DOCUMENT RESUME

ED 056 201   52   VT 014 103

AUTHOR   Hirshfeld, Marvin
TITLE   Updating the Process and Content of Teacher Education
                Curriculums to Reach Disadvantaged Youth in
                Metropolitan Areas, Volume IX. Final Report.
INSTITUTION   Temple Univ., Philadelphia, Pa. Div. of Vocational
                Education.
SPONS AGENCY   National Center for Educational Research and
                Development (DHEW/CE), Washington, D.C.
BUREAU NO   BR-9-0535
PUB DATE   Feb 71
GRANT   OEG-0-9-480535-4435(725)
NOTE   266p.; Part of Short Term Institutes for In-Service
                Training of Professional Persons Responsible for
                Vocational-Technical Education in Eastern
                Metropolitan Areas

EDRS PRICE   MF-$0.65 HC-$9.87
DESCRIPTORS   Conference Reports; Curriculum Development;
                *Disadvantaged Groups; Dropouts; Educational Change;
                Educational Legislation; Educational Trends; Inner
                City; Institutes (Training Programs); Models;
                *Program Development; Program Improvement; Teacher
                Certification; *Teacher Education; *Teacher Education
                Curriculum; Urban Areas; *Vocational Education;
                Workshops

ABSTRACT
                Ninety-one professionals from 22 states participated
in an institute designed to examine ways to effect behavioral changes
in power structures and decision policy makers so that legislative
mandates for total education and training programs for in-school and
out-of-school youth will become a reality. Fourteen presentations
aimed specifically at the needs of economically and culturally
disadvantaged youth are abstracted in this report, including (1)
"Working With Disadvantaged Youth--Vocational Competencies" by
Charlotte Epstein, (2) Status Report on Research on Vocational
Teacher Characteristics" by Edward Ferguson, (3) "Preparing
Vocational Teachers for the Disadvantaged" by Ted Ward, (4) "Law
Dimensions in Teacher Education" by Adelaide Jablonsky, (5)
"Improving Teacher Education through the Utilization of Models" by
Dale Hamreus, and (6) "Current Trends in Vocational Certification" by
Richard Adamsky. An analysis of the data gathered through means of
the various evaluations revealed that the institute was highly
significant and met the stated objectives. However, it was noted that
there was little change in attitudes and opinions of the participants
as a result of the 2-week institute. Also it was recommended that
there should be other institutes of this nature. (JS)

FINAL REPORT

INSTITUTE NUMBER VII

Project Number 9-0535

Grant Number OEG-0-9-480535-4435(725)

UPDATING THE PROCESS AND CONTENT OF TEACHER EDUCATION CURRICULUMS TO REACH DISADVANTAGED YOUTH IN METROPOLITAN AREAS

Volume IX

Part of

SHORT TERM INSTITUTES FOR IN-SERVICE TRAINING OF PROFESSIONAL

PERSONS RESPONSIBLE FOR VOCATIONAL-TECHNICAL EDUCATION IN EASTERN

METROPOLITAN AREAS

Dr. Marvin Hirshfeld
Division of Vocational Education
College of Education
Temple University
Philadelphia, Pennsylvania 19122

February 1971

Director of Institutes   Dr. C. Thomas Olivo
Co-Director   Dr. Albert E. Jochen

Final Report

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Volume IX

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Sponsored and Coordinated by the Division of Vocational
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Philadelphia, Pennsylvania

U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
Office of Education
National Center for Educational Research and Development

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FOREWARD

Teacher Education is one of the many areas within the educational fabric that have come under attack for not being relevant and sensitive to urban problems. Therefore, the central theme of Institute Number Seven posited on the resolution of issues, situations and other constraints in vocational teacher education which prevent policy makers from updating the process and content of vocational teacher education curriculums to reach disadvantaged youth in metropolitan areas.

The strength and productivity of any institute depends a great deal on supportive services by dedicated personnel. Therefore, the following planning committee members whose able assistance laid the foundation for Institute Seven are especially commended:

Dr. Estelle Fuchs, Graduate School of Education, University of Chicago; Dr. James P. Steffensen, Acting Chief, Organization and Administration Studies Branch Division of Elementary and Secondary Education Research, USOE, Washington, D. C., Dr. Joost Yff. Assistant Director, ERIC Clearing House on Teacher Education, Washington, D. C.; Professor Ralph A. Rush, Teacher-Educator, Division of Vocational Education, Temple University; Benjamin F. Whaley, Project Director DECA, Incorporated, Wilmington, Delaware; Dr. Adelaide Jablonsky, ERIC-IRCD, Teachers College, Columbia University; Professor F. Otis Smith, Assistant Dean of Men, Temple University.

Director John Cassidy of Ambler Campus and Thomas Washington, Supervisor, physical plant, insured appropriate and functioning accommodations so that the participants had "all the comforts of home."

Advice in times of stress was provided by Professor Ralph Rush who also performed administrative services.

Secretarial services were provided by Miss Marcy Rozen.

Dr. H. Halleck Singer, Director of the Vocational Education Division at Temple University, while performing administrative service engendered enthusiasm and encouragement.

Marvin Hirshfeld, Director
Ralph Bregman, Assistant Director

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SUMMARY

Grant Number: OEG-0-9-480535-4435(725)

INSTITUTE TITLE: Institute VII — "Updating the Process and Content of Teacher Education Curriculums to Reach Disadvantaged Youth in Metropolitan Areas."

INSTITUTE DIRECTOR: Dr. Marvin Hirshfeld, Chairman Dept. of Distributive Education

INSTITUTION: College of Education
Division of Vocational Education
Temple University
Philadelphia, Pennsylvania

DIRECTOR OF INSTITUTES: Dr. C. Thomas Olivo, Director
Professor of Industrial Education

Dr. Albert E. Jochen, Co-Director
Consultant

SPONSORING INSTITUTION: Temple University
Division of Vocational Education
College of Education
Philadelphia, Pennsylvania

TRAINING PERIOD: May 11, 1970 to May 22, 1970

PURPOSE: The primary purpose of this Institute was to examine ways to affect behavioral changes in power structures and decision policy makers so that legislative mandates for total education and training programs for in-school youth, and out-of-school youth become a reality.

To involve, to challenge, to stimulate, to demonstrate and to seek out new and more effective ways to educate and train the Nation's manpower and womanpower and to utilize feedback materials, etc . . .to the end that functional programs of vocational education and training, including all essential related services, may be planned and implemented.

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Objectives:

The basic objective of the Institute was to initiate change in the vocational teacher education programs so as to improve both the process and content of these programs for the preparation of teachers for disadvantaged youth in urban areas. These objectives were accomplished through:

1. Sensitizing the participants to the problems, attitudes and needs of economically and culturally disadvantaged urban youth.

2. Defining and translating the prevailing labor market and societal requirements to serve the needs of disadvantaged urban youth.

3. Determining teacher competencies needed to train for successful participation in the prevailing labor market and society and recommend changes for teacher certification.

4. Exploring the dimension of models relating to teacher preparation, certification, and administrative constraints consistant with the training of the disadvantaged urban youth.

Procedures a..d Activities:

A program planning committee was appointed and used to assist in the initial planning and finalizing the Institute program. Preparation, also, included the acquisition of selected reference materials for individual and group study.

A variety of activities were incorporated on the basis of their contribution to achieving the selected objectives. Included were formal presentations, lectures, workshops and panels. Group and individual assignments were made to cover the objectives in all dimensions.

Ninety-cne professional qualified persons representing a wide variety of backgrounds were selected from twenty-two states to give geographic representation as well as to provide a wide variety of backgrounds.

Conclusions and Recommendations:

From an analysis of the data gathered through means of the various evaluations it is concluded that the Institute program, itself, was highly significant and met the stated objectives. At the same time there was little change noted in attitudes and opinions of the participants as a result of the two weeks Institute. The success of the Institute, however, was expressed by the participants in terms of a new awareness of the problem and a corresponding resolve to effect change. This awareness and resolve are attributed to the program of the Institute, combined with the opportunity to work out specific plans of action.

The major recommendation is that there should be other Institutes based on what was learned during this two weeks meeting. These new Institutes should include: (1)more people who are in a position to effect change and (2)partic ints whose jobs will include the provision of time to carry out plans adopted at the Institute.

I INTRODUCTION

The Problem:

The low achievement of slum students on national achievement tests, the high rate of drop-outs in ghetto schools, the growth of intervening educational agencies such as the Opportunities Industrialization Centers and Manpower Development Centers, the increase in student protests and strikes, and the growing militancy of minority groups for minority control of the schools, are indicators of the degree to which schools are realistic in assessing and meeting the needs of disadvantaged youth.

From an examination of vocational teacher education literature, it is apparent that vocational teacher educators are aware of and concerned about the problem, anxious to change their programs, but have limited opportunity to change teacher education programs. Current models for preparing teachers for urban schools with disadvantaged youth are frequently college-wide models, which may appear overwhelmingly complex to a single vocational teacher education department. Thus, there is a real need to provide ideas and materials specifically designed for vocational teacher education programs which are modest in size and complexity.

A useful means to encourage change in vocational teacher education programs to prepare teachers of disadvantaged youth is to provide plans comprised of activities, experiences, projects, and/or steps which (1) can be implemented by a department of vocational teacher education as opposed to an entire college of education, (2) can be implemented swiftly and (3) are specifically appropriate for vocational teacher education rather than general academic areas.

Objectives of the Institute:

The basic objective for the Institute was to initiate change in the vocational teacher education programs so as to improve both the process and content of these programs for the preparation of teachers for disadvantaged youth in urban areas. These basic objectives needed identification and development of the following:

1. To determine competencies needed by vocational teachers to teach disadvantaged urban youth.

2. To identify methods to be used by teacher-educators when preparing vocational teachers to work with disadvantaged urban youth (including inter-disciplinary cooperation to accomplish effective teacher preparation).

3. To develop vocational teacher education models including certification requirements to satisfy the occupational education needs of disadvantaged youth.

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4. To develop model curriculums for establishment of teacher-education programs for vocational education teachers of disadvantaged urban youth.

5. To design plans for action which will test the models, guidelines, and materials through implementation in the participants' own programs within selected cities.

Outcomes:

The following outcomes were directly related to the preceeding objectives as specific developments and plans coming as a direct result of the Institute:

1. (a) Develop an annotated list ot teacher competencies.

   (b) Develop awareness by teacher-educators of various agencies which can be utilized when working with disadvantaged youth and determine what information regarding these agencies is relevant and how this information can be taught.

2. Develop guidelines for teacher-educators to identify and utilize a variety of non-textbook, non-lecture teaching methods and devices (individualized instruction, group process skills, inter-disciplinary team teaching, etc.) when training vocational teachers to work with disadvantaged youth.

3. Develop "working" guidelines to assist teacher-educators in program planning. Develop abilities of teacher-educators to construct and utilize models for teacher education program planning.

4. Develop a curriculum which includes certification requirements. The curriculum will be taught utilizing special methods and materials to be used by vocational teachers for effective vocational training and retraining of the disadvantaged who possess unique problems, attitudes, and needs.

5. (a) To identify appropriate channels of communication for implementing the model and curricula.

   (b) The plan of action should include evaluation of the implementation of the model and dissemination of materials developed to vocational teacher-educators, supervisors, and responsible administrative leaders who can affect change.

General Plan of Operation:

Each seminar day started with a presentation, the "Daily Plan", conducted by the seminar director. This fifteen minute period gave the participants an opportunity to raise operational

questions, to preview the day's schedule and changes that might come up, to inject a mental set prior to the work of the day, distribute materials that had been duplicated and do whatever else might be necessary. Participants were expected to be in the general meeting room ready to start at 8:45 a.m.

TYPICAL DAILY SCHEDULE

8:00 — 8:45 a. m.		Breakfast
8:45 — 9:00 a. m.		Daily Plan
		Announcements
		Preview of Day's Program
9:00 — 10:30 a. m.		Presentations and Workshops
10:30 — 11:00 a. m.		Break
11:00 — 12:00 a. m.		Presentations and Workshops
12:00 — 1:00 p. m.		Lunch
1:00 — 2:30 p. m.		Presentations and Workshops
2:30 — 3:00 p. m.		Break
3:00 — 5:00 p. m.		Presentations and Workshops
5:00 — 7:00 p. m.		Dinner
7:00 — 8:15 p. m.		Presentations and Workshops

The Institute program, itself, was planned in five phases each dealing with one of the objectives. Each such phase was followed by a period for evaluating the results of the seminar work for that part of the program. The consultants and resource persons were carefully chosen to represent as many disadvantaged groups as could be accommodated in the program. Persons of several minority groups, as well as a panel of youthful offenders from a correctional institution, gave personal testimony as to the widespread need for such programs as well as the number and diversity of those who can be classified as disadvantaged.

The feature of the program day was the "Team Sessions" which followed the formal presentation of each subject within the program. After a particular presentation, or a series of presentations covering a subject area, "Teams" would go into workshops to further develop and expand the ideas brought out in the formal presentation. During the workshop period participants discussed and made plans which could be used as models or guides for distribution to others interested in implementing programs for the young disadvantaged in urban areas.

II METHODS AND PROCEDURES

Nomination and Selection of Participants:

The coordinating office staff at Temple University contacted State Directors and Metropolitan area administrative and supervisory personnel to acquaint them with the Institute and to obtain a commitment in which they would participate in all of the institutes, using a team approach so that feedback could be used at every educational level in an organized method. It was the intent of the directors to have at the Institute one person from each state vocational staff, one person from the state certification staff, one person from the city superintendent's staff, a dean of the teacher-education institution, and a vocational teacher-educator. In this selection all those who could change the proce and content of vocational teacher-education curriculums would be participating in the Institute. Screening of applicants was performed by the Institute VII Director with the advice of the planning comnittee.

A detailed description of the selection of participants may be found in Volume I.

Planning the Institute:

An Institute Planning Committee was used to plan general topics and outcomes as well as to suggest resource personnel and consultants. A member of the coordinating office was included as part of the Planning Committee, and at the Planning and Supplementation Meetings of the entire project, reports were made concerning the planning of the Institute for suggestions and comments. Consultants were selected on the basis of representation of various disciplines emphasizing an inter-disciplinary approach. The participants were carefully arranged in "Teams" for workshop purposes. Each team was assigned an appropriate chairman for the day who was selected on the basis of his expertise in working with the disadvantaged. All consultants were specifically asked to (1) use a visual approach as much as possible, (2) involve the audience in participation and discussion, (3) demonstrate sensitivity training, and (4) develop a hands-on application of the concept he was emphasizing. Visits were made to the Ambler Campus to prepare detailed plans for group meetings and to insure proper housing and food preparation. Library facilities were arranged and materials were gathered for both individual and group use. Transportation was organized so that participants were picked up at the airport without delay and brought directly to the Institute.

Role of Consultant and Resource Personnel:

Consultants and resource personnel were given specific tasks and asked to follow certain methods when making their presentations. For example, one consultant was asked to present material using the group discussion technique. Another was asked to put on an actual demonstration. Each consultant was asked to use a different technique, specifically omitting the lecture method. To assist the consultant in planning his presentation each one received in writing

detailed instructions to include (1) subject, (2) technique to be used, (3) objectives, and (4) expected outcomes.

Conducting the Institute:

The two-week Institute was conducted during May of 1970 to study the needs as described in the Objectives and to produce information which could provide a basis for program guides and curriculums. The participants spent ten days in lectures, discussions, observations, workshops and becoming involved in program improvement activities. Nationally recognized resource specialists were engaged to lead the Institute in achieving specific objectives. The opening periods of each morning and afternoon were spent in formal learning sessions, designed to orient the participants to the nature and magnitude of the specific area under discussion. The content of these sessions were presented by competent consultants using various techniques. After the formal presentations, the Institute participants were assigned to "Teams" for approximately two hours of workshop. During this time they had the opportunity to discuss more informally the presentations and to consult further in informal question-and-answer periods with the consultants. Each Team was assigned a Team leader at the conclusion of the day's session. While the program was planed to provide a maximum of flexibility only slight adjustments to conditions were required.

Orientation of Participants:

The selected participants received a pre-institute package of materials which helped orient them to the total multiple institute as well as to Institute VII. During the first day of the Institute a pre-test was given covering the multiple institute aims, objective, etc. The entire Institute program was discussed so that procedures for the Institute would be clear. Each day was opened with a group discussion providing an opportunity to discuss the day's accomplishments in terms of the next day's objectives.

Abstracts of Presentations:

All of the formal presentations and those involving non-structured group participation are included in the following abstracts. The non-structured presentations, conducted largely on the basis of the groups' reactions at the time, are not included in formal presentations, Appendix G.

ABSTRACTS OF PRESENTATIONS

(The following are edited and condensed. Complete texts of all presentations are contained in Appendix F)

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CHALLENGES TO PARTICIPANTS–CHANGING THE PROCESS AND CONTENT OF THEIR VOCATIONAL TEACHER EDUCATION CURRICULUMS TO REACH DISADVANTAGED YOUTH IN METROPOLITAN AREAS

JUDITH HENDERSON*

People are awed by the time being given to change. One should not change for change's sake but must accept "there must be a better way"—ways that are better because it may make teaching jobs easier, more pleasant and more effective or make the student's job easier, more pleasant or more effective. Criticism is hard on all. There are many more gripes than compliments. Change the stereotype so there will be fewer bumps. One might begin by reading Eric Hoffer's THE ORDEAL OF CHANGE. Is a person wiling to take risks: risks of failures, criticism? What is one's frustration tolerance? Nothing is so error-free as the tried and true. This involves excitement, creativity and relevance. What is one's tolerance for ambiguity—nagging anxiety caused by not knowing what the students reaction will be? What will be the ultimate effects? The overall effect is uncomfortable. It is like crossing an unknown body of frozen water; this is, indeed, an uncomfortable predicament in which to be.

There must be a concern for teaching youth in disadvantaged areas. What can be done about them? Biases of students and faculty alike must be known. The students about which there is most concern are non-white minority groups. It is crucial that the attack use all resources for help in realizing what it means to be part of a racial minority in America. Develop an understanding and empathy for the black perspective. Have teachers read the biographies and books by black authors. Can they talk with confrontation groups, talk with high school students and dropouts, and parents of both? Can they talk with groups of liberals, of various points of view, conservatives, radicals, and militants? Have they seen films, played simulation games, heard records? People desire what they value. Do not change a program to be more relevant in urban education until the feelings of the disadvantaged are understood and until strong empathy for their problems have been established.

These people see the self-fulfilling prophecy of non-whites not succeeding. Actually, disparities in income, employment, health, housing, et cetera, are wider than they were ten years ago. This must be studied and exposed. Perhaps the problems of non-white people are only a symptom of the white problem; the problem is that masses of whites have minds that were formed in a racist society, and that makes them unrealistic. The cultural deprivation may have been in the suburbs all along.

There must be simultaneous efforts to reach out to the urban advantaged as well as the urban disadvantaged. Intensive efforts in only one direction would be less than optimum. Reaching only half the people does not win. Priority needs must first be satisfied before we can

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*Dr. Judith Henderson is Associate Director of Learning Systems Institute, Michigan State University, East Lansing Michigan.

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reach people to educate them. This cannot be limited to vocational education, child study centers, day care centers; clothing programs must be considered. Things should not be done for them but it should be made easier for them to help themselves. Assist in negotiating, mediating with key persons in education systems, funding agencies and pressure groups. Participate in intense discussion with all segments of society.

Racism is deeply entrenched; few people realize this. Ethnic self-interest and rejection of values and ideas arise when blacks reject norms of white society and develop their own ways to achieve their goals, asking blacks to help themselves and the masses to work together. Minority members must be recruited both to teach and to prepare teachers. It is most effective.

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AM I PREPARED TO WORK WITH DISADVANTAGED YOUTH

STERN, WEISS, BERKOWITZ, HIRSHFELD*

Colleges are beginning to realize their responsibility to the disadvantaged and are working with the community around them. One must know why these people are disadvantaged, why society kept them at a disadvantage and must help them overcome these problems. There is no substitute for experience. You can tell a child about his community and the life of the community only after experience. The college must provide the teacher with this experience through teacher aides, community group work, building up for practice teaching.

The term"disadvantaged" is associated with those boys and girls who live in the large urban centers and go to our inner-city schools. Usually they come from families that occupy low social and economic positions and the majority are black. Motivational programs have come out to help these boys and girls. They are the potential dropouts but if they are given a chance in business and industry they will succeed. They must be given a pat on the back. They must be given incentive. They can't be downtrodden all the time.

Open enrollment has created questions and trepidation amoung faculty members and the entire university structure. Everyone is looking for answers. Teachers are not prepared to teach the disadvantaged. Presently the student-teacher stays in an assignment for the entire term. This gives him a limited view of what's really going on. It is suggested that they be moved around in various schools and rotated in classes, a month or two months with a number of cooperating teachers. Introduce these future teachers to the school situation much earlier in their college career, after basic courses, after the first two years. This could be part of the field work, an important aspect of education today, as part of the course work, as separate courses for credit or not. The students must learn what the problems are and how to cope with them.

The teacher-educators have got to get back to the classroom and see what is going on. He must get out of his office—get out and stay in the school. Get back and get the feel of the kids again. Things have changed tremendously. Student teachers should work in different schools. Changes are being tried. Group dynamics has been suggested to replace advanced psychology, as has methods

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Mr. Weiss is City Supervisor of Distributive Education, Philadelphia, Pa.

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Dr. Hirshfeld is Chairman, Department of Distributive Education, Temple University, Philadelphia, Pa.

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of teaching reading to replace some education courses. Attitude is most important. Teacher training institutes must develop the feeling in all teachers that they are going out to help these youngsters and do their best with them.

WORKING WITH DISADVANTAGED YOUTH—
VOCATIONAL TEACHER COMPETENCIES

CHARLOTTE EPSTEIN*

Learning is ninety-five percent fun. Most teacheis avoid controversial concepts, however, for fear of losing control. Leaving their feelings outside the classroom they teach terms, facts and details. Teacher-education programs can be turned into a game when participating teachers rate methods used by the class instructor as "inhibiting" or "freezing" in teams of discussion groups. In this way teachers come to understand that they are not to teach just facts but see the relevance of ideas to motivate students. They teach them to explore.

Criticism must be looked at as self-evaluation. If one looks into a mirror he usually likes what he sees. But when one looks at others he seems to find things that he doesn't like. If a person is rejected because of some deficiency then he tends to continue remembering and stressing it out of proportion. Everyone has at least one disliked feature of himself. We must come to terms with ourselves. We may have to break down some of our cultural inhibitions. Discrimination is taught by the use of experimentation and it is shown that it hurts. Teachers must be reminded that they can make mistakes even though they have a commitment. Subjectivity is the name of the game. The person must improve himself. He must know himself. He must forget his handicap and realize that it doesn't matter. He must realize that "I am still me." People must stress the good and positive, not the negative aspects of individuals. Contact and interaction bring about an understanding not segregation. Social determinants must be based upon ability.

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*Dr. Charlotte Epstein is Professor of Curriculum and Instruction, Temple University, Phila., Pa.

THE CHARACTERISTICS, PROBLEMS, AND NEEDS OF STUDENTS WHO ARE HANDICAPPED BY POVERTY OR BY UNDER-STIMULATING CONDITIONS UNIQUE TO DEPRESSED AREAS- AND HOW AMIDS PREPARES TEACHERS TO DEAL WITH THESE CHARACTERISTICS

BARBARA SIMMONS*
KENNETH HED**

AMIDS looks at the individual student rather than the teacher. It stresses cluster teaching with a specialist being used in each specific area. It also is involved with personalized education where the individual may come back for help because people care. Thus, the educational program is open-ended rather than terminal. There are certain things one knows without being told or without a relationship. These can be called physical characteristics. If certain items are shared by the teacher then the individual can know because the teacher wants him to know. However, he may also know items which the teacher doesn't know about himself. Thus the relationships entail a level of trust that others are interested in him and in what he is interested in. In education today middle-class values are taught and the individual is forgotten. One should not think that only the poor, black, et cetera, are disadvantaged. Anyone can be disadvantaged. It is all relative. A rich white in Africa is disadvantaged. Thus the measuring institution determines who is disadvantaged.

In the beginning there is an elitist syndrone which changes to the concept of being interested in other people as human beings. The conclusion is that, first, a teacher must strengthen individual weaknesses. He must not dismiss a pupil from school because the pupil didn't fit into the design of the school but rather fit the design to the individual personal behavior. The pupil counts.

*Mrs. Barbara Simmons is Assistant Director, Washington AMIDS.

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DISTRIBUTIVE EDUCATION FOR INCARCERATED YOUTH

GENE DOLNICK*

One of the purposes of the pilot program was to expose the participants to a new world of opportunity. The program is utilized in conjunction with existing institutional programs (i.e., group therapy, et cetera) to provide a framework of meaningful experiences. Interaction in the community and exposure to the "other world" and the "world of work" foster perception and insight into one's self and milieu while positive feelings of self-worth and a new self-identity emerge as the basic needs of life—order and meaning, adequacy and competency, security, social approval, self-esteem and love—are reenforced.

