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EASTERN EDUCATION JOURNAL

The Eastern Education Journal seeks to present competent discussions of contemporary issues in education and toward this end generally publishes articles written by persons active in the profession of education who have developed degrees of expertise through preparation and experience in the field.

We are currently soliciting articles. All varieties of manuscript will be accepted. Research summaries, program descriptions, and book reviews are considered worthy; the Editorial Board, however, will give priority to original points of view and strong personal position papers. Controversy is welcome, and the editors hope to present a balance of pro and con articles on current issues in education. Manuscripts must be submitted to the Editor, Ronald Leathers, School of Education, Eastern Illinois University.

1. Manuscript size should be limited to 3000 words or less. It should be typed, double spaced, on 8 1/2 by 11 paper. Footnotes should be kept to a minimum, and all footnotes and references must appear at the end of the article.
2. The original and three legible copies are required; articles accepted for publication are read and approved by a minimum of three members of the Editorial Board.
3. Each manuscript submitted should be accompanied by an identification cover sheet containing the following current information about each author:
 - a. Name and official title
 - b. Institutional affiliation
 - c. Address, including zip code
 - d. A statement whether or not the article has been previously published or is under consideration by another publication.

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NIE: AN OVERVIEW

SAMUEL E. PISARO

"The NIE was officially created by the Education Amendments of 1972 with the broad legislative mandate 'to seek to improve education... in the United States' through research and development. Its establishment supported the federal policy to provide to every person an equal opportunity to receive an education of high quality regardless of race, color, religion, sex, national origin, or social class"

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CLINICAL EXPERIENCES IN ILLINOIS TEACHER TRAINING: THE CURRENT CRISIS

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"Therefore, a major paradox in teacher education for the seventies-at the same time that educational spending is curtailed, and many laboratory schools are closed, the intense investigation of practices in teacher education has resulted in a renewed cry for relevance--the successful integration of theory and practice at all levels of the candidate's training, school-university partnerships, performance-based teacher education, and internships. State certification boards and other education agencies are actively involved in revamping certification standards to include required amounts of pre-student teaching clinical experience."

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CHILD ABUSE AND THE CLASSROOM TEACHER

GEORGIA SCRIVEN

ROSEMARIE SLAVENAS

Dr. Georgia H. Scriven, Associate Professor of Elementary Education, and Rosemarie Slavenas, Graduate Assistant in Education, are currently members of the Department of Elementary Education, Northern Illinois University.

Nearly half of the reported cases of child abuse involves school-age children, according to David Gil's Violence Against Children. Often the only adult except the parent who regularly sees the child is the classroom teacher. This places the teacher in a unique position in identifying victims of child abuse, and in dealing with these victims daily. It is therefore the intent of this article to clarify the role of the teacher vis à vis the abused child.

In order to be of maximum assistance to the child and to work successfully with the agencies and child care workers who may be involved with the child or his family, the teacher must be educated in regard to the symptoms and ramifications of child abuse. She must know what her responsibility is to the child, what laws govern child abuse in her state, and what she may expect after she reports abuse. It is therefore suggested that children's service agencies practice outreach to the schools. By doing so they will increase

cooperation and improve services to the victims of child abuse.

The teacher must first of all be aware of the common signs of child abuse. The obvious symptoms are frequent bruises, lacerations or burn marks. While such injuries may be sustained in accidental, non-violent ways, continual signs of injury may be one clue that a child is being deliberately injured by a parent or caretaker. However, a child may be abused without showing such signs. Leontine Young in Wednesday's Children described the care sometimes taken by abusers to leave no visible marks. One father admitted deliberately beating the children where their clothing would cover the marks. Another sign of abuse may be aggressive and disruptive behavior on the part of the child. On the other hand, extremely passive and withdrawn behavior may signal that the child's needs are not being met, and he may be the victim of abuse or neglect.

Sometimes the victim of abuse will have a neglected appearance, being unclean, poorly clothed, or undernourished. However, evidence of neglect does not of itself indicate that a child is abused. According to the American Humane Association figures, twice as many cases of neglect are reported as abuse. Some abused children are well clothed and fed.

As isolation is a consistent factor in the homes of abusive parents, obvious reluctance on the part of the parents to meet with the

teacher or other personnel, and especially an unwillingness to allow the child to participate in school or other community activities may be a sign of abuse. Leontine Young found this to be particularly characteristic of abusing parents, but not neglecting parents. It is especially important that the teacher note when several of these factors coincide in relation to the same child or family. While a teacher may be initially alerted to the possibility of abuse by evidence of marks and bruises on the child, she may consider her suspicions strengthened if in addition to this observation, she notes that the child is either excessively passive or aggressive, neglected in appearance, and the family is very resentful or suspicious of normal community contacts.

Persons who may be involved with abusive parents and their abused children usually express an interest in: 1) the cause of child abuse; 2) the effects of child abuse; 3) a cure; and 4) methods of prevention.

What would cause a person to injure a child? While there is no single causal factor, two potentialities at least must exist: a potential abuser and a potential victim. What determines a potential for child abuse? While some children are abused by siblings, foster or adoptive parents, paramours, stepparents or babysitters, by far the greatest number of abusers are natural parents, (84.3% according to Humane Association statistics). Selwyn Smith's study, The Battered Child Syndrome, showed a higher rate of abnormal EEG and criminality in abusers than in controls; still, most abusers are normal mentally and are non-criminal. Many are immature, have little emotional stability, or have been reared in inadequate homes. Some were abused themselves as children, but most were not. According to Gil in Violence Against Children, 11% of abusers had been abused

themselves as children. All studies showed abusers to be emotionally isolated people. Selwyn Smith's study indicated that 46% of abusers reported having no friend.

The potential victim may appear perfectly normal to the outside observer, but he is frequently seen as "different" by the abuser. The child who is handicapped, delivered by Caesarean section, the product of unduly long and difficult labor, or named after the parent is more likely to be abused than others, as are stepchildren or adoptive children.

What effect does abuse have on the child? The physical effects are obvious and easily cited. Of the 35,642 cases reported in 1974 Humane Association statistics, 31,440 (77.9%) suffered contusions, abrasions, and other minor injuries; 4,932 (12.2%) suffered sexual abuse; 1,474 (3.7%) suffered bone fractures, subdural hematomas (bleeding under the lining of the brain), internal injuries, brain damage, skull fractures; 1,017 (2.8%) suffered burns and scalding; 631 (1.6%) suffered fatal injuries; 602 (1.5%) were found to suffer congenital or environmental drug addiction. The psychological ramifications are more difficult to specify, but exist, nonetheless. One of the most painful to consider is that the children, in being devalued by abuse, become less loveable. Studies have shown that these children when hospitalized are put farther from nurses stations and given fewer toys and less attention than other hospitalized children. They are not outgoing, friendly, bright and cooperative. Having been abused at home, they develop behavior patterns, attitudes and self-concepts that cause them to have less fulfilling relationships outside of the home. The cost in juvenile delinquency, mal-adjustment, social ineptness, and

unfulfilled potential has never been measured, and can only be surmised.

