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ABSTRACT
            This manual is first in the series "Personalized
Education for Teachers," a program based on the thesis that truly
personalized public education (that which is tailored to fit the
personal needs and feelings of students) is possible now. The general
purpose of the manual is to present a system of ideas and procedures
which make it possible to personalize the education of elementary
teachers and, by extension, the education of students of all ages.
The first half of the manual is designed to help teacher educators to
understand what prospective teachers are concerned about. A teacher
concerns model is described which depicts the teacher concerns or
growth motives which occur in a regular sequence. The second half
describes application of the model and what it involves. Materials
are listed to assist in applying the model through the use of two
kinds of procedures for tailoring teacher education programs to fit
the personal needs of prospective teachers. Desirable outcomes,
costs, both economic and personal, and possible undesirable outcomes
are described. Included are a list of 33 references; a list of 14
other items in the series (manuals, videotapes, assessment
instruments, etc.); and an overview model for the use of these
materials in the personalized education program which involves four
steps: 1) assessment of teachers, 2) arousal (activation) of
concerns, 3) awareness (perception) of feelings, and 4) resolution
(learning) of concerns. (JS)

PERSONALIZED EDUCATION

FOR TEACHERS

An Introduction for

Teacher Educators

Frances F. Fuller

with an introduction

by Roy W. Menninger

July 1970

Personal-Professional Development Systems Division

Research and Development Center for Teacher Education

The University of Texas at Austin

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INTRODUCTION

"What is a good teacher?" "How can fine ones be produced?"

For years these questions have haunted the educators of teachers.
As it is with issues which have no single, simple solution, the
responses have been varied, passionate and often contradictory.

Teacher preparation, with its emphasis on the twin thrusts of
content and method, reflects a prevailing view that education --
the transmission of knowledge from teacher to student -- is
largely, even entirely, a cognitive operation. It is essentially
a matter of determining what children ought to know, defining a
method which explicates it clearly, then teaching these to the
candidate teacher.

What has often been omitted, perhaps often considered irrelevant,
has been consideration of the feelings which exist in the teach-
ing-learning situation. How a boy feels about school -- about
the constraint which requires him to go every day whether he
wants to or not; about the seeming irrelevance of arithmetic, es-
pecially when it is hard; about the teacher and how fair she is --
profoundly affects the amount and the quality of how much and
what kind of information he absorbs. The teacher has feelings,
too: her exasperation with the custodian who won't clean her
room adequately, with the parent who "doesn't seem to care"; her
frustrations at failing to find the key that might unlock the
silent, unresponsive child; her feelings of guilt that she might
somehow have failed to be a model teacher. All these and other
feelings may significantly alter her effectiveness as a teacher
and the satisfactions she receives, or does not receive, from
teaching itself.

The effects of feelings on the teaching-learning process have not
received the attention they deserve for a variety of reasons.
For one thing, feelings are elusive. For another, they are
thought to be irrelevant. Even more, they have been considered
embarrassing, inappropriate and perhaps a mark of inferiority or
inadequacy, whether in the teacher or the pupil. In line with a
widespread view that feelings, especially negative ones, are
better hidden, those who prepare teachers have tended to disre-
gard the relevance of emotions, if not actually to imply that
they have no place in the classroom.

1

Educational theories of teaching and learning often omit the oper-
ations and the effects of human feelings. Cultural pressures
also imply that feelings can best be handled by being ignored.
The combined impact of these facts makes teachers, and ultimately
students, believe that half of their life (how they feel in con-
trast to what they think) must be systematically excluded from
the teaching-learning process. This idea persists in spite of
mounting evidence, especially to the teacher herself, that the
ways we feel about ourselves, our environment, the people in it,
and the tasks before us effect what we do and what we learn.

As is always true with taking a critical position, it is easier
to point with alarm than to propose ready alternatives. Fortu-
nately, increasing numbers of educators and teachers have begun
to struggle with these problems: how to prepare teachers to
understand the emotional life of their charges and use this pre-
ception to enhance the teaching-learning process; how to help
teachers to recognize and to deal more effectively with their
own feelings and reactions, even to utilize this empathy to be-
come increasingly sensitive and responsive.

The authors of this pamphlet are pioneers in the search for an-
swers to these questions. They have been laboring for some years
with these very problems. Out of their efforts have come some
new and challenging indications of just how much teachers are
helped by learning about basic human feelings and the effects of
emotions on behavior. This knowledge almost certainly helps
these teachers to become more sensitive and responsive, and more
aware of their strengths and limitations -- in short, to become
better people. Even more importantly, these teachers become
more effective at helping their students to become better
learners.

Drawing from their wealth of experience, the authors* have high-
lighted some of the issues and outcomes they have observed.
Their study carries implications of great moment. Their ideas
ought to infect and radically alter every teacher-education pro-
gram in the country.

> Dr. Roy W. Menninger in his
> introduction to "Creating Climates
> for Growth." Reprinted with per-
> mission from Dr. Menninger and the
> Hogg Foundation for Mental Health.

————————

*Authors of "Creating Climates for Growth" were Frances F. Fuller,
Robert F. Peck and Oliver H. Bown.

PURPOSES OF THIS MANUAL

This manual is first in the series "Personalized Education for Teachers" produced by the Personal-Professional Development Systems Division of the Research and Development Center for Teacher Education of The University of Texas at Austin.

Personalized education is education which is tailored to fit the personal needs and feelings of students.

Such "tailored" education has been sought for many years. Occasionally it is achieved for a few students, perhaps in small private schools, or when a particular teacher and student form a special relationship. It has not been achieved generally in public education anywhere. The high teacher-student ratio usually thought required has not been possible for public education as education is now supported. And no other really feasible procedures have existed to tailor education to each student's personal needs.

Our thesis here is that truly personalized public education is possible now. Presented in this manual is a system of ideas and tested procedures which makes possible such "personalization" or tailoring of curricula to the personal needs of individual students.

The research on which these ideas and procedures are based will not be described in this manual since reports of this research are available and are listed at the end of this manual. In this manual, we will describe only the ideas themselves and the procedures which enable a teacher educator to tailor a teacher preparation program (or a single course) to the needs of education students.

In the first chapter of this manual, we will describe what is meant by "concerns," particularly teachers' concerns, since concerns are an important kind of personal need. In the second chapter, we will describe two kinds of procedures for tailoring teacher education programs to fit the personal needs of prospective elementary teachers.

One kind of procedure to be described is "rough cut" tailoring analogous to cutting out a garment in size 36 to fit a large group of people. These "rough cut" procedures are suitable for

fitting programs to the "concerns" of teachers, since groups of
teachers have similar concerns. For example, content can be
selected which is related to a certain concern. Such content can
be presented to all the teachers with that concern.

A second kind of procedure is analogous to hand tailoring.
These are procedures which fit programs to idiosyncratic or pri-
vate personal needs. One such procedure is personal assessment
feedback counseling. All these procedures are described in man-
uals listed at the end of this manual.

All the ideas, all the procedures and all the illustrations given
in this series of manuals speak of teacher education. But of
course education for anyone can be tailored to his personal needs.
We hope the reader will extend the ideas and procedures pre-
sented here to the education of students of all ages.

The general purpose of this manual, then, is to present a system
of ideas and procedures which make it possible to personalize
the education of teachers and, by extension, the education of
students of all ages.

To accomplish this general aim, the manual has several specific
purposes.

The first specific purpose is to help teacher educators to un-
derstand what prospective teachers are concerned about. Teachers'
concerns appear to occur in a regular sequence. These concerns
or growth motives form the basis for a system of ideas, called
here, a teacher concerns model. The purpose of the first chap-
ter in this manual is to describe this model.

The second purpose of this manual is to help teacher educators
to apply this teacher concerns model. An application of the
model is described and some materials are listed which will
assist in applying the model.

The third purpose of the manual is to help teacher educators de-
cide whether they are interested in applying the model them-
selves. To this end, desirable outcomes, costs, both economic
and personal, and possible undesirable outcomes are described.

These are only prototype manuals. Suggestions from readers as
well as reports of experience with the model and applications of
it are welcome.

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CHAPTER I

TEACHERS" CONCERNS

Education is "irrelevant" when it answers, even very well, questions no one is asking. Programs that answer questions students are asking, going where students want to go, we shall call relevant.

Relevant programs have two characteristics of interest here. First, they address themselves to questions students are actually asking. This characteristic we shall call personalization. A personalized program is one that considers the feelings, the motives, questions or concerns, of students. It considers what students want to learn.

A second characteristic of relevant programs is that they consider what students are able to learn. This simply means that students can understand what is taught them. To make sure that students do understand, content and experiences are adapted to their capacities and previous preparation. This kind of modification, modification to consider the ability of the student to learn, is usually called individualization.

Obviously both individualization and personalization are important. Education should be adapted both to the capacities (individualized) and the feelings (personalized) of students. Such education might be represented as in Diagram 1.

Insert Diagram 1 about here

In Diagram 1, the curriculum at intersection (1,0) is tailored for student X^1 who is both uninformed about the subject at hand (0 preparation) and unconcerned. The curriculum at intersection (0,6) is adapted for students like Y^1 who are maturely concerned but uninformed about the subject matter. Student Y^1 is, perhaps, an experienced teacher with little preparation in science. Student Y^2 has mature concerns too, but no language preparation. The curriculum at (1,N) is quite different. It has been devised for student Z^1 who has immature concerns but

RESOLVING CONCERNS: EDUCATORS' RESPONSES TO TEACHERS' CONCERNS
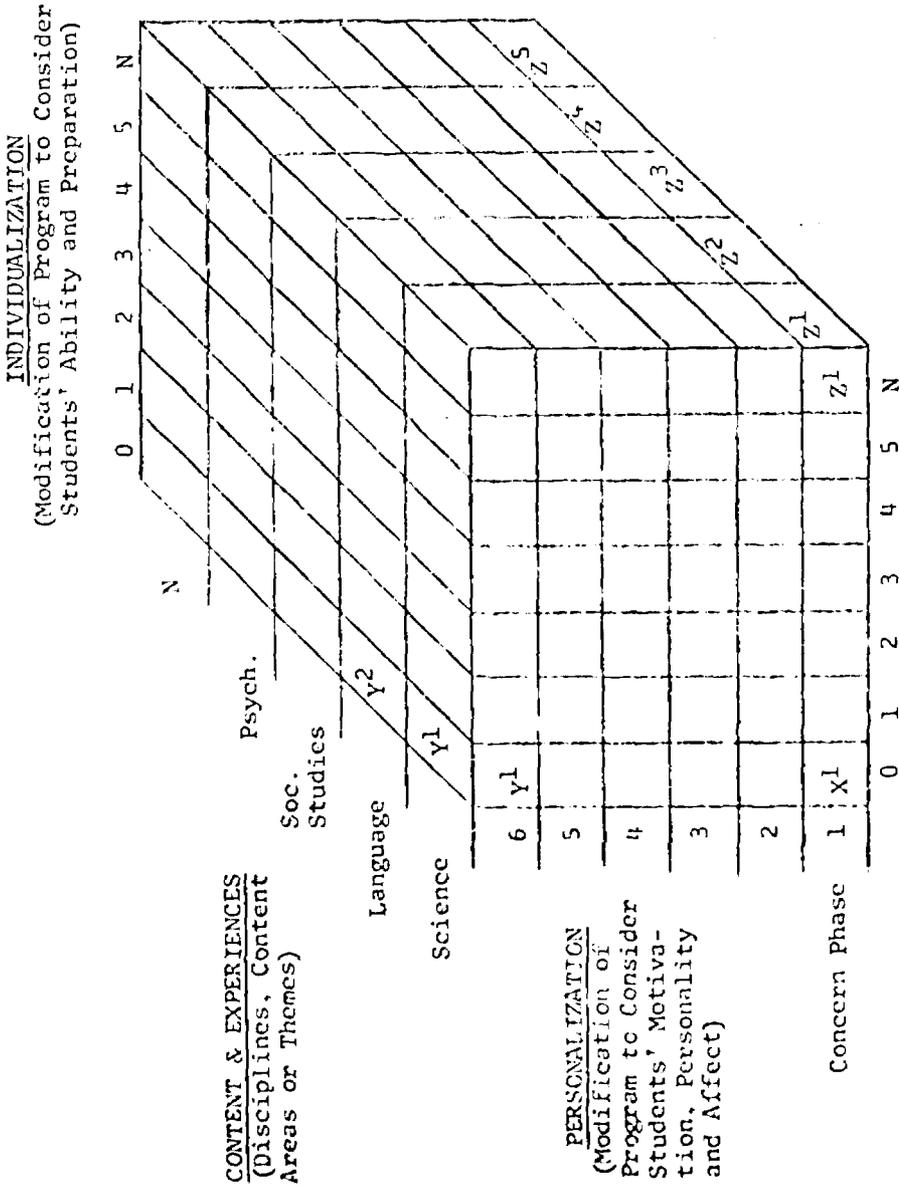
INDIVIDUALIZATION
(Modification of Program to Consider
Students' Ability and Preparation)

CONTENT & EXPERIENCES
(Disciplines, Content
Areas or Themes)

Psych.

Soc.
Studies

Language Y^2

Science Y^1

N

0 1 2 3 4 5 N

6 Y^1

5

4

3

2

1 X^1

0 1 2 3 4 5 N

Z^1

Z^1

Z^2

Z^3

Z^4

Z^5

Concern Phase

PERSONALIZATION
(Modification of
Program to Consider
Students' Motiva-
tion, Personality
and Affect)

INDIVIDUALIZATION
(Modification of Program to Consider
Students' Ability and Preparation)

Diagram 1

is proficient in science. z^2, z^3 and z^4 are like z^1, but proficient in different content areas.

Much attention has been given to the modification of curricula to the abilities and preparation of students. Very little attention has been given to the modification of curricula to consider the feelings and motives of students.

