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## ABSTRACT

The introductory section of this report contains a brief narrative description of Oregon State University's Cycle II Teacher Corps program in which 29 intern teachers were prepared to work with disadvantaged children in both rural and urban areas. The 2-year Master's Degree program which is outlined includes two summers of orientation and coursework and two years of inservice internship in which trainees were involved 60 percent of the time with school activities (observation, small group tutoring, and large group instruction will all age groups in a variety of subject areas) and 40 percent of the time in college courses and community involvement. Other sections of the report describe 1) Teacher Corps innovations in the university teacher training program, 2) institutional changes resulting from the Teacher Corps program, 3) program evaluation, 4) recommendations for future cycles, and 5) reports from each of the cooperating local school districts (Portland, Coos Bay, Hood River, and Lincoln County) describing organization of intern teams and school district, intern role in schools, community involvement, and recommendations. (JS)

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JUN 25 1970

FINAL PROGRAM REPORT  
SECOND CYCLE TEACHER CORPS PROGRAM  
OREGON STATE UNIVERSITY  
Corvallis, Oregon

STATISTICAL SUMMARY SHEET - CYCLE II

I. INTERNS

1.	How many Interns started program?	1.	<u>29</u>
2.	finished program?	2.	<u>22</u>
3.	resigned?	3.	<u>4</u>
4.	terminated?	4.	<u>3</u>
5.	Interns presently teaching or going to teach in the school district in which they were trained?	5.	<u>12</u>
6.	Interns going to teach in other school districts?	6.	<u>10</u>
7.	to other occupations?	7.	<u>0</u>
8.	interns transferred?	8.	<u>0</u>
9.	Interns graduated with Master's degree?	9.	<u>20</u>
10.	Interns that met State Certification?	10.	<u>22</u>
11.	Total number of male interns?	11.	<u>11</u>
12.	Female interns?	12.	<u>11</u>
13.	White?	13.	<u>21</u>
14.	Negro?	14.	<u>1</u>
15.	Mexican-American?	15.	<u>0</u>
16.	American-Indian?	16.	<u>0</u>
17.	Puerto-Rican?	17.	<u>0</u>
18.	Other Minorities _____?	18.	<u>0</u>

II. TEAM LEADERS

1.	How many Team Leaders started the program?	1.	<u>6</u>
2.	completed program?	2.	<u>6</u>
3.	transferred?	3.	<u>0</u>
4.	terminated?	4.	<u>0</u>
5.	resigned?	5.	<u>0</u>
6.	Team Leaders employed from Local School Agency?	6.	<u>6</u>
7.	Team Leaders employed from outside Local School Agency?	7.	<u>6</u>
8.	Team Leaders presently teaching or going to teach in the school district in which they trained Interns?	8.	<u>2</u>
9.	As Supervisors?	9.	<u>4</u>
10.	Team Leaders going to teach in other school districts?	10.	<u>0</u>
11.	Other occupations?	11.	<u>0</u>
12.	Male Team Leaders?	12.	<u>4</u>
13.	Female Team Leaders?	13.	<u>2</u>
14.	Typical age of Team Leaders	14.	<u>50-60</u>

III. UNIVERSITY

1.	How many special courses designed for Teacher Corps?	1.	<u>4</u>
2.	How many Teacher Corps courses now opened to general student body?	2.	<u>4</u>
3.	How many University faculty participated in Teacher Corps training?	3.	<u>    </u>
4.	Is the University going to submit a 4th Cycle Teacher Corps Proposal?	4.	<u>yes</u>

IV. SCHOOL DISTRICT

1.	Number of schools served by Teacher Corps?	1.	<u>16</u>
2.	Elementary?	2.	<u>15</u>
3.	Secondary?	3.	<u>1</u>
4.	Number of Urban School	4.	<u>6</u>
5.	Number of Rural School?	5.	<u>10</u>
6.	Qualifying data for all schools percentage of poverty. Congressional District Number _____	6.	<u>    </u>

## I. A BRIEF NARRATIVE DESCRIPTION OF THE PROGRAM

During 1967-69, Oregon State University's School of Education directed and operated a Second Cycle of its Teacher Corps Program. This program prepared intern teachers to work with disadvantaged children in both rural and urban areas.

The Teacher Corps Program was designed for men and women who had already achieved competencies in subject matter areas and had received undergraduate degrees in the arts and sciences. The program was designed to provide course work and experience in the field of Education which would prepare them for the general field of Elementary Education but specifically orient them to education for the disadvantaged. Successful experiences in the academic part of this two year program entitled the participant to a Master's Degree in Education.