Is there any cure for child abuse? The family-centered approach, such as that practiced by Dr. C. Henry Kempe at the University of Colorado School of Medicine, treats the parent by offering support, counseling and social services. Parents Anonymous is a parent-centered group. In this organization parents who are abusive or fear they might be abusive join together to share their problems and support each other. The theory in each of these approaches is that in helping the parent, the child is helped.

The exact opposite is the child-centered approach in which the child is usually removed from the abusive home and the parent-abuser is taken to court and may be jailed. Goldstein, Freud, and Solnit, in Beyond the Best Interests of the Child, suggest that the child's need for a stable, adequate, supportive home is greater than his need for his biological parent, and that in cases where removal is necessary, it is not in the best interest of the child to return him to the natural parent. This view is shared by Norman and Nancy Polansky, who state that:

Because of their dedication to the notion of "the family," or their zeal about "rehabilitation," the formal policies of social agencies in this field are sanguine to the point of being fatuous regarding the potentiality for change in a large proportion of the parents involved.... Wherever there is clear evidence, or even persuasive evidence, of abuse of a child under the age of three, he should be permanently removed from the parental home. Return to the original parental home should be regarded as the rare exception, rather than the hoped-for norm.

The high rate of recidivism reported by all studies supports this finding. Leontine Young found that even after intensive casework services, there was no change in 95.4% of severe abusers. This is contrasted to a 69.7% change in (moderate) neglectors, which points up the need to regard these two syndromes as separate and distinct phenomena.

Can child abuse be prevented? As it takes place in the privacy of the home, and as the victims are small, dependent, relatively immobile and unaware of their resources (agencies and persons who can help), it seems little can be done to prevent an initial occurrence of child abuse. While some studies have been done attempting to identify potential abusers at the time of birth of their children, few real characteristics have been isolated that are not shared by the non-abusing population. The "unwanted child" syndrome has sometime been cited as casual in abuse. However, both researcher Edward Lenoski and Selwyn Smith found that "plannedness" of the pregnancy did not correspond to lack of abuse. In fact, it was found that most abused children were both planned and wanted. Their parents were far more reluctant to give them up than were neglecting parents.

While the difficulty of predicting abuse makes prevention of an initial incident nearly impossible, repetition can be avoided by intervention. Intervention requires identification and reporting, and it is here that the classroom teacher can play a very important role.

If a teacher suspects that a child in her class is abused, what are her obligations to the child, and what legal protection does she have if she reports her suspicions? All but 6 states (Alaska, Missouri, New Mexico, North

Carolina, Texas and Washington) adopted mandatory reporting laws prior to 1968. While persons mandated to report may vary from state to state, teachers are included among those professionals mandated to report in the guidelines upon which these laws were based. All guidelines and proposals recommended granting immunity to all persons reporting child abuse in good faith. Copies of a state's Child Abuse Reporting Act may be obtained by writing to that state's Child Welfare Agency or State's Attorney's Office.

Teachers sometimes complain that reporting does no good, or even worse, may do harm, as the threatened, angered parent may become even more abusive. One fourth grade teacher reported her suspicions of abuse to her principal and to the public health nurse; both were unconcerned, unsupportive and said they did not want to "get involved" in the family affair of discipline. Meanwhile the teacher was threatened with court action by the parent, who was offended by her attention to the child, (she gave him the left-over milk, as he was obviously undernourished and begged for it.) The teacher may feel very vulnerable in such a situation. If she is mandated by her state's law to report, she must still report her observations to the appropriate state agency, as she is mandated to report as an individual, not as a member of a school system. So if she reports her suspicions and the grounds upon which they are based to her principal, and he says "forget it". she will still be liable under the law should her negligence come to light, unless she proceeds to file the report against his advice.

Teachers also say that when they make reports to the state's child welfare department, a few visits are made, a home

study done, and that is all. They see no real improvement or change in the child's situation. This is a source of frustration and discourages them in making future complaints. Even if the teacher's most persistent reporting of abuse does not result in action, she can continue to offer the child loving support by showing her genuine concern for him and his welfare. This may be challenging as the life-experience of such children has sometimes engendered behaviors which are not loveable.

While we realize that the primary job of the teacher is not to act as a counselor, she can become a good resource for parents in need by being responsive to those who seem troubled or need to talk. As isolation is such a prominent factor in abusive parents, the teacher can be a supportive, active listener. She may also educate herself to the supportive services available within her community, and refer parents who need these community services. In this way she can act as an agent in breaking down that constant concomitant of abuse, isolation, and perhaps prevent a situation with a potential for abuse from proceeding further.

Suggested activities for teachers to help in child abuse prevention and treatment: 1) discuss child abuse at teacher's meetings or PTA; 2) invite a speaker from a child welfare agency to speak on child abuse; 3) compile a list of supportive agencies in your community which deal with children and families; 4) discuss and formulate a consistent set of guidelines for your school regarding abuse; 5) obtain a copy of your state's reporting act; 6) urge your professional organizations and unions to support efforts to identify, treat and prevent child abuse.

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ILLINOIS CURRICULUM COUNCIL

State Superintendent of Education Joseph M. Cronin and two other Illinois Office of Education officials were featured speakers at the Illinois Curriculum Council's fall meeting October 20 and 21, at the Holiday Inn South, Springfield.

Superintendent Cronin discussed "Curriculum Development--Three Decades of Progress" in an address at the banquet at 6:30 p.m. Thursday. IOE Ombudsman Earl Patton talked about "Reminiscences of the ICC" at 1:45 p.m. Thursday and Executive Deputy State Superintendent Nelson Ashline shared the podium with Doug Mitchell of the University of California (Riverside) for a discussion of competency based education at 2:45 p.m. Thursday.

Sessions on Friday focused on competency education, what the term means to various individuals and what its implications are for the curriculum in particular and education in general.

In cooperation with IOE, the Curriculum Council expects to make a contribution to a better understanding of the current concern for competency-based education. The Council expects to prepare an advisory paper on the subject and submit it to Superintendent Cronin.

"We in Illinois," said the superintendent, "believe that competency-oriented curricula and testing could be valuable educational tools if understood fully and used properly. Assistance from the Illinois Curriculum Council will help give us better perspectives of the overall issue."

The Curriculum Council is an advisory organization to the state superintendent whose members represent about 60 lay and professional organizations, agencies and institutions. It offers advice on curriculum research and investigation, and reviews curriculum projects and activities of IOE.

WHAT KIND OF ADMINISTRATOR ARE YOU: PLANNER OR MANAGER?