Motives, however, are universally conceded to be important to learning. In animal studies, the motives of the learner are usually clear. The animal is hungry or thirsty and his motive is to secure food or water. The motives of human students are much less clear. McKeachie, for example, has emphasized the need for identifying "dependable motives" of college students (McKeachie, 1963, p. 1119), but still little is known about such matters. However, for one population, that of undergraduate education students, a sequence of dependable motives or concerns has been identified and described.

An understanding of the regularities of their sequence of concerns can be very useful to teacher educators. Programs can be developed which are tailored to the concerns of prospective teachers as they experience these concerns.

Programs based on teacher concerns do more, however, than just increase the "relevance" of teacher education. Such programs, when tested, have been found to place on the prospective teacher more responsibility for his own learning. They also increase the satisfaction students report with their courses, instructors and professional preparation generally. They produce desirable changes in teacher personality and teaching behavior. In addition procedures have been devised which meet most ethical, practical and personal objections to attempts to change teachers and teaching.

Far from watering down preparation, such procedures enhance the impact of substantive content. They integrate the needs of students and the expertise of the specialist within an orderly framework. Content can be presented "psychologically" as well as logically. Innovations, both "hard" and "soft," can be located in the model for empirical tests of their relevance. Obviously use of the model can be of clear benefit to education students.

The teacher educator can benefit too. In the usual situation, education students go through a very complex developmental process. Of much of this process the students themselves are unaware. The model presented here gives teacher educators access

to this very complex, usually invisible process. It enables
the educator to tap existing motivation and to increase that mo-
tivation's impact on learning. Most important, the teacher ed-
ucation program can be adapted to meet the resources of the
teacher _educator_ as well as the needs of the neophyte teacher.

This program, to be described in two parts, has a price as well
as rewards, a price which may be personal as well as economic.
The purpose of this first part is to describe the model in gen-
eral terms without repeating research reported elsewhere (Fuller,
Menaker, Peck, & Bown, 1967; Fuller, 1969; Fuller, Peck, Bown,
Menaker, White, & Veldman, 1969). A second part will describe
some applications of the model to teacher education programs,
and courses, some _caveats_, and some outcomes which can be ex-
pected. The general purpose of this description is to help the
teacher educator decide whether the rewards are those he values
and whether the price will fit his purse.

RELEVANCE

The Slip 'Twixt Cup and Lip'

From many directions come demands that the voice of the con-
sumer be considered in the process of planning what he consumes.
The current phrase is "Power to the people!"

In education too the tocsin sounds. "The challenge that speaks
(and sometimes shrieks) of 'relevance' can be rejected, ignored,
controverted, rationalized, or redefined in less objectionable
terms, but it still exists and must be contended with in one way
or another" (Mitchell, 1969, p. 695).

The planner, administrator, manufacturer, educator, all turn
ready ears and proclaim their willingness to include the con-
sumer's voice as input in their planning. Why then their
prolonged failure to do so?

The usual reason given credence by the disappointed consumer or
student is that those with power do not really wish to attend
to the people. But quite a different explanation is possible.
Perhaps the voices cannot be clearly understood. Perhaps the
input has not been conceptualized in a way that is understand-
able and useful to planners. Perhaps what the people want and
what experts offer have not been adequately articulated. Our
thesis here is that such conceptualization and such articulation
are possible and worth doing. Considerable headway on these
tasks has already been made in teacher education where the need
is great.

RELEVANCE AND TEACHER EDUCATION

The Problem

Much research (Fuller, Pilgrim, & Freeland, 1957; Fuller et al.,
1969; Yamamoto, Pederson, Opdahl, Dangel, Townsend, Paleologos,
& Smith, 1969) in addition to our own, attests to the widespread
dissatisfaction of undergraduate education students with their
professional preparation. Many students are reluctant - or were
five years ago when our last study on that matter was concluded -
to express their dissatisfaction openly. But, when guaranteed
confidentiality, a large proportion agree that most of their ed-
ucation courses are worthless to them. A recent issue of the
Journal of Teacher Education (Gant & Masterton, 1969), in fact,
posits relevance as a criterion for selecting teacher education
objectives and a few pages later reports the "rather pervasive
feeling in (education) students of frustration at what they per-
ceive to be trivial, fractionized and irrelevant curricular
experiences" (Yamamoto et al., 1969, p. 474).

The charge of students is, essentially, that their needs, as
they experience these needs, are not considered by those who
plan professional preparation for them. Students feel they are
taught only what teacher educators believe teachers need. They
feel they are not taught what they believe they need.

This charge is probably true. Teacher education institutions
rarely, if ever, consider in their program planning what educa-
tion students want to learn. A review of the literature through
1968 (Fuller, 1969) on this subject found much speculation about
education students' perceived needs and some empirical studies
of their perceived problems, but not a single institutional
effort to consider formally, in program planning, what prospec-
tive teachers feel they need and want in their preparation.

Students' widespread dissatisfaction poses more than a political
problem for teacher educators. Students who consider their
education irrelevant to their needs are probably learning less
than they might learn. Considerable evidence attests to the im-
portance of motivation to learn. McKeachie (1963, p. 1119) says:

> We know that student learning and memory are closely
> tied to motivation. Students usually learn what they
> want to learn, but often have great difficulty learn-
> ing material which does not interest them. Most of
> us have to recognize that not all students are deeply
> interested in everything we want to teach them.

Our primary problem, then, is motivating students. Usually the learning psychologist stops with this point, but to be useful the principle of motivation needs to be accompanied by information about dependable motives of college students.

Overview of a Remedy

Dependable motives might be thought of as "concerns" or feelings that say "I hope I can do it; I am not sure I can; I am trying to do it."

Relevance might be thought of as the "match" between concerns (the problem the student is working on) and program (the problem the student is given help with).

To discover whether dependable motives exist among education undergraduates, the Research and Development Center for Teacher Education of The University of Texas at Austin, and its research project predecessors at the University, have studied intensively, since 1961, the concerns of education students and of inservice teachers. Data have come from individual and group counseling typescripts, records of depth interviews at graduation, from teachers' written statements and from video tapes of classroom teaching (Fuller et al., 1967; Fuller, 1969; Fuller et al., 1969). A dependable pattern of concerns emerged. The broadest dimension on which concerns are ordered seems to be the self-other dimension: from concern with self at one end to concern with pupils at the other end.

When students were taught material at the time it concerned them, some important effects were observed. First, students' satisfaction with both courses and instructors was greater than when they were taught material which did not concern them at that time. Second, all course content related to teaching seems to be of concern to teachers at some time and in some form.

Of prime importance, of course, is precise specification of the concerns of prospective teachers and of the substantive content related to those concerns. Considerable work has been done on the first of these tasks: specification of the concerns of teachers. Little has been done on the specification of the substantive content from various disciplines related to these concerns. There is great need for this Herculean labor. We hope the physical scientist, social scientist, artist, linguist -- all those who contribute to the content of teacher education and of public school education -- will attempt to conceptualize their disciplines in terms of developing teacher concerns.