Thus, it was hypothesized that exposure to a meaningful, relevent, educational program utilizing a cooperative work experience technique might have the effect of promoting a successful community adjustment while reducing recidivism by:

providing the young offender with job acquisition skills and occupational information necessary to function in the world of work;

providing the young offender with a paid work experience in an occupational area of his own choice where labor market demands currently exist and future growth is indicated;

providing training stations with positive environments where the young offender will become aware of the prevalent habits and attitudes of a model group and where positive relationships could be formed;

correlating on-the-job training to classroom education to provide meaningful instruction;

providing the young offender with program continutity upon parole, if desired, by affording access to part-time employment, full-time employment if education is terminated, or enrollment in Distributive Education in a public high school.

Distributive Education for Incarcerated Youth is an ungraded program whose participants' ages range from 14-9 to 17-8 with a median and mean age of 15-11.

Student perceptions of public school were discussed by the Jamesburg graduates in terms of their educational experiences prior to and during their delinquency. Those areas of concern expressed by the students were: (1) no cooperation between the teacher and the guidance counselor; (2) teaching was often by the book and boring; (3) teachers were not interested in

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*Gene Dolnick is Coordinator, Wilson School, Jamesburg, N. J.

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students; (4) counselors told the students what courses to take, not letting the students choose for themselves, and (5) teachers only look at the student's academic record and not how they work in class. The group concurred that outside problems have a causal relationship that leads to the dislike of school. Their perceptions of a "vital" teacher was a teacher who was helpful, gave individual attention, and had young ideas, and was young, himself.

The results of this program have thus far shown:

1. A Cooperative Work program can function successfully with fifteen-years old youths;

2. Delinquent youths are more effectively serviced through vocational cooperative programs at younger ages rather than when they are older. There has been greater success with fourteen and fifteen years-old youth than with sixteen and seventeen-years old youth;

3. There was a 63% success ratio in the Cooperative Work program which roughly approximates the success rate in most urban area schools;

4. Recidivism of program participants is lower than that of a control group and the general institution. The control group had a 50% recidivist rate which corresponds to the general institutional population; whereas, the successful Cooperative Work students only had a 14% rate after parole.

PREPARING VOCATIONAL TEACHERS FOR THE DISADVANTAGED-- METHODS USED BY TEACHER EDUCATORS

TED WARD*

The non-lecture approach for the vocational teacher to teach the disadvantaged youth is stressed. Some say teaching is telling and some say teaching is showing—both approaches are seriously deficient and naive.

The main objectives to be covered are to:

1. Identify methods to be used for preparing vocational teachers to work with disadvantaged urban youth. This includes interdisciplinary cooperation to accomplish teacher preparation,

    and

2. Develop guidelines using the non-lecture approach and giving individual instruction.

It was suggested that the peer group has a definite influence on delinquent youth and, therefore, the teacher must recognize the peer group structure language and base his output on this. A good way to confront the student is through games and simulations. Games and simulations are (1) the current trend in vocational education, (2) have particular value in education, (3) induces interaction and confrontation in verbal work among peers that can be substituted in terms of differences in kinds of learning in the classroom and (4) they cause things to happen.

Four learning objectives of games are:

1. To be able to cite distinction between instructional games and instructional simulation

    a. In terms of content in which these tasks are placed

    b. In terms of the dynamic advantages of games and simulations and

    c. In terms of area of games and simulation

2. To cite components of an institutional game

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3. To cite four major values of institutional games and simulation in the school

4. To be able to design instructional games.

Institutional games are when arbitrary rules are set up, such as in football. Institutional simulations deal with life content, a real life situation which a student may encounter, such as selling an item. Games are played for fun, but one can also learn from these games. Simulations are used for knowledge and skills. An example would be making a cabinet. There is a certain amount of reward and motivation in a simulation. In simulation you are learning a process and the structure is not arbitrary except in the sense that life, itself, makes it so.

Instructional simulation is a technique to be used selectively. It is a promising way to solve problems but you must know the subject and the people to achieve universal interaction by the group.

ESTABLISHING PERFORMANCE CRITERIA FOR PREPARING VOCATIONAL TEACHERS TO WORK IN THE URBAN SETTING AND AN INTERDISCIPLINARY APPROACH TO VOCATIONAL-TEACHER EDUCATION

JULIAN ROBERTS*

In order to get people to work together, certain performance behaviors must be expressed.

1. You must know what you want done and the time limit involved that will allow you to complete the task.

2. You must establish a goal with the people oriented toward self-activization. This must be known before one can help someone else.

A model used by Weinstein, called "The Disadvantaged and Challenge to Education," included:

1. A trainer who knows about learners and their background (Performance behavior)

2. The concept organizer—teach discipline has its own set of concepts around which the curriculum is developed. (What type of strategies used or performances expected.)

From this model the learner proceeds to his established strategy. If he must use the dictionary, he must understand that it is in alphabetical order and that it is arranged in certain ways.

Many of the things that happen in the classroom are dictated by the teacher's action. One of these is quietness in the room. If the teacher cannot convey his skill, the students will react accordingly. If he has a poor self-image, this image will also be relayed back through the students. The teacher must also be concerned with the affective behavior. He should know about Bloom's Second Taxonomy on Affectiveness. Also, the study by Bellach, Flanders, and others on verbal behavior of teachers is worth reading. Another study instituted at Syracuse is by White, who used young people to study the concerns of young people. Also, the behavior of the students and the community is of great importance.

In the Syracuse program, performance objectives were established to see how they affected the parts of the model and the responses of the students to questions asked by teachers. The following was found as teachers tried to relate to a class:

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1. Self-image—This must be positive or it will cause negativism among students.

2. Belonging—The students must know that the teacher is connected with others.

3. Power—The students must know that the teacher feels certain powers when he is in the classroom.

Some of the performance objective areas for teachers are:

1. Control in the classroom (climate of class).

2. Sense of expectation and know what his limitations are.

3. Know pupils and background—concerns brought by students to class. Interaction of all beings in the room.

4. Develop original teaching materials and supplies.

5. Develop procedures and styles. Know other ways of doing things.

6. Have an evaluative diagnostic process.

7. Interact with pupils on both the verbal and non-verbal areas.

8. Evaluate pupil performance by not only giving tests, but knowing how to use tests.

9. Develop curriculum—how important this development is and its relationship to theory.

10. Know teaching environment.

11. Know how teacher is to behave internally toward self-image. He must:
    a. Recognize limitations.
    b. Analyze case studies.
    c. Know verbal and written processes.
    d. Know his superficial prejudices.
    e. Accept more than communicable language.

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LAW DIMENSIONS IN TEACHER EDUCATION

ADELAIDE JABLONSKY*

There are many myths built around the thoughts of how future teachers and beginning teachers feel about disadvantaged students. Some of these myths are:

1. Disadvantaged students are non-verbal or are very low in this ability.
2. They do not postpone gratification and do not believe in future reward.
3. They have no innate intelligence.
4. They have no interest in school.
5. They are lazy and unclean by choice.
6. Their father is missing from the home.
7. Etc.

Such myths must be eliminated by those who are going to teach the disadvantaged. This can be done by initiating changes into the curriculums found in our present-day teacher education centers. It will also relieve the future teacher of his middle-class feelings about the disadvantaged student. He will see that:

1. The disadvantaged student is unique in his ability to cope with life and its flavorings.
2. The disadvantaged student assumes the adult role before many of the middle-class students.
3. The disadvantaged student has learned about survival long before many middle-class students.

The student-teacher entering into his first actual teaching assignment experiences cultural shock. He is confronted with the disadvantaged child who comes into the school, unattractive, regimented, respectless and trustless. Teacher training institutions should screen out those who are not suited to the task.

It takes time for the teacher to see that his own social morals do not apply to the disadvantaged student, and it takes him time to learn to live with it. The teacher must do many things to change this cultural shock. He must:

1. Learn to cope with life and its traumatic experiences.
2. Change defective behavior and make a systematic clarification of behaviors.
3. Change his perception of self-concept.
4. See the student in a non-school circumstance; e.g., at church, in the Boy Scouts, at home, etc.

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The teacher institutions must help the future teacher by doing some of the following:

1. Realize that he needs help, the type of help given to those who are undertaking their first job.
2. Help the student achieve community experiences.
3. Provide the student with psychological counseling.
4. Provide the student with the ability to present the same material in 15 and 10 and 5 minute periods.
5. Help the student prepare objectives, then prepare tests; instead of preparing tests, then objectives.
6. See that the student-teacher can teach the same material to three different ability groups, allowing him the opportunity to teach it in different ways.
7. Etc.

The following are two recommendations which should happen in the student teaching experience:

1. The student-teacher should take records of troubled student and analyze and use different techniques to discover and solve these problems.
2. He should see as many people associated with the teacher as possi' 'e: e.g., principal, guidance people, nurse, parents, teacher union representative, correctional reading teacher, A-V people, school psychologist, etc.

Teaching in disadvantaged areas is:

1. Depressing, demanding, tiring, and drugery.
2. Filled with few times of pride and satisfaction, but those few times are worth it.
3. Looked down upon by other teachers.
4. Necessary to expect very little from the community.
5. Not necessary to fear for your life unless you back a student in a corner in front of his peers.
6. Hard to appreciate the gorup with which you work.
7. Hard to get supplies unless you order them when civil disorders are happening within your community.

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IMPROVING TEACHER EDUCATION THROUGH THE UTILIZATION OF MODELS

HORTON SOUTHWORTH*

Many universities have been closed because administrators have not been listening to the kids when they talked. This situation must be changed because the students can help develop the university; besides, the university is there to help the student.

One need not completely destroy the present system, but must make radical or small changes in different areas, depending upon the particular area involved.

Following are some changes that must take place in education:

1. Teacher education professors must get into the public schools.
2. Students must participate in the planning o´ every phase of school.
3. Teacher absenteeism and turnover must be eliminated. They are too high.
4. Teachers' obsession with control must be eliminated.
5. The thinking that the faculty cannot make changes must be eliminated.
6. Graduate level schooling must allow for challenges to professors.

Many new teachers must learn to differentiate instruction, to use multi-media, to teach the same objective five different ways, to work with youth of all kinds, and to learn that 45% of the population doesn't have what we have.

During the first year the teacher will most likely experience many disappointments; however, the good teacher will remember those experiences and do better the following year.

A system must be established that relates to society. It must bring interaction between the components of all education. The BLUE SKY ARRANGEMENT is where instruction is done on an individual basis. The following must be done:

1. The goals must be specified to the learner.
2. He must have access to achievement of those goals.
3. He must have access to where the child is:
   a. through pencil and paper
   b. through total life environment
   c. through evaluating--how does that child learn?
      (1) listening
      (2) seeing
      (3) diagnosis
      (4) etc.

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4   The teacher must be gotten out of the present setting.

5. The teacher must know content, but he must not use it as a defensive device. Continued growth for teachers after graduation must be emphasized. This could be done by putting certain types of teachers in certain buildings. A system used at McKeesport, Pa. releases some teachers each day for inservice workshops in school during the school day.

Some ways to get the public schools involved in this type of activity are:

1. Make the school realize that it has problems.
2. Get people who are willing to risk what they have for a chance at something better. (Teachers, administrators and principals.)
3. Let these people see that what happens is good.
4. Explain the economic factor involved in the undertaking, especially how it will help them.

When you think that we are a forward-looking nation, then see that we are still using some 1940 techniques, one wonders where our education system went wrong. In conclusion:

1. No one should expect miracles of a catch-up system.
2. Vocational programs must be responsive to technology and ideation (sic) needs.
3. We cannot expect vocational youth to achieve until clear and realistic order of priorities is achieved for each new decade.
4. A coalition of government, business, industry, and educational agencies must be encouraged to formulate and possibly control societal changes.
5. Teachers should not expect viable education from traditional teaching methods but must retain good methods and use new teaching ideologies.

IMPROVING TEACHER EDUCATION THROUGH THE UTILIZATION OF MODELS

DALE HAMREUS*

Interactions must take place among the community, teachers, and administration. If there is a need for change, the implementation of this change takes a long time to be realized. Even though there are compulsory attendance laws, the teachers still must wory about the ethnics involved in their teaching because the public is still watching.

As for the future teacher, he must know what is happening in the schools, know what teacher education organizations are doing, know what procedures are used, know what he will be held accountable for, and know that the department is pulling together. In other words, he must know what is inherited, what changes are in the past, and to be made, where he is to move, and what changes he wants.

The teacher education institutions must follow up those who graduate from their schools. This follow up must be done over a period of many years with no termination experienced within the follow-up period. These institutions must also sell inservice training and seminars to those who have graduated from their institutions. The cooperative programs must be utilized to their fullest extent. But most of all, the new teacher must become politically oriented to the building job which is assigned him so that he can bring about changes within that educational setup. In conclusion, the beginning teacher needs status, processes, new directions, resources and help.

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ORCHESTRATED SYSTEMS APPROACH TO TEACHER PREPARATION

LEWIS W. YOHO*

The institution man's designs for achieving fulfillment seem to function erratically. Every institution can be criticized. The educational institutions must share the responsibilities for man's failure.

The orchestrative systems approach is a plan of study of our educational system. The first part, the ecology of learning, means a package of principles and theories. Man can only be understood as he relates to his environment or as he is geared to it. Effective educational programs cannot be designed when he is treated as a separate entity. The educational environment that has been designed has developed into such artificial form as that of seeking verification of what the teacher knows, verification of knowledge. It has lost relevance to man's other institutional environments. Man is a creator. He participates in the continued creation of the world. The concept of the human being as a creator presents some exciting possibilities for educational experimentation and practice. Go back to the very source, look at man first. Man has the ability to project himself into the future. The educational system deals almost entirely with the horizon of the past. If one agrees that man is a creator, then should not the educational curriculum be a good balance of the history of the past with the horizon of the future?

For the most part people deal with two kinds of media. One is the perceptual media which comes through sight, smell, such things as color, texture, pattern, and then there is the symbolized media of the written and spoken words. The perceptual must come before the symbolization. Youngsters out of an environment far removed from that which is called a good environment wouldn't have this resource, and yet educators bring them into the classroom and assume they have it.

The orchestrative systems concert assumes that man is a creator in the educational enterprises, a catalytic agent for assisting in the achievement of this creatorship goal. The human being is by nature the creator geared into his environment and finds his measure goal fulfillment in the extent in which his environment yields and responds to his efforts to change them. Man is in his right relationship for living when he is about his responsibility of creating man, shaping his environment, and the environment shapes him.

Look at the school situation. One tries to have it look the same at the beginning of every semester, nothing changing. An environment held constant can't efficiently promote change in the individual. An environment subject to change and design for dynamic growth promotes moments of vision and generates acceleration, a good feeling. Each human being is unique and

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the uniqueness should be developed to increase heredity and thus the exciting potential. Society must provide creative role opportunities for its members and the educational system must lead individuals to discover, awaken and practice their creative role potentials.

A new tool of great potential for educational thought is systems analysis, a set of things or objects associated to form a complex unity, a name for connecting. Anything that consists of parts connected together may be called a system. The part missed on the educational scene is the interconnection, the dyanmic intersection of the whole. If one can define something of interest as the system and then it can be modeled in black and white, this is a facing thought process and very generative and creative. Three distinct models would be useful to the educator. The first would be system strategy model. It is a point of departure for identification of sub-systems and elements are found within. The second type of model is systems operational dynamics model. This model represents the strategy and specific goal oreintation operation. The third is the systems input-output model. This is useful for viewing and evaluating the whole system or any of its sub-systems. The system analysis approach provides an alternate to the building block approach offering to bring instruction to the cutting edge of change.

STATUS REPORT ON RESEARCH ON VOCATIONAL TEACHER CHARACTERISTICS

EDWARD T. FERGUSON, JR.[*]

Unfortunately no one has really come up with a truly defensible pattern for preparing teachers of the disadvantaged. While some teachers are successful and can demonstrate remarkably well in the classroom, no one has been able to point out what makes them effective. It is safe to say, however, that those teachers who are successful are unusual teachers, and there are not many of them. What is probably needed is to find ways of making the average teacher more successful when he is teaching disadvantaged students.

At present many studies are being conducted in an attempt to isolate success factors. Much is being learned by studying the behavior patterns of the students and some of the means which the teacher adopts to cope with them. One of the hoped for outcomes of these studies is a profile of the successful teacher in each cultural environment. There are few isolated cases around the country where vocational teachers are being prepared to teach in an inner-city environment. The majority are conducted in a white, middle-class cultural setting. In fact, with the exception of some of the black schools in the South, there are few black vocational teachers coming out of the teacher education programs. It is hoped that some recommendations will come out of the studies that will help teacher educators to provide a more meaningful program for students who will function in a black inner-city environment. This will be accomplished by looking at the successful teachers functioning in that environment and analyzing why they are successful. This approach will include looking at the things the teachers do, the frequency with which they do them, their own perception of them as far as how important these tasks are, and the kinds of practices they follow.

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VOCATIONAL TEACHER CERTIFICATION FOR DISADVANTAGED YOUTH

NANCY MINNIS*

Vocational Education did not prepare the speaker to work with disadvantaged youth. Needs of ghetto are not defined in the program. The teacher in inner-city schools has special problems that University does not touch upon, not even in creating an awareness that a problem exists. Anxiety from developmental problems, family inter-action problems, may seriously interfere with concentration in classroom. Curtailment and prohibition of all aggressiveness in name of discipline may so inhibit a child that he cannot persue his class subjects. Sometimes anxiety and guilt are limited to specific area of learning, and there can be a mental block on subjects such as: health, due to prior misinformation, or failure in arithmetic because one's father is a mathematician, and subject is reacting negatively.

It is not meant that vocational teachers should be clinicians and diagnose psychological ills; however, teachers should and must be adequately trained to recognize that there are non-pedagogical problems affecting learning, so that teachers can make proper referrals and recommendations.

Upon entering Temple University the Distributive Education certification is already planned for the teacher. This program offers courses geared to a given subject. Methods of teaching Distributive Education, Principles of Distribution, et cetera are some examples and involve Distributive Education. But what about problems of the coordinator?

There are no such programs in Vocational Education to teach me: reading problems, inadequate motivation. Average teachers are not trained to teach reading or adequate materials to make reading pleasurable.

Too often the printed word is not related to interest of student. Teachers are trained to teach in ideal situations that exist only in ideal communities created by the idealist. Another example of the things we don't get in certification is how to deal with ghetto people. Do universities teach how to deal with irate parent(s), pregnant girls, frustrated youth, over-motivated idiot, under-motivated genius? Teachers must recognize that every disadvantaged youth is not stupid. The Teacher Course of Study for teacher certification needs a change. Teachers must be trained to meet real needs and real children.

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WHAT SHOULD BE REQUIRED THROUGH CERTIFICATION
TO PREPARE VOCATIONAL TEACHERS TO WORK WITH DISADVANTAGED YOUTH

ELIZABETH RAY*

Certification standards should be formulated in terms of behavioral evidence or performance criteria. The following propositions serve as a frame for recommendations relati.. to preparation of competent vocational teachers. (1) There are no disadvantaged pupils. Individuals are put at a disadvantage because of pre-existing social or cultural bias, or physical, emotional or intellectual idiosyncracies. They may be at all levels of schooling, including professors and teachers. When we refer to "in school youth" of the inner-city as disadvantaged we are GHETTO-izing them. Inner-city kids are merely individuals wi..) are describably different. The role of the educator is to understand, to accept, to deal effectively with these differences.

(2) A vocation is not merely a means for making a living but provides a way for using one's life. There is credibility to the requirement for experience with people as well as the requirement for vocational experience. If the good life is defined in quantitive and material terms by the autonomy and security which money provides, then vocational teachers must be prepared to act as models for their students—not only models of vocational success and prestige, but models of men who are judged to be of worth in the community and in society. The task, the", for preparing institutions is to find the unique selection of study, practice, and experience which will lead to competence.

(3) A vocational teacher can be effective to the degree that he is vocationally competent and personally confident, concerned, committed, consistent and conciliatory. The teacher must be perceived by the student as a person of status who has control over resources. The family, society itself, is dependent on educators for insuring that youth develop the tools of communication and the essential skills for functioning in a complex society, over and beyond competencies needed to get an entry level job.

(4) In qualifying vocational teachers, certification standards should give more weight to evidences of simulated experience, of walk-through experiences of internships in schools and less weight to trade and industrial experience, craftsmanship and administrative ability. Experience in and of itself is not an effective teacher. Prospective teachers should be judged in relation to their performance on selected objective tests. Teacher educators should make selections of students in order that there be measurable change. We must prepare teachers to cope with "What's out there". Man survives and social systems advance only as men in one generation accept responsibility for those who will become the next generation.

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CERTIFICATION OF VOCATIONAL TEACHERS WORKING WITH DISADVANTAGED YOUTH

WARD SINCLAIR*

There are minimum standards below which a person should not be given the responsibility for educating boys and girls. The concern is not with the individual who attends a four year college and ends up with a vocational degree but with the identification and recruitment of other individuals who have the necessary skills to do the job. It should not matter how these skills were acquired. Neither a college education nor a degree is, by itself, going to enhance the quality of teaching or the status of the recipient. Performance on the job is far more apt to bring recognition and its concomitants of better facilities, better equipment, better salary, et cetera. New patterns of teacher education are emerging. There is not just one way to prepare a teacher. He must not attend some college or university to earn numbers of credits to be certified. If there is a better way to prepare vocational teachers than through courses, let us find it.

The basic qualifications necessary for an individual to enter vocational teaching should include: (1) personal and social fitness, (There is no room for the habitual drunkard, the narcotic user or the homosexual. However, a person should not be excluded solely because of a police record.) (2) physical and mental health for the tasks—good teaching at any level is physically demanding. Psychopathic personalities are of no more use in vocational education than they are in any other classroom. (3) language competency. This is not to be equated with grammatical awareness. The emphasis should be on his ability to communicate his directions, ideas, et cetera, to his students. (4) experience in the appropriate vocation, competency in his vocation. Can the man do the job?

These are absolute minimum qualifications for an applicant to enter the vocational teaching profession. Entrance does not insure quality or tenure. It means the opportunity to try. He should be expected to develop the additional skills under the supervision of a fully certified teacher college professor. This means the individual applicant would be evaluated on his own merit.

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CURRENT TRENDS IN VOCATIONAL CERTIFICATION

RICHARD ADAMSKY[*]

Certification, the act on the part of a State Department of Education of granting official authorization to a person to accept employment in keeping with the provisions of the credential, gives a State Department of Education virtual control over local school systems.

Certification usually requires three categories of college course work: general education, professional education, and subject specialization. Vocational teachers are usually required to satisfy an additional requirement, work experience.

Experts in the area of education for the disadvantaged suggest that teachers of these persons must know and understand how they feel and think. They must also be able to increase their students' self-concept while alleviating their anxiety. In general, their commitment to teaching the disadvantaged is far more important a consideration than the credentials they hold.

The purpose of this study was to identify the changes taking place in teacher certification that are directly concerned with better serving the needs of the disadvantaged.

To accomplish this purpose, selected State Directors of Vocational Education and Chairmen of Vocational Teacher Training Departments were contacted and asked to supply certain information from which certification change could be ascertained.

Generalizations from the information received from the State Directors and Department Chairmen were difficult to make, but one fact was apparent—States are either presently studying the certification requirements in order to change them to better serve the needs of the disadvantaged or they are planning to do so in the near future.

Specific information indicated that:

1. Two states had liberalized vocational teacher certification to allow persons with special competencies in the area of the disadvantaged to teach with an emergency certificate.

2. One state used para-professionals to assist vocational teachers to teach the disadvantaged.

3. College vocational teacher preparation departments do not offer courses specifically designed to develop comeptency to teach the disadvantaged.

4. Colleges offer special courses to develop competency to teach the disadvantaged outside the vocational department but undergraduate vocational students do not avail themselves of this opportunity.

5. Graduate vocational students are taking special courses designed to develop competency to teach the disadvantaged.

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III EVALUATION OF INSTITUTE

Evaluation Proce ures:

All evaluations using forms I and II were administered in general session gr p meetings wi.hout time limit for completion. However, it must be remembered that whenever such tests are used in groups the slower participants, and often the most conscientious, do feel certain pressures of keeping up with other members of the group.

Evaluation form I was first administered as a pre-test at the opening session prior to a presentation of the Institute objectives. It was again administered as a post-test at the last meeting just before adjournment.

Form II, administered immediately following the post-test in the final session, was designed to determine the effectiveness of the Institute in terms of meeting the needs and expectations of the participants. In contrast with form I, form II provided an opportunity for the participant to be subjective in his evaluation.

Eight months after the close of the Institute a post-institute evaluation was mailed to the seventy participants. As the initial response was considered too slow for the designed purpose, a second mailing was made to all of those participants who had not responded. All thirty-eight returns of the post-institute evaluation used in this report were received within a period of seven weeks to insure comparative equality in the time for attaining desired results. The information obtained through the post-institute evaluation is considered valid as it represents over fifty-four percent of the participants.