MICHAEL P. GRADY

Dr. Michael P. Grady is Assistant Professor of Education and Communication, St. Louis University, where he directs the Teacher Corps Program and teaches educational media courses.

Dr. Ronald W. Rebores is Superintendent of Schools, Valley Park School District, Valley Park, Missouri. In addition, Dr. Rebores is a lecturer in the Graduate School of St. Louis University, where he teaches courses in School Administration.

An administrative leader may be viewed as reflective and philosophical in his role as a leader and change agent or as managerial and task oriented in his role. The dichotomy presented in this hypothesis will be explored, the underlying assumptions examined, and a self-rating scale presented. This examination increases one's understanding not only of his own approach to administrative leadership, but also the approaches of other administrative leaders. Increased self and team productivity may result from analysis of administrative leadership styles.

In this hypothesis, leadership style is divided into manager or planner. The manager is defined as task, product, and action oriented; an organizational type of person who is politically aware, specific and conscious of time-lines. The planner, on the

RONALD W. REBORE

other hand, is characterized as philosophical, reflective, and creative. He is not time conscious, but meditative and insightful. (See Table 1.) Both leadership styles are positive roles.

Administrators are dominant in one style. At times, however, behavior of the other style may be exhibited because an administrator in certain situations must be flexible and operate from either posture. Also, extreme dominance at either end of the continuum is detrimental to effective leadership.

TABLE 1

Behavioral Descriptors of:

<u>Planner</u>	<u>Manager</u>
Reflective	Task oriented
Philosophical	Product oriented
Visionary	Organizational
Insightful	Action oriented
Questioning	Time-line conscious
Meditative	Political
Creative	Thorough

A balanced administrative team, balanced between planners and managers, is achievable and is the ideal as defined in this study. A brief example of a balanced team approach might include a manager to oversee daily affairs and routine items. However, it is essential to have a team member(s) who acts as the planner and sets long range goals, establishes a philosophy and rationale, and provides insightful points of view. It is this latter position that is often overlooked and its importance minimized. This hypothesis suggests that the planner role is of equal importance to the manager's role and a balanced (planner and manager) team approach is needed for effective administrative leadership.

A hypothesis has underlying assumptions that should be delineated and examined. The worth of the hypothesis depends on the acceptance of the assumptions and the philosophical position on which they are based. The hypothesis that is presented in this study is structured on the following assumptions or concepts.

1. Administrators are dominant in one of the two styles (planner or manager).

2. The ideal is a balance between the styles. This ideal is possible only in teams, not in individuals.

3. Both styles are needed for effective administrative leadership.

4. Although an individual is dominant in one style, he may at times behave in a way more appropriate to the other style.

5. One style is not better than the other: the two are different and both are necessary.

6. A leader needs to explore the style in which he is not dominant.

7. It is possible to change dominant style and consequent behavior. However, this change is often accompanied by consternation and personal anguish.

8. Problems may develop if administrative teams are too one-sided.

9. Two individuals or groups who are opposite in style dominance may have conflicts.

10. As one learns his dominance, he becomes more in charge of his life and adds quality to it.

The above assumptions are the ones on which the stated hypothesis was developed. An examination of them will help determine the efficacy of the hypothesis.

In an effort to ascertain the dominance (planner or manager) of an educational administrator, the authors developed the following self-rating scale as one method to assist in determining dominance.

SELF-RATING SCALE

Directions: Place a check mark in the column which best describes your response to each of the statements.

	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
1. Performing successfully a given task is more important than planning the task.					
2. Organizing to reach given goals is more important than establishing the goals.					
3. The product of a task is more essential than the concept which led to the task.					
4. Quick action in solving problems is more effective than reflective action.					
5. Specific behavioral objectives are more important than general goals.					
6. The political implications of decisions are more critical than the philosophical					
7. The line-staff relationship is more effective than the administrative team approach.					
8. Thoroughness in performance is more important than the rationale for the performance.					
9. Decision making by a given administrator is more effective than the administrative team approach.					
10. In the field of educational administration, more managers than planners are needed.					

In scoring the self-rating scale, strongly agree is given a value of one, agree equals two, no opinion is three, disagree equals four, and strongly disagree is five. The points are added and then divided by ten to obtain the mean. The resulting mean score indicates the following dominance: 1.0 - 1.9, highly a manager; 2.0 - 2.9, manager; 3.0 indicates ambivalence; 3.1 - 3.9 is a planner; and 4.0 - 5.0 is highly a planner. It should be noted that the results obtained from this rating scale are tentative. It is only one method of determining dominance. Other methods, self-study, peer evaluation, past performance, etc., should also be used to ascertain leadership style.

The self-rating scale was developed by placing some of the descriptors listed in Table 1 in agree-disagree type sentences and using a Likert scale. The rating scale was tested by the authors and revised. Although strict validity and reliability were not sought,

through field testing the revised instrument, it seems reasonably accurate as a measurement of leadership style as defined in this study.

The hypothesis presented in this study divides leadership style into manager dominance (task oriented) and planner dominance (reflective and philosophical.) It was suggested that an individual is dominant in one of the two styles and upon learning his style he can function more fully and humanly in a leadership role. A self-rating scale was given that assists in determining leadership style. The ideal administrative team, it was suggested, is one which is balanced between the two styles. Thus, not only can knowing one's own leadership style help in being a more effective leader, determining leadership style can help build better balanced and functioning administrative teams.

DESIRABLE CHARACTERISTICS IN THE PROSPECTIVE TEACHER

What do administrators look for when interviewing a prospective teacher? This question on a survey was sent to a random sampling of principals and central office administrators in Ohio. The results were:

1. pleasing voice quality
2. emotional balance

In addition to these personal characteristics, they look for such academic characteristics as:

1. a good educational philosophy
2. a letter of recommendation from a cooperating teacher who knows how the applicant performs in the classroom
3. a strong academic background (81% of the central office administrators said that methods courses influenced their selection of teachers).

Clarity of professional goals is another characteristic important to the administrators; in fact, 78% of both groups stated a preference for a person whose initial college goal was to become a teacher. Both groups also agreed that the ability to handle individual differences in the classroom is a desirable professional characteristic.

Source: National Association of Secondary School Principals "Newsletter", September, 1977.

THE GREAT GORDIAN KNOT TYING CONTEST

HARRY MERIGIS

Harry J. Merigis is Dean, School of Education, Eastern Illinois University. Dr. Merigis came to Eastern in 1954 as the Principal of the Laboratory School. In 1961, he was appointed Director of the School of Elementary and Junior High Education. In addition to his service as chief administrator in the development of Eastern's professional education program, he has remained active in classroom teaching, consultation work, and writing.

