- make him/her an active participant from the first day.

- encourage him/her to become familiar immediately with the pupils' names and backgrounds.

- help him/her prepare carefully for the initial experiences with the class.

d) Discuss the practices followed in pupils' supervision:

- Conferences to aid the student teacher to understand the class and individual pupils.

- Plan experiences to meet the needs and interests of the pupils.
- Set up with the pupils acceptable standards for classroom participation and academic achievement.
- Foresee possible advantages and disadvantages of alternate methods and procedures.
- Evaluate teaching progress.

II. Develop a professional attitude toward teaching, share satisfactions.

III. Develop a philosophy of teaching:

a) Help the student teacher become familiar with and to evaluate the subject field:

- current issues and points of controversy.
- old and new materials for teaching.
- methods used successfully.

b) Give the student teacher an opportunity to experience the rewards of the democratic process:

- in the classroom (planning with pupils, class management).
- with faculty and administrators (in committee action).

IV. Finding the best ways of teaching:

a) Aid the student teacher to formulate realistic objectives.

b) Encourage the student teacher to develop differentiated assignments and to expect differentiated performances.

c) Permit the student teacher to use his/her own ideas in planning activities which require various techniques and procedures.

- d) Help the student teacher evaluate the results of his/her efforts.
- e) Suggest ideas which have proven to be helpful with similar classes.
- f) Assist the student teacher in the selection and use of effective materials.
- g) Help the student teacher to devise various ways of evaluating the pupils' work.

Supervision

Vital to a student teacher's progress is the quality of supervision received from the cooperating teacher. The actual pattern of classroom visitation and supervision by the regular teacher varies according to such factors as the readiness and maturity of the student teacher and the nature of the students in the class. Some student teachers will require more attention than others. Regardless of individual differences in student teachers, supervision should be adequate enough to allow the cooperating teacher to be fully aware of the student teacher's progress and possible problems. Frequent supervision is essential if the conferences scheduled, which should be held consistently, are to be of maximal value in providing the student teacher with insights into his/her own progress as a developing teacher.

Conferences

Conferences are an essential part of the practice-teaching program. The student teacher will have weekly conferences with the college supervisor and, at least monthly, joint conferences with the

cooperating teacher and college supervisor. However, the daily conferences with the cooperating teacher should prove to be the most valuable in attaining the aims of practice-teaching. At the beginning of the teaching assignment these conferences may be fairly long, to be followed later by frequent brief conferences.

1. Whatever the topic of any conference, the student teacher wants to know:

- a) What he/she has been doing well;
- b) What needs improvement;
- c) What specific suggestions can be made to achieve this improvement.

2. Subjects the student teacher will want to discuss:

- a) The pupils in the class
 - individual and group differences
 - interests, needs, and abilities
 - available data on students
 - learning difficulties
 - methods of handling behavior problems.
- b) Planning for teaching
 - general plans of the course
 - form of plans
 - content including objectives, subject matter, teaching procedures, student and teacher activities, evaluation
 - Time when plans are due
 - Use of audio-visual material

- Use of the library

c) Routines

- School procedures--
attendance
fire and disaster signals and drills
discipline policies

d) Improvement of teaching

- how to teach more effectively and with greater economy of time
- how to bring in a greater variety of activities
- how to increase the participation of students
- how to adapt teaching to individual and group differences
- how to evaluate the results of class work
- how to develop a democratic atmosphere in the classroom
- how to get and hold the attention and interest of the students
- how to encourage initiative among the pupils
- how to help pupils improve their study habits
- how to enrich subject matter background.

3. Conference Guides:

- a) Progress reports are designed as a general guide for evaluation, not only at the end of the teaching assignment but at any intervening time.

Planning

Consulting with the cooperating teacher and college supervisor, the student teacher will begin to have ideas about planning. Plans should be approved by the cooperating teacher prior to their use in the classroom. The cooperating teacher is responsible for the progress of the class and may wish to teach the class from time to time.