Specification of content according to concerns is particularly important, because progress from less mature to more mature concerns seems to occur through concerns-related content. Concerns need to exist and may have to be aroused. Concerns, once aroused, need to be resolved so that more mature concerns can emerge. Successive arousal, resolution, arousal and resolution are steps up a learning staircase.

```
                                           Resolution
                                         ┌──────────────
                            Arousal      │
                  Resolution │
                 ┌───────────┘
        Arousal  │
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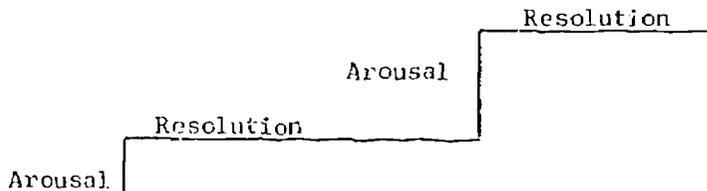
Arousal seems to occur during affective experiences -- for example, during confrontation with one's own video tape. Such procedures have been developed and will be described. Resolution seems to occur through more cognitive experiences: acquisition of information, practice, evaluation, synthesis and so on. Resolution of concerns seems to be important not only so students can develop more mature concerns, but to prevent their slipping back to less mature concerns. Procedures to arouse concerns are well-developed. Procedures to resolve concerns have not been developed. The work that needs to be done on resolution of concerns will be discussed in the second chapter.

TEACHERS' AWARENESS OF THEIR CONCERNS

What is a "concern"? The world is not perfect. Sometimes we see one of its imperfections and try to right the wrong. Perhaps we face a task or challenge and attempt to cope with it. When our attempt is unsuccessful, we think about ways we could achieve our goal. This constructive frustration is concern.

Sometimes we anticipate a future situation and predict to ourselves that we may not be able to cope successfully in that situation. This anticipation is concern also.

In general, a concern is what a person is trying to do in a particular situation. Elsewhere he may be trying to do something different. But concern is defined here as what he is trying to do here and now.

Public Concerns

Each of us has some concerns which he shares with others and some concern which he keeps to himself. The concerns we share

we might call <u>public concerns</u>. If I share a concern with an-
other person, that concern becomes, in a small way, public.
This is apt to be true of problems for which it is acceptable
to ask help. For example, a child faints in class. The
teacher feels free to admit that she needs help and without
hesitation calls for help. The teacher is not expected to know
how to treat a very sick child. So the teacher makes her con-
cern public: she lets others know she is concerned.

Private Concerns

In other cases, we do not share our concerns with others. We
know what concerns us but the other person does <u>not</u> know.

What each person knows and does not know about his own experi-
encing can be illustrated with a four box diagram.

SELF

	Known to Self	Unknown to Self
Known to Other	Public A	Incongruent C
Unknown to Other	Private B	Unconscious D

OTHER

The columns represent what is known and unknown to the person
<u>himself</u>, the person who is doing the experiencing. The rows
represent what is known and unknown to <u>others</u>, those who observe
the person doing the experiencing.

In the first box A, the concern is known both to the person him-
self and to another person. For example, the teacher says to
the class, "Let's be quiet on our way to lunch." The class
knows the teacher is concerned about noise in the hall. That
concern is public.

The teacher is also wondering whether the lunch menu will con-
form to her diet, and if it does not, whether she will eat the
brownies. She does not tell the class though. This concern is
private. The teacher (self) knows, but others do not know.
Such private concerns are represented by quadrant B above.

Incongruent Concerns

If we look at the diagram again, at box C in the upper right hand column, we see that concerns may be known to others but not known to the self. These are concerns we have, concerns of which _others_ are aware, but of which we ourselves are _not_ aware. Can we have concerns of which we are not aware?

Miss Smith is walking beside the class telling them to be quiet. As they approach the principal's office door, John notices several things. Miss Smith straightens up. Her shushing becomes a little more insistent, then stops after they pass. John knows that Miss Smith is concerned about the principal's good opinion. Miss Smith does not know, or at least she could not freely name, what she feels. It may be apparent to any observer that Miss Smith is concerned about the principal's good opinion. At the same time, Miss Smith might deny it and even maintain that she is not concerned about the principal's opinion.

A classic example of incongruent behavior is the loud, angry comment, "I am not angry! I am not shouting!" Congruence is awareness of one's own feelings, a good match between what one feels and what one knows about what he feels. Incongruence is lack of awareness of one's feelings. Incongruent concerns are those of which another person is aware, but of which I, the owner of the concerns, am not aware. These concerns are represented in C above.

Unconscious Concerns

One kind of concern can exist that is recognized neither by the person himself nor by others around him. This is illustrated in cell D of the diagram. Consequently, there is no way of knowing what, if anything, is there until it "dawns" on the person or on someone else. If it dawns only on the person himself, it becomes private (A). If it dawns only on an observer, it becomes incongruent (C). For example, an experience from this sector may move to the private sector when some insight dawns. We say "I know now that was how I felt then, but I didn't realize it at the time."

A teacher may have a feeling something is amiss but not be sure exactly what it is. She may think she is concerned about one thing, a private concern perhaps, and actually be concerned about something else, something of which she is not aware, an unconscious concern. A common example is a student teacher's concern about discipline. She says, and truly believes, that she wants the class to quiet down. Still, she stands by helplessly when the class is unruly. Many alternatives are

suggested to her that would achieve her expressed objective of
quieting the class. But she does not accept the suggestions,
or if she tries to do what is suggested, the suggested method
fails. For example, she is told to be, and tries hard to be,
"stern." But her sternness is half-hearted. Her heart is just
not in it. Then one day the truth dawns on her. She is not
concerned entirely with discipline as she thought she was. She
is concerned also with a quite different goal. She is concerned
with winning the affection of the class. She wants them to like
her. She fears that if she reprimands them, they will not like
her. She is concerned both about a problem of which she is
aware (discipline) and about a problem of which she is not aware
(being liked). She was not sufficiently aware of this last
concern to put it into words, but it was there. When the truth
dawns, her concern moves from the unconscious sector to the
private sector. No one else knows, still; but she does.

Concerns and Behavior

Four kinds of concerns have been separated here only to simplify
explanation. In real human behavior, all four kinds appear to-
gether. For example, each of two people talking may have all
four kinds of concerns, as in this teacher parent conference.

> Mrs. Smith, Jenny's mother, told Mr. Volk, Jenny's
> teacher, that she wanted Jenny to do her best but
> did not put pressure on her beyond her capacities.
> (Both Mrs. Smith and Mr. Volk recognized that this
> was true; therefore, this was publicly known to both
> of them.) Privately, Mrs. Smith hoped she could re-
> port to her husband that Jenny did less foot-dragging
> at school than she did at home in order that Mr.
> Smith would not be so hard on Jenny. (This was
> private, known to Mrs. Smith but not to Mr. Volk.)
> Mrs. Smith did not know that Mr. Volk saw that she
> was tense and not paying full attention to his sug-
> gestions about outside activities for Jenny. (Her
> tenseness and inattention were apparent to Mr. Volk,
> but Mrs. Smith was not aware of them.) Neither of
> them knew that Mrs. Smith was tense because what-
> ever was said about Jenny might as well be said
> about her.

> Since this teacher is a person, he too is both aware
> and unaware of some of his experiencing.

> Mr. Volk told Mrs. Smith that her daughter was one
> of the quietest children in the class. (This was
> public.) Privately, he was anticipating the next

parent conference about a child who might have to be
retained. Mrs. Smith realized Mr. Volk didn't know
Jenny very well because he called her Jinny, prob-
ably because her name on the school records was
Virginia. However, she didn't mention it and
slurred the e when she mentioned Jenny's name. So
Mr. Volk did not know about himself what Mrs. Smith
knew about him. Neither of them realized one
reason Mr. Volk was hurrying through the conference
was that he didn't want to overcommit himself to
Mrs. Smith. He regarded her, without actually
thinking about it, as an overprotective mother.

Both Mrs. Smith and Mr. Volk are participating in a
complex interaction. Its complexity can be com-
pounded when others are involved; e.g. if Mr. Smith
were present. Its complexity is further increased
when other factors, such as the social and economic
backgrounds of the participants, are different or
when some more or less irreversible decision is un-
der discussion.

Such complexities are not limited to parent-teacher
conferences. The interactions of children with
teachers are complex, too. The teacher makes
choices, 'simple' ones like which of 20 waving hands
will get the nod to respond or 'more considered'
ones like transfer of a child to another classroom.
In making such choices, both aware and unaware ex-
periencing is involved. In the act of choosing one
waving hand over another, the teacher may awarely be
choosing the child who rarely volunteers. The
children may be aware that, from those who volun-
teer least, the teacher generally chooses boys rather
than girls. The girls, acting on this feeling, may
tend to volunteer less often (Fuller, Bown, & Peck,
1967, pp. 7-8).

Awareness of Concerns

The willingness of an education student to share his concerns,
and his awareness or lack of awareness about his concerns,
are important to the teacher educator.

Education students have concerns that are private or uncon-
scious, i.e. the teacher educator does not know they exist.
Private concerns are those the student does not share. Uncon-
scious concerns are those the student could not share even if
he would. Still, such concerns exist even if the teacher

educator does not know about them. Such concerns influence
what interes s students and what students learn.

Consequently, teacher educators need to know what these con-
cerns are. Ways of finding out about private and unconscious
concerns, ways that are ethical and acceptable to students, have
been developed and will be described later.

PHASES OF CONCERNS

Studies of the concerns of education students and of teachers
disclosed regularities in their concerns (Fuller, 1969).
These regularities made possible construction of a developmental
model for understanding the concerns of prospective teachers.
The model consists of three major phases of concerns. Within
each phase are specific concerns. Any of these specific con-
cerns may be private, public, incongruent or unconscious, de-
pending on the person and the circumstances.

First, education students who have not taught at all are not
concerned about teaching. They cannot visualize very well the
specific tasks involved in teaching, so they don't know what
kinds of tasks or problems they will have. They just don't know
what to be concerned about, or even whether they should be con-
cerned about any aspect of teaching at all. They do have con-
cerns though, mostly about themselves. So this phase is called
the Phase of Concerns about Self.

After their first contact with teaching, education majors are
still concerned about themselves, but now they are also con-
cerned about themselves as teachers: with their ability to
survive in the new school situation, with their content ade-
quacy and with their capacity to control the class. They are
not really concerned with pupil learning (although they may
think they should be concerned about pupil learning and give
lip service to such concerns.) They are still concerned
about themselves as they were before teaching, but the actual
teaching experience adds a new set of concerns on top of the
old ones. This phase is called the Phase of Concerns about
Self as Teacher.

Much later, after concerns about themselves and about their own
adequacy are resolved, teachers become concerned about pupil
learning, about their own effect upon pupil learning, and about
changes in themselves and the world that will facilitate pupil
growth. This is the Phase of Concerns about Pupils.

These three phases generally seem to occur in this sequence:

I.   Phase of Concerns about Self
II. Phase of Concerns about Self as Teacher
III. Phase of Concerns about Pupils.

Phase I includes many kinds of concerns, all the concerns a per-
son has about himself as a person who is not a teacher. The
next phase, Phase II, includes three kinds of teaching concerns;
and Phase III includes three different kinds of teaching con-
cerns.

Of course these are not entirely distinct stages. They overlap.
The first and second phases merge into each other as self con-
cerns persist and concerns with teaching are aroused. Even
Phase II and Phase III concerns merge since some self concerns
may persist even after teachers have become concerned about pu-
pils. Typically however, teachers express more concerns in one
phase or in adjoining phases.

PHASE I, PHASE OF CONCERNS ABOUT SELF

In 1962, a hundred beginning education students seen in confi-
dential depth interviews reported how they felt about a partic-
ular introductory education course. Ninety-seven of them spoke
disparagingly of the course, generally feeling the course was
irrelevant to their needs. The other three were articulately
enthusiastic about the same course taken at the same time, in
the same classroom, from the same instructor. Interestingly,
the three enthusiasts were two mature men and a woman, all with
considerable teaching experience. One possible conclusion was
that the typical young undergraduate is not prepared to benefit
from education courses as they are now taught.

Subsequent studies supported the idea that very young, inexper-
ienced undergraduates are not concerned about teaching at all.
They have not experienced problems and challenges in the class-
room and so cannot anticipate their inability to meet the chal-
lenges. They are not looking for ways to resolve anticipated
problems because they do not know what to anticipate.

Such young people do have concerns. They are concerned about
themselves. They have the concerns typical of their age group:
concerns about boyfriends, roommates, parents -- typical adoles-
cent concerns. But they have no realistic concerns about teach-
ing or about themselves as teachers. When these students were
asked directly what concerned them about teaching specifically,
their responses were vague. Most often they didn't know what to
be concerned about. They thought of teaching in terms of their
own experience as pupils and as college students. They did not

think of themselves as teachers, as professional persons facing
the tasks, and challenges of teaching. They simply could not
picture themselves standing in front of a class, with responsi-
bility, in a position of authority, having to make decisions
without recourse to someone else who really had the authority.

When such students knew they were about to teach, they expressed
concerns about the coming teaching experience. These concerns
were based mostly on hearsay: discipline problems, getting a
good grade or wangling an assignment to a favored supervisor.

Apparently young students without any teaching experience at all
cannot be concerned about teaching in the same way that others
who have taught are concerned about teaching. Inexperienced
students register for education courses for a variety of motives:
to find out whether they will like teaching, to please parents,
to have something to do between college and marriage, because
they are afraid of work involving adult relationships and many
more. They have concerns, but these are not teaching concerns,
that is they are not concerns related to real tasks, problems,
challenges of teaching.

Of course not all beginning education students are unconcerned
about teaching. Some have had informal or vicarious teaching
experience: in Sunday school, as camp counselors or in conver-
sations with parents who teach. Some can visualize themselves
as teachers and anticipate teaching tasks. But other students
are not able to visualize themselves as teachers. They do not
'now what to be concerned about. Such students are in a non-
teaching phase: the first phase, Phase of Concerns about Self.

PHASE II, PHASE OF CONCERNS ABOUT SELF AS TEACHER

In this next phase, students are still concerned about them-
selves, but now their concerns are about themselves as teachers.
They are concerned about protecting themselves, about their
ability to survive in the school, about their content adequacy,
about their capacity to control the class. They are not really
concerned about pupil learning (although they think they should
be and may say they are). During this phase, they have three
kinds of concerns. They ask (1) Where do I stand? (2) How ade-
quate am I? (3) How do pupils feel about me? What are pupils
like?

Education students have specified just what these three questions
mean to them, in interviews and in counseling-oriented seminars.
Illustrations from typescripts are included elsewhere and will
not be repeated here (Fuller et al., 1967; Fuller & Case, 1970;
Fuller & Newlove, 1970).

Concern 1, Phase II: Where Do I Stand as a Teacher?

Students are concerned with the coming teaching situation and
with their position in it. They literally sit on the edges of
their chairs waiting to find out about their assignments, the
school, the grade level, the supervising teacher, the university
supervisor, the rules of the school, the orientation of the