In an increasingly complex society the primary and secondary functions of the school as a social institution are receiving ever increasing attention. When the schools' primary and secondary roles were largely conceived to be the imparting of knowledge and developing the ability of pupils to succeed academically, the problem of conveying success or failure could be a relatively uncomplicated procedure. With general acceptance of the concept that the school's role includes developing the multiple talents of children, however, an entirely different system of interpreting pupil growth becomes necessary.

If the school is to maintain a program which provides for constant and continuous development of multiple abilities, it must make provision for a system of continuous reporting to parents. Too often school authorities have tended to forget that we work not only with children, but also with the parents of the child for the same period of time. It is relatively easy to grasp the concept that the child is constantly growing and that as he grows his ability to understand

the many forces affecting his life increases. We often tend to forget, however, that the ability of parents to understand the significance of changes in the child is directly related to the ability of the school to provide understandable information concerning the child's growth.

Parenthood seems to be one of the few major ventures in life for which society assumes minimal responsibility. The school must recognize that a strong positive relationship exists between our success with the child and our ability to help the parents understand what is happening to the child.

Most teachers recognize the futility of attempting to help a child develop sound moral and spiritual values, perseverance, confidence, ability to organize ideas, and responsibility, if the parents are unwilling or unable to buttress the teaching provided by the school. It seems to logically follow that if the objective of parental involvement in the formal education process is to be secured at a high level, our systems of communication must be drastically reoriented.

The procedure for evaluating pupil progress and the reporting of such progress to parents must be consistent with what we believe to be the school's responsibility for each child. It is not enough for us to talk in terms of the whole child. Rather, we must, if we really and truly believe our own propaganda, base our evaluation on the many factors of child growth and development.

Any report to parents should be considered an instrument of guidance. All

reporting of pupil progress, whether by formal report card, informal note or conversation, or parent-teacher conferences, must be designed for the purposes of providing information which may be used to help the child. The information should be of a type and quality useful in helping parents promote and maintain desirable academic achievement and patterns of behavior on the part of their child, or to correct undesirable achievement and behavior.

Reports to parents should seek to promote an active, cooperative effort between parents and the school in promoting sound child development practices. The report to parents must consist of valid and honest comment, with a clear distinction between factual information and that information derived from considered judgment on the part of the teacher.

As a means of guidance, the report should interpret the whole pattern of the child's growth and development. The teacher should be concerned in her reports with the following aspects of child growth: (1) Mental development in terms of subject matter achievement, and growth in interests, study skills, and work habits; (2) Growth in social attitudes as revealed in the pupils' relationships with teachers and peers; (3) Emotional development, particularly in those cases in which the child appears to deviate from the generally accepted pattern of emotional behavior; (4) Physical development in those instances where the teacher has information that may not already be known by parents, such as retarded motor coordination, defective vision and hearing, and the results of physical fitness tests.

When viewed in terms of guidance it seems almost unnecessary to point out that the report should deal with the child's particular

possibilities and should be developed in light of his particular capacities, and his unique previous achievements and experiences, rather than in terms of comparison with other children. This concept tends to eliminate traditional letter grades which denote relative achievement. This concept is based on the assumption that the education process involves a learning growth process peculiar to each individual, and that it is not simply the absorption of a fixed body of knowledge and skills. The true test of the educative process is whether the child with equipment (intelligence, facts, and skills) available to him can think and solve problems of a relatively high order.

This point of view may be clarified by the presentation of two brief illustrations. Jane, who has an I.Q. of 85, is a third grade pupil. Her reading ability is that of a second grade pupil, but for Jane this reading achievement is probably normal. Good teaching procedure dictates that the teacher work with Jane at the second grade level. It would be manifestly unfair for the teacher to indicate that Jane is failing merely because her reading level does not correspond with her chronological age level or grade placement, since both of these factors are simply administrative devices designed to handle a large group of children. It is the obligation of the teacher to challenge each child's ability to the fullest extent possible, and then judge the child's success in terms of his progress toward full achievement of his potential.

Cathy has an Intelligence Quotient of 115, and is assigned to fourth grade, but is reading on third grade level. Although she is reading below grade level, Cathy is making rapid progress in reading because the teacher has helped her overcome a serious weakness in word attack skills. Is Cathy failing, or is she

really making rapid progress when viewed in terms of past achievement?

Some readers may assume that the writer is opposed to competition in the learning process. This is not the case. However, he would hesitate to compete in a foot race with a well-conditioned sixth grader. This is largely because he considers this unfair competition and in this case the competitors would be poorly matched. The spirit of competition thrives best in situations where the contestants are evenly matched in terms of talent and ability. When competitors are properly matched, the one who puts forth the greatest effort has the best chance to win and individual endeavor is nurtured. When contestants are improperly matched, no contestant is greatly strengthened by the experience. In this sense letter grades fall far short of what their supporters claim in their ability to stimulate individual learning. Anyone familiar with schools knows that much competition does and should exist, but it should be desirable competition.

Certainly the parent has the right to expect that the report will be truthful, and that the teacher will help the parent interpret the meaning of the report. It is of little value for a parent to know that her sixth grade daughter is reading on a third grade level unless the parent understands why this

situation exists. It is the writer's belief that the report should also convey information pertaining to how the parents can contribute to improving the situation.

Too many teachers consistently and successfully divorce the home and school activities of children. These teachers assume that the home can make but little contribution to the educational growth of the child. Such teachers need to realize what good teachers have always known--that the educational process concerns all who have close contact with the child. It seems reasonable to assume that when the teacher accepts parents as partners in the educative process, she literally opens Pandora's box. When teachers and parents can work closely enough together to develop and understand common educational objectives, and work cooperatively to achieve them, it represents a profitable partnership. Not only is the child more likely to grow and learn at a high level, but so are the teacher and parent. It no longer suffices to engage in the great American game of Gordian knot tying, with both parents and teachers making valiant, if sometimes futile, attempts to individually untie the knots preventing more complete cooperation of parents and teachers. Rather, it is now time for a teamwork approach to the task of educating children.

Future meetings of the Illinois State Teacher Certification Board are scheduled as follows:

November 18, 1977, in Chicago

January 20, 1978, in Springfield

March 17, 1978, in Chicago

NIE: AN OVERVIEW

SAMUEL E. PISARO

Dr. Pisaro is Senior Research Associate for the National Institute of Education in Washington, D.C. Dr. Pisaro has led an active, professional life; he has held professorships at the State University of New York, Ohio University, the University of Alaska, Columbia University, and he served for a period of time as an advisor in university administration to the Royal Ministry of Education in Kabul, Afghanistan. He has completed numerous advisor-specialist-consultant assignments with the U.S.O.E. As testimony to his distinguished career, Dr. Pisaro was awarded the Certification of Honor by the Royal Government of Afghanistan and the Distinguished Alumni Award by the State University of New York.