SHORT TERM VOCATIONAL EDUCATION MULTIPLE INSTITUTES FOR EASTERN METROPOLITAN AREAS

EVALUATION FORM I
PRE-TEST

Used as a pre-test and post-test this form was designed to determine what changes in attitudes, understandings, opinions, and mind-sets of the participants had taken place as a result of the two weeks Institute. It was hoped that a comparison of the two tests results would (1) give information about the knowledge and mind-set the participants brought to the Institute and (2) provide a yard-stick to measure changes which might have taken place as a result of the two-weeks Institute.

In a careful comparison of the pre-test and post-test one can find that surprisingly little change of mind took place during the two weeks. For the most part participants left with about the same feelings toward vocational and academic education and vocational teachers and vocational teacher-education with which they came.

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1. Vocational education should be just as much concerned with semi-skilled and operative type programs as it is in skilled and technical programs.	27	22	1	—	—
2. Students who exhibit the ability to succeed in college and whose stated goal is college, should be discouraged from taking vocational education courses.	3	6	1	22	17
3. The importance of vocational education cannot be emphasized enough to students.	25	19	1	3	1
4. Failure to offer public vocational education and training cannot be justified in a democratic society.	29	6	2	—	3
5. Vocational education trains for jobs which don't exist.	1	7	2	27	22
6. The major function of the high school should be the preparation of students for entrance into college.	—	—	—	17	31

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
7. Vocational education sho⁻ ᵇe offered only to students with low academi .lity.	—	—	—	9	40
8. The cost of training workers should not be born by the public school system.	2	4	1	27	15
9. Vocational education should not be in the high school because its skilled teacher qualifications, scheduling, and curricula are so different from regular high school requirements.	2	1	1	20	25
10. Vocational education at the secondary level should be conducted outside the academic school system in separate vocational schools.	1	4	5	23	14
11. The importance of vocational education cannot be emphasized enough to the general educators.	32	14	1	1	1
12. High school graduates, regardless of the course taken, should be equipped upon graduation with a salable skill.	20	18	4	6	1
13. Increased opportunities for vocational education will result in fewer dropouts.	21	27	—	1	—
14. Vocational education contributes to the solution of unemployment.	13	33	2	1	—
15. For the "average" student, academic educational courses are more useful than vocational courses. .	1	—	4	28	13
16. Whether vocational education is offered should be an important factor in determining public high school accreditation.	14	17	7	8	3
17. The climate for vocational education is better in a comprehensive high school than in a separate vocational school.	9	17	12	9	2
18. The information provided in the college preparatory course of study is more applicable to getting and holding a job than the information provided in a vocational education course.	—	5	3	24	16
19. More "average" students should be encouraged to enroll in vocational education programs.	17	26	2	3	1
20. Vocational education is an educational frill.	—	—	1	7	41

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	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
21. No area of education is more or less important than vocational education.	15	22	5	7	—
22. The importance of vocational education cannot be emphasized enough to the lay public.	20	22	1	1	1
23. The general education curriculum is the best preparation for entry into an occupation upon graduation from high school.	1	3	4	24	17
24. Vocational education courses are as important for college bound students as they are for non-college bound students.	10	23	6	10	—
25. Funds allocated in the school budget to vocational education should be in proportion to those students who enter the labor market from school.	3	17	9	18	2
26. The national per capita income is adversely affected as public support for vocational education declines.	2	21	20	4	—
27. Leaders of minority groups oppose vocational education for their people.	2	11	8	22	8
28. Vocational education courses prepare students for many jobs which lack public prestige.	1	37	2	6	2
29. Leaders of minority groups prefer college prep programs for their people rather than vocational education.	5	6	9	27	1
30. Youth are being educationally shortchanged due to inadequate vocational offerings.	14	32	2	1	—
31. Vocational education in rural areas is more important than vocational education in urban areas.	—	2	1	34	11
32. More "above average" students should be encouraged to enroll in vocational education.	11	31	5	1	1
33. Currently employed vocational education teachers are less adequately prepared for their jobs than academic teachers.	11	17	6	22	10
34. Vocational education teachers know and meet the individual needs of their students better than academic teachers.	8	18	12	10	1

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
35. Only the non-college-bound need vocational education.	1	1	1	28	18
36. Parents of minority group students generally exhibit little or no interest in their children's progress in school.	1	14	5	27	2
37. Children whose parents are foreign born get more parental support for entering a vocational program than children from parents born in America.	1	15	20	13	—
38. Most students would not benefit from the job skill instruction offered in vocational education programs.	2	3	3	26	14
39. Vocational education courses are beneficial primarily for those who are terminating their education at the end of high school.	—	12	?	32	3
40. The vocational education curriculum provides a better preparation for more jobs than does the college preparatory curriculum.	8	27	8	5	1
41. Vocational education skill courses provide learning experiences geared to individual needs better than academic courses.	11	27	5	4	1
42. Vocational education programs help keep the potential dropout in school.	13	33	11	1	—
43. Vocational education should be delayed until after high school graduation.	3	1	1	27	17
44. Employers prefer college preparatory graduates to vocational education graduates because they are more capable.	—	18	12	23	5
45. Occupations, other than the professions, require less able students than the college preparatory students.	—	4	7	33	5
46. Employers would prefer vocational graduates over college preparatory graduates, if more able, rather than less able students elected vocational education.	7	24	9	9	—
47. Academic proficiency should should count more than vocational proficiency when setting high school graduation requirements for vocational students.	—	3	5	36	4

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		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
	48. Academic counseling should be given precedence over occupational counseling because high school youth are too inexperienced to make occupational decisions.	2	1	3	29	14
	49. The shop portion of vocational education is important to public education because it provides a haven for problem youth.	1	5	3	29	10
	50. Vocational education should prepare the student for college as well as for work.	7	32	3	7	—
	51. Part-time cooperative vocational education is the best type because the skilled training is given in industry where it is always available, kept up-to-date, and avoids costly educational physical facilities, equipment and staff.	5	21	10	13	1
	52. Minority groups attending vocational education —programs want preferential treatment.	—	4	15	26	4
VII	53. The pre-service preparation of academic teachers does not include courses that will make them knowledgeable concerning vocational education. . .	10	31	1	4	—
VII	54. The professional preparation of administrative and supervisory personnel in education does not equip them to meet the needs of vocational education. .	11	24	4	6	1
VII	55. The professional teacher trainers in colleges and universities responsible for educating and training teachers other than vocational teachers have little or no knowledge concerning vocational education.	15	19	4	7	—
VII	56. The professional preparation of educational personnel is primarily concerned with academic education and its needs.	13	30	1	2	—
VII	57. Academic preparation is more important for vocational teachers than practical work experience.	1	—	6	29	10
VII	58. Academic teachers in so called "comprehensive" high schools accept vocational shop teachers as professional equals.	1	10	6	22	7
VII	59. Business education teachers, with the exception of those who teach typing and shorthand, should be recruited from business rather than college.	2	12	10	22	1

		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
VII	60. A school shop is a shop regardless as to whether it is labelled industrial arts or vocational education. .	2	24	3	12	5
VII	61. The only difference between industrial arts shop and vocational education shop is that industrial arts shop has shorter periods.	1	—	7	24	13
VII	62. Industrial arts teachers make better vocational shop teachers because they have a degree.	—	1	6	29	10
VII	63. Vocational educators, particularly those in trades and industries, are unreasonable in their demand that they can't teach the same size class as an academic teacher.	1	7	3	24	11
VII	64. In reality, there is little or no value to relating academic subject matter with shop work for vocational students.	—	2	1	18	15
VII	65. Relating academic work to shop work is just another "gimmick" used by vocational educators to "smoke screen" their inadequacies.	—	—	1	21	14
VII	66. The schedule is the greatest deterrent to progress in the secondary school.	3	15	7	7	3
VII	67. Vocational shop teachers can best be prepared in shop skills in a college or university.	—	3	5	21	7
VII	68. Nothing can take the place of business or industry as a place for vocational teachers to learn shop skills.	5	17	4	18	—
VII	69. The total curriculum essential to meeting the needs of disadvantaged youth in metropolitan cities can be developed using the "analysis" approach.	1	15	13	6	1
VII	70. A major weakness with the metropolitan city school environment is that it is essentially a middle class academically inspired program.	6	22	2	6	1
VII	71. Metropolitan city schools are distasteful to disadvantaged youth because they associate failure, displeasure, and the feeling of not being wanted with them.	7	22	1	6	—

		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
VII	72. The educational programs in metropolitan city schools have little or no relevance to disadvantaged youth and their realistic world.	5	23	3	5	—
VII	73. Metropolitan city schools because of their size have become too impersonal not only for students but for professional staff as well.	9	21	1	5	—
VII	74. Teaching which used to be a profession has become just a job especially in the metropolitan cities.	5	12	14	13	1
VII	75. When developing curricula, educators fail to recognize there are more ordinary average Joes and Jills in their schools than intellectually elite youth.	15	23	4	5	—
VII	76. In the final analysis, it is a waste of time to cater to the nebulous needs and whims of disadvantaged youth who drop out of school in spite of our efforts.	—	2	—	9	36

EVALUATION FORM I
POST–TEST

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1. Vocational education should be just as much concerned with semi-skilled and operative type programs as it is in skilled and technical programs.	14	10	—	1	—
2. Students who exhibit the ability to succeed in college and whose stated goal is college, should be discouraged from taking vocational education courses.	—	3	—	8	15
3. The importance of vocational education cannot be emphasized enough to students.	14	11	—	—	1
4. Failure to offer public vocational education and training cannot be justified in a democratic society.	17	9	—	—	—

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
5. Vocational education trains for jobs which don't exist.	—	2	5	13	6
6. The major function of the high schoo. should be the preparation of students for entrance into college.	—	—	—	15	11
7. Vocational education should be offered only to students with low academic ability.	—	—	—	4	22
8. The cost of training workers should not be born by the public school system.	1	5	3	13	4
9. Vocational education should not be in the high school because its skilled teacher qualifications, scheduling, and curricula are so different from regular high school requirements.	—	1	1	12	12
10. Vocational education at the secondary level should be conducted outside the academic school system in separate vocational schools.	—	2	2	13	9
11. The importance of vocational education cannot be emphasized enough to the general educators.	16	9	—	—	1
12. High school graduates, regardless of the course taken, should be equipped upon graduation with a salable skill.	10	13	3	—	—
13. Increased opportunities for vocational education will result in fewer dropouts.	12	12	2	—	—
14. Vocational education contributes to the solution of unemployment.	9	15	1	—	—
15. For the "average" student, academic educational courses are more useful than vocational courses.	—	1	2	18	5
16. Whether vocational education is offered should be an important factor in determining public high school accreditation.	8	14	1	2	1
17. The climate for vocational education is better in a comprehensive high school than in a separate vocational school.	5	12	4	5	—
18. The information provided in the college preparatory course of study is more applicable to getting and holding a job than the information provided in a vocational education course.	—	2 .	4	16	3

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
19. More "average" students should be encouraged to enroll in vocational education programs.	4	18	1	2	1
20. Vocational education is an educational frill.	--	1	1	10	14
21. No area of education is more or less important than vocational education.	9	13	1	2	—
22. The importance of vocational education cannot be emphasized enough to the lay public.	15	10	—	—	1
23. The general education curriculum is the best preparation for entry into an occupation upon graduation from high school.	1	—	3	16	6
24. Vocational education courses are as important for college bound students as they are for non-college bound students.	7	16	—	3	—
25. Funds allocated in the school budget to vocational education should be in proportion to those students who enter the labor market from school.	2	11	3	5	1
26. The national per capita income is adversely affected as public support for vocational education declines.	2	9	13	2	1
27. Leaders of minority groups oppose vocational education for their people.	—	5	6	11	4
28. Vocational education courses prepare students for many jobs which lack public prestige.	—	19	1	3	3
29. Leaders of minority groups prefer college prep programs for their people rather than vocational education.	—	9	8	7	2
30. Youth are being educationally shortchanged due to inadequate vocational offerings.	9	17	—	—	—
31. Vocational education in rural areas is more important than vocational education in urban areas.	1	—	3	15	7
32. More "above average" students should be encouraged to enroll in vocational education.	7	17	2	—	—

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	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
33. Currently employed vocational education teachers are less adequately prepared for their jobs than academic teachers.	1	4	6	11	4
34. Vocational education teachers know and meet the individual needs of their students better than academic teachers.	4	10	7	4	—
35. Only the non-college-bound need vocational education.	—	1	—	15	10
36. Parents of minority group students generally exhibit little or no interest in their children's progress in school.	—	9	2	10	5
37. Children whose parents are foreign born get more parental support for entering a vocational program than children from parents born in America.	1	12	9	4	—
38. Most students would not benefit from the job skill instruction offered in vocational education programs.	—	—	1	19	6
39. Vocational education courses are beneficial primarily for those who are terminating their education at the end of high school.	1	6	1	16	2
40. The vocational education curriculum provides a better preparation for more jobs than does the college preparatory curriculum.	3	13	5	5	—
41. Vocational education skill courses provide learning experiences geared to individual needs better than academic courses.	7	14	3	1	—
42. Vocational education programs help keep the potential dropout in school.	6	18	2	—	—
43. Vocational education should be delayed until after high school graduation.	—	1	—	14	10
44. Employers prefer college preparatory graduates to vocational education graduates because they are more capable.	—	5	7	10	4
45. Occupations, other than the professions, require less able students than the college preparatory students.	—	3	1	18	3

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		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
	46. Employers would prefer vocational graduates over college preparatory graduates, if more able, rather than less able students elected vocational education.	3	14	6	3	—
	47. Academic proficiency should should count more than vocational proficiency when setting high school graduation requirements for vocational students.	—	3	1	19	2
	48. Academic counseling should be given precedence over occupational counseling because high school youth are too inexperienced to make occupational decisions.	—	—	1	15	10
	49. The shop portion of vocational education is important to public education because it provides a haven for problem youth.	—	4	1	15	7
	50. Vocational education should prepare the student for college as well as for work.	7	15	—	4	—
	51. Part-time cooperative vocational education is the best type because the skilled training is given in industry where it is always available, kept up-to-date, and avoids costly educational physical facilities, equipment and staff.	4	12	4	5	—
	52. Minority groups attending vocational education programs want preferential treatment.	—	2	7	12	5
VII	53. The pre-service preparation of academic teachers does not include courses that will make them knowledgeable concerning vocational education.	5	17	2	2	—
VII	54. The professional preparation of administrative and supervisory personnel in education does not equip them to meet the needs of vocational education.	6	17	2	1	—
VII	55. The professional teacher trainers in colleges and universities responsible for educating and training teachers other than vocational teachers have little or no knowledge concerning vocational education.	7	17	2	—	—
VII	56. The professional preparation of educational personnel is primarily concerned with academic education and its needs.	7	18	1	—	—

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		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
VII	57. Academic preparation is more important for vocational teachers than practical work experience.	—	1	2	21	2
VII	58. Academic teachers in so called "comprehensive" high schools accept vocational shop teachers as professional equals.	—	4	4	16	2
VII	59. Business education teachers, with the exception of those who teach typing and shorthand, should be recruited from business rather than college.	1	8	8	8	—
VII	60. A school shop is a shop regardless as to whether it is labelled industrial arts or vocational education.	3	13	1	9	—
VII	61. The only difference between industrial arts shop and vocational education shop is that industrial arts shop has shorter periods.	1	1	3	15	5
VII	62. Industrial arts teachers make better vocational shop teachers because they have a degree.	1	—	2	19	3
VII	63. Vocational educators, particularly those in trades and industries, are unreasonable in their demand that they can't teach the same size class as an academic teacher.	—	5	—	14	6
VII	64. In reality, there is little or no value to relating academic subject matter with shop work for vocational students.	—	—	—	16	9
VII	65. Relating academic work to shop work is just another "gimmick" used by vocational educators to "smoke screen" their inadequacies.	—	—	—	17	8
VII	66. The schedule is the greatest deterrent to progress in the secondary school.	1	7	2	11	4
VII	67. Vocational shop teachers can best be prepared in shop skills in a college or university.	—	2	2	20	1
VII	68. Nothing can take the place of business or industry as a place for vocational teachers to learn shop skills.	1	17	3	4	—
VII	69. The total curriculum essential to meeting the needs of disadvantaged youth in metropolitan cities can be developed using the "analysis" approach.	1	16	6	1	—

		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
VII	70. A major weakness with the metropolitan city school environment is that it is essentially a middle class academically inspired program.	5	13	3	4	1
VII	71. Metropolitan city schools are distasteful to disadvantaged youth because they associate failure, displeasure, and the feeling of not being wanted with them.	6	18	1	1	—
VII	72. The educational programs in metropolitan city schools have little or no relevance to disadvantaged youth and their realistic world.	7	14	3	2	—
VII	73. Metropolitan city schools because of their size have become too impersonal not only for students but for professional staff as well.	12	11	3	—	—
VII	74. Teaching which used to be a profession has become just a job especially in the metropolitan cities.	11	10	1	4	—
VII	75. When developing curricula, educators fail to recognize there are more ordinary average Joes and Jills in their schools than intellectually elite youth.	9	13	—	4	—
VII	76. In the final analysis, it is a waste of time to cater to the nebulous needs and whims of disadvantaged youth who drop out of school in spite of our efforts.	—	—	—	8	18

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SHORT TERM VOCATIONAL EDUCATION MULTIPLE INSTITUTES FOR EASTERN METROPOLITAN AREAS

EVALUATION FORM II
INSTITUTE EVALUATION

Form II was prepared for an evaluation of the Institute, itself. The questions were designed to: (1) determine how well the program dealt with the objectives, (2) learn how the program met the expectations of the participants, (3) judge the level of the information presented, (4) determine the opportunity for individual participation, (5) determine the quality of reference materials used, and (6) provide for an expression of plans for action.

There was general agreement that the Institute program (1) addressed itself properly to t stated objectives, (2) lived up to the expectations of the participants, (3) contained information that was at a professional level, and (4) the speakers and consultants knew their subjects and were adept at communication, (5) gave ample opportunity for individual participation and expression, (6) was developed around excellent reference materials, and (7) resulted in numerous plans of action.

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1. The objectives of this Institute were clear to me.	8	14	1	2	0
2. The objectives of this Institute were not realistic. .	0	2	1	13	9
3. Specific objectives made it easy to work efficiently.	8	14	1	1	0
4. The participants accepted the objectives of this Institude.	6	12	1	1	0
5. The objectives of this Institute were not the same as my objectives.	1	3	4	12	5
6. I did not learn anything new.	0	0	1	9	15
7. The material presented was valuable to me.	11	14	0	0	0
8. I could have experienced as much by reading a book.	0	0	0	11	14
9. Possible solutions to my problems were considered.	4	15	3	2	0

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
10. The information presented was too elementary. ..	0	1	0	13	10
11. The speakers really knew their subject.	9	13	0	2	0
12. The discussion leaders were well prepared.	7	13	2	2	0
13. I was stimulated to think about the topics presented.	8	14	2	0	0
14. New professional associations were made which will help.	10	14	1	0	0
15. We worked together well as a group.	11	13	0	0	0
16. We did not relate theory to practice.	0	1	3	16	5
17. The sessions followed a logical pattern	5	17	1	2	0
18. The schedule was too inflexible.	0	2	2	12	8
19. The group discussions were excellent.	6	19	0	0	0
20. There was very little time for informal dialogue. ..	0	2	0	14	9
21. I did not have an opportunity to express my ideas.	0	1	1	14	9
22. I really felt a part of this group.	9	16	0	0	0
23. My time was well spent	13	11	2	0	0
24. The Institute met my expectations.	11	11	2	1	0
25. The reference materials that were provided were very helpful.	12	12	0	1	0
26. Too much time was devoted to trivial matters. ...	0	1	0	17	7
27. The information presented was too advanced.	0	0	3	19	3
28. The content presented was applicable to the important problems in this area.	7	17	1	0	0
29. Institutes such as this should be offered again in future years.	17	8	0	0	0
30. Institutes such as this will contribute greatly to stimulating interest in improving vocational education in the metropolitan areas.	16	9	0	0	0

31.   As a result of your participation in this institute, what plans have you formulated which you may present through appropriate channels for consideration and action in your community either now or the immediate future? Outline briefly the key points.

Share major ideas with state and university officials, share with all persons involved, arrange seminars to study present programs, improve own teacher education program. Offer special in-service training workshops to teachers. Study more carefully and in depth about vocational education as a whole.

Our district does not have any D.E. and, therefore, I feel special services should consider the possibilities of eventually establishing such a program.

Work with my teachers of disadvantaged youth in changing some present methods. Work with teacher educator and attempt to get some changes made in certification for DE teachers.

Develop and conduct in-service program for teachers of Disadvantaged. Integrate courses and field experiences in present undergraduate program.

(1) Disseminate information concerning the disadvantaged to university faculty members.

(2) solicit services and aid from faculty members outside the writer's discipline.

(3) Become actively involved in the establishment of university programs and committees which pertain specifically to the disadvantaged.

(1) Feed-back to my staff

(2) Critical analysis and thinking on part of our staff to determine the feasibility of including concepts acquired into our total program.

(3) Developing closer contacts with universities and local schools in developing working relationships along this line.

A proposal for teacher training program changes that will incorporate some materials presented at the institute. Use of the Glassboro Urban Center in Camden for our students.

(1) Formulate a plan to reach more disadvantaged youth and adults.

(2) More candidates should be permitted to enroll in our clerical training program.

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(3) The recruiting agent should be more flexible when selecting candidates. More time should be given for training.

(1) A method for developing the student in the area of affect.

(2) If the program model Team IV constructed was implemented in my community there would be more effective teachers, very little, or no social dropout.

Conveying of information and ideologies and feelings developed at the institute: Local school district contingents, state, local directors, local teacher-training facility, faculty discussion topics.

Have practicum students and student teachers develop an awareness in working with the disadvantaged at the newly opened Glassboro Urban Center in Camden. Use films pre-viewed in introducing pertinent information on the diadvantaged.

I plan to tune in on Rural Disadvantagement. Conflict at Cairo, Illinois where 50% of students are out in an ungraded pot. school. I plan to install more laboratory type curricula where cooperative programs are avialable.

Recommend revision of certification regulations. Additional information should be added in teacher education for teaching the disadvantaged.

(1) Plan for in-service workshops for teacher-educators.

(2) Plan for pre-service model being implemented at some teacher-training college in the very near future.

(1) Revise requirements for T & I teacher certification.

(2) Revise content and methodology of some vocational education courses such as: (a) Trade analysis (b) Methods in Vocational Education (c) Interdisciplinary Innovations.

Establish interdisciplinary workshops on my campus. Provide impetus for systematically looking at our institution's present program and goals. Involve industry and business in some on-going college-school system projects.

(1) Take the information back to the local administration.

(2) Work with the state staff regarding changes that could be made in the certification requirements. Personally, I cannot achieve this, but by passing on the information recieved it can be accomplished by the very people involved.

Revise USOE proposal. Cooperate with T & I project. Provide resources to State Committee. Promote Vo-Ag Dept. in correctional institution. Revise present curriculum. Establish exemplary program with State Dept. help.

Try to work for more realistic teacher certification. Try to develop in myself and my staff more empathy for and with disadvantaged and their specific problems.

Will attempt to develop a sub system with faculty and employ in NDTA classes.

(1) Better training of teachers.

(2) Use advanced methods in teacher training.

(3) Cooperate with industry and business in training teachers.

I will attempt to develop a system-model for our teacher-education program whcih will put components into perspective; and provide it with a better idea of how to evaluate our effectiveness and improve. We will incorporate more stimulation technique, power and role playing in our teacher education program.

32. As a result of your contacts with the participants and consultants at this institute, have you decided to seek some continuing means of exchanging information with any of them? What types of information can the consultants or participants contribute that would be helpful to your work?

Provide complete reports and communicate from time to time when material of interest to us can be disseminated. Would like to seek help from Institute Consultants and sponsors from time to time. Will keep in touch with participants, and if possible, work cooperatively in bringing information to the persons in our region.

Yes. Possiblities of eventual openings for employment for students and maybe for myself.

Yes. May hire some of the participants as consultants. Am writing to one state for research information.

Yes. I have arranged to exchange materials in DE with some of the participants.

Yes: (1) Research, (2) Model Programs, (3) Policies, (4) Experiences, (5) Movies, slides, etc. (6) Curriculum, (7) Others.

By sharing ideas we can both provide a means of developing plans of action, implementing ideas and arriving at possible solutions. Also, maintaining contacts will provide a means of viewing how others are meeting similar problems and where this can be applied to my program.

Inter-state and state consultants to provide information, to be used for seminars, and for back-up on points of great discussion.

I mostly certainly have. This has been the most beneficial experience to me. I did not give any input but I recieved a welath of knowledge. I felt I didn't have the kind of information to share that I was exposed to. The kind of information most helpful in my work is ways and methods of upgrading my clerical programs.

Information concerning research, new trends and techniques in developing teacher competencies.

A. First question — "yes." B. Models or schemes of Voc-Ed. in their home state. Methods of developing teaching skills; materials used in developing teaching skills; education and technical literature.