In the summer of 1967, the Second Cycle Program was initiated with a total of 29 interns and 6 experienced teachers who served as team leaders. Three of these team leaders were still serving as leaders to some of the First Cycle interns who were completing the second year of their Cycle.

The Second Cycle interns spent the summer of 1967 at Oregon State University in a pre-service orientation. They participated in University courses which were specifically structured for Teacher Corps.

Some of the interns were then assigned to previously organized First Cycle teams. The other interns were assigned to new teams. All interns spent the in-service year (1967-68) in their respective school districts. They returned to the Oregon State campus during the summer of 1968 at which time they participated in individual course work with other students of the university. During the last two weeks of the summer session, the interns were involved in a two week workshop related to cognitive learning in Social Studies. Classroom organization and strategies in questioning were emphasized during this workshop. Taba and Gallagher teaching strategies were introduced. The interns returned to their respective school districts for the in-service year 1968-69. They concluded their service at the end of the school year.

Three teams were located in Portland, one team in Hood River, one team in Coos Bay, and two teams in Lincoln County. Since the two-year term expired for several of our team

leaders, two teams in Portland and one team in Hood River experienced changes in team leaders after the first year of the Second Cycle. New team leaders were chosen to head these teams and the results have been satisfactory.

At the beginning of the second year of the Second Cycle, a new director at Oregon State University was appointed to coordinate the program. Three additional people were hired to give supervision to teams in the field. The addition of new personnel made the program more effective. The training of interns was improved and the relationship between the university, the school districts, and the interns was greatly improved.

In the local school districts, the interns were involved in school activities for approximately 60% of the time. The remaining 40% of the time was spent in college courses and community involvement. The community involvement part of our program was not well organized in many of the school districts and was the least satisfactory element in the interns' programs.

The programs for both Cycle I and Cycle II were developed within the existing framework of the University's degree requirements and the State Department's Certification requirements. Experiences with both cycles have shown the need for modification of many college courses for teachers of the disadvantaged.

Through close consultation with many of the instructors the nature of existing courses were modified and adapted to the needs of disadvantaged children. The recognized inadequacies of course work which were exposed by Teacher Corps has led to a complete revamping of many courses and because of this, the new cycle program beginning this year has been tailor made for the new interns.

Special training sessions in supervision were held during the in-service year 1968-69 for team leaders. All day sessions in clinical supervision were held every two weeks on the campus at Oregon State. These sessions were voluntary with no payment or course credit given. There was evidence that interns profited from the improved techniques utilized by team leaders.

The in-service preparation of interns was the most comprehensive aspect of the Second Cycle Teacher Corps Program. The combination of graduate college course work, on-the-

job training in elementary schools, and work in the community was far superior to the normal experience of student teachers. The interns began their teacher training by first observing in classrooms, then tutoring individuals and small groups, and then handling large groups for one period situations and finally for multiple period situations. The interns gained experience with all age groups of children and with a variety of subject areas. In addition, they participated professionally with other teachers and with parents in planning and providing for the education of the children in their respective schools.

## II. INNOVATIONS IN UNIVERSITY PROGRAM

The First and Second Cycle Programs at Oregon State University served as catalytic agents for a change in conceptual design and in subsequent practices of the Teacher Corps Program. Because of our experiences with Cycle I and II, major changes have been made in the Cycle IV Program which began this summer of 1969.

The innovations in Cycle II pointed out new directions for training of interns. The experiences gained in Cycle II were constantly evaluated (see section on evaluation) by local school district personnel and the staff of the University. The school districts involved in Cycle IV were very receptive to the new design and have been quite cooperative in putting the design into operation.

Among the innovations from Cycle II are the following:

A. The use of professors from disciplines other than education has broadened perspectives of the interns. Most of the interns have a feeling for the disadvantaged child but not too many of them have had the educational experiences necessary for effectively teaching the disadvantaged child. Heavy emphasis in sociological and psychological foundations have broadened the perspective of the interns.

B. New courses were developed during the First and Second Cycle which were more appropriate to education of the disadvantaged. The four new courses taught in the Second Cycle served as experimental evidence for further innovation. The new Fourth Cycle will have many new course offerings, specifically designed for teachers of the disadvantaged. The

major part of university course work (including university team teaching and cooperating teaching) has been revised and is tailor made for intern teacher training.