Pisaro's best known publications are two books published in the mid-1960's about curriculum and activities in Afghan schools, and Learning Concepts: Psychology in the Classroom co-authored with H. Gardner Emmerson and published in 1962 by the State Publishing Company.

As a former member of the faculty at Buzzard Laboratory School, E.I.U., Dr. Pisaro returned to the campus in May, 1977 to deliver the second speech in the annual Dean's Lecture Series. His prepared paper offered enlightening descriptions of the organizations and function of the N.I.E.

First of all, let me just tell you one or two brief things about the role of educational research and development in the United States. The Federal Government provides most of the money for educational research, development, dissemination and evaluation. Indeed, the Federal Government provides about \$511 million of that total. The states come up with about \$40 million, and local communities produce about \$4 million. The foundations produce \$57 million. About 11 foundations provide 85% of that money, and then independent sources account for \$5 million.

Thus the total amount from all sources in the United States for educational research,

development, dissemination and evaluation is about \$617 million. That may sound like a lot of money to you, but if you think of the fact that the total American investment in education runs about \$116 billion, not million, but billion, you can see that we're spending a little less than 1/2 of 1% on finding out what works, what didn't work, and why.

If you look at agriculture, you'll find that the figure runs between 3.6% and 4% of their total which goes into finding out what works and why, and in medicine, the figure is somewhere between 4% and 8% depending upon whose numbers you count and whose numbers you trust.

One can, for example, look at the length of time it takes to develop and test a defense weapon, or plane. It seems unbelievable that the public and Congress insisted upon the planning, development, implementation and evaluation of the Headstart Program within a five-year timespan at a cost for evaluation of about \$1.2 million/year, when you compare all of those factors with the length of time and the total dollar amount invested in the development and testing of a defense missile, or, say, the SST.

We are, then, I think, underfunded in terms of the amount of money that we have put as a nation into educational research and development. It's an enormous undertaking in terms of its total size. While \$617 million is nothing to be sneezed at, we do need to know far more about what works and why.

The National Institute of Education was established by Congress to do just that. Since some of you may be unfamiliar with the National Institute of Education, I'll provide a bit of background. The NIE was officially created by the Education Amendments of 1972 with the broad legislative mandate "to seek to improve education...in the United States" through research and development. Its establishment supported the federal policy to provide to every person an equal opportunity to receive an education of high quality regardless of race, color, religion, sex, national origin, or social class.

Four objectives, stated in the legislation creating NIE, directed the Institute to work to improve American education through:

--helping to solve or alleviate the problems and achieve the objectives of American education;

--advancing the practice of education as an art, science, and profession;

--strengthening the scientific and technological foundations of education; and

--building an effective educational research and development system.

The NIE is an agency within the Department of Health, Education and Welfare, and is separate from the Office of Education just as the National Institutes of Health are separate from the Office of Health.

Since the field of education is such a broad one, and funds for research are limited, NIE's governing agency, the National Council on Educational Research, established six priority areas on which to focus research. These areas include, Basic Skills, Education and Work, Finance and Productivity, Educational Equity, School Capacity for Problem Solving and Dissemination and Resources.

And we have organized the Institute around these priority areas in working groups. The Basic Skills Group was formed to work on reading, mathematics and other fundamental skills. Its programs focus on how students learn reading and mathematical skills, and how this learning and teaching should be evaluated. And I will come back to this particular area since the Teaching Division is located within this group. We have an Education and Work Group which is concerned with the development of career awareness, with career preparation, and career access. We are interested in issues of Educational Equity, and fund and conduct work in desegregation studies, women studies, bilingual education, and compensatory education.

We have a program called School Capacity for Problem Solving which begins with the notion that there are, within every school

building, a large number of people with great talents and that those talents have never been successfully put forward.

So that program emphasizes the notion that we should capitalize on the talents that are currently within schools rather than relying entirely on our outside experts who will come in, tell teachers what they should be doing, and then leave on the next plane.

In addition, the Finance and Productivity part of our operation runs the ATS-6 satellite program which is one of the world's largest educational satellite delivery systems and in general is concerned with the issues of the delivery and the financing of education at every level, from kindergarten through graduate school.

We also fund, through that part of our program, the University of Mid-America, which is the only University in the country that crosses state lines. As you know, that is a fairly difficult thing to pull off.

The Dissemination and Resources Group is committed to providing the Nation's teachers, administrators, teacher trainers, and policy makers with the best and most useful results of education research, development and current practice. To speed the flow of new ideas and useful innovations to the schools, this group handles the ERIC system, which some of you may have utilized in the past, develops and distributes research-based publications, and builds state capacities for dissemination.

So the program areas in which NIE has been committed are areas that we think are a more effective way to organize than simply cutting by age of student, and we have chosen to organize programmatically.

We currently fund 17 regional laboratories and centers which do research, development and dissemination, dealing with curriculum

and other matters involved in the public schools. The 17 labs and centers form one of the major sources of competent, professional work within the field of educational research and development.

Now, there is always that critical question. What, in fact, does a Federal research agency do? As I think of the Teaching Division, I think of five functions which we perform:

1. Determining, with the aid of researchers and practitioners, the direction of future research.
2. Funding and monitoring both field-initiated and directed research.
3. Collecting of and providing researchers and practitioners with information on current studies--studies which have not, as yet, been formally presented in journals or at conventions.
4. Convening meetings of groups of researchers to exchange information on their work and solutions to problems which are probably not unique--thereby providing the conditions for the elimination of redundancies.
5. Creating forums for creative dialogue between researchers, practitioners and policymakers on research results and practitioner needs.

The Basic Skills Group in NIE consists of 3 divisions and one working group. The three divisions are Teaching, Learning and Measurement and Methodology. The Adequacy working group is concerned with the exploration of court decisions - particularly those related to definitions of

educational quality.

The Division of probably greatest interest to you is the Teaching Division. The goal of the Teaching Division is to fund the production of knowledge which will inform practice in the teaching of Basic Skills, the preparation of teachers, and the creation of policies related to teaching. And we perform the five functions which I just mentioned in a conscious effort to meet that goal.

Most of the work in the Teaching Division can be broken into two categories: Research on Teacher Effects and Research on the Teaching Occupation. The Division is three years old, and has, until quite recently been primarily concerned with research on teacher effects, or identifying teacher behaviors or strategies which affect student achievement in the Basic Skills. Examples of several of the programs funded under this rubric are:

California Beginning Teacher Evaluation Study

The Far West Laboratory Minicourse Research Project

The Evaluation of Teaching Project

The Teaching-Learning Interaction Study

What we have learned is that the classroom is a complex set of social and verbal interactions in which a single teacher behavior does not affect the outcome in every classroom everytime. First, the single behavior, such as praise, or questioning is a unit of analysis which is probably too small to statistically affect the outcome - we will, therefore, be exploring teaching styles or strategies as combinations of behaviors. Also, many of the effective strategies may be

situation specific, depending upon such things as grade level, subject matter and curriculum.