They indicated that the information they provided was available from many resources. This will be helpful in expanding our work in teacher education to meet the needs of the disadvantaged.

Yes. I have arranged for some possible meetings in other states, especially in the controversy of H. Ec. vs. Consumer & Homemaking.

Exchange of ideas between participants was helpful. Also, the acquaintances made will give me a larger list of contacts, so that when problems arise, I will be able to consult with these people for possible ideas and solutions of problems in the areas of teaching the disadvantaged.

Information concerning innovative projects that are being funded. Information on the types of research in vocational education.

Yes. I will be looking for information from ERIC Clearing House on: (1) Teacher preparation, (2) Disadvantaged youth.

Yes. Changes regarding teacher education programs. Possibility of utilizing some of the people as consultants in workshops.

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I have been asked by two to serve as consultants in near future workshops which they are planning.

Yes. I have definitely decided through correspondence to seek aid in specific areas pertaining to the DE programs in North Carolina.

Get on ERIC mailing list, from Washington and New York. Help me revise my proposal.

None on a formal basis at this time. However, there are strong indications that this will occur in time.

(1) Furnish models in other areas.

(2) Furnish models which have proved successful.

(3) Information Center.

I have already made some contacts with people with whom I hope to be working in the near future.

33.   In your opinion, what were the major strengths of this institute?

The concern of the institute leaders.
(1) They had set up a good program and wanted to know if it was meeting the needs of persons present.
(2) The freedom of expression set by the leaders and the speakers.

The planning and execution of the total program, the dynamic top-notch consultants, the diversified group, the setting (quiet and restful), the meals, and the wonderful hospitality. Program was superb!

The group discussions, where individuals could relate and communicate as a whole. The groups eventually became more compatible as time passed and, therefore, discussions were easier to solve.

The organization, planning and conducting on the part of the director and his associates.

The informal discussions.

The organizers, the facilities, the program, the food, the bed, the friendly attitude of the participants.

The over-all organization. The speakers and consultants who were outstanding in their fields. The feeling of easy rapport that was allowed to be established among participants. High quality quantity of information that was given.

Selection of the participants, selection of speakers, the organization.

The resource program.

Excellent director and assistant director, excellent leadership, excellent speakers, excellent reference material. Good balance between presentation and group work.

(1) Dedication and commitment of leaders.
(2) New departures in approach to old problems
(3) Research so evident form support
(4) Presenters spread over a wide range of interest, geography, focus

Presentation of new ideas to aid in teaching the disadvantaged

(1) Discussion groups, selection of participants
(2) Selection of resource people and speakers
(3) Interpersonal relationship development

Quality of presentations. The flow of new ideas

(1) Developing an awareness to the magnitude of the problem in metropolitan areas.
(2) Attempting to synthesize a problem of this dimension and succeeding in doing so.

The exchange and interaction of various segments of total field of education. The experience of model developmemt.

(1) Outstanding speakers that were brought in from different localities
(2) The opportunity to work with authorities in the field of the disadvantaged.

The general teacher education presentations of Henderson and Southworth

The resource people. The institute directors

Well structured, excellent leadership

(1) Eminent men in their field presented information
(2) Discussion and questioning periods

Fine speakers. Opportunities to think about our own problems. The director bent over backwards to be accommodating. From a human point of view, "an exemplary job was done."

34. In your opinion, what were the major weaknesses of this institute?

The night programs. This made the working day too long.

A few of the speakers did not really know what the disadvantaged students really were.

Some of the presenters

Improper sequencing of topics. Too long.

Not enought time for dialogue

(1) At times very little relevency to the "Disadvantaged."
(2) The total program in terms of priorities
(3) The schedule in terms of sequence

The composition of the working groups

I would have appreciated materials to read on the disadvantaged before attending the institute, then I feel I could have contributed more, since I am not affiliated with the public school system.

Not worth mentioning

Group arrangements (work sessions)

There were no apparent major weaknesses in the institute.

(1) The chairmen for the day were too loose.
(2) Marve and Ralph (great fellows) but some simple TASKS could be delegated.
(3) Some films were shown too late.
(4) Some presentations were too late.

Too little time to achieve our major goal but a step in the right direction was made. More of these institutes should be planned.

Two weeks is just too long for the intense atmosphere

Not too much cooperation within the different working groups (the work was done only by one or two members). Lack of time to do individual research.

Some of the pre-arranged programs should have been juggled around to more quickly define the problem to those not fully cognizant of it.

There should have been preassigned related tasks for each participant and bring evidence of his efforts to the sessions as an operational base. Too many tests (not evaluations).

I can think of no weaknesses. To know that something is being done toward educating the disadvantaged is encouraging to me.

Not enough participants who had teacher education responsibilities.

The lack of full time attendance by so many of the participants.

More pre-conference information on subject should have been given.

Time allotment for discussions and questions.

Some days were over-crowded with structual content. I could have used more "think time" during "prime hours." Some speakers were duds but with so many one would expect a few weak ones.

35. If you were to conduct an institute similar to this one, what would you do differently from what was done in this institute? No doubt make it a week longer. Make the night programs day ones. Put some time between speakers for thinking.

I liked the atmosphere on Ambler Campus but I would have a workshop where it would be more convenient for the participants to communicate and travel in the immediate vicinity.

Attempt to secure more speakers in order to bet a broader opinion.

Make it only one week. Give a work assignment prior to the meeting. Sequence resource speakers with group sessions. Have small group reactions to speakers.

Develop a more effective way of developing the various groups. (This might not be possible!!!!)

(1) Operate within an "inner-city" setting.
(2) Provide more contact with inner-city problems.
(3) Operate more from a problem-solving base.
(4) Lean more upon the knowledge and skill that the participants bring. Utilize their expertise more as trainers than as participants.

Set up the working groups after participants arrive.

I cannot recommend any changes.

I would not have as many tests.

Involve the participants with the objective sooner and again, later. Make an effort to homogenize members of the group that share somewhat the same opinion (to meet objectives) and at some time to be given opportunity to cross analyze each set of opinions through scientific analysis procedures.

It was well done and I would not make any changes.

Try to arrange group discussion time after each two or three presentations.

Give the participants enough notice before the starting date.

(1) Make field trips to inner-city school and ghetto areas.
(2) Show background films at the beginning.
(3) Make short panel presentations by the participants.

Basically nothing different. Maybe leave off night sessions. Assign task prior to attending for discussion at institute.

Same answer as for no. 34¾ There should have been pre-assigned related tasks for each participant and bring evidence of his efforts to the sessions as an operational base. Too many tests (not evaluations).

No suggestions.

I would insist on developing curriculum content and de-emphasize the attention to systems, language and graphics.

No major changes.

Give less tests.

Allow more time for questions and discussion.

Pursuant to above, after "input sessions" I would have built in "output sessions." Perhaps a shorter institute would be better—two weeks was a considerable personal sacrifice. (not economic).

36.   Additional comments about institute

I have enjoyed the institute, the personal contact at the dining hall, in the dorm and in the meeting itslef of all members. The information I have received has been helpful to me. I am hopeful this will make some change at the institute.

Tremendous!

I feel that I have gained valuable information that will help me in planning curriculum for disadvantaged. The contacts I have made through other conference members will help as new friends and material. The directors have done a tremendous job in every respect.

I found this institute to be informative and worthwhile. The administrators of the institute were friendly and attempted to meet the needs of every participant. The facilities, food and lodging were excellent. The planning committee should be commended for a job well done.

Same as for no. 35: (1) Operate within an "inner-city" setting. (2) Provide more contact with inner-city problems. (3) Operate more from a problem solving base. (4) Lean more upon the knowledge and skill that the participants bring. Utilize their expertise more as trainers than as participants.

Accomodations were excellent. Plans could be easily changed.

It's been wonderful. I learned a lot, it was enriching. The staff was very cordial and left nothing undone to make us comfortable.

This was the best of the three I have attended.

Great, wonderful, warm, ego inflating, intellectually stimulating, cultural sharing, honest, strong, good, clean, open, freeing, mature, introspective, friendly, assuring, (in confidence) fun, etc.

The director and assistant director made every effort to make all the information relevant. They were very cordial and made all the participants feel at ease.

(1) Food superior.
(2) Spirit of all great.
(3) Director's spirit great.
(4) All sincere and hard workers.

This information that has been started should have a definite and quick follow-up.

The personnel at Temple were excellent. Their cooperation was above that normally expected.

It was very valuable. It provided new ideas and insights.

A little more information concerning the possibility of wives' acceptance at the institute would have been helpful. Very good food and accomodations.

The regional and racial mix was an asset.

This has been one of the best institutes that I have ever attended. It presented challenges to me in my field to strive for excellence in the field of vocational education.

Anybody with real responsibilities in teacher education cannot get away for two weeks at this time of the year. Most here say ordinarily I could not have gotten away at this time of year but so and so was different this year.

I feel that in institutes such as this other agencies that are affected should be included. As a member of an agency that is a consumer of teacher training schools this has been especially beneficial to me directly and my agency indirectly.

The institute was very valuable to one looking toward improving his program.

VOCATIONAL EDUCATION MULTIPLE INSTITUTES
SHORT TERM INSTITUTES FOR IN-SERVICE TRAINING

POST-INSTITUTE EVALUATION

A period of eight months elapsed between the close of the Institute and the Post-Institute evaluation. During this time all participants were considered to have had ample opportunity to effectuate the plans developed while at the Institute. It was evidenced by the evaluation that considerable work had been completed toward developing local efforts. The majority of instances where conditions or circumstances prevented implementation, listed in order of prevalence, are: (1) limits of position to introduce change, (2) limited funds and (3) lack of time. Again the respondents reacted favorably to the Institute, confirming other reports on teacher competencies and curriculum needs. A significant return of over fifty-four per cent was attained.

I. Check the appropriate space in response to each question.

		Planned	Completed	No Action
1.	Organized a meeting or conference to present concepts and ideas gained from conference.	2	21	15
2.	Prepared a written report on the Institute.	2	13	20
3.	Reported orally to a formal meeting or colleac	2	31	5
4.	Spoke informally to colleagues and superiors regarding the concepts of the Institute.	0	37	1
5.	Have exchanged materials with other participants from the Institute.	2	16	20
6.	Have contacted "resource people" for additional help or information.	6	11	21

II. If some conditions or circumstances prevented any implementation, please indicate possible reasons:

1.	Limited Funds	12
2.	Rejection by administration	1

3. Little support from colleagues	3
4. Reconsideration of modification or change	1
5. Lack of time	9
6. Limits of position to introduce change	15
7. Other (Specify) _____ On Leave _____	
8. Other (Specify) _____ Changed Positions _____	

III. More specifically, we need to confirm your response to the Institute as an educational experience and possible implementation efforts of the future.

Read each item carefully and circle the response which reflects your present perception of the impact of these concepts on you or your school community.

I found this concept to be:

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1. Vocational models can be constructed which will satisfy the occupational needs of disadvantaged youth.	9	21	2	0	2
2. Special competencies a.: needed by teachers who are to teach disadvantaged youth.	25	11	1	0	1
3. Usual methods and procedures used by teacher education programs will suffice in preparing vocational teachers to work with the disadvantaged.	0	0	5	23	11
4. The inter-disciplinary approach had proved effective in vocational teacher preparation.	6	11	17	3	0
5. The undergraduate curriculum should be infused with attitudinal skills to serve the needs of disadvantaged youth.	18	19	2	0	0

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
6. Vocational teachers are sensitive to the needs of the economic and culturally disadvantaged youth.	1	14	9	14	2
7. Formal models are necessary before teacher education programs can be set up for educating the disadvantaged.	6	11	8	11	3
8. Local guide lines and instructional materials should be utilized in local teacher-education programs.	10	26	2	0	1
9. In meeting the challenge of teaching disadvantaged youth, content has little value.	2	0	1	26	10
10. Occupational skills are the only thing of lasting value learned by disadvantaged youth.	0	1	1	21	16
11. In metropolitan areas methods of teaching is secondary to content.	2	6	7	18	6
12. There should be a special course on "psychology of the ghetto."	7	21	4	4	3
13. Teachers can be sensitized to work with minority groups.	8	26	4	0	1
14. All personalities are suited to work in education for the disadvantaged.	0	0	1	17	21
15. Prejudice does not exist among enlightened people.	0	0	0	15	20
16. All certified teachers are competent to work with disadvantaged youth.	0	0	1	18	18
17. The teacher must come from a disadvantaged background himself to be successful in teaching disadvantaged youth.	0	1	5	19	13
18. Occupational competency is a sufficient background for teaching the disadvantaged.	1	3	1	22	12
19. "Awareness" is assured by teacher certification.	0	0	2	17	20

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	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
20. Characteristic conditions of handicappe ! students reflect the conditions of a single et hnic group.	0	3	4	15	16
21. Materials available through AMIDS is adequate in the preparation of teachers to deal with the disadvantaged.	0	4	12	15	7
22. Utilization of community resources should be developed by individual teachers.	10	16	1	1	1
23. Resources should vary depending on the nature of course objective.	8	31	0	0	0
24. Community involvement can be a valuable educational tool.	22	15	1	Ʊ	1
25. The community should be invited to participate in programs for incarcerated you'', through release time programs.	10	22	6	1	0
26. Teachers from minority groups should be recruited as vocational teacher,educators.	7	23	6	2	1
27. It takes a person of like ethnic background to relate to the disadvantaged youth.	0	3	8	21	7
28 Occupational experience is of significantly greater value than teaching methodology in vocational education.	2	12	7	15	3
29. Supervised work experience should be provided for those teachers who have educational qualifications but not occupational experience in vocationally oriented programs.	20	15	2	1	0
30. There is a special talent needed to teach the Disadvantaged.	5	20	4	8	1
31. Vocational teacher education is geared for implementing the need for teachers in the ghetto.	0	3	11	16	8
32. The skills required for teaching are being offered in our vocational teacher education programs.	2	15	10	6	6

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	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
33. In recruiting teachers for the disadvantaged it is necessary to select people with empathy for minority group problems.	13	21	1	4	0
34. Enlightened human relations programs can overcome current anxieties between racial groups.	5	23	9	2	0
35. Classes in educational theory without practical observation can fulfill the needs of good students.	0	4	2	26	7
36. The responsibility of vocational education is to prepare for todays manpower needs as opposed to long range projections.	1	5	2	21	10
37. Teachers of vocational education function effectively without an appreciation of the behavioral attitudes present in urban populations.	0	2	6	13	18

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CONCLUSIONS:

General Conclusion:

Based on an analysis of evaluations, the Institute made a significant contribution to the advancement of up-dating the process and content of vocational teacher education curriculums to reach disadvantaged youth in metropolitan areas. Considering the vast amount of emphasis given to the needs of the disadvantaged during the past decade, it should not come as a surprise to find little or no change of mind of the participants. It clearly points up, however, that the need in the future is one of implementation of many of those things which we already know. On the whole, the Institute members recognized that vocational education could and should play an important part in improving the lot of the disadvantaged.

Form I Pre-Test and Post-Test:

There was surprisingly little change of mind of the participants during the two weeks Institute. This indicates that the heavy emphasis of education for the disadvantaged has conditioned most vocational educators as to the great need.

Form II Conclusion:

Three conclusions drawn from this evaluation are:

(1) Institutes such as this should be offered again with emphasis on implementation.

(2) Institutes such as this will contribute to stimulating interest in improving vocational education in metropolitan areas for disadvantaged youth.

(3) Such meetings contribute greatly to the inter-change of knowledge, information and experience.

Post-Institute Evaluation:

From the Post-Institute Evaluation one can conclude that:

(1) Many of the participants have changed positions and are no longer associated with the agency or institution they represented at the Institute.

(2) Much has been accomplished toward implementation of plans for a program of up-dating the curriculums.

(3) The local responsibility for selection of participants could be improved upon to include persons in a position to effect change, and

(4) More individual responsibility in time on the part of the participant and money are needed to stimulate local change.

IV RESULTS CONCLUSIONS AND RECOMMENDATIONS

Objectives of the Institute:

1. To determine competer cies needed by vocational teachers to teach disadvantaged urban youth.
    a. To identify the competencies needed
    b. To organize and list the competencies as a guide for teacher-educators
2. To identify methods to be used by teacher-educators when preparing vocational teachers to work with disadvantaged urban youth (including inter-disciplinary cooperation to accomplish effective teacher preparation)
    a. To develop a number of methods requiring individual participation; i.e., role playing and games
    b. To make suggestions for inter-disciplinary cooperation in teacher-education
3. To develop vocational teacher-education models including qualifications for certification to satisfy the occupational educational needs of disadvantaged youth
    a. To prepare models for teacher-education programs
4. To develop model curriculums for the establishment of teacher-education programs for vocational education teachers of disadvantaged urban youth
    a. To prepare an undergraduate education curriculum, within the model, to develop competencies including sensitizing vocational teachers to the problems, attitudes, and needs of economically and culturally disadvantaged urban youth
    b. To prepare a graduate teacher education curriculum, within the model, to develop competencies including sensitizing vocational teachers to the problems, attitudes, and needs of economically and culturally disadvantaged urban youth
5. To design plans for action which will test the models, guidelines, and materials through implementation in the participants' own programs within selected cities
    a. Each participant will design a plan for action suited to the peculiarities of his own community
    b. Implementation of the plan for action will include the development of channels of communication

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PARTICIPANT CONTRIBUTIONS TOWARD REALIZING OBJECTIVES

Objective I:

Presentations included:

1. Challenges to change the process and content of teacher curriculums by developing competencies
2. Preparation to work with the disadvantaged according to the several necessary competencies
3. Demonstration of a teacher-education lesson on developing teacher sensitivity
4. Study of the problems and needs of students who are handicapped and how teachers are prepared to deal with these characteristics
5. Demonstrations to develop audio-visual competency
6. Programs of making contact and using community agencies to develop an awareness of the use of available local resources
7. A panel of youth from a correctional institution discussed "What teachers do that turn us on."
8. Status reports on research in vocational teacher characteristics

Objective II:

Presentations included:

1. Developing teacher competencies to work with the disadvantaged
2. How to use simulation and games
3. Performance criteria for preparing vocational teachers, established by teacher-educators
4. Suggestions for establishing an inter-disciplinary approach to vocational teacher-education
5. New approaches that might be used by teacher-educators in preparing vocational teachers

Objective III:

Presentations included:

1. A model with strategies
2. A debt model with strategies
3. Challenges and issues when implementing teacher education models

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Objective IV:
    Presentations included:

1. An undergraduate curriculum
2. A graduate curriculum
3. A panel discussion on certification and its relationship to preparation of vocational teachers to work with the disadvantaged
4. Current trends in vocational certification as it relates to the disadvantaged

Objective V:

Presentations included:

1. Thoughts on challenges and issues when implementing teacher education models
2. The preparation of plans of action
3. The use of appropriate channels of communication
4. Evaluation of local model implementation

COMPETENCIES OF VOCATIONAL EDUCATION TEACHERS WORKING WITH URBAN DISADVANTAGED YOUTH

Prerequisites:

This teacher must:
1. Be able to feel the desires, attitudes, needs, wants and aspirations of the student he teaches
2. Act or react to situations involving the upgrading of his students, community, and the student's home
3. Have a willingness to teach disadvantaged youth
4. Possess a sincere desire to help people
5. Have the ability to get students to understand themselves, their communities, and their homes
6. Be able to create in a student a desire to learn
7. Possess great tolerance and patience in working with the student
8. Be emotionally stable

Cognitive Area:

This teacher must:
1. Know and understand the society from which students come
2. Have knowledge of the discipline involved
3. Have ability to evaluate on the basis of clearly-stated behavioral objectives

Affective Area:

This teacher must:
1. Know, understand, relate to, and respect the individual
2. Be flexible and willing to experiment
3. Become personally concerned and involved
4. Have a willingness to accept values of others
5. Be interested in professional growth
6. Have self-direction; display leadership inititative and a sense of responsibility

Psychomotor Area:

This teacher must:
1. Be able to communicate non-verbally as well as verbally
2. Have a knowledge of subject matter
3. Possess the techniques of teaching the disadvantaged
4. Have the ability to evaluate on the basis of clearly-stated, behavioral objectives
5. Know the subject area itself
6. Keep abreast of changes in his field
7. Possess the ability to understand the inherent problems of the life styles of the student

Interpersonal Characteristics:

This teacher must:
1. Be able to emphatize
2. Have dedication of purpose
3. Gain acceptance with co-workers
4. Be able to individualize instruction
5. Have a propensity toward involvement

Teaching Methods and Procedures:

This teacher must:
1. Be able to relate the subject matter to the learner
2. Have flexibility of
   (a) Presentation
   (b) Technique
3. Be able to maintain good organization in teaching and discipline
4. Have rapport with the students
5. Be able to vary classroom situations

Objectives:

This teacher must:
1. Be able to develop meaningful objectives
2. Be realistic
3. Prepare objectives within the scope of the individual learner

Learner:

This teacher must:
1. Have a sense of concern and/or understanding of the learner

Vocational:

This teacher must:
1. Have expertise in his trade or field
2. Know present status and trends of the trade or field

TEAM REPORTS

"Model Concept of Recruiting Vocational Teachers Starting at the Elementary school"

Some youth come to elementary school with the preconceived notion that they would like to be a teacher and upon making this statement they are taken in on what are called prevocational goals. These children are given special guidance and counseling to help to determine their attitudinal potential to become a teacher. At the secondary level they are re-evaluated on their potentials to become a teacher. It should be noted that at any level, a student may drop out of the program or change his decision to become a teacher.

Three basic assumptions are made regarding the preparation of this type of teacher. They are: (1) vocational counseling for the disadvantaged will be carried throughout, (2) the proper type of counselors will be employed, and (3) proper instruments will be selected for evaluation.

As the student proceeds in the program he may practice his skills with community agencies such as the visiting nurses or participate in a similar work experience that will aid him in making his choice of becoming a vocational teacher. However, the program is designed for the preparation of any teacher, not just the vocational teacher of the disadvantaged.

The evaluation will be based on the competencies of a good teacher. Should a student not meet these competencies he may be recycled in the program until he is competent in the deficient areas.

The undergraduate program is set up in two-year basic blocks, and the promotion from one block to the other is based on proficiency in the block. The structure is so designed that a potential teacher may complete a block at his own rate of speed. The first block of two years will include the courses normally composing two years of college work. Block II of the program will deal with learning theories and the supportive techniques related to the field of teaching.

Teacher certification changes suggested would involve developing an interest from the "top" as attitudes must be changed in this area. Some discussion is needed on what is important and what is not important in certification.

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Finally, the graduate program described above is strictly directed to the preparation of teachers.

"The Model Learner or Teacher Elements"

The objective of this program is to come out with a model learner or teacher after several special sequences of experiences. The individual would enter the program in a prevocational or social stage and go through five stages or steps. Stage one would deal with sensitivity training to prepare the student as an individual rather than certain concepts. Stage two would include getting the general education necessary in all fields. Stage three is where the decision is made to teach or not to teach and vocational orientation takes place. Stage four concerns the student's making a selection of one area he wants to teach for occupational preparation. The fifth stage is a fusion of all of the above stages and would lead to teacher preparation including methods of teahcing, how to relate to all students, how to relate to a specific type of student, innovations in vocational education and internship.

The important part of this program is the evaluation. This would be a three-way process including the student's self-evaluation, by the teacher, and by the industry where internship has been completed. The self-evaluation should have a follow-up or implementation to develop the model learner.

Built into this idea of teacher elements one would envision an individual teacher capable of making changes in school and in life. Therefore, he should be a "change agent", and certain duties would belong to this agent, as (1) ability to use available research, (2) skill in building proper relationships, (3) ability to diagnose problems, (4) ability to choose proper solutions, (5) ability to gain acceptance for solutions, (6) ability to stablize own ideas, and (7) power to generate self-renewal on all the above qualities should the need arise. The model teacher-learner cannot be a static individual as an awareness is necessary.

In order to develop good leaders for vocational administration in education, such as jobs in community colleges, the following concerns are listed:

(a) the process of teaching
(b) scheduling of students and classes
(c) understanding of supervision
(d) attuned to the times and public concerns
(e) understanding of budgeting and finance
(f) knowledge of school laws and codes
(g) understanding of state and federal laws
(h) understanding of personnel relationships.

This person must be vocationally oriented and well experienced for the administrative positon.

"An Undergraduate Program"

The undergraduate program is designed for anyone who has expressed an interest in becoming a vocational teacher. The program is structured for flexibility in the training and no rigid system is outlined.

The preparation consists of two broad components: (1)vocational expertise and (2)general education background. The components that make up this program of general education in an institution include oral and written expression, social understanding, political understanding, economic understanding, understanding of the ecology of man, knowledge of the population and pollution problems, human concepts, and an awareness of health and safety problems. These may be resolved in terms of credit hours on the institutional level. However, courses should not be set up for a special group and not open to all students.