C. Off campus instruction was greatly expanded during the second year of the Second Cycle. All university course work was taught in the local public schools. Interns attended classes two afternoons each week. Instructors traveled from Oregon State University to Portland, Lincoln City, and Coos Bay to provide instruction for the interns.

D. Resource teachers from the local school districts were made available and certified to teach many of the university courses. Methods in Reading, Social Studies, Music, Art, and Physical Education were well received by the interns. In most cases, the resource teachers were supervisors of a specific subject area in the local school district.

E. Clinical supervision was utilized in all school districts. The six team leaders received training in the theory and practices of supervision. Throughout the school year, these team leaders attended bi-monthly training sessions at Oregon State University. All day sessions were held under the tutelage of Dr. E. Strowbridge. Techniques learned were put into practice with interns by most of the team leaders.

F. In conjunction with clinical supervision, video-taping was utilized by team leaders and interns to evaluate the teaching act. Interns were able to see themselves as others see them. There is need for more extensive use of this tool in our future programs.

G. A library resource for interns has been developed for each team in every school district. Each year we are adding more books, periodicals, and tapes to these libraries. Some materials provide sociological and psychological foundations for understanding the disadvantaged child. Other materials suggest various techniques for use in the instruction of the disadvantaged child.

### III. INSTITUTIONAL CHANGES RESULTING FROM TEACHER CORPS

The primary role of the Teacher Corps is to upgrade the educational opportunities for disadvantaged children in selected schools. The Teacher Corps appears to be doing this quite effectively. In addition, there are definite signs that institutional change has taken place in teacher education at Oregon State University.

A. The involvement of Oregon State University School of Education with four separate school districts in a cooperative program of teacher education has served to enlighten educators at the local and university level in regard to providing a more realistic view of new directions in teacher training. Attitude changes are taking place at the University and in school districts. These changes are subtle but each year more of the university professors are lending their expertise to the Teacher Corps program and are making more visitations to the classroom and community. They are recognizing that teacher training must be more functional if it is to survive. On-the-job training and more relevant course work are more and more in demand by university students and educators in the local school districts.

The problems involved in establishing this relationship between the university and the school districts are varied and multiple but through cooperative effort and mutual sensitivity to the problems involved, a spirit of camaraderie is evolving which suggests an optimism for continued progress.

B. The Fourth Cycle Intern Program which has been initiated in the summer of 1969 contains many innovations which are a direct result of the lessons learned from Cycles I and II. New courses have been designed for use with the Teacher Corps Interns during the next two years and will be taught by university professors. It is reasonable to assume that the new experiences of these professors will have an effect on the courses they will be teaching to other students in the regular program at the university.

C. New courses in Clinical Supervision are being developed within the Education Department at Oregon State University as a result of the work done with our team leaders in the Second Cycle. Dr. Strowbridge

is presently using these concepts and techniques in his supervision classes and has submitted a program for a sequence of nine hours of supervision which evolved from his Teacher Corps experiences.

D. Awareness of the problems of the Black and other minority groups are becoming more a part of the curriculum in the training of all teachers at the university. The vast amount of new materials relating to social problems are being introduced into foundations and methods and courses. Bibliographies in most foundation courses have a generous allotment of books and periodicals relating to the disadvantaged.

#### IV. EVALUATION OF TEACHER CORPS PROGRAM

Most of the evaluation for the Second Cycle Teacher Corps Program is subjective in nature. That is, there was never a built-in program of effective evaluation as part of the Second Cycle program. This has been changed for the beginning Fourth Cycle in which the objectives have been stated and evaluation procedures are being implemented to see whether or not those objectives are being reached. In the Second Cycle program most of the evaluation consisted of informal meetings with the interns once each quarter with the director, supplemented by questionnaires and reports at the end of the program.

The reports submitted by the interns at the end of the program failed to be objective in that when these reports were discussed with all of the interns in a large group, there seemed to be no consensus of opinion. This happened in Hood River, Lincoln County, Coos Bay, and in Portland. The interns were asked to evaluate the instructional program for the second year. In general, their reactions were that the university professors were not very good. And yet, when they rated professors and courses, the university professors were rated the highest among all of the different people providing instruction.

The interns made general statements that the instruction provided from the local school district level was superior to the university course work. And yet, when they individually evaluated instructors the ones who were criticized most severely were teachers from the local school districts. Consequently, any evaluation that one would make on the instructional program would have to be predicated

upon the question, "who did you ask?" If one intern was asked individually, you might get a positive response to a course and an instructor whereas you might get a neutral or negative response from another person on the same course and the same instructor.