The first plans should be written in detail, with close attention to outlining teaching procedures. It is not enough, for example, to set down an exhaustive outline of the content of the unit and then write "class discussion" under the heading of "teaching procedures"; the student teacher will need to anticipate the direction which the discussion will take; consider who will lead it; how it may relate to the pupils' backgrounds; how to draw upon individual pupils for special contributions; how to frame essential questions; and how to provide a summary in conclusion. As the term goes on, planning will be less detailed without the loss of precision.

Long-range planning includes: A) General objectives and framework of the course B) Selection of areas of interest based on a knowledge of the class C) Determination of approximate time to be spent on each area.

Unit or Weekly planning includes: A) Selection of objectives having some justifiable hope of being achieved B) Logical teaching organization of the subject matter that will induce pupils to grasp concepts and form generalizations C) Survey and selection of appropriate teaching resources and materials for the class, i.e., textbooks, supplementary

reading references, library resources, audio-visual aids, laboratory experiences, demonstrations D) Selection of activities through which the objectives may be achieved E) Appropriate means for evaluating the stated objectives.

Lesson planning (daily planning) includes: A) a guide for the direction of the learning activities which will enable the student teacher to

- make clear the purpose or objectives of the day
- apportion time purposefully
- handle routines effectively
- use resources effectively
- insure orderly progress of activities
- secure maximum pupil participation
- explain assignments carefully
- evaluate the teaching-learning process.

B) a clear picture of the proposed work for the cooperating teacher and the college supervisor.

The Cooperating School Administrators

The administrators of the cooperating schools (affiliated school and neighbor school) are in a position to facilitate the progress of student teachers and the college supervisor. The importance of the school administrator is reflected in the attitudes and in the degree of dedication with which the school staff approaches the problem of providing rich, varied, and strong professional experiences for student teachers.

Cooperating administrators share responsibility with the college supervisor for the placement of student teachers; assume a role in the orientation of the student teachers through meetings designed to acquaint student teachers with the total school community and programs; assist student teachers in becoming auxiliary members of the school staff; take an active interest in the progress of student teachers by observing their classroom work and conversing with them in formal and informal situations; provide opportunities for student teachers to visit a variety of classrooms.

Assessment Evaluation

Evaluation, the gathering and weighing of evidence of fitness as a teacher, must be a continuous process. It is more than a question of a letter grade at the end of the practice-teaching program. Effective evaluation and a detailed letter of recommendation are of the greatest importance to the student teacher's future.

Evaluation should be based upon an awareness that:

- Teacher Training Center students are learning to teach.
- Differences may be expected between the beginning student teacher and the student teacher in a second assignment.
- Student teachers must be helped to overcome weaknesses and to develop strengths.
- Student teachers who show no promise of success in a situation must be freely offered the opportunity of changing to another situation without prejudice to the

student teacher or to the cooperating teacher.

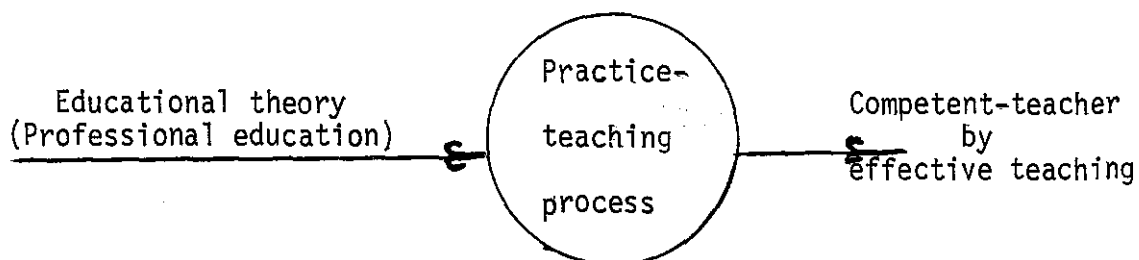
- Assigning the final letter grade to the student teacher is a Teacher Training Center requirement and is the responsibility of the college supervisor. The college supervisor has a wide variety of information, gathered from many different sources and must therefore assume the responsibility of coordinating the evaluation of all the student teacher's work and arrive at a final decision.