There are several sub-components of the system approach for the education of the vocational teacher. There should be evaluation with a preceptual formula for arrival at a specific point. The development of styles of behavior which will lead to learning should be emphasized and consequently the student's objectives will be reached. Most systems have the ingredients for work, but lack the proper methods for evaluation. The areas needing attention are prescriptive and remedial learning experiences, organizational skills, and learning strategy with evaluation. Much more attention should be given to understanding human relationship and the understanding of student growth.

"How The Teacher Should Learn"

There is a problem of recruiting teachers for working with certain groups, due primarily to the fact that the non-committed person does not know what to do. Consequently, to get this program going certain basic assumptions were made on where to begin.

The high school graduate can make four choices: (1)college, (2)industry, (3)drop-out, and (4)go to work. The student going to college after his training will be placed in a "teacher bank" situation of internship. In this type of program feedback will allow for upgrading of the skills of the teacher. Once the individual has served in this "teacher bank" he can be certified and study for a higher education position. Positions will be open to this individual in administration and research. The person who has gone into industry can enter teaching should he submit to an institutional pre-professional evaluation and follow through with professional education. The programs should have provisions for developing materials and methods of dealing with the disadvantaged and there should be developed within the student a sensitivity to others. The program should provide for self-analysis.

The program should develop individual competencies and understandings in social sciences, critical analysis, political sciences, general mathematics, biology, literature and logic through the college curriculum. This program may be guided through a cooperative plan of individualized

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instruction. The system of education should be individually tailored; that is, a student should not have to take a subject in college if he has mastered the same in secondary school. The program is seeking to eliminate the problem of the social drop-out. It is recognized that this program will be difficult to relate to the disadvantaged without the assistance of industry. Post-high school programs will need relevance to be effective.

A graduate program under this general classification would stress three areas of concentration; namely, research, administration, and advanced specialized study of behavioral problems.

The certification requirement would be handled through three years of teaching experience guided by a tenured teacher.

"Teacher Competencies"

Teacher competencies as related to vocation education for dealing with the disadvantaged specifically takes a systems approach. The entire area should be developed on professional improvement, treatment system-generating subject matter, goals and objectives for certification, and time and the logical sequences of courses for each year in the program.

Certain assumptions are made regarding certification as this process should be a "screening-in" rather than a "screening-out" process. The procedure should be flexible to change and it should be broad enough for larger communities. It is recommended that certification be reviewed, revised and maintained through what some states define as an advisory committee.

The model suggested is not meant to be absolute—instead, it can be used as a guide.

Conclusions and Recommendations:

Conclusions	Recommendations:
1. The Institute was highly successful in achieving the planned objectives.	1. Other institutes are needed to further plan and implement the changes discussed.
2. Improved selection of participants is needed at the local level.	2. Plans to be started to have the local administration nominate only those persons who will be afforded the time to implement change.
3. Local administrators too often nominate participants who lack the authority to implement programs upon their return.	3. Some committment on the part of the local administration should be included in the nomination process.
4. Many of the participants attended the conference and planned programs of teacher-education only to find they lacked the necessary funds upon return to their localities.	4. Participation in an institute should carry with it a commitment by the local institution or agency that funds will be made available.
5. The problems faced nationally are similar, yet each locality is left to its own resources for help with new ideas.	5. A clearing house to be established to collect and disseminate information and materials for an extended period of time.
6. It takes a great deal of time to effect change in a large metropolitan education system because of the size of the administrative structure.	6. Such Institutes should provide a long-term system of follow-up and assistance.
7. The models 1, 2, and 3, page 102 make significant contributions for teacher training for inner city schools.	7. The models are innovative yet simple in construction. Teacher-training institutions should make every effort to establish teacher-training programs following the established models.

APPENDIX A

BROCHURE AND APPLICATION FORM

INSTITUTE SEVEN
UPDATING THE PROCESS AND CONTENT
OF
VOCATIONAL TEACHER EDUCATION
CURRICULUMS To REACH DISADVANTAGED YOUTH
IN METROPOLITAN AREAS

May 11 to May 22, 1970
TEMPLE   UNIVERSITY
Ambler Campus
Philadelphia, ᴘ 19122

GOALS OF SHORT TERM INSTITUTES

Examine ways to affect behavioral changes in power structures and decision policy makers so that legislative mandates for total education and training programs for in-school youth, and out-of-school youth become a reality.

To involve, to challenge, to stimulate, to demonstrate and to seek out new and more effective ways to educate and train this Nation's manpower and woman-power and to utilize feedback materials, methodology, research findings, designs, etc...to the end that functional programs of vocational education and training, including all essential related services, may be planned and implemented.

To achieve these goals this Institute will concentrate on the

HOW:

1 -To develop vocational teacher education models including certification to satisfy the occupational education needs of disadvantaged youth.
2 -To determine competencies needed by vocational teachers to teach disadvantaged urban youth.
3 -To identify methods to be used by teacher-educators when preparing vocational teachers to work with disadvantaged urban youth (including inter-disciplinary cooperation to accomplish effective teacher preparation).
4 -To prepare an undergraduate education curriculum, within the model, to sensitize vocational teachers to the problems, attitudes, and needs of economically and culturally disadvantaged urban youth.
5 -To prepare a graduate teacher education curriculum, within the model, to sensitize vocational teachers to the problems, attitudes, and needs of economically and culturally disadvantaged urban youth.
6 -To design a plan for action which will test the models, guidelines, and materials through implementation in the participants' own programs within selected cities.

Request for Application

Name: _____

Street: _____

City: _____   Area Code _____ Telephone Number _____

State: _____   Zip Code: _____

Present Position: _____   Organization: _____

Support of Participants:

The institute will defray appropriate travel costs of participants who will travel and live outside their regular assigned geographical areas. This will be tax-exempt coach airfare or mileage at 8¢ per mile, whichever is less. Participants will be provided with room and board.

INSTITUTE PLANNING COMMITTEE

Mr. Webster Fitzgerald, Regional Director, O. I. C. - National Institutes, Phila., Pa.

Dr. Estelle Fuchs, Graduate School of of Education, University of Chicago, Chicago, Ill.

Dr. Adelaide Jablonsky, ERIC-Information Retrieval Center on the Disadvantaged Teachers College, Columbia University, New York, N. Y.

Professor Ralph Rush, Vocational Division, Temple University, Phila., Pa.

Mr. J. Otis Smith, Ass't Dean of Men, Temple University, Phila., Pa.

Dr. James P. Steffensen, National Center Education, Research and Development, U. S. O. E Wash., D. C.

Mr. Ben F. Whaley, Project 70001, Wilmington, Del.

Dr. Joost Yff, Asst. Director, ERIC Clearinghouse on Teacher Education, Wash., D. C.

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From: Dr. Marvin Hirshfeld, Chairman
        Department of Distributive Education
        Division of Vocational Education
        College of Education
        Temple University, 316 Seltzer Hall
        Philadelphia, Pennsylvania 19122

Training Professional Personnel
Responsible for Vocational Education
In Eastern Metropolitan Areas

APPLICATION FOR PARTICIPATION IN
INSTITUTE SEVEN
Updating the Process and Content of Teacher
Education Curriculums to Reach
Disadvantaged Youth in Metropolitan Areas

NAME
Miss
Mrs.
Mr.
Dr. _____
       (Last)   (First)   (Middle)

Address _____
    (Street)   (City)   (State)   (Zip Code)

Telephone _____
   (area code)

Representing_____
   Indicate state, city, professional orgnnization or public body

PROFESSIONAL EXPERIENCE

Current position _____
      (Title)   (years held)

_____
   (Employer's name)   (Address)

Major Responsibilities _____

_____

_____

EDUCATIONAL BACKGROUND

High School graduate: yes____ no____
College graduate: yes____ no____ degree_____
Master degree: yes____ no____
Doctorate: yes____ nc____ degree_____

I consider myself especially knowledgeable in _____

_____

_____

I desire to participate in institute seven because: (state succinctly your reasons)

Name of dean of the College of Education where you are employed (please print)

_____

Name, address, and telephone no. (area code) of person or persons who administer the vocational certification laws and or policies at the state level (please print)

Name _____ Telephone No. _____ _____
                                                                    - (area code)
Address _____

Name _____ Telephone No. _____ _____
                                                                    - (area code)
Address _____

Name, address and telephone no. of an urban school district superintendent in your geographical area

Name _____ Telephone No. _____ _____
                                                                    (area code)
Address _____

Briefly describe any curriculum changes that have been made in vocational teacher preparation at your institution in the past three years.

Do you contemplate any changes in the process of preparing vocational teachers at your institution?

How many teachers that were certified or graduated from your program (last year) were placed in urban "ghetto" areas?

IF ACCEPTED AS A PARTICIPANT:

   a.   Indicate you most likely mode of travel: ____air, ____auto, ____other.

   b.   Indicate the type of housing desired: (circle'
        1. I will share a double
        2. I prefer a single; I shall pay any extra charges

   c.   I agree that if accepted to participate in this institute I will be in attendance for the entire scheduled period.

   d.   Do you plan to bring your family? ____yes ____no

APPENDIX B

LIST OF PARTICIPANTS AND CONSULTANTS

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Dean

School of Technology
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Terre Haute, Indiana

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APPENDIX C

INSTITUTE PROGRAM

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UPDATING THE PROCESS AND CONTENT OF VOCATIONAL
TEACHER EDUCATION CURRICULUMS TO REACH DISADVANTAGED YOUTH
IN METROPOLITAN AREAS

May 11 — 22, 1970

Temple University
Ambler Campus
Ambler, Pennsylvania

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9:00—12:00   Registration — Bright Hall

12:00—1:00   Lunch, Cafeteria

                  Opening Session — Bright Hall, Lounge

1:00—1:30   Welcome — Dr. Marvin Hirshfeld, Institute Director

                  Objectives of the Institute — Professor Ralph Rush
                  Temple University — Vocational Division
                  Philadelphia, Pennsylvania

                  Institute Overview — Mr. Ralph Bregman,
                  Institute Assistant Director

                  Chairman of the Day — Professor Ralph Rush

1:30—2:30   Kenote address — "Challenges to Participants — Charging the Process and
                  Content of Their Vocational Teacher Education Curriculums to Reach
                  Disadvantaged Youth in Metropolitan Areas"

                  Dr. Judith Henderson, Associate Director
                  Learning Systems Institute
                  Michigan State University
                  East Lansing, Michigan

2:30—3:00   Coffee Break — Bright Hall — Lounge

3:00—4:30   "Am I Prepared to Work with Disadvantaged Youth?"

                  Panel: Mr. Joseph Russonillo — Teacher Education Student
                          Miss Joyce Teague — Teacher Education Student
                          Mr. Herman L. Carter — Vocational Teacher
                          Mr. Alfred Berkowitz — Vocational Teacher
                          Mr. Frederick Stern — Vocational Teacher

                  Questions and Answers

4:30—5:30   Critique of Activities and Special Research Project
                          Mr. Clifford Easton

6:00—7:00   Dinner, Cafeteria

8:00—9:30   Mixer (Informal), Dormitory Lounge

Tuesday, May 12, 1970

8:00—8:45	Breakfast, Cafeteria
8:45—9:00	Announcements — Bright Hall — Lounge

Chairman of the Day — Dr. Angelo F. Torrisi
Board of Education
Mt. Vernon, New York

9:00—10:30   "Working with Disadvantaged Youth — Vocational Teacher Competencies"
(Objective — 1), Demonstration and Discussion

Dr. Charlotte Epstein
Professor of Curriculum and Instruction
Temple University
Philadelphia, Pennsylvania

10:30—11:00   Coffee Break — Bright Hall — Lounge

11:00—12:00   Continue — Objective 1

12:00—1:00   Lunch, Cafeteria

1:00—2:30   Continue — Presentation

2:30—5:00   Team Session 1 — Cottage Hall
"Develop List of Vocational Teacher Competencies When Working with
Disadvantaged Youth"

6:00—7:00   Dinner

7:00—8:15   "The Characteristics, Problems, and Needs of Students Who are Handicapped
by Poverty or By Under-Stimulating Conditions Unique to Depressed Areas
and how AMIDS Prepares Teachers to Deal with these Characteristics"

Mrs. Barbara Simmons
Assistant Director, Washington AMIDS

Mr. Kenneth Hed
Coordinator of Technical Assistance, AMIDS
Washington Technical Institute
Washington, D.C.

Bright Hall — Lounge

Wednesday, May 13, 1970

3:00—8:45   Breakfast

8:45—9:00   Announcements — Bright Hall — Lounge

                 Chairman of the Day — Mr. Sydney Jafee
                 Regional Vocational Consultant
                 State Department of Education
                 Harrisburg, Pennsylvania

9:00—10:30   "Community Resources"

                        Group I — Teams 1-5 inclusive
                        Cottage Hall
                        Mr. Sydney Jaffe, Resource Agencies Coordinator

                 "More Effective Use of Modern Tools of Communication in Education"

                        Group II — Teams 6- inclusive
                        Bright Hall — Lounge
                        Mr. Robert Brown, Director of Instructional Services
                            Encyclopedia Britanica Educational Corporation - Chicago, Illinois

10:30—12:00   Group II ———————————————————————————————— Group I

12:00—1:00   Lunch

1:00—4:30   Field Trips

4:40—5:30   "The Utilization of Community Resources by Vocational Teachers"
                 Brainstorming Session
                 Bright Hall — Lounge

6:00—7:00   Dinner

7:15—8:15   "How I Was Reached" — Bright Hall — Lounge

                 Panel: Mr. Gene Dolnick
                            Coordinator
                            Wilson School
                            Jamesburg, New Jersey
                                     and
                                Graduates

                 Questions and Answers

Thursday, May 14, 1970

8:00—8:45   Breakfast

8:45—9:00   Announcements — Bright Hall — Lounge

       Chairman of the Day — Gilbert S. Rosenthal
       Coordinator
       New York City Board of Education
       New York, New York

9:00—10:00   Evaluation of Objective 2 — Professor Ralph Rush

10:00—10:15   Break — Bright Hall — Lounge

10:15—12:00   "Preparing Vocational Teachers for the Disadvantaged — Methods Used by
       Teacher Educators" Demonstration

       Dr. Ted Ward, Director
       Institutes for Research and Learning
       Michigan State University
       East Lansing, Michigan

       Bright Hall — Lounge

12:00—1:00   Lunch

1:00—2:00   Questions and Evaluation of Objective 2

       Dr. Ted Ward and Professor Ralph Rush

       "Establishing Performance Criteria for Preparing Vocational Teachers to Work
       in the Urban Setting and an Interdisciplinary Approach to Vocational Teacher
       Education"

       Dr. Julian Roberts
       Director of Project Beacon—
       Teacher Fellowship Program
       ERIC — Information Retrieval
       Center on the Disadvantaged
       Teacher College — Columbia University
       New York, New York

3:00—3:15   Break — Bright Hall — Lounge

3:15—4:15   "Law Dimensions In Teacher Education"

       Dr. Adelaide Jablonsky, Assoc. Director of Content
       ERIC — Information Center on the Disadvantaged
       Teachers College, Columbia University
       New York, New York

Thursday, May 14, 1970 (continued)

4:15—5:00   Phillips 66

6:00—7:00   Dinner

7:15—8:30   Educational Theater — Bright Hall — Lounge

Friday, May 15, 1970

8:00—8:45   Breakfast

8:45—9:00   Announcements — Bright Hall — Lounge

                               Chairman of ...e Day — Dr. William F. Sassaman
                               Teacher Educator
                               Vocational Division, Temple University
                               Philadelphia, Pennsylvania

9:0C—12:00   "Improving Teacher Education Through the Utilization of Models" (Objective 3), presentation and circular responses

                               Dr. Horton Southworth
                               Chairman of Department of Elementary Education
                               University of Pittsburgh
                               Pittsburgh, Pennsylvania

10:30—10:45   Break — Bright Hali — Lounge

12:00—1:00   Lunch

1:00—4:00   Continue — Objective 3

                               Dr. Dale Hamreus
                               Associate Director of Teacher Research
                               Oregon State System of Higher Education
                               Monmouth, Oregon

2:30—3:00   Break — Bright Hall — Lounge

4:00—5:00   Question and Answer Session

5:30—6:30   Dinner

Saturday, May 16, 1970

Excursion (to be arranged)

R,R & R

Sunday, May 17, 1970

Church services

R, R & R

Monday, May 18, 1970

8:00–8:45   Breakfast

8:45–9:00   Announcements — Bright Hall — Lounge

                     Chairman of the Day — Dr. H. Halleck Singer
                     Director, Vocational Division
                     Temple University
                     Philadelphia, Pennsylvania

9:00–10:30   "Orchestrated Systems Approach to Teacher Preparation" — Continuation
                     of Objective 3, Listening Team

                     Dr. Lewis W. Yoho
                     Dean, School of Technology
                     Indiana State University
                     Terre Haute, Indiana

10:30–11:00   Break — Bright Hall — Lounge

11:00–12:00   "Anatomy of Models"
                     Dr. Lewis W. Yoho
                     Questions and Answers

12:00–1:00   Lunch

1:00–2:00   Special Research Project — Continued — Mr. Clifford Easton — Bright Hall
                     Lounge

2:00–5:30   Team Session 2 — Cottage Hall
                     "Develop Models for Preparation of Teachers Who Will Work in Metropolitan
                     Areas"

3:00–3:30   Break — Bright Hall — Lounge

6:00–7:00   Dinner

7:15–8:00   "Status Report on Research on Vocational Teacher Characteristics"

                     Dr. Edward T. Ferguson, Jr.
                     Associate Professor
                     Center for Vocational Technical Education
                     Ohio State University
                     Columbus, Ohio

                     Bright Hall — Lounge

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Tuesday, May 19, 1970

8:00–8:45   Breakfast

8:45–9:00   Announcements – Bright Hall – Loung·

                        Chairman of the Day – Dr. Edward T. Ferguson, Jr.

9:00–10:30   "What Should Be Required Through Certification to Prepare Vocational
                        Teachers to Work With Disadvantaged Youth" – Bright Hall – Lounge,
                        Symposium

                        Panel: Nancy L. Minnis, Teacher
                                  William Penn High School
                                Philadelphia, ᴾennsylvania

                                Dr. Elizabeth Ray, Professor
                                Home Economics Department
                                Penn State University
                                University Park, Pennsylvania

                                Dr. Ward Sinclair, Assistant Director
                                Office of Teacher Education and Certification
                                State Department of Education
                                Trenton, New Jersey

10:30–10:45   Break – Bright Hall – Lounge

10:45–12:00   "Current Trends in Vocational Certification"
                        Bright Hall – Lounge – Presentation and Questions
                        Objective 4

                        Mr. Richard Adamsky, Assistant Professor
                        Vocational Division
                        Temple University
                        Philadelphia, Pennsylvania

12:00–1:00   Lunch

1:00–5:00   Team Session 3, Cottage Hall
                        "Development of Undergraduate Vocational Teacher Education
                        Curriculum" (See Objective)

3:00–3:30   Break

6:00–7:00   Dinner   **107**

Wednesday, May 20, 1970

8:00–8:45	Breakfast
8:45–9:00	Announcements – Cottage Hall – Room 17

Chairman of the Day – Dr. Theordore Cote
Chairman
Industrial Education Department
Temple University
Philadelphia, Pennsylvania

9:00–12:00	Team Session 4, Cottage Hall, "Development of Graduate Vocational Teacher Education Curriculum" (See Objective 4b)
10:30–10:45	Break – Cottage Hall
10:45–12:00	Team Session 4 Continued
12:00–1:00	Lunch
1:00–2:30	Team Reports – Bright Hall – Lounge
2:30–3:00	Break – Bright Hall – Lounge
3:00–5:00	Team Reports (Continued)
6:00–7:00	Dinner
7:15–8:15	Educational Theater, "Jungle" Bright Hall – Lounge

Thursday, May 21, 1970

8:00–8:45	Breakfast
8:45–9:00	Announcements – Cottage Hall – Room 17

Chairman of the Day – William Walker
Black Vanguard Associates
New York, New York

9:00–10:00   "Challenges and Issues When Implementing Teacher Education Models"
Bright Hall – Lounge – Presentation and Shadow Panel

Dr. Joost Yff
Assistant Director of ERIC
Clearing House on Teacher Education
Washington, D.C.

Dr. Donald Haefele
"Dissemination Projects"
American Association of Colleges for Teacher Education
Washington, D. C.

10:00–10:15	Break – Cottage Hall
10:15–12:00	Team Session 5, Cottage Hall, "Design for Action" (See Objective 5)
12:00–1:00	Lunch
1:00–5:00	Team Session 5 Continued
5:30–6:30	Dinner ("Design for Action" papers collected)

Friday, May 22, 1970

7:30–8:15	Breakfast
8:15–8:30	Announcements — Bright Hall — Lounge

Chairman of the Day — Mr. Jerome I. Leventhal
Assistant Professor
Vocational Division
Temple University
Philadelphia, Pennsylvania

8:30–9:30   Institute Evaluation — Professor Ralph Rush

9:30–10:30   "Dissemination of Models and Materials by Institute Teams"
Presentation and Questions

Ralph Bregman
State Department of Education
Vocational Division
Trenton, New Jersey

10:30–10:45 Break — Bright Hall — Lounge

10:45–12:00 Team Session 6, Cottage Hall
"Develop a Dissemination Plan"

12:00–1:15   Final Lunch
Closing Remarks, U.S. Office of Education Representative

Dr. Hirshfeld

1:30   Bus to airport and railroad

APPENDIX D

Model No. 1 — A MODEL, WITH SPECIAL REFERENCES TO PREPARING TEACHERS FOR INNER-CITY SCHOOLS

Model No. 2 — A MODEL, WITH SPECIAL REFERENCES TO PREPARING TEACHERS FOR INNER-CITY SCHOOLS

Model No. 3 — A MODEL, WITH GENERAL REFERENCES TO PREPARING TEACHERS FOR INNER-CITY SCHOOLS

MODEL NO. 1

A MODEL, WITH SPECIAL REFERENCE TO PREPARING TEACHERS
FOR INNER-CITY SCHOOLS

The teacher education-certification program for vocational teachers may be defined in terms of three broad components: (1) vocational competency, (2) general education understandings and competencies, and (3) professional understandings and competencies. The focus of this paper will be on the sub-components of the general education and professional education components.

In specifying the components and subcomponents of a program we wish to avoid the connotation of a prescriptive certification program. We anticipate that candidates for vocational teacher education programs will come from a variety of backgrounds, and a primary concern is to recruit teachers who have the potential of serving effectively in inner-city situations. To force any and all candidates through a single master program would not only deny individual differences, but it would undoubtedly discourage excellent prospects from enrolling in a program.

The task of the vocational-teacher educator is, in this respect, to evaluate the backgrounds of candidates and, on an individual basis, determine how the candidate will meet the specified sub-components of the program.

> If, for example, a college-educated individual with ten years of business experience sought certification as a teacher of distributive education, he might be judged to have vocational competency and, depending on the courses listed on his transcript, most of his general education component. The educator might determine that several of the general education sub-components are lacking and specific experiences might be required.

In most cases the candidate would be required to complete the entire professional education component, since previously completed courses would seldom coincide with the program recommended herein. In any event, however, the educator must evaluate all previous work and experience.

> On the other hand, a candidate might be a skilled tradesman, also judged to have vocational competency, but who had not completed high school. This candidate would be required to complete high school, or its equivalent, and to complete the entire general education (see, however, point 5 under assumptions on page 104 and professional education components.

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Vocational Competency

Group VII did not dwell on this component. It is submitted that "vocational competency" can be defined by state departments of education or by vocational educators working out of their respective institutions.

General Education component

Assumptions underlying the general education component of the vocational teacher education program.

1. The general education component should be described in terms of understandings and competencies desired rather than titles of courses. In so doing it is intended that programs may retain their vitality by emphasis on the desired outcomes. Ordinarily, of course, the "areas of competence and understanding" can be organized in "courses." but alternate ways of developing desired competencies and understandings should be explored.

2. The prevailing point of reference in all sub-components of the general education component should be the people and conditions of inner-city America. A particular focus will be on the "disadvantaged child," defined by Charlotte Epstein as "anyone who is handicapped in the task of growing up to live a competent and satisfactory life in American society." It will be the explicit responsibility of all instructors involved in the general education component to select resources and order tasks with these referents in mind.

3. The understandings and competencies should be developed through as many field-related experiences as possible.

4. The prospective teachers should exercise considerable freedom in electing specific activities within the sub-components. For instance, candidates should have an opportunity to choose projects, to engage in field trips, interviews, and the like; and to influence the instructors as to the direction which the courses should take.   A dominant value of the entire program is that the learner must accept responsibility for directing his own learning, and it is the task of every teacher to exemplify this value to the best of his ability.

5. It is not assumed that prospective teachers will complete all general education courses or experiences prior to assuming employment as a teacher, although he should be encouraged to complete as many as are practicable. It seems quite reasonable, if not desirable, that some courses be completed in part-time study during the first few years of a teaching service.

Sub-Components of General Education Component

1. Skill in oral expression: the prospective teacher should have experience speaking before groups; organizing ideas for such activities as explaining procedures, describing, etc. Therapeutic help should be given in pronunciation if needed. Use of gesturing, pacing, other techniques of effective presentation can be developed. Experience should be provided in effective use of visual resources.