Generally speaking, we had fairly good agreement among the interns (when we met as a group) that, overall, the second year of the program the course work was relevant, meaningful, and helped to provide them with the skills necessary to help them become effective teachers. We also discovered that most of the criticisms had to do with personalities of instructors and interns more than the content of what was taught.

Because of these continuing problems with objective evaluation, we have structured a one-third time professor to do nothing but evaluate the objectives of the program which are stated in the project proposal for the Fourth Cycle. At the present time, he has been video taping interns in various types of situations to note changes in their behavior and ability to perform and work well with disadvantaged children. We hope that this type of an evaluation will give us something much more concrete to modify our program.

In addition to the video taping of interns at work, a number of evaluation instruments have been developed and have been used with the interns in the program during the pre-service. These instruments will continue to be used throughout the program and modified to meet the various new situations. As a result of this new evaluation procedure, we hope to have some relevant, meaningful data at the end of pre-service, first year, and at the end of the two-year program upon which to base recommendations for future programs.

## REPORTS FROM LOCAL EDUCATION AGENCIES

The following reports describe corpsmen's contributions within the Portland, Coos Bay, Hood River, and Lincoln County School Districts.

## PORTLAND SCHOOL DISTRICT TEACHER CORPS PROGRAM

### DESCRIPTION OF THE PROGRAM

#### A. Organization of Teams and School District

The Portland School District has organized a special program in its district to provide compensatory education for children in an area of the city that has many disadvantaged students. Most of these students are Black and reside in the Albina Community in the city. The school district has grouped together the nine schools in this community in a program called the Model Schools. This program is administered by an Assistant Superintendent and a Director.

In the first year of the Second Cycle, interns were placed in four teams and assigned to six of the Model Schools. One team of four interns was placed at Boise Elementary School. A second team of four interns was placed at Buckman Elementary School. A third team of four interns was placed at two schools, Irvington Elementary School and Holladay Elementary School. A fourth team of four interns was placed at two schools, Highland Elementary School and Humboldt Elementary School. By the end of the first year, four of the interns had left the program.

In the second year of the cycle, the twelve remaining interns were consolidated into two teams and were placed in three schools. One team of five interns continued at King Elementary School. The second team of seven interns were continued at Boise Elementary School (4), and Humboldt Elementary School (3). In the middle of the year, one intern resigned from the King Elementary School team for personal reasons.

The Teacher Corps Program completed its cycle in Portland with eleven interns in two teams with two team leaders.

## 8. Intern Role In Schools

In the first year of the Second Cycle, the four teams were operating in six elementary schools. The experiences were as varied as the nature of the schools involved. All of the interns participated in the orientation program at Oregon State University. In addition, with all new teachers to the district, they participated in the one week orientation program of the school district.

During the first months of the school year; the interns were exposed to several grade levels, observing and working with small groups of children. They worked in a variety of subject areas also, getting a "feeling" for the subject matter involved in different grade levels. By January of the first year most interns were assigned to a specific teacher and operated in the context of the instructional program. The primary concern in training the interns during the first year was to give them experiences in teacher-pupil relations, in classroom management, in curriculum development, in instructional techniques, and in general professional awareness,

During the second year of the cycle, when the teams were consolidated in three schools, most of the interns were given specific assignments which were permanent throughout the year.

### 1. Boise Elementary School

One intern, a black student, was placed in the departmentalized 7th and 8th grade program. Under the supervision of the classroom teacher, she taught small groups in Reading and Language Arts. During the last half of the year she taught Social Studies. In the last three months, she was given control of the classroom, doing the planning and the instruction of the complete program under the direction of a cooperating teacher.

The same intern was successful in introducing several innovations in the curriculum.

- a. She helped establish a student operated school supply store.
- b. She developed a series of workshops for cultural exchange between Boise and King Schools.

A similar exchange was made between Boise School and a school with all white students. c. She promoted better relations with law enforcement officers by initiating discussion groups involving students and police personnel.

A second intern was assigned to the 7th and 8th grade program. During the first half of the year, he instructed in Reading and Remedial Math. He was particularly successful with low achieving boys, developing excellent rapport. During the last half of the year, he instructed in Reading, Social Studies, and Language Arts.

A third intern began the year in small group instruction. He taught Reading in 7th and 8th grades. He also worked with selected groups of children in a School Beautification Program. During the winter term this intern was transferred to Industrial Arts for two periods a day where he taught Mechanical Drawing and Wood Working. In the spring he taught a 7th grade class in Language Arts, Reading and Social Studies.