While we now have had a number of "no significant difference" results, we are also beginning to get some sense as to what effective teaching is: the maximization of student time on task, and clarity of presentation.

But we won't stop there. We are interested in exploring what it is that makes some teachers better managers than others such that they can increase time on task. We are at the same time, beginning to explore verbal facility, planning, decision-making behavior in teachers. The latter work will be conducted at the newly created Institute for Research on Teaching at Michigan State University.

Our second major area, Research on the Teaching Occupation, includes issues related to teacher training, institutional conditions which enhance the potential of teachers, implementation of innovations, staff morale, mobility in and out of the profession, etc. For example, one of our projects at the R & D Center for Teacher Education in Austin, Texas, is concerned with the development and testing of a model which described what happens to teachers when they attempt (or are forced) to implement a new program. This project is based on Francis Fuller's notion of stages of concern in which teachers move from concern about self, to concern about program, to concern about the outcomes.

Now contrary to popular belief, I feel that we are learning an awful lot about teaching from research on teaching that is applicable to teacher training. Take, for example, the statement made previously that effective teaching may be situation specific, or Francis

Fuller's stages of concern model. These elements of information have fed directly into the teacher training design which we will be exploring in FY'78. The design calls for the exploration of a three-stage model:

1. Preservice Training. Trainees would develop: subject matter knowledge; a reality-based understanding of schooling and students (through early direct on-site involvement in school situations), including such processes as different learning styles and cultures; and intellectual and decision-making skills. Trainees also would be encouraged to develop a positive attitude toward and understanding of the importance of continual staff development, and the various processes for facilitating that development.

2. Transitional/Internship. This training component would occur after a trainee has selected a specific school district, and the school district has selected the trainee for a particular position. During this period, the intern would learn the characteristics associated with the specific instructional setting and begin to operationalize the knowledge and skills acquired during preservice training.

3. Staff Development. To assure the maximum potential of the approximately 2½ million people who make up the teaching profession in the United States, staff development must be viewed as something broader than specific skills inservice training. In addition to inservice education, it should include such factors as the reward system, standards of excellence, clarity of role definition, intellectual and administrative leadership.

But enough on the Teaching Division Program. I am sure that a number of you are very interested in how you or members of your faculty can qualify for some of this funding.

First, you have to understand that a large portion of our funding, by law goes to existing Labs and Centers. A portion of the rest goes to long term projects such as the Satellite. The remainder goes for grants and RFP's. There are five options for getting research done: in-house research, grants competitions, request for proposals, unsolicited proposals, and sole source contracts. In-house research speaks for itself. We have a number of imminent researchers at NIE, and a visiting scholars program. The principal activities of these individuals is their own research and helping NIE plan for the future. In addition, other personnel at NIE may spend some time working on their own projects.

In a grants competition, a program comes up with a broad area in which it has interests, and announces in the Federal Register that it has funds available in that area with directions on where to write for information. NIE also utilizes its mailing list to send out program announcements. Once the closing date has passed, the prospectuses or proposals are judged by external and internal researchers familiar with the area according to criteria which have been published in the program announcement.

The Basic Skills Group recently conducted such a Grants Competition which some of you may have seen.

If, on the other hand, a program has a reasonably firm idea of what kind of research it wants conducted, but does not wish to conduct the research in-house, it would issue an RFP or Request for Proposals. In order to

announce this, it would publicize the information in Commerce Business Daily. It is mandatory that all unclassified government procurements be announced in Commerce Business Daily—with the exception of those which are restricted to certain types of institution such as medical schools. Much of the time, this is the only place where requests for proposals are announced; therefore, it is a good idea to become familiar with the publication. Because of the rather forbidding subscription rate, you might look for Commerce Business Daily in University Business of Extramural Funding Officers or in libraries. Once you have responded to an RFP, your proposal is judged, by researchers both in and outside of NIE, against all other proposals submitted. Recent examples of RFP's in the Basic Skills Program were those written for the Center for Research on Reading, and the Institute for Research on Teaching.

An unsolicited proposal is a proposal sent

in to NIE for which no program has asked. In order to be considered, unsolicited proposals must contain especially unique ideas and must fit within a program area. These proposals are also reviewed by internal and external reviewers. The last possibility is a sole source contract. Essentially, in negotiating a sole source contract, we would ask only one source to complete some piece of work for us because of that person's or group's particular qualifications. This form of funding is often used for our Labs and Centers. Of our five options for getting our research done, in-house research, grants competitions, requests for proposals, unsolicited proposals, sole source contracts, the three of which you should probably be most aware are the grants competitions, unsolicited proposals, and RFP's. For this reason, if you are interested in having your research funded by NIE, you should become more familiar with the Federal Register and Commerce Business Daily.

NOTICE OF MEETINGS

DON'T FORGET! Summer workshop of A.T.E. to be held at Northern Illinois University from August 6-10, 1978. This workshop will be hosted by NIU, IATE, and the DeKalb area Unit of Teacher Educators.

1978: ATE in Las Vegas. The Michigan Association of Teacher Educators will host the 1978 ATE Annual Conference which will be held at the Las Vegas Hilton, Las Vegas, Nevada, February 1-3, 1978. The theme of the Annual Conference is "Teacher Education: A Search for Credibility." The purpose of the Conference will be to identify and explore those factors which relate to the credibility of teacher education, and examine ways in which educators are attempting to close the credibility gaps which are believed to currently exist. So, mark your calendars now and plan to attend ATE in Las Vegas in '78.

CLINICAL EXPERIENCES IN ILLINOIS TEACHER TRAINING

RONALD LEATHERS

Mr. Ronald M. Leathers is Director, Pre-Student Teaching Clinical Experiences, School of Education Eastern Illinois University. Mr. Leathers is currently involved in the administration and development of clinical experiences programs at Eastern.

The pre-student teaching clinical experience that allows students to participate in actual school classroom settings is a most vital element in teacher education programs. Though many forms of clinical experience have been developed and utilized successfully in the classrooms and laboratories of the university campus (micro-teaching, simulation, role playing, peer-group teaching, and video tape seminars), teacher educators agree that the real school provides the ideal opportunities for candidates to gain appropriate integration of methods and theory, and to experience the rewards and frustrations of working with pupils in the schools.

During the first half of this century, the teacher training programs that grew out of the normal school-teacher's college-state university cycle recognized and expounded the need for clinical experiences and, during this time, the laboratory schools created on the campuses carried the lion's share of the burden in providing clinical settings for teacher training. While it is true that the chief emphasis of this period was

on the development and organization of the student teaching term, and while it is also true that the public schools did participate, voluntarily and productively, in this period of clinical experiences development, the fact remains that the bulk of pre-student teaching observation and participation experiences in conjunction with professional courses at the freshman and sophomore level was provided by the campus laboratory schools.