2. Skill in written communication, reading skills: The prospective teacher should be able to frame directions in terse, unambiguous written English. Emphasis should be on short, highly informative written paragraphs. Skill should be developed in accurate interpretation of directions and other kinds of written material. The prospective student may also do some reading in connection with social themes.

3. Social understandings: The prospective teacher should engage in activities to further his understanding of class structure in the United States, the role of the home and family in various subcultures, the nature of the ghetto and its effect on the minds of youth. The myths and realities of race should be thoroughly explored. Further, it is desirable that the teacher understand the role of social workers and other social institutions.

4. Political understandings and social action: The prospective teacher should learn how decisions are made which affect low-income people; how people in low-income areas can be involved in community action projects. The agencies which assist poor people should be studied as well as consideration given to agencies which should be developed. Consideration should be given to agencies and institutions which affect poor people adversely and the work of militant organizations.

5. Economic understandings: The prospective teacher should comprehend the economic role and plight of poor people. Attention would be given to economic conditions which affect job opportunities for people in different job classifications, to circumstances in the ghetto which help or hurt the poor person economically, and to consumer economics. The prospective teacher should survey the job opportunities open to various skilled, semi-skilled, and unskilled persons.

6. Man and his environment: The prospective teacher should understand the changing physical-biological environment of man;what has caused conditions to change; speculation on what must be done to control pollution in the future; problems which may be attributed to over-population.

7. Human goals and human potential: The prospective teacher needs to develope a humanistic orientation to his work with students. The concepts of democracy, human dignity, and freedom can be explored and put in both secular and religious contexts. Consideration should be given to self-concept and its implications; and how healthy and unhealthy self-concepts are developed; how humans affect other humans with respect to development of self-concept.

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8. Human nature and needs: The prospective teacher needs to develop workable concepts on what makes people behave the way they do; to identify the basic needs of people and how these needs are met in various social contexts, particularly, to contrast in terms of psychology, the difference in the behavior of middle and lower-class people.

9. Health, nutrition, and safety: The prospective teacher needs to develop a defintion of what a healthy person is and how good health can be maintained. What conditions in inner-cities affect the health of poor children? What are the symptoms and effects of under-nutrition? What agencies can assist poor people with health problems? What considerations should be given to problems of sight, hearing, and emotional health?

Component 3: Professional Understandings and Competencies

Group VII has attempted to develop a systems-approach diagram in which sub-components of the professional education are identified and the relationships between sub-components indicated. A weakness in some teacher education programs is (1) the failure to indicate the interrelations of various sub-components, and (2) to build into the system a series of "evaluative checks."

Heavy arrows in the diagram indicate not so much a sequence of steps as they do the direct relationship between subcomponents. "Understanding self" and "understanding the learner" may be considered simultaneously or separately, but the learner should learn in them such a way as their relationship is obvious. Both of these subcomponents, in turn, contribute to "Developing styles of teacher behavior."

Light arrows indicate relationships of a second order (relationships which a particular teacher-education institution might want to program i to) while broken line arrows indicate the alternate remedial routes.

The group believes that built into each componet should be an evaluation of understanding and/o skills; and prescriptive-remedial activities if the prospective teacher has not demonstrated a desired level of competence. Each component then appears on the chart in the form of a "cycle"

It is understood that full-development of each componet will take much time and creative effort on the part of all staff members involved in a particular program. Teacher educators have not always been successful in devising meaningful situations in which key ideas are taught. We have attempted to specify some of these activities in the descriptions of sub-components below, but restructuring the content activities and media for each will be a continuous task. Where "ineraction with students" is indicated on the chart, this will usually mean some first-hand experience of the prospective teacher with pupils in a school. If we are focusing on inner-city children then the school and the children should be inner-city schools and children.

Sub-Components

Understanding self: The prospective teacher should understand his values and what he thinks of himself. Help should be given to a person to develop more satisfying values if a person finds that what he believes, and what he belie ,s he should believe, are in conflict. Games, simulations, sensitivity exercises, and discussions can be built into the program. The prospective teacher should perceive how his own personality affects others. Attention should be given the concepts of actualization and manipulation as defined by Maslow and Shostrum. If diagnostic profiles and behavior in front of children indicate problems with self-concept, remedial T-Group activity can be recommended.

2. Understanding the learner: Drawing on what is learned in previous sociology experiences, the prospective teacher should assess student self-concept and study his family and community environment. Case-studies can be developed, counselors can be interviewed, resources may include a variety of films and literature. The prospective teacher's behavior in the classroom may suggest whether further thought and activity should be given to comprehending what the student is.

3. Developing styles of teacher behavior which facilitate learning: The prospective teacher must learn techniques which enable the learner to be everything that he can be. Specifiable teacher behaviors can alternatuely "free" the child or inhibit him. Games can be used to develop sensitivity to these techniques and later verbal-interaction studies may provide deeper insight.

4. Developing understanding of principles of learning: The prospective teacher should learn in as meaningful a context as possible the several concepts useful in selecting and evaluating learning activities. These principles include such ideas as (a) The learner must be active (involved) in learning, (b) Learning occurs through various channels, (c) Learning is influenced by the emotional and physical climates, etc.

5. Developing skill in framing affective, psychomotor and cognitive objectives (including conceptial and behavioral objectives): The prospective teacher must develop skill in establishing educational priorities and framing coherent statements of objectives. Games and simulations can be employed to make this sub-component realistic.

6. Developing understanding and skill in use of technical teaching competencies: Descriptions and video-taped examples of various teaching competencies (as described by Allen, Young and others) can be followed up by personalized micro-teaching activity.

7. Developing knowledge of and skill in learning resources and various techniques and methodologies: The prospective teacher, through example, simulation and reading can become acquainted with such entities as audio-visual resources, games, simulations, discussion techniques, small and large group techniques, "discovery" methods, problem solving, field trips, etc. Much of this might be done through the vehicle of a special methods course or courses.

8. Organizing learning experiences—determining learning strategies: The prospective teacher, utilizing to the best of his ability the knowledge he has as represented in items 5, 6, and 7 will develop lesson plans, and try them out on his learners.

9. Developing productive relationships with supervisors and co-workers: The prospective teacher must learn to work in groups to the extent that cooperative decisions can be made using the insights and skills of all persons with the group. Sensitivity exercises and role playing may be employed to this end.

10. Developing understanding and skill in assessing student growth: The prospective teacher will develop skill in devising paper and pencil instruments; and in utilizing other means of evaluation with respect to his stated objectives. His evaluation must then be used in developing new learning situations.

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1. UNDERSTANDING SELF
Ex loring personal values and feelings; studying affect of self on others.

Evaluation Diagnostic Profiles → Prescriptive-Remedial Activities

2. UNDERSTANDING THE LEARNER
Assessing student self concept, becoming acquainted with his community and family environment.

Evaluation → Prescriptive-Remedial Activities

4. Developing understanding of principles of learning.

Evaluation → Prescriptive-Remedial Activities

5. Developing skill in framing affective, psychomotor and cognitive, conceptual and behavioral objectives of learning.

Evaluation → Prescriptive-Remedial Activities

3. Developing styles of teacher behavior which facilitate the learner or free him to make responses.

Evaluation → Prescriptive-Remedial Activities

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6. Developing understanding of and skill in use of technical teaching competencies.

Evaluation → Prescriptive-Remedial Activities

9. Developing productive relationships with supervisors and co-workers.

Evaluation → Prescriptive-Remedial Activities

A MODEL

Diagramming the relationships of the ten sub-components of the professional component of a teacher-education program.

7. Developing knowledge of and skill in learning resources and techniques, including special methods.

Evaluation → Prescriptive-Remedial Activities

10. Developing understanding and skill in assessing student growth.

8. Organizing learning-experiences (strategies)

Evaluation → Prescriptive-Remedial Activities

Evaluation → Prescriptive-Remedial Activities

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MODEL NO. 2

A MODEL, WITH SPECIAL REFERENCES TO PREPARING TEACHERS FOR INNER-CITY SCHOOLS

INTRODUCTION

Since all systems must be founded on a base, this guide will arbitrarily select High School Graduation as the point of origin before a path of Vocational pursuit is chosen. Empirically speaking, there appears to be only four alternatives open to all graduates:

1. Proceed to College
   by reasons of scholarship, finances, or committment.

2. Enter industry
   by reasons of having sufficient entry level skills
   promise of employment
   apprenticeship programs
   specialized training programs
   military service
   compelling needs of finances (dependency)
   psychological or social needs
   etc, etc, etc.

3. Remain non-committed
   (no definition of immediate or long term goals.)
   poor scholarship
   poor finances
   lack pre-employment
   training
   no opportunity
   etc, etc, etc.

4. Because Social dropouts (a small percentage apprears to be unaccountable) Team Iv assumes the percentage to be negligable and therefore will not endeavor to elaborate. It is the amelioration of this end that this model is directed.

GRADUATE CURRICULUM

The field of advanced studies will encompas three general areas of study, such as *Research, Administration,* and *Advanced Specialized Studies.*

Research

Formal Seminar type settings preferred. Directed activities involving:
1. Research teaching for program effectiveness in high school and college.

2. Development of Sociometric scales and analysis.

3. Development of competence in group dynamics.

4. Analysis of: New techniques, trends, — Social, educational, and industrial material.

5. Implementation techniques (of new philosophies of teaching methods and or systems.)

Administration

1. Analysis of comparative philosophies of Education, both national and international.

2. Advanced studies in behavioral and social sciences.

3. Developing further sensitivities to the "NOW" problems, solutions and implementation.

4. Educational administrative system analysis.

5. Organizational effectiveness.

Advanced Specialized Studies

1. Analysis of comparative philosophies of Education both national and international.

2. Advanced studies in behavioral and social sciences.

3. Developing further sensitivities to the "NOW" problems, solutions and implementation.

UNDERGRADUATE CURRICULUM

TEACHER COMPETENCIES

GENERAL

Courses geared toward individual competencies of vocational teachers of the disadvantaged.

Political sciences
    world and U. S. history
    Economics — National and Local
Social Studies
English and Literature
Critical Analysis
Logic and Rhetoric
Criminology
Biology
    Anthropology & Chemistry
General Psychology
General Mathematics
Ecology
Critical Analysis
    Philosophy
        Logic
        Religion
        Social
        Political
        Educational

PROFESSIONAL

Establishing abilities with relevency in:

1. Analysis and synthesis of subject matter.

2. Diagnosis and prognosis of individual problems and situations, that blacken learning in the total environment.

3. Developing teaching techniques and methods geared toward the disadvantaged.

4. Utilization and motivational techniques.

5. Inculcating desirable attitudinal and perceptual changes.

6. Individualizing instruction.

7. Developing ... d administering valid and reliable, dynamic evaluative criteria.

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AFFECT

Seminars in development of perceptual concepts of affect.

1. Sensitivity to the needs and desires of the individual.

2. An understanding of the life styles of all classes.

3. An appreciation of human values.

4. Communicology (nature and styles of language, verbal and non-verbal.)

5. Self realization (entrospective analysis and synthesis).

SPECIAL

Trade area skills gained by guidance of teacher trainee through a programmed series of experiences which will result in technical competencies.

To be determined by trade analysis.

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CERTIFICATION REQUIREMENTS

Criteria to evaluate an individual in the performance of the task of teacher of Vocational skills to the disadvantaged.

1. submit evidence of successful achievement in the areas of general, professional and affective education as required for teacher training competency.

2. Technical Competencies — 3 years experience in trade area (through formal guided program) or 4 years journeyman experience (evaluated by trade competency tests and work history investigation.)

3. Teaching—serve an intern probationary period a minimum of one (1) year of guided experiences under the tutlege of a tenure teacher.

4. A satisfactory recommendation by the institutional administrator where internship is served.

Using a criterium to evaluate an individual in the performance of the task of teacher of vocational skills to the disadvantaged.

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ADVANTAGES AND DISADVANTAGES OF THE MODEL

ADVANTAGES	D'SADVANTAGES
Low Cost	Implementation Problems
Feedback (entire continuum)	Proselytization
In-service teacher upgrading	Industrial cooperation
Ease of implementation	Federal subsidies
Operational reality	State certification regulations
Professional opportunity to the disadvantaged	Implementation of Cooperat've program
Individualized tailoring of the curriculum	Trade coordinators and training Change factors-resistance
Fail safe	Establishing post-high
Replete with alternatives	Establishing clinical guidance
Eventual service to the needs of dropouts	program Establishing rapport with
Efficiency	clinical guidance teachers
Reduction of skill obsolence factor	at high school, graduate, and post-graduate levels
Establishing a frame of reference toward committment	
Clearly defined objectives	
Reduce teacher attrition	
Engender teacher correspondence with peers	
Tenured teacher professional upgrading	
Opportunity for ego satisfaction	
Efficiency through guided systems (time)	
Adjustable time continuum	

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Model Submitted by Dr. Malvern Miller

TEACHER EDUCATION MUST CONCERN ITSELF
WITH THE FOLLOWING IDEAS

AFFECTIVE — to develop interpersonal comp.

PROFESSIONAL — develop teaching skills

GENERAL — to develop the individual

TECHNICAL — to develop competencies needed in area or field of specialization

SUGGESTED YEARS —

1	2	3	4		5
AFFECTIVE					INTERNSHIP
	TECHNICAL				
GENERAL					
PROFESSIONAL					
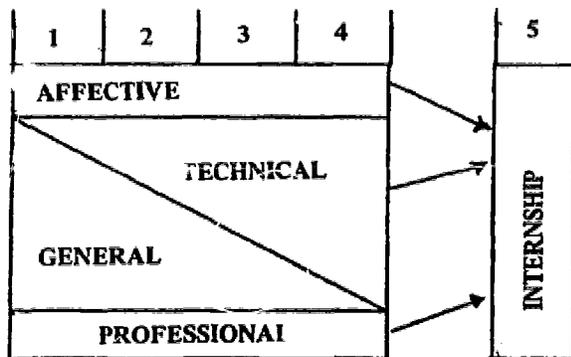
With direction from both
teacher education and the
school

This is a total model or supra-system of the formal aspects of teacher education.

Each of the four areas constitute a sub-system which must be coordinated and developed from where the individual school — providing learning experiences from which the student (with the advice from his "advisor" can select those learning experiences that will add to his development.

Each of the four areas of development must provide both individual and group activities.

Further development of each area will depend upon the resources available and the needs of the students.

MODEL NO. 3

A MODEL, WITH GENERAL REFERENCES TO PREPARING TEACHERS
FOR INNER--CITY SCHOOLS

Rationale:

The following assumptions were made and have been used as a guide in the development of undergraduate and graduate programs.

1. The role of the teacher in education is changing and will continue to change in the future. We must prepare teachers for change, not status quo. The concepts of performance criteria, multiple instructional routes, differentiated staffing patterns, and continual inservice training programs appear to offer a meaningful approach to teacher education in the future.

2. Specific performance criteria based on analysis of knowledge, skills and attitudes in the human relations, behavioral, and content areas should be identified to provide a flexible basis for change. When the trainee meets the specified criteria requirements he will have completed the program, regardless of the length of time enrolled. Thus variable entry and exit points in programs will occur.

3. Since there is no real evidence of any one major strategy of teacher training, this program includes as many widely differing overall strategies as possible in order to provide for examination of training consequences, for insights into relative training efficiencies, and for discovering relative acceptance and appreciation of the processes by trainees.

4. A major goal of the program is to provide continuous diagnosis of the needs of each trainee, and constant evaluation of the program components designed to meet these needs.

5. One of the most important emphasis throughout planning will be the development of multiple program alternative and instructional paths to the same objective.

6. A teacher's training never ends, and therefore, a closely knit relationship between preservice and inservice training will be developed.

7. Special consideration of differentiated staffing seems essential in the schools of the future.

8. The disadvantaged are isolated from the dominent cultural influences and in most cases lack the political or community cohesiveness to articulate and implement their needs.

9. Our programs must be relevant to urban education until we understand the feelings of the disadvantaged. This cannot be done without exposure to their ideas, concerns, and reasoning.

10. To reach the pre and in school teacher in urban and suburban areas and help them to see their problems simulataneously with attempts to reach the urban disadvantaged.

Purpose:

To build a model for teacher education curricula and certification to be adapted to the disadvantaged Urban Youth.

The objective is to define the needed competencies of the teacher in terms of specific behaviors and to match those behaviors with specific learning experiences. This will be achieved by instructional modules.

In order to exhibit this purpose, in the time allotted, we are building a sub-system for learning modeling.

The committee report should be viewed in the light of the limitations of time and resources available at the Institute. The model is in no way meant to be absolute, instead it can be used as a guide for further development and refinement of models to meet local needs.

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TEACHER EDUCATION SEQUENCE   TEAM 2 and 5

Year

On Campus

1   2   3   4

Basic Technical

Specific Technical

Liberalizing Courses

Learning Theory and Background

Organization and Administration of Programs

Supervised Teaching

On the Job

In Service

Techniques of Instruction and Guidance

Educational Psychology

Psychology of Disadvantaged

Off Campus

Socio-Cultural and Technical

Inner City Secondary School

Entry

Entry

Entry

Entry

Entry

Unique for Teachers of the Disadvantaged

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Teacher Ed. Student   Societal School Needs

Teacher Education System

Teaching Competencies

Occupational Competencies (Job) (Trade)

Sub System "Working with the Disadvantaged"

Teacher Education Institution Experiences

Public School Experiences

Certified Competent Teacher

Team 2 and 5

Professional Teaching Improvement

"WORKING WITH THE DISADVANTAGED"

VOCATIONAL EDUCATION

GOAL	COMPETENCIES	INSTRUCTIONAL OBJECTIVES	TEACHING – LEARNING STRATEGIES
A teacher with competency in teaching vocational education in an urban disadvantaged area	Using multiple modes of instruction when teaching disadvantaged	Keep learning relevant	Both on-campus and in target environment
			Instructional alternatives
			Teacher performance

Required Institutional and Certification Change

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"WORKING WITH THE DISADVANTAGED"

VOCATIONAL EDUCATION

GOAL	COMPETENCIES	OBJECTIVES	TEACHER – LEARNER – STRATEGIES		INSTITUTIONAL CHANGES	CERTIFICATION CHANGES
			OFF CAMPUS	ON CAMPUS		
A teacher with competency in teaching vocational education in an urban Disadvantaged Area	Using Multiple Modes of Instruction when teaching Disadvantaged	Keep learning relevant to the needs of the Disadvantaged Students	Visits and interaction with Ghetto People to learn their problems and needs	Bring the Ghetto community leaders and resource persons into the classrooms to discuss problems needs and possible solutions	Reorient Faculty attitudes and change related policies.	Recognize out of school experience.
			Observe and analyze Ghetto Communication process	Use of audio visual aids, simulated games	Class hours flexible	
			Participate in community agency projects and activities		More emphasis on credit for out of school experience	

CERTIFICATION

Assumptions:

1. Certification should be a "screening in" rather than a "screening out" process.

2. Must be structured on the base of:
   (a) societal needs
   (b) approved training programs directed to effectively meet those needs

3. Must be broad enough to meet the needs of the larger community and flexible enough to accomodate to the individual.

4. If assumptions one, two, and three are valid then certification process must be flexible, fluid, ever-changing, and under constant review and evaluation.

Recommendations:

1. Certification must be developed, maintained, reviewed, and revised through cooperative efforts of the State Departments, Training Institutions, and the Consumer of the trained teacher's service; i.e. Advisory Committee.

2. Certification must take into account the job performance of the individual.

3. Must be further based upon approved programs and allow for varying kinds of preparation programs since the common goal is job performance and not the perpetuation and reinforcement of course oriented preparation program requirements.

4. Due to the increased mobility of society, a new and more broad reciprocity technique of certification must be explored and developed.

5. Must have multiple entry and exit points.

Higher Education

Research and Analysis

Administration

Special Studies

Assessment

Certification

Teacher Bank

Internship

Force Field

Feed Back

Source

Time Continuum

Professional
Specialization
Affect

Professional
Specialization
Affect
General

Professional
General
Affect

Assessment
Pre Prof.
Entrance
Req.
Appraisal
Personalized
Prof. Growth
Program

Post High
Subj.
Orientation
As Teacher
Apprentice
Aide

Clinical
Guidance
Program

SPC.

SPC.

SPC.

College

Non
Committed

Industry

High School

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Social
Drop outs.

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APPENDIX E

COMPLETE TEXT OF FORMAL PRESENTATIONS

CHALLENGES TO INSTITUTE PARTICIPANTS IN CHANGING THE
PROCESS AND CONTENT OF THEIR VOCATIONAL TEACHER EDUCATION
CURRICULUMS TO REACH DISADVANTAGED YOUTH IN METROPOLITAN AREAS

JUDITH HENDERSON*

One can surmise from the lengthy and rather esoteric title assigned that
my message this evening is to challenge thoughts of change. While planning
what tact I would take that might accomplish this objective, I rejected
several approaches that are common to most of us. I first rejected several
approaches that are common to most of us. I first rejected what might be
referred to as the "scare tactic." This typically begins with exhortations
about the sad and precarious state of world, national and local affairs in
which we find ourselves. It dwells on the problems of war, pollution,
poverty, population, unemployment, crime, alienation, the rebellion of
youth and uncontrolled technology. Statistics concerning the rapidity of
change and the dire need for haste in changing our present procedures are
thrown out like confetti for emphasis--and the effect is usually a potent
one. We feel the eminent danger. It is frightening and our anxieties are
raised to such a level that we are ready to change most everything. But
too frequently I fear, feelings are so diffuse and anxiety ridden from this
approach that one's ultimate productivity is inhibited and I therefore re-
jected this tact.

Next I considered the "inspirational tactic." This approach usually
draws heavily on moving quotations and statements from intellectuals and
scholars. It is also weighted with personal stories of wasted talent and
human resources. The effect is a touching one; we are saddened and guilty
that we have not done something before now to eleviate the inhuman practices
described. It too is usually an effective approach in that it makes us eager
to change things. But I find it difficult to be effusively sentimental and
I did not wish to leave you melancholy and so I rejected this tact.

The last approach concerning change I rejected was the "intellectual
tactic." This move usually delves deeply into the scholarly literature
and research on change itself. Various theoretical constructs surrounding
change are described in depth. Attention is focussed on the R-D and E model,
the social-interaction model, the problem-solving or decision-model and the
linkage-model. The effect is an impressive one; we are awed by the amount
of attention being given to the idea of change. It has become so important
that change and change agents are being valued in and of themselves. We
feel the pressure to "jump on the bandwagon" and do something--anything so
long as it is different and involves change. But I rejected this approach
as a means of encouraging change since I find it terribly boring, smacking
of pseudo intellectualism and because I simply do not believe in change for
change sake.

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Well this left me knowing how I did not want to encourage change. I did not want to frighten you with facts, inspire you with rhetoric or influence you with intellectual jargon. But I remained puzzled about what would constitute a reasonable and honest approach for both me the speaker and you, the audience. Then in a most unusual place, I encountered an idea that impressed me. It impressed me, I guess, because it reflected the reason I personally am involved in educational reform--the reason I am concerned with change. I came across the thought while reading some pro-foundly intellectual literature--specifically, I was reading Winnie-the-Pooh to my son. Let me share the priceless exerpt with you.

> Here is Edward Bear, coming downstairs now,
> bump, bump, bump, on the back of his head,
> behind Christopher Robin. It is, as far as
> he knows, the only way of coming downstairs,
> but sometimes he feels that there really is
> another way, if only he could stop bumping
> for a moment and think of it.

Yes, I think that suggests the best reason of all for being interested and eager to change. There is simply a better way--there are many better ways, if we can just stop bumping long enough to think about them. And that is what I'd like for us to do tonight--think about alternative and hopefully better ways; ways that are better because it makes our jobs easier or more pleasant or more effective; or ways that are better because it makes students' jobs easier or more pleasant or more effective.

Much of my frustration over the years with teacher education courses has been due to their dull, dry, and frequently disastrous nature. How much laughter or hot debate do you typically hear in education courses? Or how many comments like "What a fabulous course!" or "The best course I've had on this campus!" do you hear in reference to education courses? A few, a few. But how many criticisms do we hear. I would submit that we hear many more gripes than plaudits. And all I'm saying is that this is hard on all of us. It is hard on teacher educators in general--even those who do a most commendable and superior job, because they too are typed. And all I'm saying is that we ought to change this stereotype because there would be fewer bumps--for ourselves as well as for our students.

But there is a catch here, because it is only in the long run that change makes our lives easier. The process of change itself, while exciting, is terribly difficult; it is full of bumps. If you have not already read it, you might begin by reading Eric Hoffer's Ordeal of Change; this will prepare you somewhat for the "ordeal." If you are still sincerely interested in change, particularly the content and process of your teacher education curriculum, then you must cultivate certain qualities within yourself and among your colleagues that will encourage as well as allow for change.