The fourth intern taught Reading and Dramatics to 7th and 8th grade students during the first part of the year. In the spring term, she was assigned to a 6th grade homeroom where she had general control of the instructional program under the direction of the cooperating teacher. This intern was responsible for introducing two tutorial programs into the school. One program brought 7th grade students to a 5th grade Math group. The second program brought high school students to a 7th grade group of low achieving students where individual instruction in Arithmetic was given.

2. Humboldt Elementary School

The three interns at Humboldt School had similar experiences. The 4th and 5th grades were homogeneously grouped into small sections for Reading and Arithmetic instruction. All three interns were involved in teaching these small groups for two periods through the school year. During the other periods of the day, each intern became involved in various curriculum areas with homeroom teachers supervising their activities.

During a three-month period, each intern was given the opportunity to have control of a classroom under the supervision of the cooperating teacher. This gave them experience in large group instruction.

3. King Elementary School

Five interns were assigned to King School with one team leader. In January of the second year, one intern resigned for personal reasons. The four remaining interns had definite classroom assignments for the full year.

One intern taught Arithmetic to two sections of 7th and 8th grade students. In addition, he taught Social Studies in a 5th grade classroom.

A second intern taught two periods of Typing to low achieving 7th and 8th grade students. She also taught an Individualized Reading Program for two periods to the same 7th and 8th grade students.

A third intern assisted in classroom instruction for low achieving problem children in a 4th grade. In the second half of the year, she taught Reading, Language Arts, and Social Studies in a self-contained classroom for 6th grade students.

The fourth intern assisted in the Home Economics Program for one-half of the year. She also taught Reading to a 6th grade group. During the last half of the year, she taught all subjects in a 4th grade self-contained classroom.

All interns assisted in a breakfast program for poverty children, and helped in management of the cafeteria during lunch periods.

In all three schools, much emphasis was placed upon development of pride in the Black Culture. The interns were conscious of this factor and were instrumental in adapting this factor to the curriculum in their planning and instruction.

### C. Community Involvement

The interns in all three schools took part in community activities. The participation varied with the school and the intern. Among the various activities were the following:

1. Interns conducted the school census for the school district. They were able to visit hundreds of homes in the community, acquiring a first-hand knowledge of the socio-economic conditions of the Black Community.
2. Interns participated in the Extended Day Program for school children. This program extended beyond the school day and included activities in athletics and academic subjects.
3. Food drives at Christmas, organized by the interns, provided a quantity of canned goods for distribution to needy families in the community.
4. Tapes to servicemen in Viet Nam were made by several students with the assistance of interns.
5. A group of interns provided regular fishing and camping experiences for many children throughout the two years of service.
6. Interns helped various youth groups such as S.E. - C.A.P., 4-H, Scouts, Y.M.C.A., Athletic Teams, etc.
7. One intern contributed time in the evenings to visit other school parent groups. She was able to contribute to a better understanding of the Black Community.
8. Interns visited various community service organizations.

### D. Criticisms and Recommendations

Criticisms by the interns in the Portland Program were very strong during the first year of the cycle and were of the usual kind. Lack of supervision, communication, and direction by the University was the strongest complaint. Irrelevant courses by college instructors was a second major complaint.

Criticism abated during the second year when more direction and supervision was given by the University. Course offerings by the University improved but some of the offerings were still considered irrelevant. Most of the criticisms seem to be motivated by personality antagonisms. Interns were quite outspoken in their views and often critical in their comments. Some university instructors reacted negatively and rapport was lost for the duration of certain courses. Recommendations which followed from the criticisms were as follows:

1. University course offerings should be more practical and oriented to teaching the disadvantaged. More help in dealing with the attitudes of minority children was needed.
2. Better selection of college instructors should be made.
3. Reduce the course work from nine hours to six hours. Schedule all classes on one day instead of twice a week. (Note: During the first year all classes were on one day and the interns criticized that.)
4. More interns from minority groups should be brought into the program.
5. More careful selection of interns should be made so that teams are not weakened by a high mortality rate.
6. There needed to be a more systematic program for interns in the school setting. Some interns felt that the supervision and assistance in the classroom by school district personnel was inadequate.

## COOS BAY SCHOOL DISTRICT TEACHER CORPS PROGRAM

### DESCRIPTION OF THE PROGRAM

#### A. Organization of Teams and School District

The Teacher Corps at Coos Bay consisted of four interns and one team leader. This team remained constant until April of 1969 when one intern was terminated for personal reasons. During the first year of the cycle, the team worked in all grade levels 1 - 12. They were assigned to the high school for most of the first year. During the second year they worked in the elementary and junior high schools.