principal, and especially the expectations of supervising teach-
ers, the requirements of the task and the limitations, both
verbalized and tacit, upon them.

Students are concerned with the problem of discerning real ex-
pectations, the behaviors for which real rewards are given as
opposed to those which just get lip service. They search for the
real power structure.

Student teachers have reported being criticized as "unprofes-
sional" because they avoided the teachers' lounge. Elsewhere,
the telephone as well as the lounge is explicitly forbidden them.
One principal may feel that student teachers who send pupils to
his office for punishment are abdicating their responsibility;
another may back them up and invite them to witness the paddling.
If they ignore noisy members of another class in the hall, they
might be judged irresponsible; if they take action, they might
be told to stop "interfering." Evaluating the subtle cues on
which such judgments could be based calls for social sophistica-
tion and sometimes two-faced inconsistency. Many otherwise
dedicated, knowledgeable student teachers won't "play it smart."
"The kids need me more than the principal needs a new bulletin
board! Well, maybe I can get a job without his recommendation."

During this stage, some students merely worry about their student
teaching grade, but most try to discern how parents, supervis-
ing teachers, principals and others evaluate them.

In summary, actual teaching experience arouses new concerns with
teaching. But concerns about self are still strong. The ques-
tion in Phase I was, "Where do I stand?" In Phase II the first
question is, "Where do I stand as a teacher?" What are the
rules in this new situation, the real rules? Who has the power
to decide? What kind of behavior is really rewarded? What is
expected of me? What am I supposed to do? How do I find out
when I have succeeded and when I have failed? Where do I stand,
in this new situation as a teacher?

Concern 2, Phase II: How Adequate Am I?

The overriding concern in this phase is adequacy in class con-
trol. This is, of course, no surprise to anyone who has
supervised student teachers. As hunters discuss the chase and

sailors the shipwreck, student teachers from K through 12, but particularly in junior high school, talk about "discipline." Resolution of the need, on one hand, to be liked by pupils and, on the other, to frustrate their impulses in the interests of socialization, causes discomfort to most student teachers. For some, however, attempts at class control are deeply traumatic. For a student teacher who was a lonely only child, "discipline" may mean alienating potential "playmates" in the class or even "brothers" and "sisters" whose late arrival makes them more precious still. For the rebel, class control may be "going over to the enemy." Unconsciously hostile student teachers sometimes may panic in fear of their own rage; passive ones cry, narcissistic ones can be titillated manipulated.

In addition, discipline in student teaching is vastly complicated by the presence of a supervising teacher. First, his standards, if even slightly different regarding tolerable noise level and impulse expression, add another dimension to an already complex situation. More important, his aims and those of the student teacher are often at odds: the teacher's aim is success for his pupils. As we will see later, the experienced teacher is concerned about his pupils. He does not like them to suffer either by omission or commission. He wants good teaching. The student teacher on the other hand needs the freedom to fail.

New teachers have few means of controlling the class. Their repertoire of "staring them down," snapping fingers, making pupils "freeze," writing names on the board and so on, works only temporarily. As all experienced teachers know, remaining in control is more complex than merely keeping order. The teacher's degree of control is influenced by many factors: by her status, the situation past and present, her relationship with the class, their opinions about appropriate behavior, their age, social class, mood and a host of other factors. The same class behaviors may be problems to one teacher, in one situation and not to another. "Problems" can be symptoms of boredom, frustration, or joy; of discrepant behavior standards, or they may have nothing at all to do with the teacher's behavior.

But the view that discipline problems, like a fever, are merely a symptom, is relatively infrequent among beginning teachers. Discipline problems are usually treated as discrete events susceptible of cure by prescription, although the symptom hypothesis is given lip service. Student teachers feel there must be some trick to it. No one will tell them what the trick is!

The reason for this conviction seems to be that, once class control is admitted to be a product possibly, of emotional

interaction between teacher and class, what the teacher _feels_
(and cannot change quickly, if at all) instead of what the
teacher _does_, is subject to inspection. Subject to inspection
too, would be many values of doubtful lineage, unexamined feel-
ings, 'aky convictions. In the area of discipline, it is not
possible to abstain. The teacher always does something. Even
doing nothing is doing something. In fact doing nothing is
often doing something very important!

This second concern of Phase II, "How adequate am I?" evidences
itself mostly in comments about class control and discipline.
This is the concern with which students most want help. But
since the problem of discipline is more complex than it appears
to them, they are also concerned, (though unaware of these con-
cerns) about their professional roles, about the satisfactions
of teaching and about their own relationships and lives outside
the class. These are concerns of which they, the education
students, may not be aware, concerns which exacerbate the prob-
lem of discipline.

For example, a female neophyte teacher has discipline problems
with ' ' boys only. When her own dating problems outside
school disappear, so do her discipline problems in the classroom.
Her concern was not with "discipline" but with being liked by
males.

Obviously the concern "How adequate am I?" can be very broad.
It can include concerns about everything from a shaky voice and
one's professional commitment on the one hand, to sexual ade-
quacy on the other. Concern about discipline is the neophyte's
rubric for this question, but concern with adequacy in many
areas may underlie expression of concern about discipline. _One_
concern is with subject matter adequacy. What do you do when a
child asks about the past tense of "lie" and "lay" when this is
something you've never been clear about yourself? What will the
class think when you have to say, not the first or fourth, but
the tenth time, "I don't know" or "Let's look that up."

The second concern of Phase II then, is really not just concern
about discipline, but concern about one's adequacy as a person
and as a teacher on many criteria.

Concern 3, Phase II: How Do Pupils Feel About Me? What Are
Pupils Like?

At this point education students are concerned about personal,
social and emotional relationships with pupils. They are con-
cerned about pupils as individuals and about the feelings of
pupils. They have seen individual faces, learned names. They

start to wonder what is going on behind the faces they are just
learning to distinguish. They feel a relationship growing with-
in themselves. They wonder whether pupils share their feelings,
what pupils think about them, why pupils act as they do, where
they live and what their lives are like outside the class.

Although this concern involves pupils, self is not forgotten.
Students say, "I'm attached to every child." or "Maybe I am be-
coming too personally involved with the children." "Do they
think I am just a rich college kid?"

Still, they notice individual pupils, particularly the "problem"
pupils and their strange behavior. At this stage, the concern is
less with means to resolve the pupil's problem, although solu-
tions would not be unwelcome. More often it is the teacher's
own feelings about the child which are troublesome to the teacher,
not the child's feelings about himself.

There is some concern about understanding the pupil, but still
some concern about self, about my feelings about how he is. Self
forgetfulness has not yet occurred.

Summary of Phase II: Concern with Self as Teacher

Teachers in Phase II have 3 kinds of concerns:

1. Concern about the new situation and new expectations; and
    about others' rules and others' evaluations of their adequacy.
    They say, "Where do I stand?"

2. Concern about their personal adequacy, about their ability to
    satisfy their own needs, to answer questions about content,
    to do what they must, especially to control the class. They
    say, "How adequate am I?"

3. Concern about their relationships with pupils, with their own
    feelings about pupils and pupils' feelings about them. They
    say, "How do pupils feel about me? What are pupils like?"

We will call these Concerns #1, #2, and #3 within Phase II.

PHASE III. PHASE OF CONCERNS ABOUT PUPILS

In this phase, students are concerned about pupils. They have
three concerns: (1) Are pupils learning what I'm teaching?
(2) Are pupils learning what they need? (3) How can I improve my-
self as a teacher? (And improve all that influences pupils?)

Concern 1, Phase III: Are Pupils Learning What I'm Teaching?

Now students are concerned about pupil gain in knowledge and to
some extent gain in pupils' understanding, application, synthe-
sis and evaluation of what is being taught them. Students are
concerned with teaching methods which help pupils learn what is
planned for them, usually cognitive gain. What is to be learned
by the pupil is decided by the student in his role as teacher.
The following example from a seminar is illustrative of a dawn-
ing concern with pupil gain, a transition from Phase II concern
with self as teacher to Phase III concern about pupils.

In seminars, student teachers rarely asked the question, "Will
the class remember that?" Although outside the seminar they
often discussed with their supervisors the responses their
classes made, and even devoted considerable time to an evalua-
tion of what learning had taken place, this question was not
raised spontaneously by the student teachers themselves in the
early seminars.

The student teachers obviously knew, in an intellectual way at
least, that evaluating what their pupils were learning was im-
portant in the eyes of their university supervisors. This be-
came apparent when a university supervisor unknowingly set off
a near panic by suggesting immediately before the start of a
counseling seminar that he would like the student teachers to
reflect in their lesson plans the provisions they were making for
individual differences among their junior high pupils and for
evaluating the individual learning that took place.

As he spoke, the student teachers rapidly made notes. When he
asked if there were questions, there was only one about the form
this was to take. Then the university supervisor left. As soon
as the door closed, there was a loud explosion of comments:

    Several: What did he mean? Someone run after him.
               (Someone started out the door.)
    S. T. 1: (Shouting over the din) Wait a minute!
               Maybe we can figure this out!
    S. T. 2: What did he mean about individualizing your
               lesson plans?
    S. T. 3: I think he meant individual levels.
    S. T. 1: I don't think he meant that although we've
               been talking about it in here. I think
               maybe that I have not been applying theory.
               I mean I have given a lot of individual
               attention without their knowing it. (Illus-
               trates by recounting an incident from her
               class.)

S. T. 4: I think that is what he means but in the
plan, not in just telling the child, but on
a mass level of individual attention and
planning. For example, a variety of assign-
ments. Since you have a feeling of confi-
dence now about the mechanics of teaching,
start putting more time in on the planning.
Is that what he means?

S. T. 5: Yes, that makes sense.

S. T. 4: Before we looked up and saw a sea of faces
and you could just tell when someone was
eating candy or the main thing was when
someone wasn't working. Now we can change
the lesson or explain it more thoroughly
and look out for individuals more than just
getting the work done (Fuller et al., 1967).

The student teachers in this seminar were still not concerned
with assessing the learning resulting from their teaching. The
supervisor aroused some concern about what the pupils were
actually learning as distinguished from what the teacher be-
lieved herself to be teaching. In this phase, students say,
"Am I getting across to them? I mean, really getting across to
them?"

Concern 2, Phase III: Are Pupils Learning What They Need?

Now, students are concerned not just about pupils' absorbing
and regurgitating what has been taught them. Gain in knowledge
was their concern when they asked. "Are pupils learning what
I'm teaching?" The new concern, "Are they learning what they
need" is quite different. The needs of pupils as persons are
of concern.

The concern is not only with cognitive gain, but with affective
influences and affective gain as well. Students are concerned
with procedures to achieve that kind of pupil gain. They saw,
"I am trying to decide whether moving Mary to another fourth
grade would help her. She seems afraid of me."

Sometimes the concern shows itself more clearly in an action
than in expression of a concern "The rest of the class was do-
ing arithmetic, but he was drawing a test tube, probably be-
cause of the science lesson this morning. Still, he had not put
pencil to paper all year until today. I was so glad he was do-
ing something, that I gave him a bigger piece of paper." This
teacher has translated her concern into action. She disregards
what she is teaching, arithmetic, to consider what is possible
for the child to learn. She accepts that he is able to do,

what he can learn, instead of demanding what she wants and what
he is not able to give. She even enlarges his efforts, truly
"personalizing" her teaching.

Teachers with this concern are trying to figure out how the
world looks to a pupil, what the pupil is trying to do or where
he is trying to go. Such teachers are trying to discover the
pupil's concerns. They are asking, "Are pupils learning what
they need?"

Concern 3, Phase III: How Can I Improve Myself as a Teacher?

Although these words are spoken often, this concern is so rare
that our conceptualization of it is drawn from only a few ob-
servations of it. Hence this description is highly tentative.
This concern is self-forgetful. The teacher is unconcerned with
her own protection, pleasure or gain. She is concerned with
anything and everything that might contribute to the develop-
ment not only of the pupils in her own class, but of children
generally, She may be concerned about herself as an instrument
of change, as an interpersonal influence. She says, "What do I
do that influences pupil development?" "How does what I am
change them?" "What changes, anywhere, are possible to facil-
itate the development of these children?"

Although the concern is broad, it manifests itself in specific
questions and decisions. "Should I tell Mrs. Moss her son's
I.Q. score?" "This school lunch program needs to be extended to
breakfast. Hungry children cannot learn." "I am looking for a
science workshop. I feel my science teaching is not what it
should be."

The rarest and possibly the most mature concerns of all, involve
attempts by the teacher to examine her personal impact on pu-
pils, perhaps to bring to conscious awareness aspects of her im-
pact of which she is only dimly aware.

Interactions of which the teacher is not aware can occur between
her and a child. One example was given earlier of a teacher's
conscious concern with discipline and her other concern with be-
ing liked, a concern of which she was not aware. Such a concern
with discipline might be thought a concern with self. It is of
course, a concern with self protection if the teacher remains
concerned with discipline. But if the teacher becomes concerned
about bringing to her own conscious awareness possible pre-
conscious aspects of her relationship with the class, her ques-
tion is, "What do I do that influences them?" This is a very
different concern, a concern with pupil gain, even if such con-
cern involves the risk of new and possibly painful insights
into one's self.

In the counseling seminars mentioned earlier, many <u>unconscious</u>
interactions, between student teachers and their pupils, were
apparent to counselors. The impact one student teacher had on
her pupils would often be apparent to other student teachers in
a seminar, but not to the student teacher herself. For example,
one student teacher had a "minor discipline problem."

> S. T. 1: I say, "Yes, that's your homework." Then
>   they wave their hands to ask questions and
>   they let "Mama" slip out.
> Several: They really do?
> S. T. 1: And I say! Imagine! Thirteen year olds!
> S. T. 2: You mean they know they're doing it?
> S. T. 1: Maybe some of them do. But I can remem-
>   ber when I was in grade school, I used to
>   let "Mama" slip out all the time.
> S. T. 2: Yes, but not in high school!

At a later meeting:

> Counselor: Do they still call you "Mama"?
> S. T. 1: No, they've grown up all of a sudden.
> Several: <u>They</u> have?
> S. T. 1: Well, <u>they</u> were the ones that were calling
>   me "Mama," (Laughs) I wasn't calling <u>them</u>.
>   No, but really, they have quit calling me
>   "Mama." One even asked what my married
>   name would be.

The group knew, if she did not, that what she <u>was</u>, a
"Mama hen," spoke so loudly to the class that they
could not hear her tell them not to call her "Mama."

Student teacher #1 did not share with others her pri-
vate concern about her pupils' calling her "Mama."
She worked on it though. She did not want her pupils
to call her "Mama" because calling her "Mama" was
embarrassing to them, immature behavior. She had to
find a way to help them to stop. She told them not
to do it, but they persisted. Then, apparently, it
dawned on her that she was <u>eliciting</u> the behavior
herself. Something in her behavior or her attitude
told them she was a "Mama." Once she saw the problem,
she could work on solving it.

At the last meeting of the group, without referring
to the "Mama" incident, Student Teacher #1 said:
"Oh, I know me -- I'm the mother hen" (Fuller et al.,
1967).

Evidence for This Sequence of Concerns

The postulated sequence of concerns phases is: first, Phase of
Concerns about Self; second, Phase of Concerns about Self as
Teacher; third, Phase of Concerns about Pupils In short, edu-
cation students first have concerns about themse ves that are
not directly related to teaching. Later, they are concerned
about themselves as teachers. Still later, they are concerned
about pupils. Is this sequence in fact true?

Studies of concerns of various groups of teachers in different
countries over the past forty years do support this postulated
time sequence (Fuller, 1969). Beginning education majors typi-
cally express either non-teaching self concerns like those in
Phase I or self-as-teacher concerns like those in Phase II.
Graduating seniors are more likely than beginners to express
pupil concerns like those in Phase III. Experienced teachers
are more likely than either group to express concerns about pu-
pils, like those in Phase III (Fuller, 1970).

This sequence may also be related to increasing proficiency in
teaching. More experienced teachers, those likely to be more
proficient, express Phase III concerns about pupils more fre-
quently than do neophytes. In addition, experienced teachers
who are rated "more effective" are more likely to have Phase III
concerns about pupils while those rated "less effective" are
less likely to have Phase III pupil concerns and more likely to
have Phase II self concerns (Fuller, 1970). Too, teachers who
express Phase III concerns teach differently than do teachers
who express Phase I or Phase II concerns (Fuller, et al., 1969).
In films of their teaching, teachers with Phase III concerns
asked more questions and lectured less. They were rated as
more interesting in their teaching. Since these are teaching
behaviors usually considered characteristic of better teachers,
it seems reasonable to conclude that when teachers are concerned
about pupils, rather than about themselves, they are likely to
do a better job of teaching, a not very surprising thought!

A reasonable conclusion would be that these concerns phases fol-
low one another chronologically as teachers become more experi-
enced. Also reasonable would be the conclusion that concerns
phases are related to teaching maturity, so that the Phase I,
Concerns about Self, is the phase of least maturity. Phase II,
Concerns about Self as Teacher is a phase of middle maturity
and Phase III, Concerns about Pupils is the most mature phase.

CONCERNS OF EDUCATORS

Most teacher educators are probably drawn from the ranks of ex-
perienced, superior teachers. Consequently their concerns
(which have not been studied) probably are similar to those of
experienced superior teachers, that is, they have Phase III con-
cerns. If so, this is fortunate, since, as will be seen in a
later chapter, educators who have primarily Phase I or Phase II
concerns probably will not be able to apply the model success-
fully.

Undoubtedly all of us are, at various times and because of vari-
ous reasons, concerned primarily about ourselves. Some tenta-
tive evidence supports the notion that these concerns phases
are universal and perhaps recurring. Maybe everyone, upon en-
tering a new situation, goes through a phase of self concern
and of orientation to a new situation. Perhaps the duration
lessens with each successful transition.

However, some situations are permanently structured so that con-
cern about self is continually necessary and appropriate --
"healthy" if we can put it so. Walking a tightrope does not
encourage concern about the welfare of others! Consequently
concern phases may be unrelated to one's "adjustment," "matur-
ity" or to other socially valued qualities. Nevertheless,
when concern about self is uppermost, regardless of the reason
for, or the appropriateness of, the concern, application of the
model is probably best delayed until self concerns of the pro-
fessional himself can be resolved.

Administrators, supervisors, cooperating teachers, and others
who help education students, probably have concerns that vary
along the self-other continuum; that is, they too may have con-
cerns about themselves and concerns about others. We can think
about these as dependable motives after McKeachie, as goals, as
concerns, or merely as what people are trying to get accom-
plished. Little is known about such matters (Fuller et al.,
1967; Menninger, 1967). Such study, while important, is beyond
our resources. We hope others will be moved to undertake it.

NEXT STEPS

If relevance is defined as the "match" between the level of con-
cern the education student is experiencing and the level of
concern to which education course content is addressed, it is
not hard to see why students brand professional education pro-
grams "irrelevant." At best, concerns and programs are prob-
ably orthogonal, at worst in total collision.

Most education course content is probably relevant only for
students with the most mature concerns. But teacher educators
usually assume that, since they are concerned about pupils and
pupil learning, their charges are also concerned about pupil
learning. Obviously this is not so. Repeated assessment has
consistently demonstrated that undergraduate education students
are typically concerned, not about pupils, but about themselves
or, late in their preparation, about themselves at teachers.
Their need is great. What educators have to offer is surely
ample. Procedures to join mouth and milk will be discussed in
the next section of this manual.

* * * * * * * *

CHAPTER II

PERSONALIZED TEACHER EDUCATION

Of what use to teacher educators is this information about
teachers' concerns? How can teacher educators use the model to
tailor teacher education to the needs of education students?

No final answers to these questions are offered here and final
answers probably are not desirable for two reasons. First, they
would not be universally applicable. More important, however,
is the probability that the satisfaction a teacher educator de-
rives from devising his own procedures is important to students.
Who does not enjoy more a meal offered in joy than from duty?

The concerns model is a generalized way of conceptualizing
teachers' concerns. The model makes it possible to tailor the
curriculum to large groups, like making a size 36 suit (with-
out alterations!). The concerns themselves, however, always
appear in the personal, idiosyncratic idiom of each student ex-
pressing them. Therefore, at this stage of knowledge about
concerns and their meanings, some "alterations" are necessary.
Concerns may have to be responded to personally. When further
study has specified good procedures for resolving all concerns,
"individual alteration" may not be essential. Such specifica-
tion ought to be pursued. In the meantime, the person of the
instructor, his perceptiveness and sensitivity, are vital in-
gredients in the concerns model mix if the curriculum is to fit
well every individual student.

Consequently, the ideas offered here are intended as guidelines
only. True, the procedures to be described have been studied,
tried, assessed and found to produce desirable effects. (These
effects will be described later.) However, the procedures
used in those studies are certainly not the only possible ap-
plications of the concerns model to teacher education. Ingeni-
ous educators may devise procedures superior to any included
here.

But even if educators do not devise totally new and different
procedures, even if they use those described here pretty much
as they are presented, the procedures must still be altered:
translated by each teacher educator into the personal idiom of

his own students and adapted to his own situation and to his own
talents and resources. For example, before these procedures
can be used at all, some basic attitudes and personal qualities
are probably necessary for the teacher educator: the ability
to sit still and listen and attend to what is heard; the desire
to value expression of feeling and concern. Beyond those quali-
ties, special competencies such as expertise in particular
subject matter areas are essential to the implementation of what
is presented here. In short, the procedures presented here are
more promises and challenges than fixed systems.

MATURING TEACHERS' CONCERNS: AN OVERVIEW OF POSTULATES

Maturity of concerns has been defined in terms of the early
phase, the middle phase and the late phase of concerns. Early
concerns with self are called the least mature, since these are
characteristic of the completely inexperienced student. Late
concerns are the most mature since these are characteristic of
teachers who are both more effective and more experienced. Our
objective is to bring about maturation of the concerns of stu-
dents, that is to move undergraduate education students from
concerns about themselves toward concerns about pupils.

Three conditions seem to be necessary to help students move
along this path. Concerns must exist. Concerns must be known.
And concerns must be resolved.

Assessment of Concerns

Do concerns exist? This is the first question since the pres-
ence, or absence, of concerns must be known. Teacher educators
can assess the concerns of their education students by two pro-
cedures. One is content analysis of the Teacher Concerns State-
ment (TCS) (Fuller & Case, 1970) using an available manual.
The second is informal clinical assessment by the instructor of
comments of students stimulated by discussion of the booklet,
"Creating Climates for Growth" (Fuller et al., 1967; Fuller &
Newlove, 1970).

Arousal of Concerns

If teaching concerns do not exist, they may be aroused. For ex-
ample, if a student is in Phase I and has no concerns about
teaching, concerns about teaching may be aroused. Inexperi-
enced students' concerns about teaching can be aroused by a
teaching experience, even a very brief one, before they are per-
mitted to register for their first education course. An
economical procedure toward this end, one that benefits both

pupils and education students, is "The 15-Minute Hour: An Early
Teaching Experience" (Newlove, 1969).

Awareness of Concerns

Education students need to be aware of their own concerns and
able to share their concerns with others when they need help.
Students can become aware of unconscious concerns through psy-
chological assessment and counseling procedures. These are
procedures which give education students feedback about them-
selves based upon their own responses to psychological instru-
ments. The instruments and the feedback procedures are described
in manuals (Fuller & Baker, 1970; Fuller & Newlove, 1970;
Menaker, 1970; Veldman, 1970.)

The way in which awareness is thought to be increased by these
procedures is illustrated below:

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      Insert Figure 1 about here
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Concerns for which the teacher has not asked help are shared,
and move from B to A in an atmosphere of trust.

Concerns of which the teacher is not aware, come to the aware-
ness of the psychologist through assessment instruments and move
from D to C. When the psychologist shares this information with
the teacher, the teacher, too, becomes aware of her concern.
The concern moves from C to A. Then the teacher can get help
with this concern.

Some concerns just "dawn" on the teacher. She suddenly real-
izes she is more concerned with being liked than with discipline.
Her concern has moved from D to B., but only she is aware of
her newly conscious concern.

Resolution of Concerns

Once concerns about teaching exist, and the prospective teacher
and her instructor are both aware of what her concerns are,
they can resolve such concerns by accomplishing the tasks re-
lated to her concerns. The postulate is that when earlier,
less mature concerns have been resolved, more mature concerns
will either emerge spontaneously or they can be aroused. Event-
ually, the most mature concerns will be the lifelong goals of
the professionally mature teacher.

In summary, concerns become more mature through a process involv-
ing assessment, arousal, awareness and resolution of concerns.

PERSONALIZING TEACHER EDUCATION USING A TEACHER CONCERNS MODEL

Increasing Awareness of Concerns

SELF

	Known	Unknown
Known	(A) Public	(C) Incongruent Incongruent to public through counseling feedback.
Unknown	(B) Private From private to public by creating atmosphere of trust: turning students on.	(D) Unconscious Unconscious to incongruent through assessment of psychological instruments. Unconscious to private through dreams, accidental encounters or insight.
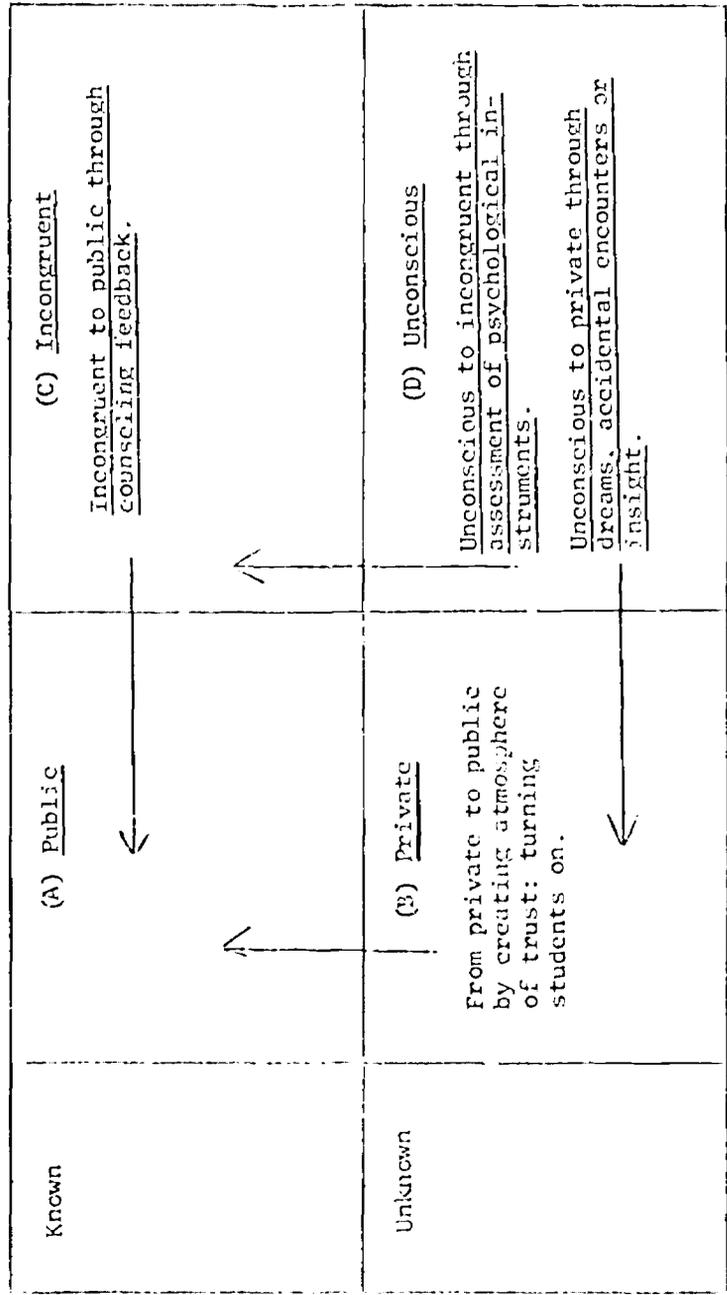
OTHER

FIGURE 1

SUZY

In order to illustrate how all these procedures, assessment, arousal, awareness and resolution of concerns, look to a prospective teacher, we can follow the professional preparation of Suzy, a mythical elementary education student.

Suzy starts out with only early concerns, receives the complete "treatment" and emerges with late concerns. Obviously Suzy is not entirely typical. Few students need every experience that can be made available to them. Few students make so much progress. However, most students seem to need most of these experiences. A few students need none of the preparatory experiences to ready them for the most mature concerns. These few students come to teacher preparation with concerns about pupil gain already developed. Such students have usually been prepared by other life experiences and are already concerned about pupil gain (and instructional design), about pupil affective growth (and child development) and about the improvement of the educational enterprise generally (and the social foundations of education). Such students do not need concerns-maturing experiences. Their concerns are already sufficiently mature to benefit from well taught education courses. Suzy, alas, is not so mature!

ASSESSMENT

When Suzy makes application for admission to the elementary teacher education program, like every other student, she is required to fill out a number of forms. One of them is the Teacher Concerns Statement. She writes a paragraph in response to the question, "When you think about your teaching, what are you concerned about?" (She also fills out at the same time, some psychological assessment instruments having different purposes.)

In her Concerns Statement Suzy says she is concerned about getting better grades, about being able to stay awake in uninteresting, required courses and about deciding whether to get married or teach. Suzy's are obviously concerns about herself, early concerns.

Later on, Suzy's concerns will be reassessed, not only with these instruments but also clinically by her first instructor from her comments in class discussion and in individual conferences. In fact, the assessment of concerns is to be a continuous procedure throughout Suzy's program to be sure that her experiences meet her needs.

AROUSING CONCERNS ABOUT TEACHING

Suzy is not enrolled in an education course. Doubtless, she
would fall asleep in that too! She is assigned instead to an
Early, Brief Teaching group. She will teach a real class for
15 minutes, be audio taped while teaching and receive comments
about her teaching from the pupils she teaches. She makes her
own plan (which must be approved), finds her way to the school,
sets up her own tape, teaches as she can. During the prepara-
tion period she discusses her plans with other students in the
group who will also teach. An instructor stands by to answer
questions and help when asked, but there are no scheduled
classes. No formal instruction or advice is given her. If her
plan is not approved she waits for the next go-around.

Suzy spends a lot of time preparing for those fifteen minutes
and arrives at the school with her "props": a beehive and three
charts.

That morning, while nine neophytes teach, the children have a
ball and a smorgasbord of experiences. Their teacher joyously
rests her feet. And Suzy has her moment of truth.

Even before she listens to her tape and reads the pupils' com-
ments about her, Suzy has a different point of view about teach-
ing. She has stood in front of a real class. She has been
called Miss Smith. She has been treated like a teacher. The
pupils looked where she pointed, answered when she asked, did
what she said do. The pupils were more real, their faces more
individual and her pulse was more rapid, all more than she
could have imagined. She has been baptized.

After she listens to the audio tapes of other neophytes and they
have commented on hers, after she has mulled over the comments
of the pupils and gradually talked those comments over with
other members of her group, two things happen. She becomes con-
cerned about <u>herself as a teacher</u>. All that she is was forced
out in bold relief when she taught: her voice, her quavering
voice; her hands, her prespiring hands clutched tightly to a
book against her bosom; her eyes, her pleading eyes; her insides,
her dancing, quivering insides. Suzy becc es aware she has
concerns she did not know she had, problems unanticipated, and
hopes, such great hopes! Suzy has moved from Phase I to Phase II,
from early concerns about herself to middle concerns about
herself as a teacher.

AWARENESS OF CONCERNS

Private Concerns Become Public Concerns

Suzy is admitted to her first education course and is grouped
with other students who also have early concerns about themselves
as teachers. They discuss a booklet, "Creating Climates for
Growth." To Suzy it says what she secretly knew but didn't
know it was legal to admit. It says: what you are as a person,
how you feel, are important in your teaching. It says: concerns
about making it, about your own adequacy, about whether you
ought to teach at all, are normal. It says: most new teachers
worry about discipline, about knowing enough to teach, about be-
ing liked by children, about what principals and other teachers
think about them. It says: all that is O.K.! Talk about it
to someone, bring it out into the open, get help with it. Any
worries you have about teaching are appropriate for discussion.

Suzy decides to test this out in class. She says aloud, "I want
to know what you should do when the classroom teacher and the
student teacher have different ideas about how quiet the class
should be." The instructor does not try to hedge or to solve
the problem then and there. He says he will show them a film-
strip called, "Meet Your Cooperating Teacher" (Brooks, Newlove,
& Fuller, 1969) which will bring out into the open various