I am going to pass over the big and obvious essentials like openness to new ideas and acceptance of different and pluralistic approaches by assuming you wouldn't be here unless you were already open and accepting.

Rather, I'd like to briefly describe three smaller and less obvious traits that I have come to recognize as important over the past several years.

First, you must be a risk taker. Are you prepared to risk having things go wrong? Are you prepared to have some well-planned teaching and learning experiences turn out to be utter failures? Are you prepared to go ahead and try something even though all around you have said it can't be done or it will surely fail? Are you prepared to fight existing policy and lock-step procedures that continually hinder innovation and provide resistance to change? Are you prepared to suffer the inevitable consequences of shaking up the status quo--the criticism, the loneliness, and sometimes the censure? These are things you risk when you talk of significant change-- when you talk of educational reform. Are you willing to take these risks? Not many people are.

Then, of course, you also need a surplus of frustration tolerance. Murphy's Law states that "If anything can go wrong, it will," and this seems to be especially true whenever you're trying something new. Inherent in untried products and procedures are greater changes of slip-up and error. Nothing is so free of error as the tried and true program--but it is also free of excitement, creativity and relevance. So expect that things will not go according to plan much of the time. Can you tolerate this kind of frustration? It sounds easy, but not many people can.

Still another important quality that is frequently lacking in persons who want to bring about change is a tolerance for ambiguity; the nagging anxiety caused by not knowing. Not knowing, for example, if students can successfully handle the new content and procedures, not knowing what student reactions will be to the new content and procedures; not knowing what should be done if students are dissatisfied with the new content and procedures, not knowing what will be the ultimate effects of the new content and pro- cedures. Sometimes it involves knowing what the first six weeks will look like but not knowing what will come after that (and what if somebody should ask). Well, the overall effect is, of course, uncomfortable and I ask, "Do you have, or can you develop this kind of tolerance for ambiguity?"

I have a homely analogy for the feelings engended in a change situation. Combining risk-taking, frustration tolerance, ambiguity tolerance, and pro- ceeding to change the content and process of your teacher education program in an attempt to attain new goals, is like crossing an unknown body of frozen water in order to get at something desirable on the other side. All the while, those close to you are begging you not to go because the ice is very thin. And you don't know how deep the water is underneath--ten inches or ten feet. You know you'll probably go through at least once, but you don't know if you'll just get your feet wet or if you'll drown. Indeed, a most uncomfortable predicament to be in--but unfortunately there's just no other way to get to the other side.

Now I'd like to consider that other side. What's there that makes you willing to suffer the "ordeal of change?" Certainly a large part for you, I understand, is a concern for reaching disadvanted youth in metropolitan

areas. Let us think about these concerns and urban youth. What are the givens, and what can you do about them?

Let's first consider some basic assumptions. Basic assumptions affect the nature of building blocks and thus the directions for content and process change in any program. They reflect biases that students and faculty in teacher education should consider.

Assumption #1: Since most disadvantaged youth in metropolitan areas are from non-white minority groups; since they are primarily black with smaller numbers of Spanish American and Puerto Rican, it is crucial that anyone concerned with "reaching" these disadvantaged youth tap all resources that will help realize what it means to be part of a racial minority in America. Developing an understanding and empathy for the black perspective, for example, is essential for those interested in "reaching" the disadvantaged.

Have you read The Autobiography of Malcolm X, Death at an Early Age, Manchild in the Promised Land, The First Next Time, 36 Children, The Cool World? Have you read The Urban R's, that considers race relations as the major problem in urban education? Have you read Confrontation at Ocean Hill-Brownsville, or Schoolhouse in the City? And there are, of course, many other excellent reading resources that should be tapped.

Have you met with confrontation groups? Have you talked with high school students and dropouts and the parents of both? Have you talked with groups representative of various points of view--conservatives and liberals and radicals and militants? Have you seen a variety of films such as "A Time for Burning," "We Are One," "Where is Prejudice"? Have you played the simulation game called "Star Power"? Have you listened to Dick Gregory's very excellent records, "Light Side--Dark Side"?

If not--if you haven't tapped these and other comparable resources, then this is the place to begin. Challenge yourself, listen carefully, accept each point of view as honest and reasonable; then think, "if I experienced these things and felt this way, how would I react to what is typically presented in schools? What would I respect, desire, and value?"

So that is my first assumption; that you cannot change your programs to be more relevant to urban education until you understand the feelings of the disadvantaged and until you have established some empathy for them and their cause; and this cannot be done without exposure to their ideas, concerns and reasoning.

Assumption #2: Since a misleading myth about progress for non-whites has been perpetrated on the basis of individual breakthroughs and white tokenism, it is essential that you be aware of the affects of the myth and of the real conditions of non-white minorities. The myth itself hides the objective conditions of the masses of non-whites in our country. It deceives the naive person into believing that we have a truly open society with equal

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opportunities--any man, black, brown or white can make it if he wants to
and tries hard enough. Humph! At the October Miami Vocational Education
Conferences that also concerned reaching disadvantage! youth, I con-
tinuously heard comments to the affect that "I came from a poor home. I
came out of poverty but I worked hard and brought myself up to my boot
straps." You've all heard this, I'm sure. The implication being, "well
if I did it, anyone can." I tend to believe that anyone holding these
views should question his or her ability to work toward "reaching" the
disadvantaged. He or she should consider eliminating him or herself
because of the serious problems implicit in this kind of "Horace Alger"
thinking. First, it tends to regard failure as an individual phenomenon,
while it regards success as the result of an "open, classless society."
Secondly, the institutional structures of our socio-economic system are
such that non-whites cannot succeed and thus the self-fulfilling prophecy
of the inability of non-whites (individually) to succeed is satisfied.

To fully understand the myth of progress, one must study the statistics
carefully. While the objective conditions of non-whites, according to
standard indices, have generally been improving on an absolute scale,
particularly in education, they have been deteriorating relative to whites.
This means that the disparities between non-white and white America in
income, employment, health, and housing are wider today than they were
ten years ago. Thus, the dangerous myth of Negro, Puerto Rican and
Spanish American progress must be studied and exposed.

Assumption #3: Much of what we refer to as the "problems of the disad-
vantaged," or "the problems in our cities" or sometimes "the black problem"
can perhaps be more accurately described as the "white problem." To para-
phrase the famous quotation, "evil only exists because good people will
allow it," so "the oppression of black, brown and red people only exists
because white people allow it." Perhaps the problems currently facing
America's non-white people is only a symptom of the larger problem facing
white people. Dr. Citron of Wayne State University, author of "The Rightness
of Whiteness" put it this way, "The essential problem is not bigots who need
to hate, but masses of whites whose minds have been formed in a racist
society, padded in illusory concepts, and equipped with a set 'of unreal
presuppositions in a make-believe world." You see, the cultural deprivation
may have been in the suburbs all along. Reaching the advantaged in urban
and suburban areas and helping them see their problems, must be carried
on simultaneously with attempts to reach the urban disadvantaged. Intensive
effort in any one direction will be less than optional. To use a metaphore--
"it is simply impossible for one half of a ship to sink."

Assumption #4: The major needs of disadvantaged people today are basic
ones. They result from being economically disadvantaged. Being poor means
you suffer from inadequate food, shelter, clothing and health. And if you
believe in Maslows' hierarchy of needs, it means these needs must first be
satisfied before the need for intellectual stimulation becomes important
and desirable. Therefore, if one desires to "reach the disadvantaged" in
terms of education, he must plan to first help them acquire need satisfaction
in these basic areas. Content then cannot be limited to vocational education,

but must also include strategies for basic need attainment. Parent-child study centers, day-care centers, food and clothing programs must also be considered.

Assumption #5: If your concern in reaching disadvantaged youth is genuine, you will not be eager to do things for them. Rather, your efforts will only make it easier for them to help themselves. No lasting pride or independence can be established if your presence and assistance is essential.

If you share this belief, it requires that efforts be directed to help the disadvantaged deal with existing power structures. They must learn what some militants refer to as "Whiteys' games" essential tactics if they are to acquire their "piece of the action." This would include assistance in negotiating with key members of the educational system, funding agencies, and community pressure groups.

In some instances, withdrawal of assistance may be the greatest help and show of respect--particularly when it is at the request of the disadvantaged community. We hired two very competent black teachers from inner city to join our staff full time this year to help us make our course more relevant to the needs of urban education. By the second term, instead of helping the total course, they requested their own section of all black students. Well, having my faith put to the test, I deliberated carefully. Thinking I knew a fair amount about teacher education, I was, of course, slightly chagrined. Could they get along without me? Where these two young people, right out of the schools prepared to educate teachers? Were they ready? Well of course, nobody is ever "ready"......I wasn't ready when I assumed responsibility for the total course......you get ready when the occasion presents itself. And so I was faced with the acid test; did I really believe in self-determination. Yes I did, and I still do, although even more vehemently now. I asked one of the two instructors to prepare a rationale for the black urban track we established and I would like to share this with you because she explained it better than I could.

Probably one of the most outstanding urgencies today is the need for more black teachers who can dedicate their energies to helping construct a prototype of the kind of educational system required in order to solve the problems of black people.

Black people on university campuses do not seek separate courses for the sake of preaching racial separation or to create a new myth of black superiority and infallibility. Rather they do so because they have too often found that the oppressive white environment prevents them from accomplishing the tasks they feel they must be about--the improvement of the lot of black people in every dimension, in every particular. That task demands the commitment of a considerable amount of time and energy. To expect black students to make that kind of commitment and to accomplish something creative in the way of broadly based proposals for social reform in the face of their white colleagues' suspicion and overt hostility, is to expect the impossible.

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Concomitantly, the current intense discontent of the black man with the educational system at all levels is a symptom of his intense discontent with all aspects of our society. Therefore, black students perceive the schools as being one of the institutions that have been crippling their young brothers and sisters, one that they can and must do something about. Few people recognize that racism is deeply entrenched and that it is inculcated in black and white Americans through the socialization process and is reflected in teacher attitudes, expectations, behavior, and interpretations of educational theory. Many black students recognize this and are working desperately to attack the racism that has clouded their minds and their self-images. They are rejecting the norms set for them by white society and developing new values and standards of their own. This calls for the development of ethnic self-interest, racial pride and group consciousness, and it calls for opposition to and rejection of those normative and dominant ideas and values perceived to be incompatible with this objective.

A course for black students in teacher education then must ask blacks to view black masses as being educable, human and worthy of superior effort and attention. Importantly, it asks blacks to utilize themselves in helping the black masses to achieve their own goals. Such a course will train black teachers, who in turn must teach black students how to survive. The challenge offered is to urge blacks to link their destinies to those of the black masses.

Assumption #5 then reflects a strong belief that helping the minorities to help themselves is not only more effective, but a more noble and respectable task than doing it for them. This bias suggests that the recruitment of minority group members, both to teach and to prepare teachers is one of the most effective steps you can take to reach disadvantaged youth.

So there you have my major biases concerning change and reaching the disadvantaged. I would now like to share with you some concerns I have about the content and process of teacher education courses. At the danger of sounding too negative, I have selected each concern from what I have seen as major weaknesses of education courses in general. This naturally means that not every training program would suffer all of these ills, but there may be a few that each of you will recognize.

I did not put these in any order of priority, but this first weakness bothers me terribly. It concerns the hypocracy implicit in the "do as I say, not as I do methods" of instruction. This is where we tell students to individualize their teaching, while we teach them all alike. This is where we tell them to use behavioral objectives, while we still force them to psych us out. This is where we talk and tell them about the importance of using audio-visual aids. This is where we grade them on their knowledge of the evils of grading. This is where we assign a single text, while recommending multiple learning experiences. This is where we talk at length about how teachers talk too much. This is where we tell our students, from our comfortable classrooms that they must go out into the uncomfortable cities and classrooms and solve overwhelming problems. It is generally very depressing to walk through colleges of education and observe the classes in session;

they are dull. Yet the tragedy of it is that we know full well that students
are most apt to teach in the manner in which they are taught....regardless of
what they are told. Therefore, if we want them to individualize their teach-
ing, then so must we. If we want them to grapple with community problems and
issues, then so must we. If we want them to use visual aids, behavioral
objectives, non-grading, a variety of learning materials and experiences, a
minimum amount of teacher talk, then so must we. It is time we put actions
where our mouth has been---and we can. Some programs are doing most of these
things now, even in courses that have students in the thousands. Let us
quit giving excuses why we can't do these things and start brain storming
to find ways and means that we can. With our time, financial and intellectual
resources, we should be more able to do this than the public school teachers.
We advise. Let us never tell them to do something in their teaching that we
are not doing ourselves.

Another weakness that can and should be remedied with due haste is
the overlap and redundancy across courses. Surely this could be eliminated
if all professors made public what they take the responsibility for teaching.
This would also help the student know what he needed from the course. The
best way to do this is with behavioral objectives. If you have not tried
teaching with them, do so. If you know how to use them and appreciate them,
keep at the difficult task until most all course offerings are so described.
If you are radically opposed to them, at least make your course offerings
explicit enough with other professors that instruction across courses will
be less repetitious.

Through the use of behavioral objectives, however, many other nagging
problems can be solved. It provides the only real means to successfully
personalize and individualize your program. Having students assist with
identification and specification of the objectives, assures the students
more voice and choice in their education. Another good reason for their
use is that they can provide an improved means for record keeping and thus
an alternative to grading. We all know the weaknesses and evils of the
grading system. Once objectives are specified in reliable and interpretable
terms, the mastery model of evaluation can be employed. A credit mark is
given each time an objective is mastered; nothing is recorded if the student
doesn't master the objective. Time binds can then be forgotten and a student
can ultimately finish each course knowing and being capable of doing whatever
is deemed important, whether it takes him two or twenty weeks.

Let's shift to another major criticism of teacher education. One that
should be tackled immediately is the complaint about lack of reality.

The student often tells us that his pre-clinical courses lack a sense
of immediacy and reality. He wonders if what he is expected to learn is
really giving a true picture of teaching. He seems unconvinced that there
is anything he can learn in these courses which will make much difference
in his future as a teacher. And he hears other people, even respected pro-
fessors and school teachers, reinforce his suspicion. He begins to suspect
that there are people in the teacher education program who have been passed
over by progress--people whose concepts about what teaching is all about,
what the schools are like, and what children are like, are concepts from
yesterday.

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And what about relevance? Do our students learn the knowledge and
skills they will actually need? How well does the teacher education pro-
gram agree with what the student finds when he gets into his own first
teaching position? We like to believe that schools like Michigan State
University are less prone to this criticism than are the more ordinary
teacher education programs, because we see to it that much of the teacher
education experience is provided right in the real environment of the
public school. Yet, we still get the criticism that what comes before
the student teaching or internship has little apparent relationship to
the demands of real classroom teaching. Many students report that the
prestudent teaching work doesn't have the kind of relevance that would
make the most sense. Some find that teaching doesn't look like they
thought it would look. Part of this problem is related to the fact that
a student has a notion of teaching largely produced by his own past
experience as a learner, through long years of elementary, secondary and
college education. We lack imaginative ways to help make the shift from
student to teacher.

But this can be solved. Working closely with public school personnel,
potent descriptions of real teaching environments can be gathered. Using
them in the pre-clinical courses is part of the solution. The descriptive
data can be used to confront students with small-scale instructional
decisions and thus give them practice in thinking as a teacher must.

If the student can learn to seek and select environmental data and
to base his instructional decisions on the important characteristics of
the problem situation, he will develop a versatile and useful teaching
skill. He will begin to adopt a systematic habit of using observations
about what _is_ in planning his teaching moves and evaluating the outcomes
of his actions. Thus, he can profit from success _and_ failure. Exciting
possibilities of the use of powerful simulators and other high-efficiency
methods are opened up to us once we commit ourselves to a crisp definition
of the basic behaviors we want in professional practice.

Simulations that allow prospective teachers to grapple with problems
practitioners identify and verify is a potent way to avoid unreality.

In addition, clinical experiences can be arranged throughout the
teacher training experience. There is no reason to make the student wait
until his fourth year to taste of the ultimate reality. He should be going
back and forth--from college to school--throughout his training. And just
observing from the rear of a classroom doesn't do much for the student.
He must be in a teacher-related role, making teacher judgments and decisions.

Still another way of solving the reality-relevance problem is to tie
all content to a good conceptual model of the tasks of teaching. This
assures the course designers that they will not get too far removed from
content that is related to the jobs teachers perform.

A final suggestion on this point is to keep students involved in the
content and procedural decision-making for your courses. We frequently

tell prospective teachers to "plan with your learners," but how much of it do we do? Try it and they will keep you honest; and if you allow them the freedom to voice their concerns, they will not let you stray far from the realities of education today.

Another weakness that frequently shows itself in education courses is the lack of substance. This might be referred to as the "mickey mouse" syndrome. No one will ever claim that he does not want to teach his students to be critical thinkers. Yet how many teachers are willing to tackle and examine in detail and in length the critical and controversial issues that make and allow for critical thinking? At Michigan State, we begin our first teacher education course by dealing with the personal demands of teaching; the students are challenged to examine their values and self concepts. We deal with prejudice and racism in depth. And with economic, social, educational intellectual, moral, patriotic, and religious supremacy. Do the students get involved--you can rest assured. Do ideas get challenged and do the various rationales and reasonings get criticized--you can rest assured. Do we receive lots of flack for dealing so honestly with life--you can rest assured. But there is substance to the course. It is no longer a paternal parroting about the need for a good understanding of self. The students read provocative writing, do value clarifying games and exercises, hear speakers, see films and discuss. It forces students to look at themselves. Similarly, the second half of the course examines the task demands of teaching. Working from a conceptualization of the tasks of teaching, students learn what competencies are necessary for teaching successfully; they are then required to master the competencies for instructional design. We no longer receive requests to substitute this course with another. Fewer and fewer students request the waiver exam. And students are coming from other colleges within the university because they've heard that this is where the action is...a far cry from the "Mickey Mouse" jibes we have heard so often. It takes clarity of purpose and courage to deal openly with substantive issues. But we must make critical thinkers of our prospective teachers, for these are critical times.

The final suggestion I would make this evening concerns the rationality behind instructional procedures and settings. When I assumed responsibility for Course I at Michigan State, it had three large lectures a week (630 students to a lecture) and two small group meetings a week ("small" groups of 35 to 40 students). There was no "reason" for this format; they just did it that way. With no increase in staff, w. now have large lectures only when that is the best way to disseminate information (i.e., guest lecturers, films, three screen slide presentations, etc.). We have small groups meet only when verbal interaction is important and then we allow no more than fifteen students to a section. We have students work in carrels or from portable program packages when individual work with individual feedback is required. We have pedagogical reasons for the course arrangements and format. We do not let the registrar or central room assignments determine where, when, or how we will teach. We teach in the format that is psychologically sound for the particular nature and cognitive level of the

content under consideration.   Every course in teacher education should be so designed.

There are a number of other concerns I have about problems in teacher education but I am sure we have dealt with enough at this point.   If we only tackle one, or perhaps two of the problems mentioned and solve them, I hunch that we will suffer fewer bumps.   And when we stop bumping and then have the chance to think about it, as Wir ie-The-Pooh says, "perhaps we can even find better ways."

AM I PREPARED TO WORK WITH DISADVANTAGED

FREDERICK STERN, SIDNEY WEISS,
ALFRED BERKOWITZ, MARVIN HIRSCHFELD*

You are the people who will decide what comes out of this work. If academic teachers had greater awareness we would not have the problem of dropouts. So far as the progress of this program is concerned, Middle States is academically oriented.

This conference has a purpose to develop a model that should be the eyes through which Middle State and NCATE see this probram. Federal funds go into the program; we should have a blank check, and our model will back this up, if we do a good job. We have to present change. The model developed here must serve as a model for NCATE; then you won't have difficulty with the faculty in getting into new problems and new courses. We in education are on the spot; they will concur with you; someone must do the job or it will end up like the Job Corps. It has got to be education, or someone else will do it, and I would not blame them.

Can it be done in post-high-school? Age is relative. The Job Corps takes age 17-21; it is the definition of youth, but 25 is still youth, Anyone who is disadvantaged and can benefit from this program and able to work, so far as I am concerned, is covered. It is an open book. We are dealing with youth because it is the greatest opportunity to make changes. When you are older, after 45-50 years old, it is difficult to make changes to train and to retrain, but when we concentrate on young people that is where the fruits or the proof of the pudding will come.

Design a plan for action which will test these models you develop here. Identify the channels of communication by implementing the models in the curriculum at the Federal State, and local levels with various agencies such as Middle States, NCATE, and the other accrediting agencies that deal with college and secondary administrators. Develop some plan for evaluation of this model. Everygody is looking to us for results. This Institute is only one-tenth of all the Institutes. This is Institute Seven; all are under the same major objective. The final report of the multiple institutes is going to be one. No one can say what will be the reaction of the people at home, but it probably will be different from yours. It will be your responsibility to prepare the school and other people for what you bring back and what they implement. In conclusion, let me say that we are developing a plan of action identifying the channels we will have to work and be involved with,

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    College, Brooklyn, New York
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and also to evaluate, and this will come right from the need.

Each of the panel members will speak about how we are going to work with the disadvantage, from his own experience.

Mr. Fred Stern: From the New York City school system, a vocational
education teacher in Harlem. In 1959 the disadvantaged youth had the problems
they have now but not much was done about it. We were not aware of the prob-
lems at all. We were concerned mainly about the middle class and upper-
middle class child who could read and write, who got good grades and could
better themselves. Colleges are beginning to realize the responsibility after
years of neglect. Colleges are working with the community around them,
mainly because the community is demanding it. The college taught skills, but
now there are involvements not only with skills but also with the community
around them. City College did not see the growing problem right outside its
doorstep. The College of Education did not see the problems around them. I
had good courses, but the way they were presented was far removed from
reality. There were times we had a chance to view the problems of the dis-
advantaged children. With field trips and voluntary work with the children
from disadvantaged areas, we got a lot of insight into their problems, but
we learned little about the community and the community problems. Most
valuable was the student teaching. I thought if I could teach the skill I
would do a job, earn a salary, and improve myself. But it is not enough.
I must know why these people are disadvantaged, why society kept them at a
disadvantage, and help them overcome these problems. During student teach-
ing, I found there is no substitute for experience. You can tell a child,
his community, and the life of the community only after experience. The
college must provide for this experience; the college student must profit
from this experience from the first year of entrance in the community around
the college, building up for practice teaching. Teacher aide, community
work, group leader--building up for practice teacher. Education courses
should be condensed to provide more time. Practice teaching should not be for
one term; this should be for two years, at different schools. Just as hospitals
have internes and industry requires skilled labor, we should have apprentice-
ship in education. Where all are involved, the problems of the community may
reach those ivory towers and the wonderful ideas will be applied more toward
reality. After four years of experience, the college graduate is prepared, and
maybe the disadvantaged now has a chance.

Mr. Sidney Weiss: City of Philadelphia, Division of Vocational Education,
working with the disadvantaged. The term disadvantaged did not come about
until recently so teacher-education institutions were not in the position
to cope with the problem when I was a student. If we take a close look at
the word disadvantaged, we find that all of us, in one way or another, are
disadvantaged in some way. But we are associating the term of disadvantaged
with those boys and girls who live in the large urban centers and go to our
inner-city schools. Usually these boys and girls come from families that
are very low socially and economically; and if they come from a large city like
Philadelphia, the majority of the students are black. This presents a prob-
lem today for the educator, the social scientist, the clergy, and for the
politician; but you and I as teachers come into direct face-to-face relationship

with these boys and girls. We are trying to cope with it and perhaps come up with solutions that will help these disadvantaged youths. Colleges today have become very much aware of problems, and teacher-training institutions must be on top of the situation in regard to the curriculum they will give to young boys and girls. In Philadelphia we are fortunate that we work closely with Temple University. Here they are sensitive to the need of boys and girls. We have to work closely with one another. In vocational education and in business and school work programs we have come out with motivational programs to help boys and girls. They are the potential drop-outs; but if they are given a chance in business and industry we know they will succeed. You have to get this message across to these boys and girls that they can succeed. They must be given a pat on the back. They must be given incentive. They can't be downtrodden all the time. It is our hope that at this institute you will come up with ideas so that teacher-training institutions and large city school systems can work hand-in-hand to meet today's problems of educating our youth for a better tomorrow.