The team of interns completed their cycle of two years. Two of the interns are remaining in Coos Bay and have been hired as regular classroom teachers for the next year.

#### B. Intern Role In Schools

During the first year of the cycle, the interns spent most of their time working in Coos Bay High School. Their primary responsibility was in counseling and guidance of disadvantaged children. Special effort was made by the interns to change attitudes of many partially delinquent students.

Two of the interns took a group of girls who were very near to expulsion from school. Through personal tutoring in subject areas and counseling in attitudes, the girls improved in personal appearance, school attendance, and academic achievement.

Another intern trained students in the operation of a news press and supervised students in the production of all journalistic and printed materials for the high school.

The other intern worked with the Dean of boys in counseling and guidance.

During the second year of the cycle the interns worked in the elementary and junior high schools. They were assigned to teaching situations under the supervision of classroom teachers.

One intern taught in the ungraded primary and also in a fourth grade classroom. She gained a great deal of experience in the individualized teaching approach.

Another intern taught an experimental course in "Self Understanding Through Occupational Exploration." He related his teaching to the economy of the district.

A third intern taught classes in Science and Social Studies. In addition, she counseled with junior high and high school girls.

The other intern also taught Science and Social Studies classes and continued to supervise students in operation of the printing press which produced printed materials for the school district.

#### C. Community Involvement

The community involvement was done primarily through community agencies and through the school.

1. All interns participated in home visits. These related to academic problems and to social problems of delinquency.
2. Interns helped the school interpret the academic program to the community by demonstrations performed before the P.T.A.
3. The team worked evenings in the library enrichment program. They spent several evenings each week supervising and helping children in their library work.
4. The intern who taught the class in Occupational Exploration secured the support of the economic sector of the community.

#### D. Criticisms and Recommendations

The criticisms of the program were relative to the first year of the cycle. These were the same criticisms that were made by other teams relative to money problems, lack of supervision and direction by the University, and having to travel long distances to the University.

The criticisms that were vociferous disappeared during the second year of the cycle. The interns were complimentary in their comments. The supervision and direction in the program were well received. Relevant university course work offered at Coos Bay eliminated criticism about irrelevant university courses.

The interns and the school district are unhappy that a new cycle team will not be sent to Coos Bay. They indicate that their experiences in the Teacher Corps were such that others should have the same chance. The school district is very desirous of having more interns assigned to their area.

## HOOD RIVER SCHOOL DISTRICT TEACHER CORPS PROGRAM

### DESCRIPTION OF THE PROGRAM

#### A. Organization of Team and School District

Hood River, Oregon, is a small town situated on the Columbia River. It is in the middle of the orchard country. Fruit growing and processing of the fruit are the primary sources of economic life. As such, there are a large number of migrant workers in the community at various seasons of the year. There are also a substantial number of residents who remain through the year doing unskilled labor while waiting for the fruit processing employment. The Hood River School District provides educational opportunities for a substantial number of disadvantaged children.

The Teacher Corps Program was assigned to Hood River because of the number of disadvantaged children in this rural community. The Corps Program was initiated with four interns and one team leader. At the end of the first year, one intern was counseled out of the program because of his inability to function in the classroom. The team leader finished the first year of the cycle and moved to the University to serve as assistant to the director of the program. A new team leader was appointed to finish the second year of the cycle.

#### B. Intern Role in Schools

1. In the first year of their cycle, the interns participated in the pre-orientation program at Oregon State University. They also participated in the pre-orientation in the Hood River School District.

Throughout the two-year cycle the school district conducted continuous in-service courses in many areas of the curriculum. The interns were exposed to Maeger's Education Objective Skills, developed individualized learning packages, utilized Suchman's Inquiry, Taba Social Studies, A.A.A.A.S. Science, and Addison-Wesley Modern Math Materials. They gained practical experiences with these various

materials and approaches in classroom teaching situations.

The interns had a variety of experiences in many elementary schools during their two-year cycle. During the first months of the first year each intern was exposed to several subject areas and several grade levels where instruction was taking place. The objective was to give each intern a "feeling" for children and the school atmosphere. After a few months, two interns were assigned to a school in Parkdale, Oregon, which is a small community in the Hood River School District. Periodically, they would also go to primary schools in the district for lower grade experiences.