differences between student teachers and supervising teachers,
including different standards for class control. They will
also have some reading about underlying reasons for discipline
problems and will practice in the class some methods of con-
trolling surface behavior of children. Suzy thinks she needs
that. Like the other students in the class, she finds it re-
warding to confide her private concerns. She gets help for them
when she does. She is not embarrassed when she confides. It
seems they are all in the same boat! Suzy's concerns are mov-
ing from the private to the public sector.

For his part, her instructor is validating his initial assess-
ment of his class' concerns. He is finding out whether their
paper and pencil statements about their concerns (the Concerns
Statement) reflected their real feelings at the time, whether
they feel freer now to divulge private concerns and whether
their concerns are maturing.

Incongruent Concerns Become Private or Public Concerns

When Suzy and three classmates listen to her audio tape, she
realizes she didn't use half the mountain of material she brought.
She was afraid of running out of material because she can't
think on her feet. The others say, but how can you teach if you

can't think on your feet? Suzy realizes that that was ALL she
was concerned abour when she did her fifteen minutes of teach-
ing. Everyone knew it but Suzy. Her concerns are moving from
the incongruent sector to the private sector, and maybe, if she
brings this problem up in class, to the public sector.

Much later, when she is video taped teaching and sees this film
with her counselor, she will become aware of other incongruent
behavior: reprimanding the wrong child for getting out of line,
ignoring for too long the same waving hand; calling on boys always,
never girls.

Unconscious Concerns Become Private or Public Concerns

Suzy has a conference with a counselor who seems to know a lot
about Suzy or at least a lot about what Suzy thinks about her-
self. The counselor has thought deeply about what Suzy said
about herself on the forms she filled out when she entered the
teacher education program. Suzy didn't realize until then that
she thought of herself as less able than most people. She had
described herself on the forms as "barely getting by," as
"average," her abilities as "mediocre," her boyfriends as
"scarce," and her teaching ability as "non-existent." Suzy con-
fided she wished she had more dates, and wondered if anyone
would ever want to marry her. She began to realize that she had
these scared feelings when she was teaching: she was afraid her
teaching would not "go over." She wondered constantly whether
her supervising teacher, even the children, would like her.
She said, "I kind of knew I wasn't sure of myself, but I didn't
realize it was as big a thing as it is." Suzy was beginning
to become aware of some of her unconscious concerns.

Resolving Concerns

Suzy felt inadequate in science. After some role playing with
her Early, Brief Teaching group, and some microteaching in a
Teaching Laboratory, she felt a little more comfortable about
her science. Class control she discussed ad nauseum in class
and out. But it was not until she and her counselor had fer-
reted out some of the reasons why Suzy felt inadequate with boys,
that Suzy could begin to use what she had learned about methods
of class control. She became a little less apprehensive about
teaching after a class discussion about the filmstrip, "Meet
Your Cooperating Teacher." And a psychology class demonstra-
tion on expectations and perceptual distortion gave her some
clues about why she was turning people off. She was expecting
to be turned off, and her expectations were being fulfilled!

Reassessing Concerns

After these experiences, teaching, role playing, counseling and
so on, Suzy completed the Teacher Concerns Statement again.   She
also talked to her instructor about her present concerns.   Suzy
said she felt worried about whether pupils would like her.   (She
was maturing a little.)   And she was eager to try to teach again.
On the basis of these new, more mature concerns, she was placed
in a methods course and a child development course.   She was also
scheduled for video taping and more counseling, this time a kind
of counseling known to the counselor as Video Feedback Counseling.

Arousing New Concerns   :

Suzy taught again, this time for an hour, and was video taped off
and on during that time.   She and the counselor, whom she knew
well by now, looked at the tape together.   Suzy saw herself do in
her teaching what she had already told the counselor she did in
her social life.   She said cutting things to the boys.   She
hadn't meant to.   She didn't even know she was doing it at the
time.   But it sounded so much worse on the video tape.   And she
was dull!   The children were polite, but they were bored.   This
time she didn't worry about her accent as she had before.   She
couldn't do anything about it anyway.   But here were many things
she saw that she felt she could remedy.   She said she was glad
she had not seen this earlier.   "Then I would have thought, it's
hopeless.   I can never do anything about this.   I would have
given up.   But now I think, well maybe if I get help with this
maybe I can improve."

The teaching supervisor pushed Suzy too.   He asked Suzy what she
thought the children had learned.   Suzy began to wonder how she
could find out.   How do you assess learning?   The supervisor
pushed her even more.   What did the pupils in the class need?

Resolving New Concerns

Suzy's courses in instructional design and child development were
getting interesting.   She no longer worried about falling asleep
in class, or about whether she should teach.   She had other things
on her mind like a real boyfriend, real children and real problems
about getting across to them.   Suzy wasn't a mature teacher yet.
She still has a long way to go.   But she is ready to begin teacher
education as it is traditionally taught: ready to begin to attend
to information about planning, designing and evaluating instruc-
tion.   Maybe in a year or two, she will be ready for the kind of
information now mistakenly included in textbooks for beginners: phil-
osophical statements regarding aims; meaning and methods of education,
statements by

distinguished psychologists and sociologists; reports; legisla-
tion; court decisions. In fact, now after many professional
experiences. she is just barely beginning to be concerned about
matters discussed in many introductory textbooks: "recent
trends in society, in learning theory, in educational reform...."
Suzy is still in Phase II. She has not yet made the transition
to Phase III, but much of her undergraduate teacher preparation
will be devoted to just this effort: to resolving concerns about
herself as a teacher so that eventually she can become concerned
about pupils.

* * End Suzy * *

MOVING FROM PHASE II TO PHASE III CONCERNS

Our experience indicates that moving from Phase II to phase III
is the most time-consuming, the most difficult and yet the most
important transition of all. While the transition from Phase I
concerns to Phase II concerns can often be accomplished in a
brief time, perhaps as little as a few minutes, the change from
Phase II to Phase III concerns, from concerns with self as a
teacher to concern with pupils, may take years. Almost every-
one can think of some teacher who never made this transition.
Until retirement, she remains concerned with herself or with
peripheral matters, such as keeping the class quiet.

This transition to concerns about pupils is difficult because
it involves affective changes: changes in feelings, attitudes,
behavior, goals. Such changes are notoriously difficult to
accomplish. At the same time, this transition is probably the
most important single professional gain the teacher ever makes.
Making this transition requires that she give up defending her-
self, give up working for approval and other extrinsic rewards.
She values less the praise of the principal or her supervisor.
She feels more pleasure at the "I got it, I got it!" from the
pupil. She moves away from efforts to keep the class quiet
before they even get noisy, away from efforts to defend her-
self against criticism before it is offered, away from efforts
to cover up her inadequacies. Instead she is aware of her
feelings, her strengths, her limitations. She remedies them
when she can, accepts them when she can't. She turns her
attention away from herself and toward pupils. This is what we
call maturing.

Sometimes this transition occurs during teacher preparation,
but our studies show that many education students do not make
this transition at all during undergraduate preparation. This
is unfortunate. If the transition does not take place during

preparation, the prospective teacher probably receives much
less benefit from her preparation than she might have received.
While her education professors were trying to teach her about
instructional objectives, she was wishing for some hints about
discipline. While they were teaching measurement and evaluation
she was wondering whether she could pass the test herself! In
short, she was working on one kind of problem inside herself,
while the program was helping her with a problem she just did not
have yet.

When she is employed in a school, she does have the problems.
She does need to individualize her instruction. Social forces
do need to be understood. But it is too late for her professors
to help her then. And her preparation is of little help to her
if she didn't attend to it.

Our experience suggests that concerns with self must be resolved
before concerns with pupils appear. In fact concerns with pupils
are unlikely to appear at all if self concerns are very strong
and unresolved.

DEVELOPMENTAL TASKS

What happened to Suzy was intentional and planned, not fortui-
tous. Suzy's program was tailored to her concerns and her
feelings about herself, about others, about teaching. Some of
her concerns were resolved and she developed new, more mature
concerns. How was this planned?

Obviously many kinds of experiences were planned: the assess-
ment procedures, assessment feedback counseling, early brief
teaching, video feedback counseling.

But Suzy also attended organized classes in which content was
presented. This content was modified to consider Suzy's concerns.
The modification was not "fine tailoring" like the personal
assessment feedback conference or the video feedback conference.
It was tailoring to suit the needs of a group of people -- in
this case all the students at a certain concern level. Courses
were adapted to the needs of students by choosing content to
help students accomplish the tasks related to their concerns.
What are these tasks?

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Insert Figure 2 about here

Since concerns are thoughts and feelings about goals and prob-
lems, concerns have parallel tasks: ways of achieving goals and

PERSONALIZING TEACHER EDUCATION USING A TEACHER CONCERNS AND TEACHER TASKS MODEL

Education Students' Concerns

Resolving Concerns

Educators' Responses to Concerns

Concerns Phase	Concerns Level	Developmental Tasks	Assessment Techniques	Arousal Experiences	Awareness Procedures	Resolution Content to Accomplish Tasks and Resolve Concerns		
						Content Area 1	Content Area 2	Content Area N
			$1\ldots N$	$1\ldots N$	$1\ldots N$			
II	1	1 $\cdot$ $\cdot N$						
	2	1 $\cdot$ $\cdot N$						
	3	1 $\cdot$ $\cdot N$						
III	4	1 $\cdot N$						
	5	1 $\cdot N$						
	6	1 $\cdot$ $\cdot N$						

of resolving problems. In some cases, the related task is a
straightforward extension of the concern. For example, the
student is concerned about her ability to make the projector
work. This is her concern. Her task is to learn to operate the
projector. The concern is resolved when she is able to do so.
Q.E.D.

At the other extreme, one concern may involve many complex tasks.
For example, a concern about the progress of a single pupil may
involve diagnosis, conduct of a parent conference, referral,
interpretation of a psychological report, design of remedial in-
struction and many other tasks.

However, despite the great number and complexity of teaching
tasks, the developmental model of teaching concerns enables us
to construct a developmental model of teaching tasks. We can
arbitrarily assign any teaching tasks which are shown to be re-
lated to a concern, to the same position in the Teacher Tasks
Model (Figure 2) that the concern related to it has in the Teach-
er Concerns Model. For example, teaching tasks related to
Phase II concerns, Concern about Self as Teacher, are classified
as early, less mature developmental tasks than tasks related to
concern about pupils. Tasks related to concerns about pupils
are, of course, classified as later and more mature developmental
tasks.

Conceptualization by Content Specialists

How are developmental tasks (column 3, Figure 2) identified?
How can developmental tasks be accomplished? How can it be de-
termined whether the task has actually been accomplished?
This three-fold problem, the identification of tasks, the devel-
opment of methods for accomplishing tasks and the assessment of
methods, must be resolved by specialists in various substantive
areas. The Teacher Concerns Model does not purport to say what
teachers ought to be taught. It does suggest a sequence in
which the developmental tasks comprising professional com-
petency ought to be addressed. The suggested sequence is a
learner-perceived (or psychological) rather than a logical se-
quence for selection and presentation of content and experi-
ences.

The content specialist then has three tasks. First, the
specialist must decide what developmental tasks are related, in
his area of competency, to each assessed concern. That is, he
must identify the tasks related to each concern.

Second, the specialist must decide what content and what experi-
ences will best contribute to the accomplishment of the tasks
identified.

Third, the specialist must assess the effects of the content
and experiences. Did the content and experiences from the
second step enable the student to accomplish those tasks identi-
fied in the first step?

These of course are the traditional responsibilities of the
educator: to set educational objectives, (1) above; to plan
experiences to achieve such objectives, (2) above; and to
assess the effects of the experiences in terms of the objectives,
(3) above.

Identifying Tasks Related to Concerns

The first task of specialists in various disciplines, then, is
to decide what tasks are related to each concern. For example,
student teachers in Phase II, are concerned about sources of re-
wards and punishments in their school. They ask, "What are we
expected to do? Who gets the good grades? Who gets the biggest
raise? Why does the principal smile approvingly at Miss Smith
who has the noisiest class and has only tolerance for Miss Jones'
always quiet class?"

Illustrations of Developmental Tasks from Different Disciplines

Out of ignorance (and to illustrate how necessary is the ex-
pertise of the content specialist), we will attempt here some
naive illustrations of the kind of developmental tasks which
might be identified by content specialists in two different dis-
ciplines for this concern, "What is rewarded in this school?"

The expert on educational administration might define these tasks
for students: the acquisition of information about the adminis-
trative structure of the school; the establishment, by the
student, of a personal relationship with the principal; the
understanding of system-wide policies; the analysis of some hid-
den agenda; or any of a number of other tasks. We might call
these, very loosely, behavioral objectives.

The psychologist, on the other hand, having expertise in a dif-
ferent discipline, might define these tasks for students with
this concern: to partial out sources of bias and distortion in
perception of other persons; to recognize psychological defenses;
the description of the schedule of reinforcement used consciously
and unconsciously by administrators to manage teacher behavior.

Other specialists would undoubtedly identify other kinds of tasks
related to this concern. A tremendous amount of wisdom can be
arrayed to help students with this concern. One extremely im-
portant contribution to the implementation of the Teacher

Concerns Model that can be made by the content specialist is
the identification of the tasks related to each concern ex-
pressed by students.

Illustrations of Tasks Related to Different Concerns

One concern can be analyzed for component tasks by different
content specialists in various disciplines, as was just done in
the preceding paragraphs.

All concerns can be similarly related to their developmental
tasks. To illustrate some developmental tasks for every concern,
we can ignore separate disciplines, and state generally some
tasks which seem possible candidates for each concern question.
Of course, these are merely for purposes of illustration. Much
research needs to be done to identify the tasks whose accomplish-
ment actually resolves the concern on which we focus. In such
research, the question would be: when Concern X exists and
Tasks X_1, X_2, X_3 and X_4, hypothesized to be related to Concern X
are accomplished, is Concern X resolved? Do students express
fewer Concern X after Tasks X_1 through X_4 are accomplished than
they did before Tasks X_1 through X_4 were accomplished? Of course,
this question is predicated on a preceding question. Does
Content X_i accomplish Task X_1? After that is answered, we can
ask, does the accomplishment of Task X_1 resolve Concern X_1?

Since data are not now available to answer these questions, some
clinical impressions will be offered here, illustrations de-
rived from actual observation of education students. Education
students with each of these concerns seemed, in the eyes of
observers, to be trying to accomplish these teaching tasks. In
the interest of brevity, we will illustrate here only teaching
tasks related to the middle phase, Phase II: Concerns about
Self as a Teacher.

Illustrations of Tasks Related to Concern 1

The concern here is "Where do I stand as a teacher?" The task
related to this concern might be: to acquire the ability to ex-
plore the physical plant freely; to know what to look for; to
discover what school policies are regarding conferences with
parents, administration of punishment and handling emergencies;
to estimate the amount of support which can be expected from
the school principal and other supervisors in a great variety of