- The progress report(s) by the cooperating teacher and the letter of recommendation from the cooperating teacher provide the most important information about the work of the student teacher.

Summary

Practice-teaching is a period of guided or supervised teaching during which the student teacher gains increasing professional competency by increasing responsibility with a given group of learners over a period of two semesters. Practice-teaching provides one of the most significant experiences encountered by a student preparing to teach. The quality of the experience and the level of guidance and supervision received will influence profoundly the kind of teacher he/she will become.

Practice-teaching is indeed practical application of educational theory. Therefore, mastery of theory is essential to effective practice. The practice-teaching process can be summarized by this diagram:



The student teachers at the beginning of the practice-teaching program usually have these attitudes:

- a) Personal needs appropriate to the role of student.
- b) Conceptions of teaching made up of attitudes toward teachers, children, the school, and characterized by idealism, traditionalism, and inconsistency.

At the end of the practice-teaching program, the student teachers should have these attitudes:

- a) Personal needs appropriate to the role of teacher.
- b) Conceptions of teaching made up of attitudes toward teachers, children, the school, and characterized by realism, progressivism, and consistency.

In this chapter it has been pointed out that student teachers, cooperating teachers, and college supervisors are three basic, interwoven elements of the practice-teaching program. Functions and roles of these three main elements were discussed.

The researcher has presented a "model proposal" for a practice-teaching program in Iran and has pointed out that it is a "gradual, frequent feedback induction process." The practice-teaching process begins with observation and follows a sequential process consisting of: observing, participating, assistant teaching, bit (spot) teaching,

initial teaching, and concentrated teaching. The phases of the practice-teaching process in the model proposal, are flexible and adaptable to individual cases according to the progress and capability of the student teacher.

Conclusion

In conclusion, the project proposal for a practice-teaching program devised by the researcher for teacher training centers in Iran can be presented briefly in the following frame table. (The model for this frame table is taken from the California State Department of Education, School plan for Consolidated Programs, 1978-79.)

A PRACTICE-TEACHING PROGRAM PROJECT PROPOSAL FOR TEACHER TRAINING CENTERS IN IRAN

Level Served (A)	Existing Condition (what is) (B)	Desired Condition (what should be) (C)	Discrepancy (what the difference is) (D)
Teacher Training Centers in Iran	Approximately 25% of students at Teacher Training Centers in Iran <u>are meeting</u> practice-teaching programs	100% of students at Teacher Training Centers in Iran <u>should meet</u> practice-teaching programs	75% of students at Teacher Training Centers in Iran <u>have no</u> training practice-teaching programs

A PRACTICE-TEACHING PROGRAM PROJECT PROPOSAL
FOR TEACHER TRAINING CENTERS IN IRAN

Needs Assessment by Observation

Analysis of Discrepancy
(E)

Objective of Study
(F)

--Lack of sufficient organization and efficient administration is the cause of undeveloped and deficient training in practice-teaching programs.

Suggest and present a practice-teaching program model for Teacher Training Centers in Iran.

--Most of the educational administrators did not realize the significance of practice-teaching in developing and providing competent teachers.

--Therefore, they have not planned suitable designs, viable programs, good guidelines, and a standard model to perform and implement practice-teaching.