2. In the second year of the cycle, the three remaining interns were assigned to Parkdale Primary School where a large number of migrant children were located. The three interns worked with a group of 25 to 30 children ranging in age from 5 to 9 years. The interns worked as a team under the supervision of the classroom teacher and the team leader. These migrant children were very deficient in their language development and in development of self concept. During the three months in which the migrant children were in Parkdale, the interns concentrated on educational experiences in these areas. Listening, dramatizing, reading, speaking about personal experiences were pronounced in the curriculum developed for these children.

When the migrant children left Parkdale, the interns were moved to two schools in Hood River. One intern taught in a primary school where she concentrated on instruction in Reading and Science. The other two interns were assigned to an intermediate grade school where they taught Science, Reading, Math, and Social Studies. All three interns had experience in handling small group and large group instruction. They had independent control of teaching situations. During the last three months of the year, the two schools were closed and the interns were transferred to another school in Hood River. At this school the interns completed their training by taking more independent control of their teaching situation. They had responsibility for specific subject areas and introduced

many new techniques in individualized instruction under the supervision of the cooperating teachers.

The two-year cycle for this team was planned for a developmental sequence. It was felt that the experiences gained had a logical and realistic sequence.

#### C. Community Involvement

The interns in Hood River School District participated in the normal community relations through the schools. They became involved in P.T.A. activities and teacher-parent conferences. But they also became involved in more specific community activities.

1. At Parkdale the interns spent some time at the Parkdale Day Care Center where the pre-school children of migrants were cared for while parents worked in the orchard.
2. An after-school Arts and Crafts Program was organized for all children in the community. The interns helped organized this and taught in the program.
3. Two of the interns organized after school basketball for the boys. They coached and refereed the games.
4. Interns cooperated with community agencies. The Health Office, Mental Health Department and Juvenile Office received assistance from all interns.
5. Interns joined local community organizations such as Elks and Kiwanis.
6. Youth groups, such as 4-H, Brownies, and Scouts, asked and received help from the interns. Two interns participated as youth leaders.

#### D. Criticisms and Recommendations

Criticisms by the interns and the Hood River School District were mixed and difficult to analyze. The school district and team leader were very complimentary about the program. Like other Intern Programs, they were critical of the first year of

the cycle, but felt that the conditions warranting criticism had changed and the second year of the cycle was very satisfactory.

The interns' report and criticism was somewhat misleading. One intern seemed to have presented the major criticisms of the program, but when other interns were asked about these criticisms, they did not support the criticisms made by the one intern. The major criticism by the one intern seemed to dwell on supervision of the program and the teaching of the university courses. In almost every case, his criticisms were one of personality antagonism.

Recommendations made by the interns in Hood River were of the following nature:

1. The interns should be integrated with other students in the university course work. This would make the classes more interesting. The classes should be taught by younger professors, closer to the age of the interns.
2. Interns should be able to visit other teams in the program to observe what is going on in other communities.

## LINCOLN COUNTY SCHOOL DISTRICT TEACHER CORPS PROGRAM

### DESCRIPTION OF PROGRAM

#### A. Organization of Teams and School Districts

The program in Lincoln County was designed to improve the educational opportunities for a large number of disadvantaged children who live in the rural areas of Lincoln County. The greatest need for assistance was found to be in the small communities of Siletz, Eddyville, and Taft.

One team with a team leader was assigned to Siletz and Eddyville. During the first year of the cycle, one intern was assigned to Eddyville School and four interns were assigned to Siletz. At the end of the first year, one intern at Siletz resigned, having lost interest in the teaching profession. The intern at Eddyville was transferred to Siletz. During the last year of the cycle, the remaining four interns and team leader functioned as a unit at Siletz School.

A second team of four interns and one team leader was assigned to Taft Elementary School. At the end of pre-service orientation, one intern resigned without notice. After three months of school, a second intern resigned because she had lost interest in education as her vocation. A third intern resigned in January of the second year because of illness. The second cycle at Taft Elementary School was completed with one intern and a team leader who was on half-time appointment.

#### B. Intern Role In Schools

1. At Siletz, after the pre-orientation at Oregon State University, the first months of the first year were spent in observation of students and teachers in the classrooms, and working with individual students and small groups.

During the remainder of the year interns concentrated on building their skills in teaching Arithmetic and Reading to individuals and small groups.

Interns were asked to concentrate on attitudes of specific children who were having learning problems and who were creating behavior problems in the classrooms. Through personal attention the achievements of these students were upgraded and the behavior problems were mitigated. The classroom teachers were very appreciative and expressed their feelings to the interns. The education of all children in the classrooms was improved.