Thus, the current problem for Schools of Education seeking quality training for their teaching candidates should be crystal clear for everyone knows about the demise of the laboratory school, an innocent victim of nearly two decades of political, social, and economic upheaval which left an indelible mark upon the system of American education. The post-Sputnik panic, the 1960's re-emphasis on the structure of the disciplines, mass movement toward re-ordering and re-structuring the curricula, and the resultant emphasis on the teacher's knowledge and mastery of his subject matter, shifted and increased the thrust of state and federal funding to the development of the academic subject areas which teachers select as majors. Throughout this period of development, the professional education courses, the foundations, the methods, and the clinical experience programs, assumed a contributory and complementary role

rather than a position of forceful leadership.

The advent of the seventies brought the realization that billions of dollars spent in the previous decade had yielded little proof of parallel success and improved quality in the ultimate product of the schools, and ushered in a strong public appeal for accountability in education; as usual, the public schools and university schools of professional education were awarded the chief responsibility for what may, or may not, have happened in the schools during the sixties and were forced to assume the lonely role of the "accountables."

The inevitable result of inflation and growing demands on tax dollars during the seventies was a direction to efficiency, practicality, and economy in public spending. The inability of the schools to offer concrete evidence that their "reign" in the sixties had made a significant difference, the declining school enrollments, the burgeoning demands for vocational-technical education, and the glutted teacher market became convincing arguments for those who opposed the spending of large amounts of money on university laboratory schools.

Therefore, a major paradox in teacher education for the seventies—at the same time that educational spending is curtailed, and many laboratory schools are closed, the intense investigation of practices in teacher education has resulted in a renewed cry for relevance—the successful integration of theory and practice at all levels of the candidate's training, school-university partnerships, performance-based teacher education, and internships. State certification boards and other education agencies are actively

involved in revamping certification standards to include required amounts of pre-student teaching clinical experience.

Writing about educational reform and revitalization in the state of Ohio during the 1971-1973 period, Luvern L. Cunningham, of Ohio State University, reported the following:

"Considerable emphasis is being placed currently on clinical experience; i.e., teachers-to-be in schools working with student, teachers, and parents. Most professional schools have worried for decades about the so-called academic program-practice gap. Leaders in teacher education are now trying to locate an appropriate middle ground. Teacher education partnerships are being forged between school systems and universities. New roles are being created in the public schools for teacher educators. They will assume responsibility for some of the clinical features of the total sequence of professional education for teachers and paraprofessionals. Teacher educators are interested in relating preservice and inservice education with local school systems as laboratories. Colleges and universities are insisting that their professors and advanced graduate students spend more time in schools. Exchanges are being attempted between public school personnel and college and university faculty members. Classes once taught only on campus locations are now being taught in the schools. Membership in those offerings include both teachers-to-be as well as established practitioners. New formats for testing fresh university ideas in local schools are also being produced."¹

In The Report of the Citizen's Commission on Basic Education, the Pennsylvania Citizen's Commission on Basic Education reported that in their investigations, they "heard repeatedly at meetings and in testimony at public hearings that more prospective teachers do not receive sufficient experience in the classrooms prior to accepting full-time teaching positions. For many teachers, pre-professional experience is limited to a relatively brief practicum in the senior year of college." The commission emphasized the importance of getting teacher candidates into field experiences prior to the typical senior student teaching experience. The report said, "Allowing people to teach who have had minimal exposure to actual classroom situations--preferably good ones--is unfair both to the students and to the teacher. Potential teachers are usually deeply committed to a career choice of teaching before actually learning what teaching is all about."²

The documents quoted above are only two of many examples of federal, state, and local agencies engaged in the involvement of the citizenry in discussions about education and in the attempt to establish priorities for educational change in the seventies. In Illinois, the investigations were launched with a state-wide study of education needs under the leadership of then Superintendent of the Office of Public Instruction, Michael J. Bakalis. Regional hearings were conducted and testimony was heard from over 2,000 citizens. Elmer J. Clark, in his article, "Education in a Time of Ferment," summarizes the general findings at these public preparation hearings of teacher

education as follows: "Professional preparation was attacked as being irrelevant to the world of education. There was a consistent demand for more extensive and direct classroom experiences for professional candidates. Improvements in the relationships between the public schools and institutions of higher learning will be needed if the desired changes in teacher preparation are to be effected." Clark reports also, that Southern Illinois University - Carbondale revised its teacher education programs in 1972 to include, among many other items, the following: required performance in preprofessional laboratory experiences as a prerequisite for admission to, and retention in, teacher education programs and, overall, more emphasis on professional laboratory experiences in addition to student teaching.³ This action at SIU is typical of the concerns and intentions of the various universities involved in Illinois teacher training.

The Report of the Task Force on Certification released by the Illinois OSPI on May 5, 1972, says, among many items, that the university should have a plan for graduates to have a broad education with special competency in the field taught and demonstrated ability to teach; that it should include significant involvement of academic faculty, professional education faculty, college students, public school administrators, teachers, students, and parents; and that it should include sequential clinical experiences beginning early in the preparatory period. In addition to the above proposals, the report stated the following:

"The preparing institutions shall be

assisted in developing these elements by the local school district or districts and the State Teacher Certification Board. The preparing institutions shall provide the prospective teacher with a broadly based education, training in the field or fields to be taught, and professional education which includes clinical experience. In addition, the evaluation of teacher competence will be a prime ingredient of all approved programs."

"Of vital concern is the involvement of local school districts. They will provide facilities for training, local staff for supervision of clinical experience, assistance to the university staff in evaluating prospective teachers, and input to program planning. The extent of involvement will, of course, vary among programs dependent upon the resources of the parties involved, but it should involve more extensive cooperation than the typical student teaching program."⁴

While the task force report was presented as a series of proposals for consideration and recommendation, the ultimate implementation of the concepts presented varied considerably among institutions. The heavy emphasis on the need for pre-student teaching clinical experiences caught hold, however, and it has dominated every major recommendation to originate from the OSPI and the State Certification Board since the Task Force completed its work.

In Action Goals for the Seventies: An Agenda for Illinois Education, published by OSPI in November, 1973, Action Objective 2, Chapter Seven, was stated as follows:

"By 1975, all teacher education programs, in cooperation with individual school districts, should include direct classroom observation and/or participation in community service programs in the freshman, sophomore, junior, and senior years."⁵

Obviously, all of the action goals outlined in the 1973 publication were not accomplished by the time Bakalis left office and the newly appointed Superintendent, Joseph Cronin, began his tenure as chief of the re-named Illinois Office of Education in 1975, but the major emphases in re-organizing and improving teacher education programs were established during this first half of the seventies and they carried over consistently, although perhaps more cautiously, into the Cronin administration.