situations; to build working relationships with other teachers;
to utilize school resources such as audio visual aids, libraries,
visiting teachers and community counseling services; to deter-
mine the limits of acceptance as a professional person in halls,
cafeteria, library, playground, teacher's lounge and principal's

office; to achieve security in the total school situation.

Illustrations of Tasks Related to Concern 2

The concern here is, "How adequate am I?" The tasks of this
stage might be: to understand and explain subject matter, to
answer pupils' questions, to say "I don't know," to have the
freedom to fail on occasion; to mobilize resources and make
effective changes when failures reoccur; to master the fear that
students will hang from the chandeliers, climb out the windows,
or merely refuse to cooperate; to catch an eye, give a warning
glance or an approving nod without missing a beat; to feel big-
ger and stronger than the children; to speak clearly, to be
understood; to make out schedules, to estimate the time re-
quired to finish assignments; to anticipate problems peculiar to
the social class, pecking order, habits, expectations, or just
plain idiosyncracies of this particular class; to locate objects;
in general to create an atmosphere in which teaching is possible,
as distinguished from minding children or playing with them.

Illustration of Tasks Related to Concern 3

The concern here is "How do pupils feel about me? What are pu-
pils like?" The tasks of this stage might be: to establish
behavior norms; to sense what is usual, what is strange; to in-
terpret test scores, clinical writeups and a variety of data
such as that in permanent record folders; to resist the impulse
to play to the crowd; to untangle transient popularity and long-
term respect; to master one's own anxiety aroused by the piti-
ful child and the whole gamut of emotions aroused by children's
unstinting acceptance, brutal honesty, and amoral disregard for
propriety; to decide how to react to the boy who cries, the girl
who is forever bruised, burned, or bandaged, the small boy who
pats her posterior; to do something about the child who lies,
fights, or urinates in the classroom; to talk to parents in per-
son or on the phone; to differentiate behavior which is the
child's reaction to himself, from that which is his reaction to
his teacher.

A Graphic Representation of Concerns and Related Tasks

In order to illustrate the kinds of tasks which need to be iden-
tified, the following diagram is offered. On the left are con-
cerns. On the right are some tasks which might be identified for
each concern by a content specialist, specifically by an educa-
tional psychologist and by an educational administrator. In the
last column are tasks which might occur to a teacher in the school.

The first concern on the left is "Where do I stand as a teacher?"
This is Concern 1 from the middle phase, Concern about Self as
a Teacher. The specific question here (a small bit of Concern 1)
is "What is rewarded (in the school)?" The educational psychol-
ogist might suggest that in order to resolve this concern the
education student needs to know what kinds of behavior are more
or less consistently rewarded and punished by the principal.
The administration specialist might feel that first it is
necessary to examine the real power structure of the school.
One of the teachers in the school might suggest that the student
find out which teachers got raises last year and watch them.

A second illustration is a concern from the late phase. The
specific concern here (a small bit of Concern 4) is "We need a
better achievement test." The psychologist says that in order
to resolve this concern, the students need to learn about mea-
surement. The administrator says the student needs to examine
goals and decide what she wants to assess. The classroom
teacher suggests that she find the salesman who sold the school
the tests.

If we had enough interested specialists, we might identify
tasks for all the concerns in Phase II and all the concerns in
Phase III, thus, essentially describing all the content from all
relevant disciplines which bear upon all these concerns.

DEVELOPMENTAL TEACHING TASKS BY CONTENT AREAS

Concerns	Educational Psychology	Educational Administration	Unclassified
Phase II Concerns about Self as Teacher Concern 1 1. Where do I stand as a teacher? 1.a. What is rewarded?	Describe the con- tingencies of rein- forcement.	Describe the power struc- ture of the system.	Ask who re- ceived raises last year.

DEVELOPMENTAL TEACHING TASKS BY CONTENT AREAS

Concerns	Educational Psychology	Educational Administration	Unclassified
Phase III Concerns about Pupils			
Concern 4			
4. Are they learning what I am teaching?			
4.a. We need a better achievement test.	Learn about tests and measurement.	Decide what you want to assess.	Find the sales- man who sold us the tests.

Developing Content to Accomplish Tasks

Presumably certain substantive content and certain experiences enable students to learn to accomplish various tasks. The con- tent specialist using the Teacher Concerns Model utilizes his own expertise to plan courses or programs to accomplish the tasks he has identified as related to each concern. For example, the educational psychologist decides that before the student can answer his question, "What is rewarded?" he must discover what the contingencies of reinforcement are in the school. He shows some films about positive and negative reinforcement of animals in laboratories, of pupils in school and of adults in social and professional situations. The students read related material. They note how subjects act who have been rewarded and perhaps identify individuals in the school who seem to be rewarded. Per- haps they attempt inductively to identify the behaviors most characteristic of those individuals and make some hypotheses about the kinds of behavior which are being rewarded in the school. Obviously content or resources also can be selected, calculated to accomplish the tasks selected by the educational administration specialist. If the student tries to accomplish the task suggested by the unclassified specialist, the resource provided might have to be a suit of armor or an independent income!

What about interaction analysis training, microteaching, com- puter-assisted instruction, simulation laboratories and other relatively new procedures? Where do they fit in the concerns sequence?

Tentative evidence so far says everywhere, depending on the content and objectives. A CAI program for example might help resolve any concern. Here again, the content specialist must select the task related to the concern and the content calculated to accomplish that task. Obviously, programs and textbooks should be written which order content according to the concerns which can be anticipated for the population to which the text or program is addressed.

The same is true of IA training. The category system can focus on the teacher entirely and still be of great interest to students with middle concerns. They are still, as they say, "TV teachers," i.e., they can teach without the pupils being present! However category systems which focus on the teacher (such as the Flanders system) tend to emphasize aspects of behavior (like indirect teaching) of interest only to teachers with more mature concerns. What is needed are systems which help the teacher assess her adequacy first, to tell her whether her content was correct or her demonstration smooth, whether she controlled students appropriately, whether students responded warmly, whether they were interested in what she was teaching. It is only much later, perhaps much much later, that they are interested in the effects of the teacher's contribution to the learning of individual children. Feedback procedures in genral, like IA systems, need to consider what students are trying to get from them, that is, their concerns.

Some clinical observations in Science Education support this. One instructor (Hall, 1970) reports:

> At the completion of approximately nine hours work
> in interaction analysis using the Analysis of Teach-
> ing Behavior Module (Hall, 1969), students who had
> prior concerns 3 and 4 thought the sessions very
> worthwhile. The students at concern level 1, said
> the sessions were good but that the time would have
> been better spent in working on getting ready for
> certain science lessons. We now teach this IA sys-
> tem only after the majority of students have reached
> concern level 4 or above.

Obviously, content that is developed needs to reflect not only the level of the tasks (and the concern to which it is related) but also the context in which the task is to be done. For example, teachers in inner-city schools and in plush, private schools both have concerns about themselves and their own adequacy, but the tasks are different for each teacher as she sets out to resolve the same concern with self adequacy.

Assessing Outcome of the Content

The specialist is faced with two questions here: Was the task accomplished? Was the concern resolved?

To answer the first question, the assessment procedure can very well be the written or oral testing procedure the instructor usually uses. Can the student describe various reinforcement schedules? Can he draw some analogies from the laboratory to the school? Can he identify some particular behaviors rewarded in the school?

The second question is, was the concern resolved? This question might well be answered in a straightforward manner by simply asking the class whether they have found out what they wanted to find out. Of course, this presupposes willingness to confide, to be frank, to make private concerns public. But the whole model is premised on the willingness and ability of the instructor to provide an atmosphere in which self revelation is appropriate both for student _and_ for instructor. However, a formal method of discovering whether concerns have been resolved is available, the Teacher Concerns Statement and Manual, for use by instructors.

Relevance

Was Suzy's program more 'relevant' to her needs than one which _begins_ with courses in statistics, learning theory, child development and social foundations (instead of offering these courses when Suzy is concerned about them)? We may intuitively feel (and Suzy usually reports) that her program was more relevant than the traditional one. This is satisfying to know but we need a better yardstick.

Assessing Relevance: Relevance might be defined as the discrepancy between the concerns level of the student and the concerns level of the program. The concerns level of the student can be assessed by the Teacher Concerns Statement. In addition, concerns can be assessed clinically from interviews and seminars.

Instruments can be constructed for assessing the concerns level of course content. One such instrument, which has been used with educational psychology course content is called, "Ascertaining Instructor Content Orientation" (Patterson, 1969). Instructors can devise similar instruments for themselves, using the content of their own courses. First, list the topics from the content areas which are related to each concern. In the M.U.C some of the educational psychology topics listed as related to early concerns are perceptual defenses and classroom discipline. Some of the topics related to late concerns are theories of personality and educational technology. The instructor can use any honest method

for classifying his course topics and make a judgment about the
concerns level of his own course material. Then he can sub-
tract his course content concerns score from students' concerns
scores to see how relevant his course is to the concerns of each
student.

Increasing Relevance: Of course, the concerns of any group can
be scored. Since large student groups are likely to have hetero-
geneous concerns, an instructor can increase the relevance of
the content by dividing his class into concerns subgroups and
using different content for different groups. This is very natu-
ral, particularly for elementary education majors, since it is
precisely the kind of procedure they are expected to follow with
their pupils.

Instructors can consider not just the average concern, i.e. the
mean score, but also the frequency of different concerns. The
mean score indicates where the individual or the group stands on
a continuum, the concerns-with-self to concerns-with-pupils con-
tinuum. "Relevance" would be the resemblance between content
and concerns on this dimension. Frequencies of concerns can
furnish even more detailed guidelines. If all students are
concerned, to some extent, about discipline and more than half
the total concerns expressed are about discipline, the instructor
has a measure of the importance to students of concern with dis-
cipline, something he cannot obtain from a score alone, since
the score just denotes the position of the student or the class
on a self-to-pupils concern dimension. By tallying concerns
frequencies then, the instructor can pinpoint specific content
areas needed.

Relevance for Suzy

We can use this definition of relevance to decide whether the
kind of program offered Suzy is more relevant than another pro-
gram. We can assess concerns of students in both programs.
Then we can secure samples of the course content of both pro-
grams. Perhaps tape recordings can be obtained of classes in
both programs, or instructors can report the topics and readings
they are assigning. From such material, the concerns level of
the course content can be assessed.

The more relevant program is the one with the smaller discrep-
ancy between student concerns level and course content concerns
level.

A PERSONALIZED 'ECONOMY' PROGRAM

A program, such as the one described, which involves psychological assessment, counseling and video taping may seem cumbersome and expensive in some settings. In addition, training in these procedures is not yet available to all institutions. A limited number of teacher education institutions are being invited (or, by the time of publication, will have been invited) by the Texas R & D Center to test the materials and procedures described here. What is the educator to do if he feels intuitively that teachers do have concerns like those described and he wants a more relevant program?

We believe that it is possible for a group of teacher educators at one institution, or even for a single instructor, to increase the relevance of his courses with little outside of his own determination to do so. The ideas offered below to enable him to do so have not been tested formally, as have the procedures described in the main body of this article. However, these "economy" steps have all been a part of formal programs tested and have been assessed informally. According to reports of both teacher educators and prospective teachers, these steps seem to have some of the same effects, such as increased satisfaction, that more complex procedures have. These are the steps.

First, the teacher educator needs to examine his own concerns. If he is concerned about himself (and self concerns may be all too appropriate in some situations) he needs either to resolve the most powerful of these self concerns or, if that is not possible, then to put aside, as least temporarily during the periods when he is with students, his most distracting self concerns. Accomplishing this might require real ingenuity, but it is a necessary first step. The instructor, at the least, ought not to be afraid of his students or of their opinion of him. He might use, for himself and for his teaching of prospective teachers, the supports offered to teachers in "Creating Climates for Growth" (Fuller et al., 1967).

Second, he can send for manuals describing various personalization procedures. These are listed at the end of this manual according to the function they perform: assessment, arousal, awareness, resolution and overview (see p.   ). These are available from the Dissemination Division of the Research and Development Center for Teacher Education.

Third, he can assess his students' concerns using manuals he receives.

Fourth, if the concerns of his students are heterogeneous, he can divide students into two groups, an early concern group and a late concern group. Or he can team teach with another instructor, one teaching students with early concerns and one teaching the students with late concerns. He can be sure that the early concerns class will be the larger of the two!

If he cannot for some reason assess concerns in a formal way, he can assume that the great majority of undergraduates, even seniors, have early concerns. He can then select material related to early concerns.

If he does assess students' concerns, he can review the content he usually teaches and select topics related to each of the six teaching concerns described earlier in this manual. In order to check the relevance of his topics to different concerns, he can list the topics and ask students which topics they want to discuss first and later. If students with early concerns choose topics he has selected as early topics, and those with late concerns choose late topics, his classification of his course material is probably correct.

If he decides to use procedures such as video taping, he ought to go through the procedure himself for real. For example, he ought to have himself video taped and see the tape with his department chairman or supervisor.

He can reassess concerns periodically either informally from tape recordings of class discussion or by administering the Teacher Concerns Statement.

He can assess the relevance of his content by comparing the level of concern of what he taught with the level of concern of students.

He can assess the outcomes of his attempts to increase course relevance, for example, student satisfaction with the course. He can compare anonymous course evaluations he may have received from previous years with those from this personalized class. If he teaches two sections of the same course, he might attempt to increase relevance in only one class and compare student satisfaction in the two sections.

Most important, he can listen to what his education students say they need and attempt to select content and devise experiences for them addressed to these needs. Most of what they ask for at the beginning of their teacher preparation usually seems trivial, routine, unprofessional and annoyingly irrelevant. At least we perceived their concerns in that way early in this research.