In the second year of the cycle, the interns continued their individualized instruction but in addition were given independent management of various subject areas and eventually independent management of the entire classroom under the supervision of the cooperating teachers.

2. At Taft Elementary School during the first nine weeks of the initial year, each intern was assigned to three teachers from grades one through eight. The interns worked with individual students and also taught in selected situations to give them the feel of teaching. After the first nine weeks, the interns were assigned specific subject areas and grade levels under the supervision of the classroom teacher. Their primary assignment was to help identify those students who were in need of remedial instruction.

During the second half of the first year, interns set up and taught remedial classes in arithmetic, science, language arts, and social studies. Counseling and guidance was combined with individualized instruction. Students were moved back into normal classrooms when the interns and classroom teachers thought they were ready. The end of the year found these remedial students to have made achievement growth of 2.3 years. The attitude changes and social acceptance of these remedial students was dramatic.

In the second year the two remaining interns were assigned to regular classrooms and took major responsibility for classroom management and control. Utilizing the experiences of their first year and concentrating on lesson planning with specific objectives in mind, the interns performed in a superior manner, being recognized by fellow teachers and supervisors as superior in their teaching skills.

V. RECOMMENDATIONS FOR FUTURE CYCLES

From the experiences of the First and Second Cycle Teacher Corps Programs, strengths and weaknesses were evaluated. In planning for a Fourth Cycle Program the following recommendations were made. Provisions have been made in the new cycle to actuate the recommendations.

A. Recommendations Put Into Practice

1. It became obvious during the Second Cycle Program that the mortality rate of interns was much too high. There were various reasons why interns left the program before completing their two years internship. Some of the mortality was caused by inadequacies in the program. But a very important factor to be considered in this matter was the inadequacy in the initial selection of interns for the programs. Many of the interns who left lacked the intellectual and emotional qualities needed for becoming successful teachers. An adequate program for screening applicants was strongly suggested. As a result of these experiences, new procedures were introduced in screening applicants for the Fourth Cycle. Careful evaluation of past education, of social experiences, of letters of recommendation, combined with a personal interview before a committee, will be used to select the interns in future cycles.

2. Communications between the University and the interns was often snarled and contributed to irritations among the interns and the University. Part of the fault was due to interns not using enough initiative on their own. Recommendations to rectify this situation have been established. Additional staff in the field should eliminate much of this confusion. Reminders by correspondence, both mail and telephone, will be utilized.

3. Recommendations for more relevant university courses, more seminars, and more effective instructors have been accepted and provided for in the new program. Most of the course offerings have been revised for the new cycle. Practicums and Seminars predominate and are being taught in the field. Instructors are being carefully chosen for ability and competence.

4. Community involvement was the weakest part of the Teacher Corps Program. The initiative for this was left in the hands of the interns and team leaders. There was not much planning or direction taking place. Acting upon recommendations, a permanent staff member was hired to develop a continuing program of community involvement for interns. The structure has been established and implementation is already taking place in the Fourth Cycle.

5. Recommendations for continued training of team leaders in techniques of supervision have been accepted and plans for extension of training sessions during the new cycle have been provided.

B. Recommendations Not Reconciled

1. Among the recommendations recognized as valid was the weakness in selection of team leaders. In most cases, the university has been at the mercy of the local school districts in selection of team leaders. It seems that in too many cases the applicants for team leaders have been less than adequate even as teachers in the local school districts. Too often the team leaders are very close to retirement and do not have the vigor and interest needed to stimulate and guide interns in their period of training.

Team leaders for the new cycle were interviewed for their positions by a committee who thoroughly examined the applicants' credentials. The number of people applying for these positions was meager, consequently, the committee was limited in its choices. The school districts obviously need to give more attention to this problem and prevail upon more able people to apply for Team Leader positions.

2. Recommendations for more extensive supervision on the part of school district personnel has been made.

Too often the interns have not been visited or counseled by administrators and supervisors of the local school district. The team leaders and interns need more support from local district personnel.

3. Administrators, teachers, and the community need to be educated to the role of interns in the local schools. School district administrators need to provide more information to their teachers and to the public about the purpose of the Teacher Corps Program and provide a receptive atmosphere for interns.

4. The Coordinators do not devote the proper amount of time to the program. They frequently are assistant superintendents with many other responsibilities, consequently, any real coordination must be assumed by the university. If the program is to run effectively. Maybe this is really not a bad approach for general operation anyway, but it is contrary to the Guidelines.