The new Manual of Procedures for Approving Illinois Teacher Education Institutions and Programs, published by the State Board of Education, Illinois Office of Education, on March 21, 1975, clearly established the regulations and guidelines for approval of all Illinois teacher certification programs and it has become the handbook for IOE visitation teams conducting the tenth year periodic review of certificate granting institutions in Illinois. In Section II, "Standards and Criteria for Institutional Recognition and Program Approval", Standard 11 c., says that the accredited institution must provide programs offering balanced and interrelated learning experiences in professional studies and experiences, including clinical experiences in school or community settings throughout the preparation period. Later in the manual, the section headed, "Criteria for Approval of

Programs", points out, clearly and emphatically, that approved teacher education programs in Illinois must provide for acquisition of skills necessary for effective performance in specific teaching, supervising, and school service roles; that they must provide evidence of cooperative participation between the university and school district staffs; that the program must be designed to "develop the skills and capacities identified as a result of attention to public school needs", and that each program must be supported by "adequate and sufficient clinical settings".⁶

It would seem that the most current and urgent evidence for the necessity of Illinois teacher education institutions to review their clinical experiences programs is the fact that a special Task Force, composed of Illinois educators was appointed in May of 1976 by the IOE, with the purpose of developing a set of guidelines for clinical experiences to be used, presumably, by the IOE and the State Certification Board in determining the approval status of Illinois institutions' entitlement programs.

In a memorandum to members of the State Certification Board, dated May 21,

1975, and entitled, "Proposed Guidelines for Revising Clinical Experiences and Student Teaching Requirements", Susan K. Bentz, Secretary of the Board and Assistant Superintendent, IOE, expressed the concern of IOE that, since 1965, the standards for program approval had included no requirement for pre-student teaching clinical experiences. Bentz reports that in recent years the "staff has confronted a number of difficulties in reviewing institutions and programs in the absence of clearly articulated policies with regard to clinical experiences and student teaching; she expresses concern that "over the years it has been customary to require student teaching and clinical experiences only at one level when the person is seeking the special certificate".⁷ She states that "It is the staff's belief that to establish a rigorous system for reviewing clinical experiences, including student teaching, a recodification and a spelling out of existing, and desirable new guidelines should be undertaken."⁸ Part II of the Bentz memorandum is entitled, "Proposed Plan for Reviewing Present Student Teaching and Clinical Experience Policies", and is quoted as follows:

The general purpose of clinical experiences, including those identified as supervised observation, internship, and student teaching, is to enable candidates preparing for certificated roles to acquire practical experience in addition to and prior to entering into the full responsibilities of the role for which they will be certificated.

These practical experiences should permit gradual and sequential introduction to and assumption of the full range of responsibilities of certificated personnel. Additionally, there should be a direct relationship between these experiences and other components of the candidate's program of preparation and between these experiences and the institution's criteria and procedures for assessing the ability of candidates to perform in the role of certificated personnel.

With this statement of general purpose for clinical experiences serving as a background to its effort, the staff proposes to convene a working group comprised of members of the Illinois Directors of Student Teaching, Deans of Colleges of Education and representatives of the Illinois Association of School Administrators, the Illinois Federation of Teachers, and the Illinois Education Association to assist the staff in the following areas:

- A. Defining the forms of clinical experiences (observation, internship, and student teaching)
- B. Identifying policies to govern clinical experiences for each certificate type
- C. Defining minimal requirements and guidelines for:
 - 1. Appropriate clinical experiences.
 - 2. Length of student teaching
 - 3. Award of credit for student teaching
 - 4. Relationships between institutions of higher education and participating school districts and teachers
 - 5. Supervision of student teachers and students participating in other clinical experiences
 - 6. Remuneration of students participating in clinical experiences or student teaching
 - 7. Providing clinical experiences or student teaching sites during work stoppages
- D. Identifying possible forms of institutional cooperative or consortial arrangements for the conduct of clinical experiences or student teaching⁹

The Bentz memorandum was presented to the Certification Board for informational and discussion purposes only; the Task Force to develop guidelines for clinical experiences in Illinois programs completed its work during the Fall, 1976, and presented a report of recommendations to the Board at its November 19, 1976, meeting.

During the winter and spring of 1977, considerable discussion and debate prompted a Certification Board subcommittee to revise the original Task Force report; the revision, which was presented to the Certification Board at its June, 1977 meeting, prompted the sixty-one Illinois teacher preparation institutions, spearheaded by the Deans of Education, the I.A.C.T.E., and the I.A.T.E., to launch a successful campaign of written response and public testimony in opposition to various aspects of the document.

Presumably as a result of the voluminous counter-testimony provided by the institutions, the Illinois State Teacher Certification Board delayed adoption of the

document on clinical experiences at its September 23, 1977 meeting. A memorandum from Susan K. Bentz to the Certification Board, dated September 23, 1977, indicated that the staff of the Illinois Office of Education was charged with producing a revised document in such a way that alternative ways of meeting requirements might be examined and considered for final adoption. The memorandum also suggested a timetable which calls for adoption of a final document, which will be entitled "Rules and Regulations Governing Clinical Experiences in Teacher Education and Certification," at the March 17, 1978 meeting of the Certification Board.

One should not assume that the Illinois teacher training institutions needed this kind of pressure from the Illinois Office of Education and the State Teacher Certification Board to make them aware of the need for pre-student teaching clinical experiences. In fact, there are many excellent

programs existent among the universities as requirements, alternatives, and supplements in the teacher candidates' preparation programs. I feel safe in saying that all of the sixty-one institutions have a degree of pre-student teaching clinical experience built into their programs.

It is true, however, that there is wide diversity in the nature and degree of these experiences which reflects the differences among the institutions in geographical location, student enrollment, budget, and philosophy. There is little doubt that mandated guidelines will have the effect of reducing the diversity among programs; whether this effect is good or bad will always be a debatable issue.

In any case, new standards for certification with required pre-student teaching clinical experiences appear inevitable.

The Schools and Departments of Education in Illinois are responding to these burgeoning public and institutional concerns

by attempting to provide clinical experiences in all levels of their teacher preparation programs, prior to student teaching, which will permit students to observe and analyze the work of the schools and the learning of adolescents, and perhaps, to serve as assistant teachers.

The institutions seek to expose teacher trainees to early, more frequent classroom experiences. Instead of waiting until the student teaching semester to encounter students, teacher candidates should be given opportunities to work in classrooms at the freshman, sophomore and junior levels of their professional training. The training programs expect that in addition to helping the prospective teacher discover earlier in his college career whether or not he really wants to teach, the early clinical experiences will enable him to approach the formal curriculum from a real and practical perspective.

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9. Ibid