A PRACTICE-TEACHING PROGRAM PROJECT PROPOSAL
FOR TEACHER TRAINING CENTERS IN IRAN

Program Description

ACTIVITIES (Major Solution Procedure) (G)

1. Creation of the suitable professional education courses to provide background for student teachers at Teacher Training Centers in Iran.
2. Participation in and observation of the teaching process in a variety of classrooms by student teachers under the supervision of the college supervisor and cooperating teacher.
3. Conferences and discussion about the results of the observations and participation in the educational classes and special weekly meetings.
4. Micro-teaching (sample teaching) in the affiliated school under supervision of the college supervisor.
5. Bit (spot) teaching, initial teaching (dependent teaching) in a variety of classrooms under the supervision of the college supervisor and cooperating teacher.
6. Concentrated teaching (independent teaching) in a variety of classrooms under the supervision of the college supervisor and the cooperating teacher.
7. Regular conference meetings between the cooperating teacher and the student teacher.

A PRACTICE-TEACHING PROGRAM PROJECT PROPOSAL
FOR TEACHER TRAINING CENTERS IN IRAN

TIMELINE

For elementary school and guidance cycle
teachers who are training sequentially at
the "Danesh-Saray-e-Moghaddamati" and
"Danesh-Saray-e-Rahnemaei"
(H)

N	ACTIVITIES	During the 1st year	During the 2nd year
1	Pass the General Education Courses	↓	
2	Pass the Professional Education Courses		
3	Continuing the Professional Education Courses		
4	Observation and Participation in the classrooms		
5	Assistant teaching, bit-teaching (dependent teaching)		
6	Initial teaching, concentrated teaching (independent teaching)		

A PRACTICE-TEACHING PROGRAM PROJECT PROPOSAL
FOR TEACHER TRAINING CENTERS IN IRAN

TIMELINE

For Secondary School Teachers who are
training at "Daneshgah-e-Tarbiat-Mo-
Allem" (University for teacher education)
and Teacher Training Colleges
(H)

N	ACTIVITIES	During the 1st to 3rd Year	During the 4th Year
1	Pass the General Education Courses		
2	Pass the specialized subject field courses		
3	Pass the Professional Education Courses		
4	Micro-teaching (sample teaching) in the Affiliated School		
5	Continuing the Professional Education Courses		
6	Observation and participation in the classrooms		
7	Assistant teaching, bit-teaching (dependent teaching)		
8	Initial teaching, Concentrated teaching (independent teaching)		

Recommendations

The keystone measures to develop a sound practice-teaching program in Iran could be condensed as follows:

- An effective division of the practice-teaching program in Teacher Training Centers should be established.
- An organizational structure for the division of the practice-teaching program should be devised.
- An affiliated school on campus should be organized.
- The best teachers for professional education should be selected.

Because the researcher has strong feelings on this last point, he will concentrate on it. The researcher believes that teacher educators must be models of effective teaching techniques. The teaching performed in a Teacher Training Center should be a model for the kind of teaching performance expected from the student teacher. Professors of education should exemplify what they explicate. This means that teacher training center instructors must incorporate the same principles of instruction in their own teaching as they wish to engender in their students. If teachers are to become competent professionals, they must be prepared by competent educators. Course outlines, learning modules, lectures, demonstrations, evaluation practices, and student advising should all exemplify principles of effective teaching. In brief, teacher educators must be as mentors.

- The most competent teachers of professional education should be selected for supervision of student teachers.

- The best teachers from cooperating schools should be selected as cooperating teachers to student teachers.
- An adequate practice-teaching program committee should be selected to investigate competencies of student teacher candidates and to coordinate practice-teaching program affairs.
- Requirements for admission to the practice-teaching program should be specified carefully.
- The cooperating neighbor schools should be screened and selected carefully by the Director of Division of Practice-teaching Programs.
- The interrelationship between student teacher, cooperating teacher, and college supervisor should follow the three interwoven circles pattern as shown on page 139.
- Regular conferences for student teachers with their college supervisor (weekly conferences) and with their cooperating teacher (daily conferences) should be scheduled.

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School Curriculum	Dr. Jennings	A-
Intermediate Statistics	Dr. Hopkins	A
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