But we were reminded that Fleming found penicillin by investigating a casual, annoying observation that the bacteria with which he was working had been killed and that some "dirt," a little green mold, was present in the dish at the same time. We now conclude that early concerns are like the "dirt in the dish"; not so grand, of course, as Fleming's observation, but still a clue to goals, to motivations. Perhaps, if we know where a student is trying to go, what his concerns are and how to resolve them, we will be more likely to help him get there.

OUTCOMES OF MORE RELEVANT TEACHER EDUCATION

Let us assume that a more relevant teacher education program can be achieved. What good is it? What gains are possible from such a program?

Some might reply that relevance is a sufficient end in itself, that if students feel their program is more relevant to their needs, the purposes of the program are achieved. Others might feel that increased relevance might actually subvert the real purposes of teacher education. Their argument is that neophytes do not know what they need. They only know what they want. Neophytes may well be the final authorities on their own feelings. But they cannot anticipate, as experts can, what they will need in the future when they teach. If they could, they would not be in school. They would be instructors.

Obviously, teachers in preparation need to learn both what they want and what they need. Fortunately, it is possible to combine both in a program built around teacher concerns. Since concerns are tied to the realities of teaching, every topic related to teaching is of concern to new teachers at some time. Every topic becomes of concern as teaching is revealed to them.

Personally tailored programs, then, are not so very different from traditional programs. Such programs attempt to supply both what the education student wants and what the education student needs. Consequently, such a program ought to achieve the goals of traditional programs. This, in fact, does happen. Tests of "tailored" programs have shown gains which experts agree are highly desirable for teachers.

Increased Satisfaction of Education Students

One formal investigation (Patterson, 1969) and a number of informal studies all find that students are more satisfied with both their course and their instructor when the course is more relevant

to their current needs. The instruments used to assess rele-
vance were those mentioned earlier and the measure of satisfac-
tion was one used for campus wide surveys.

Increased Maturity of Concerns

There is some evidence that relevant teacher education programs
increase the likelihood that a teacher will have mature concerns.
Although there has not yet been any direct test of the actual
relationship between increasing relevance of programs and matur-
ity of concerns, one study found that education students who had
the experiences described here (early teaching, personal assess-
ment feedback and video feedback counseling) had more mature
concerns than members of a control group who had not had these
experiences (Fuller et al., 1969). It seems reasonable to ex-
pect that teachers whose preparation is more relevant will have
more mature concerns than other teachers.

Improved Teacher Personality and Teaching Behavior

A recently completed five-year study of the effects of certain
procedures on teacher personality and teaching behavior (Fuller
et al., 1969) found that teachers who had the experiences de-
scribed here to arouse and resolve their concerns, changed in
important ways more than a control group which did not have
these experiences. Such teachers became more receptive to feed-
back from pupils. They listened more to pupils. - They asked
more questions. They lectured less. Pupils participated more
in their classes than was true of teachers who did not have
these experiences. Such teachers demonstrated more increased
imaginativeness during their preparation. They were more imag-
inative in responses to projective tests and were more interest-
ing in their filmed teaching behavior. They were more organized,
more confident and less pollyannaish. In short, they increased
in many of the qualities considered to define improved person-
ality and more effective teaching. It seems reasonable to
anticipate improvements in both teacher personality and teaching
behavior.

Of course we do not expect that all groups will change in pre-
cisely these ways. We posit that when teachers have more mature
concerns, that is when teachers are relatively forgetful of
themselves and address themselves to questions of pupil gain,
that different teachers will achieve different goals. We would
expect, for example, that such teachers will make more appropri-
ate, and hence different, choices about teaching as a career,
that they will continue teaching if they do well and will quit
if they don't. Evidence from the study cited above indicates
this is precisely what happens. In that study, teachers, when

contacted in the years following certification (Newlove, 1969),
did actually make more appropriate choices about teaching as
their career. We might expect that teachers may choose not just
professions but schools and teaching styles that are most likely
to enable them to benefit pupils.

Most educators would agree that such changes are desirable goals
for teacher education programs. These are measureable group
changes. We believe that other, even more important, changes
occurred which have not yet been assessed. These might be changes
in opposite directions for different individuals that cancel one
another out in grouped data: greater activity by passive teachers
and less activity by hyperactive teachers, for example. Such
personalized goals are important ones for a program that attempts
to meet the needs of teachers as persons.

Process Outcomes and Side Effects

These sizable changes do not occur suddenly in a vacuum. Many
changes occur during teacher preparation which differentiate the
student in a "relevant" program from the student in a less rele-
vant program. Some of these are heartening, some are unexpected
and some are downright upsetting. It is well to be prepared.

In a five-year test of some of the procedures reported here,
students responded differently in many ways to the "relevant" pro-
gram than to other programs. In the relevant program, students
were more likely to be honest in reporting their concerns. They
were more likely to upset the instructor's well-laid plans by
asking for material they needed rather than accepting what was
prepared. They reported dissatisfaction more freely and more
often. They participated more in class discussions and took up
time with their problems that instructors had allocated to cover
certain material. They brought up knotty problems from schools,
complex problems involving personalities, problems we as in-
structors would have preferred to avoid. Students were more de-
manding about, "What should I do?" kinds of questions. They com-
plained more about textbooks and materials not related to their
concerns. They made more demands on instructors' time. They
interrupted lectures more frequently. They talked more about
personal problems. The discussion frequently centered on matters
the instructor thought irrelevant to teaching. One reason, in
fact, why instructors might desert the concerns model is that
content sometimes has to be drastically revised.

Students' work was more idiosyncratic and of greater range.
Reports were longer and shorter than usual. There was more dis-
parity, more dependence, more independence. More feelings showed.

Students created more crises in the schools by the intensity of their interest in the task of the moment: too intense efforts to secure information for a case study; too many props for a lesson plan; too articulate defense of a pupil's right to do something or another that the school authorities hoped he would not do.

Some students seemed not to have changed their real concerns at all, despite our best efforts. These apparently were students whose concerns could not be aroused merely by confrontation, be it confrontation with the situation or confrontation with themselves. These few students apparently are those who are unable to feel concern until _after_ a mistake has been made. They are unable to experience concern (or guilt) in anticipation of a challenge. Such individuals comprise a very small minority of prospective teachers. Apparently the Teacher Concerns Model cannot handle such individuals except to suggest that perhaps they not remain in teaching, since it is apparently difficult for them to have mature concerns, to experience truly self-forgetful concerns about pupils.

There may be other kinds of individuals, of course, who would not benefit from application of this model. There may be other kinds of problems, changes, irritations which occur in such a program. Each educator will find those we experienced and new ones of his own.

CAVEATS

More relevant preparation seems to benefit teachers in many ways. However, the specific procedures described here to increase relevance may also, if misused, not only _decrease_ the relevance of a program but even be damaging.

For example, one undesirable outcome might be regression of a student to an earlier stage of concern. Let us suppose, for purposes of illustration, that Suzy's video tape showed Suzy waving her hands about and saying "O.K." repeatedly, in addition to everything else she did and did not do, described earlier. These, of course, are behaviors which Suzy probably cannot change quickly, if at all. She might be able to suppress them temporarily but they will undoubtedly pop up again when she isn't watching them. In addition, they are relatively unimportant compared to her impaired relationship with both boys and girls, evidenced by her calling on the boys and not the girls. Let us also assume that the instructor who sees this video tape with Suzy notices Suzy's hand waving and habit of saying "O.K." Perhaps the instructor doesn't actually take the initiative in pointing these habits

out to Suzy. But when Suzy mentions them herself, he fails to
dismiss the habits as unimportant. Of course, they are relatively
unimportant. Saying "O.K." will hurt few children. Children
hear "O.K." all the time. But treating the girls as competitors
and the boys as pets can damage the teacher's relationships with
boys and girls. So what <u>is</u> important is <u>not</u> noticed and what is
<u>not</u> important <u>is</u> noticed. Even worse, Suzy is stuck with a task
(eliminating a couple of nervous habits) that she can't do much
about. She might concentrate on trying to eliminate these two
behaviors and remain all during preparation, at an immature level
of concern about herself, unlikely to move on to concerns about
children.

There are other possible undersirable outcomes: overcommitment
by the instructor; over-valuation of frankness to the point of
encouraging students to expose themselves prematurely or inappro-
priately; insistence on some predetermined kind of happiness or
"adjustment" and many more. Some of these "traps" are mentioned
in manuals describing the procedures, but it is our experience
that each of us can set new traps for himself of his own devising!
Consequently, it behooves us as users to do what ethics dictate
to be good professional practice always: to see and use feedback
about our own teaching and service from others, particularly
from colleagues who are uninvolved, who can be honest with us and
who are, if possible unbiased.

Attempts to utilize dependable motives of students to increase
learning have advantages and satisfactions as well as dangers.
Students do not fall asleep in class. They rarely fail to show up
for "arousing" experiences like their "Fifteen-Minute Hour" or
their feedback sessions. In short, a preparation program based
on teachers' concerns has both a price and a reward. Each educa-
tor needs to decide for himself whether the rewards are those he
values and the price the one which fits his purse.

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PERSONAL-PROFESSIONAL DEVELOPMENT SYSTEMS

DIVISION PRODUCT LIST

1. "Personalized Education for Teachers: An Introduction for Teacher Educators" is a manual giving teacher educators an overview of personalization concepts to enable them to begin development of personalized teacher education programs and courses. (1970)

2. "Personalized Education for Teachers" is a slide-tape presentation that provides information similar to that in the manual above. (1970)

3. "Personalizing Teacher Education" is a videotape for teacher educators giving an overview of personalized teacher education. (1969)

4. Personalization Research Reports -- This set of five components describes the research on which the personalization methods are based. (1968-1970)

5. "Creating Climates for Growth" is a widely circulated booklet that explains personalized teacher education to education students. It is accompanied by a discussion guide for use by teacher educators to help them introduce a personalized program. (1967)

6. "A Manual for Use with the <u>Teacher Concerns Statement</u>" describes how to score the <u>Teacher Concerns Statement</u>. (1970)

7. Comprehensive Personal Assessment System for Teacher Education Programs -- A package of printed assessment instruments, manuals and explanatory pamphlets that will enable a college of education to install an integrated program of psychological assessment covering all its students. (1970)

8. The Assessment Training Kit consists of six separate manuals, one for each of five instruments in the Comprehensive Assessment System and an "overview" manual. The manuals train counselors in the clinical interpretation of the instruments, in preparation for a personal assessment feedback counseling interview. (1970)

9. "Counseling Teachers: Using Personal Assessment Feedback. Casebook I" is a manual for professionally accredited counseling psychologists describing assessment feedback counseling of non-volunteer teacher-clients when the focus of counseling is feedback about the teacher from psychological instruments she has completed. (1970)

10. "Camera in the Classroom: The Human Side of Videotaping
Teachers" is a manual telling how to film or videotape under-
graduate neophyte teachers with minimal discomfort to the
teacher or disruption to the class. The manual includes some
technical information, but emphasizes the human aspects of
filming, sources of bias that can enter the filming process
and recommendations based on extensive experience with live
filming of neophyte teachers. (1970)

11. "Counseling Teachers: Using Video Feedback of their Teaching
Behavior. Casebook II" is a manual for professionally
accredited counseling psychologists describing counseling of
non-volunteer teacher-clients when the focus of counseling is
feedback about the teacher's behavior on video tape. This
must be used in conjunction with Casebook I (manual #11 above).
(1970)

12. "The 15-Minute Hour: An Early Teaching Experience" is a book-
let describing how beginning education students' concerns
about teaching can be aroused by an early, brief teaching ex-
perience. (1969)

13. "Meet Your Cooperating Teacher" is a color slide show and
accompanying discussion guide addressed to students' concerns
about relationships with their cooperating or supervising
teacher. (1969)

14. "Impact of Personalized Teacher Education on Students and
Faculty" is a booklet describing psychological assessment and
counseling feedback from the point of view of those who ex-
perience it, the faculty and students involved. (1970)

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PERSONAL-PROFESSIONAL DEVELOPMENT SYSTEMS DIVISION PRODUCTS
LISTED ACCORDING TO THEIR CONTRIBUTION TO THE
FOUR STEPS IN PERSONALIZED EDUCATION:
ASSESSMENT, AROUSAL, AWARENESS AND RESOLUTION

Overview of the Personalized Education Model

Product #1. "Personalized Education for Teachers: An Intro-
duction for Teacher Educators" (a manual)

2. "Personalized Education for Teachers" (a slide tape
presentation)

3. "Personalizing Teacher Education" (a video tape
presentation)

4. Personalization Research Reports (a packet of re-
search reports and journal reprints)

14. "Impact of Personalized Teacher Education on
Students and Faculty" (a report to teacher educators)

Assessment of Teachers

5. "Creating Climates for Growth" and a discussion
guide for use with "Creating Climates for Growth"
(a manual for teacher educators)

6. A Manual for Use with the Teacher Concerns Statement
(a manual for teacher educators)

8. Assessment Training Kit for Psychological Screen-
ing Battery (a manual for psychologists)

7. Comprehensive Personal Assessment System for Teacher
Education Programs (a manual for teacher educators)

Arousal (Activation) of Concerns

12. "The 15-Minute Hour: An Early Teaching Experience"
(a report to teacher educators)

13. "Meet Your Cooperating Teacher" (a color slide tape
presentation) and a discussion guide for use with
"Meet Your Cooperating Teacher"

(8.)   Assessment Training Kit for Psychological Screening
       Battery (a manual for psychologists)

(9.)   "Counseling Teachers: Using Personal Assessment
       Feedback. Casebook I" (a manual for counseling
       psychologists)

(10.) "Camera in the Classroom: The Human Side of Video-
       taping Teachers" (a manual for teacher educators)

Awareness (Perception) of Feelings

(8.)   Assessment Training Kit for Psychological Screening
       Battery (a manual for psychologists)

9.   "Counseling Teachers: Using Personal Assessment
       Feedback. Casebook I" (a manual for counseling psy-
       chologists)

10.   "Camera in the Classroom: The Human Side of Video-
       taping Teachers" (a manual for teacher educators)

11.   "Counseling Teachers: Using Video Feedback of Their
       Teaching Behavior. Casebook II" (a manual for
       counseling psychologists)

Resolution (Learning) of Concerns

(1.)   "Personalized Education for Teachers: An Introduc-
       tion for Teacher Educators" (a manual)

(2.)   "Personalized Education for Teachers" (a slide tape
       presentation)

(4.)   Personalization Research Reports (a packet of research
       reports and journal reprints)

(9.)   "Counseling Teachers: Using Personal Assessment Feed-
       back. Casebook I" (a manual for counseling psychol-
       ogists)

(11.) "Counseling Teachers: Using Video Feedback of Their
       Teaching Behavior. Casebook II" (a manual for counsel-
       ing psychologists)

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Science Ed. Modules

Math Modules

Teaching Lab

Other R & D Modules

When one product is listed more than once, it is because it serves more than one function.

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