Mr. Al Berkowitz: New York City, worked with disadvantaged on secondary, community college and college level, is a teacher-educator and supervisor of student teachers. Open enrollment has created more questions and trepidation among faculty members and entire university structure. Everybody is looking for answers. We are not prepared to teach the disadvantaged. When I attended college I considered myself disadvantaged; but are we prepared to teach the students now labeled disadvantaged? When I took secondary education, I had ivory tower professors who had no experience in the day's secondary school. Maybe thirty years ago, but the only association might be occasional visits to student teachers. Their methodology indicated they did not know what is going on. They constantly said we must use the language of love in the classroom. But I was shocked by the attitude in the classrooms. How will the language of love be applied in this situation? I can't remember really learning the various methods of teaching the subject. It was basically show and tell, maybe some audio-visual equipment. At Pace College, with six student teachers, I supervise these student teachers and work with the cooperating teachers to get them on the right road. We try to work on various approaches and methods in teaching the subject. I would like to talk about rotating of school assignments for the student teacher. Now he stays there for the entire term, which gives the student teacher a limited view of what's really going on. In a predominantly black school he gets one view. If he is in a predominantly white school he gets another view. Many of these students do not know how to handle situations when they are teachers. Move them around in various schools and, at least, rotate them in classes, a month or two months, with a number of cooperating teachers in the school. This is extremely important; the student teacher styles himself after the cooperating teacher, but if he sees a number of cooperating teachers he will see a number of styles and afterwards can create his own style. Courses given in understanding the various cultures will enable one to pick up the various cultures, black, yellow, and even various cultures within the white race, and understand them. Introduce these students to the school situation much earlier in their college career. This should be done after basic courses, after the first two years. He should then be placed in the school as part of his educational structure; this could be part of the field work, an important aspect of education

today, as part of the course work, or as separate courses for credit or not, but the student should be involved directly in the school. Work with youth in boy scouts, camps, etc. is important but he must be placed in the formalized structure. The students must learn what the problems are, how to cope with them, and get themselves involved with education per se.

Dr. Marvin Hirschfeld: Chairman, Department of Distributive Education, Temple University, College of Education. I had no training in work with disadvantaged youth. All my education was geared for the middle-class and upper-middle class youngsters. But after a Master's Degree, with courses in Special Education to teach reading and arithmetic, I taught in a deprived area, and my courses helped me. I was brought up in an area at the outskirts of the ghetto area, where I belonged to a gang and had gang activities. In all my experiences and training for teaching I had no training in working with disadvantaged youngsters, but my own experiences helped me understand. Training for administrators for large, urban, city school systems also was not realistic. One professor's ideas were far-fetched; he would never last in the classroom. He had not taught since 1929. "Build a democratic spirit in the classroom," he said, but youngsters may not go along with it. The teacher-educators have got to get back to the classroom and see what is going on. Don't stay in your office--get to and stay in the school. Get back and get the feel of the kids again. Things have changed tremendously. In student-teaching rotate the system in different areas: work in the comprehensive high school, institutions--the entire gamut of what he might face --and maybe even in manpower programs for a short period of time. We are trying to make some changes. We are asking for group dynamics instead of advanced psychology and methods of teaching reading instead of some other education courses. I am trying to get some classes very appropriate to working with disadvantaged classes. Attitude is most important. The kids know when you are a phony, especially youngsters who are disadvantaged; they know if you are giving them lip service or are going to sincerely work with them. We must develop in teacher-training institutions the feeling in all teachers that they are going out to help these youngsters and do their best in working with them. They will then do a very good job.

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DISTRIBUTIVE EDUCATION FOR INCARCERATED YOUTH

GENE D. DOLNICK*

Much has been accomplished within the past few years in developing new techniques and tactics designed to modify asocial or antisocial behavioral patterns of the institutionalized delinquent. Classification procedures as a treatment technique have become more sophisticated in the dynamics of placement, educational programs have been up-dated with revised curriculum and modern equipment, and supportive services within the institutions have increased greatly. Gradually, the whole institutional process is becoming individualized to meet the needs of each of its inmates with responsive habilitative programs.

Congress and the Federal Government have fostered many of the changes within the educational environment in correctional institutions by legislating and administering such laws as the Manpower Development Training Act of 1962, the Vocational Education Act of 1963, the Vocational Education Amendments of 1968, and Title I of the Elementary and Secondary Schools Act of 1965. Procurement of these funds has not only meant an increase in much needed facilities, personnel, equipment and supplies, but the opportunity for the development of new innovative projects.

In June, 1967, a joint proposal sponsored by the New Jersey State Department of Institutions and Agencies and the Department of Education, Division of Vocational Education, was submitted for funding under the Vocational Education Act of 1963. The Act (Public Law 88-210) authorized Federal grants to the states for maintenance, extension, or improvement of existing vocational programs and development of new programs that will provide ready access to vocational training opportunities for all segments of the population. The vocational training or retraining must be of high quality, realistic in terms of actual or anticipated employment opportunities, and be suited to needs, interests and the ability of the participants who can benefit from such training.[1]

The pilot program proposal was designated Distributive Education for Incarcerated Youth and a request was made for funding. It was designed to provide an exploratory program in Distributive Education for young people who had been removed from society by the courts and placed in a confined environment where such a program did not exist. The program was to begin with twelve students and an instructor-coordinator. Part of the time would be spent in class at the institution and the other part in a cooperative work experience program using training facilities in the surrounding business community. The State Home for Boys, a "Training School," was given approval

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[1] Definitions of Terms in Vocational-Technical and Practical Arts Education, American Vocational Association, Inc., Washington, D.C. (no date) pps. 22-23

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to initiate such a program since it had a school age population that most closely corresponded to the public high school and could be readily adapted to such a program. Since Distributive Education is offered in most public high schools throughout the State of New Jersey, it would be easy for the young people to transfer into the regular high school program when their period of residence in the home was terminated.

Distributive Education, as defined by the U.S. Office of Education, is a program of occupational instruction in the field of distribution and marketing. It is designed to serve the needs of persons over fourteen years of age who have entered or are preparing to enter distributive occupations. Distributive occupations are not limited to one type of business organization but are found in all classifications of retail and wholesale business enterprises as well as in finance, insurance, real estate, manufacturing, service industries, transportation, utilities and communications.[2]

According to New Jersey Department of Labor and Industry, statistics on Nonagriculture Wage and Salary Employment by Industry excluding Mining, Construction, Manufacturing, Communications, and Public Utilities as of August, 1969, indicated that 44.5% of such employment occurred within the Distributive Occupations. Manpower Projections for 1965-1975 estimate that total Non-agriculture Wage and Salary Employment is expected to increase 29.2% in New Jersey with the following projected growth within the Distributive Occupations: Wholesale and Retail Trade 39.0%; Transportation, Communications, and Public Utilities 11.9%; Finance, Insurance, and Real Estate 28.9%; and Service and Miscellaneous 58.7%.[3]

Distributive Education instruction includes various combinations of subject matter and learning experiences related to the performance of those activities that direct the flow of goods and services from producer to consumer. The focus of instruction is upon marketing functions including buying, sales promotion, selling, transporting, storages, product handling, customer service, market research and marketing management as well as developing skills associated with product or service knowledge, personal adjustment, applications of mathematics and communications, and economic understanding.[4]

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[2] Edwin L. Nelson, Distributive Education--What It Is and Who it Serves, Distributive Education Unit, State Vocational Services Branch, Division of Vocational and Technical Education, U.S. Office of Education, August, 1967.

[3] New Jersey Manpower Projections 1965-1975, State of New Jersey, Department of Labor and Industry, Division of Employment Security, Research Series No. 20, Trenton; Bureau of Research and Statistics, December, 1968, p.12.

[4] Edwin L. Nelson, Loc. cit.

Programs are offered to youths of varying abilities and backgrounds.
Students who lack required personal characteristics and basic academic
skills may begin training in a program for threshold level employment.
Upon gaining minimal skills, students may choose to become full time
employees or enroll in a more advanced sequence of distributive education
courses to prepare for job entry at a career level of employment.
Directed work experience is recommended as part of both levels of training.
Regularly scheduled, cooperative, on-the-job training is usually a feature
of career level programs.[5]

Public high school records of institutionalized youth, the majority
of whom are disadvantaged, often characterize them as slow learning students
who are performing three to five years behind grade level, or as slow
average students just "getting by." Those who desire vocational training
sometimes cannot gain entrance into vocational schools because of past
behavioral and achievement records. Many students who need to develop
saleable skills are offered the "general" curriculum in the comprehensive
high school. Those that physically dropped out of high school at age
sixteen have psychologically dropped out years before.[6] Such students
look to employment as a panacea for their problems. Employment may mean
escape from their troubles and environment; independence from the
authoritarian domain of school and parents; and, the acquisition of adult-
hood. To many youths, education and school are not synonomous with success
in the world of work.[7]

Employment and Cooperative Education (Cooperative Work Experience) as
a supplement to the formal classroom environment offers a motivational tool
towards the building of educational skills. Cooperative Education is a
cooperative arrangement between the school and employers who provide on-the-
job training through part-time employment.[8] The two experiences are planned
and supervised by school personnel and the employer so that each contributes
positively to the student's development. On-the-job training, as an
educational technique, offers the individual a chance to develop skills and
put his skills to the test, to reinforce his notions of self-worth by
functioning as a responsible citizen, to align himself with the prevalent
habits and attitudes of a model group, and to make and form lasting positive
relationships with people.

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[5] Edwin L. Nelson, loc. cit.

[6] Jerry C. Olson, "Curriculum Implication for Educational System That Meets
the Needs of Disadvantaged Students," A Paper Presented at the National
Workshop on Vocational Education for the Disadvantaged, March, 1969.

[7] Wiener, Frederick, "Vocational Guidance for Delinquent Boys," Crime and
Delinquency, Vol. II, October, 1965, No. 4, pps. 366-367.

[8] Definitions of Terms in Vocational-Technical and Practical Arts Education,
Op. Cit., p. 6.

Many experimental "inner city" programs such as the Mobilization for
Youth, Community Progress Inc., Manpower Development Training Programs as
well as many traditional public high school cooperative education programs
offer meaningful work experiences, whether pre-vocational or on-the-job as
a means of making the school experience more relevant to those who are
uncommitted.[9] Part-time work does not necessarily increase the uncommitted
student's commitment to education, but experimental programs report that
when work and classroom experience was coordinated it promoted a greater
involvement in the educational process. The Restoration Through Youth
Project believed that work and levels of employability, quality of work
and advancement at work, have a direct effect upon social role and modes
of behavior.[10] Hence, work, if utilized as a meaningful tool, can have a
direct effect upon modification of behavior.

Thus, one of the purposes of the pilot program was to expose the
participants to a new world of opportunity. Through program exposure, it
was hoped behavioral problems might be alleviated, enabling each of the
participants to become working members of society, capable of adjusting
to the demands of the society. The program, which is educationally based
offers the institution another technique--the Cooperative Work Experience--
that can be utilized in conjunction with existing institutional program
(i.e., group therapy, etc.) to provide a framework of meaningful experi-
ences. Interaction with the community and exposure to the "other world"
and the world of work can foster perception and insight into one's self
and his milieu. Positive feelings of self-w :th and a new self-identity
can emerge as the basic needs of life--order and meaning, adequacy and
competency, security, social approval, self-esteem and love--are reinforced
and old defense mechanisms abandoned.

It was hypothesized that exposure to a meaningful, relevant educational
program utilizing a cooperative work experience technique might have the
effect of promoting a successful community adjustment while reducing
recidivism by:

. providing the young offender with job acquisition skills
and occupational information necessary to function in the
world of work;

. providing the young offender with a paid work experience
in an occupational area of his own choice where labor
market demands currently exist and future growth is indicated;

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[9] Task Force Report Juvenile Delinquency and Youth Crime: Report On
Juvenile Justice And Consultant's Papers, President's Commission On
Law Enforcement And Administration of Justice, Washington: Government
Printing Office, 1967, p. 382.

[10] Clyde E. Sullivan, Job Development and Placement of the X-Offender, U.S.
Department of Labor, Manpower Development and Training in Correctional
Programs, MDTA Experimental and Demonstration Findings No. 3, Washington:
Government Printing Office, 1968, p. 52.

．providing training stations with positive environments
where the young offender will become aware of the pre-
valent habits and attitudes of a model group and where
positive relationships could be formed;

．correlating on-the-job training to classroom education
to provide meaningful instruction;

．providing the young offender with program continuity upon
parole, if desired, by affording access to part-time employ-
ment, full-time employment if education is terminated, or
enrollment in Distributive Education in a public high school.

The Distributive Education program at the State Home for Boys is a
voluntary program available to all youth regardless of their grade place-
ment within the institution. Whereas, most public schools require senior
(12th grade) enrollment for entrance into the Cooperative Education pro-
gram and junior (11th grade) enrollment for entrance into an introductory
Distributive Education program, it was realized to follow the traditional
patterns of enrollment would only perpetuate the biased system of program
admittance frustrating this particular population in the public schools.
Distributive Education for Incarcerated Youth is an ungraded program whose
participants' ages range from 14-9 to 17-8 with a median and mean age of
15-11. (See Table 1.)

TABLE 1: AGE OF PARTICIPANTS ENROLLED IN THE PROGRAM

Age	Frequency	Age	Frequency
14-9	1	15-11	1
14-11	2	15-12	3
15-3	1	16-1	4
15-4	4	16-2	1
15-5	1	16-3	3
15-6	2	16-5	1
15-7	1	16-7	2
15-8	1	16-8	1
15-9	3	16-9	1
15-10	2	16-10	1
		17-8	1

Median Age 15-11
Mean Age 15-11

This group differs significantly in age from most population groups exposed
to Distributive Education ince their ages range from sixteen to eighteen
years in the secondary schools. The program attempts to screen-in rather

than screen-out interested candidates providing they could fulfill the following criteria:

1. The applicant must be fifteen years of age or reach his fifteenth birthday in no less than three months upon initial acceptance into the program;

2. The applicant must be a resident of the institution for at least six months after receiving initial acceptance into the program;

3. An applicant who has committed an act of heinous nature prior to incarceration will not be qualified for entrance into the program;

4. The applicant's psychological evaluation must indicate the ability to profit from the programs; and

5. The applicant's intellectual capacity should be within the normal range of intelligence and the applicant should possess basic communication skills.

Examination of enrolled participants' delinquency records reveal the type or delinquent action that has basically been acceptable for program enrollment. (See Table 2.) Youths in the institution are not usually first offenders, but have had a series of confrontations with the courts and often have been institutionalized for multiple offenses. For some this has been the second experience at the training school, while for others it is the culmination of stays within youth detention homes after violating parole or probation.

TABLE 2: BREAKDOWN OF OFFENSES OF PARTICIPANTS ENROLLED IN THE PROGRAM

Nature of Offenses	Number Enrolled in the Program
Auto Theft	10
Larceny	9
Incorrigibility	8
Breaking and Entering	6
Assault and Battery	3
Fornication	1

Screening candidates for the program is accomplished through a multifacated approach. Youths are informed of the program and are encouraged to seek candidacy within the program by staff members in the school, clinic and cottages. Applicants are provided with a complete program explanation

during a personal interview once an indication of interest is noted.   If
the applicant is still interested in program involvement, his name is
passed on to the Classification Committee and the Superintendent for pro-
gram inclusion or rejection.

Acceptance into the program is provisional until the candi   e has
attended the Distributive Education Orientation classes which are usually
four to six weeks in duration. This is perhaps the most important segment
of the program prior to being placed on the job. The orientation sessions
are pre-vocational experiences oriented to success. Orientation attempts
to instill into each of its students a sense of self-confidence and self-
worth in order that the student can view his future with reasonable optimism.
Course content is concerned with the "world of work" and the "world of dis-
tribution" with emphasis upon job skills and occupational information. The
educational aspect of orientation is functional and goal oriented to the
attainment of employment. The orientation program attempts also to build
a new relationship between teacher and student. The program coordinator
attempts to be perceived as a "helper" rather than as a authoritarian
personality. Upon completion of the orientation program, the candidate is
recommended to the Superintendent and the Classification Committee for
permanent program membership, and is eligible for employment at a community
training station of his own choosing. Ninety-one percent of all orientation
students have been approved through the "success" oriented program.

While enrolled in the orientation class, the student attends a full
day of school, substituting a period of Distributive Education for a period
of wood or print shop. After inclusion into the Cooperative Education pro-
gram, another appropriated educational scheduling adjustment is required.
Students must attend State mandated courses plus Human Relations and Dis-
tributive Education classes during the morning and part of the afternoon
and are then employed for the remainder of the day. As a full-time, State
approved, Distributive Education student, each is entitled to receive five
Carnegie Units for their Distributive Education classroom experience and
five additional Carnegie Units for their practical on-the-job training
upon successful termination.

During the occupational information phase of orientation, each student
selects an occupational area for his cooperative work experience. Once the
Cooperative Education phase of the program begins it becomes the most
essential element in the total program. Part-time employment has been the
initial goal each student has sought to attain and finally has attained.
Although it is difficult to determine the motivation behind each student's
approach to employment, students invariably have verbalized part of their
motivation as being a personal commitment "to prove themselves" away from
the traditional confines of the institution. At the training facility
the individual will be influenced by a different environment and set of
experiences than is possible within the institution. The training facility
then becomes the most crucial element in providing a positive environment
and experiences, a mediating factor, that will further the habilitative
process.

The identification and securement of adequate training facilities require basic "job developing" skills of (1) identifying distribution activities in the community and job entry positions available within these facilities; (2) utilizing community organizations and agencies in identifying employment opportunities; (3) developing training plans (experiences) with training sponsors and, (4) modifying hiring procedures and restrictions that inhibit employment. In attempting to assess the potential worthiness of training facility, certain factors were considered before a Cooperative Work Agreement was entered into, such as determining:

. If a positive work environment existed that could facilitate positive experiences,

. If the training station sponsor identified with the program's goals and objectives,

. If there was agreement to expose students to as many varied experiences as they are capable of handling, and

. If the training sponsor certified that each student would be covered by Workman's Compensation Insurance and that remuneration would be consistent with Federal and State minimum wage laws.

Weekly visits to the training stations, reviewing learning experience both within the classroom and the work assignment with the employer and noting employer-employee reactions were utilized as measuring devices in not only evaluating student progress, but also in evaluating training station worthiness. The program, thus far, has involved eleven training facilities and in only one situation was it necessary to terminate an agreement because of a dysfunctional training environment.

It was established early in the program that training facilities in business organizations with regional or state affiliations would offer better opportunities. Since students enrolled in the program reside in all areas of the State, it was felt that providing access to training facilities with regional or state affiliations could provide students with possible options upon parole, if desired, of part-time employment after school hours or as part of a Distributive Education program or of full-time employment if education was to be terminated, and thus further implement program continuity.

The business community surrounding the institution responded favorably to the program's goals and objectives. Individual proprietorship, partnerships and small corporation were interested but initially hesitant to become involved in the program. As program success circulated and became evident throughout the community, smaller businesses joined the program. Large business organizations eagerly sought involvement in the program after clearance from regional or central offices. In part, the receptiveness of the entire business community was a function of the economic and social climate of the day. Generally, there was a "buoyant" economy existing both within the State and the nation characterized by low-employment rates and high consumer demand.

Manpower shortages existed particularly at the job-entry level in retailing and service oriented businesses. The social climate was conducive to the program and business leaders were interested in becoming actively involved in programs for the "disadvantaged."

Securing training facilities for youth sixteen years of age or older presented little difficulty with either small or large business organizations; however, there was initial difficulty in employing youth under the age of sixteen. In training facilities where "bonding" was a pre-requisite for employment applications were scrutinized for security, employers were apprehensive about involvement. Fortunately, New Jersey's juveniles are protected by the law since their offense is not a "criminal offense." Therefore, bonding and the fact of incarceration were not problems in securing employment. The reluctance of training facilities to employ youths under sixteen years of age was not based on their incarceration, rather, it was due to numerous factors concerning age such as: (1) specific personnel policies restricting the employment of those under sixteen years of age, (2) misconceptions by employers concerning Child Labor Laws and (3) the restrictive nature of Child Labor Law regarding hours of employment for those under sixteen years of age. Where misconceptions concerning Child Labor Law were concerned it was an easy task to educate employers that prohibition under the law did not restrict those within the distributive occupations. In some cases an appeal to central or regional personnel directors for special considerations due to the nature of the program for employment of those under sixteen was successful; in other cases this approach met with no success. Some training stations employed youths under sixteen even though restricted hours of employment did not fully meet their manpower needs and caused some inconvenience in their operation. Through the efforts of training sponsors who believed in the program and in individuals rather than "blanket rules" every youth under the age of sixteen years of age was placed in a training facility that corresponded to their designated occupational areas. Training sponsors accepted each eligible participant with the full knowledge that their work tenure would be for approximately six months (the average institution commitment for Distributive Education participants has been ten months) interrupted by furloughs and special visits. A breakdown of the various distributive occupations chosen by the students, the training facility, the age of participants at the time of placement and the general responsibilities at each of the training facilities are shown in Table 3:

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TABLE 3:   BREAKDOWN OF COOPERATIVE WORK FACILITIES

Training Area	Training Sponsor	Age	No. Students	Responsibilities
Supermarket	Shop-Rite Foodarama Stop & Shop Stores	15	6 3	Grocery Stock Clerks; Cashiers
Food Services	Howard Johnson's Restaurant Collura's Restaurant International Business Machine Holiday Inn	15 16 14	8 3 1	Cashiers, short-order cooks; Porters; Food Servers (take-out)
Gas Stations	Safeway Truck Stop Cranbury Manor Esso	16 15	2 1	Service Station Attendant
Department Stores	E.J. Korvette Sears & Roebuck	15 16	1 1	Stock Clerk, Sales, Display & Advertising
Warehousing	Kerr-McGee Chemical	16	1	Shipping-Receiving Clerk

The pilot program has been in operation since November, 1967. During the past twenty months, thirty-seven youths have been involved in the program. Thirty-four youths successfully completed the Orientation program, but only thirty-one students were eligible for continuance in the Cooperative Work Experience Program. Three students were accepted into the program by the Classification Committee under the designation "special case." Special case students attend the Orientation program in order to acquire job acquisition skills and occupational information but are automatically excluded from the Cooperative Education segment since their parole dates are usually imminent. Three students were terminated from the Distributive Education program during Orientation because of inappropriate behavior within the institution and because they were considered security risks by the Classification Committee. One student who successfully completed Orientation was "recalled" by the Court prior to acceptance of a work assignment. Thus, a total of thirty students entered the second phase of the program, the Cooperative Work Experience.

Nineteen students or sixty-three percent of the total Cooperative Work Experience group were evaluated as having met the requirements necessary for a successful work experience. Success, in this case, was defined as sustained employment over a period of at least three months in which the student has performed at the job-entry level and has acquired the work habits and attitudes attributed to a "good" worker. Eleven students or thirty-seven percent of the total Cooperative Work Experience program were terminated from the program due to either inappropriate behavior at the training facility in the community or within the institution.

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Program success or failure as a function of age is shown in Table 4.

TABLE 4:   SUCCESS OR FAILURE IN THE COOPERATIVE EDUCATION
PROGRAM ACCORDING TO AGE

AGE	SUCCESSFUL	UNSUCCESSFUL	TOTAL
14	1	0	1
15	13	3	16
16	5	7	12
17	0	1	1

Due to the small number of students in the entire sample, it would not be
statistically sound to draw conclusions from the results. However, the
results would tend to indicate that the prognosis for success, as might be
expected, is greater with younger juveniles where delinquent behavioral
patterns have not completely solidified. For the older delinquent, perhaps,
the results indicate that more intensive therapeutic counseling is necessary
prior to the Cooperative Work Experience.

All students whether successful or unsuccessful in the program have been
followed up upon their return to the community. With the aid of the Parole
Department, Probation Department and the Bureau of Children Services there
has been an attempt to evaluate whether "program exposure" has had any effect
upon a successful adjustment. Follow-up questionnaires have been mailed to
the parole and probation officers every six months. Thirty-one program
participants have returned to their home communities, twelve within the past
two months. Nineteen program participants or approximately fifty-one percent
of the total Distributive Education membership have been followed and
evaluated over a period of a year.

For purposes of comparison and evaluation, the participants were placed
in groups equated to their progress within the program. Three groups were
formed and evaluated in terms of community home adjustment. Group One con-
sisted of those students who were only exposed to the Orientation program
whether successful or unsuccessful in that program. Group Two consisted of
those students who were exposed to both the Orientation and the Ccoperative
Work Experience program but who were unsuccessful in the latter program.
Three indices were utilized to measure community home adjustment. Successful
adjustment, the first index, was defined as the student seen forming a
basically positive behavioral pattern with no difficulty or little difficulty
adjusting at home, school or at work. A partially successful adjustment, the
second index, was defined as the student having some difficulty adjusting at
home, school or at work with an undesirable behavioral pattern not totally
formed or irreversible, seen forming. The third index, unsuccessful adjust-
ment was defined as the student reverting back to asocial or anti-social
behavioral pattern in which the authorities have taken punitive action. The
results of the follow-up are shown in Table 5.

TABLE 5:   RESULTS IN THE HOME COMMUNITY BASED UPON PAROLE
AND PROBATION REPORTS

POSSIBLE REPORTS...31   NUMBER REPORTING...19   PERCENTAGE OF GROUP   51%

GROUP 1:   Distributive Education Only

	Number	Percentages
Successful	2	33%
Partially Successful	3	50%
Unsuccessful	1	17%

GROUP 2:   Successful Cooperative Work Experience

	Number	Percentages
Successful	5	71%
Partially Successful	1	14%
Unsuccessful	1	14%

GROUP 3:   Unsuccessful Cooperative Work Experience

	Number	Percentages
Successful	2	33%
Partially Successful	1	17%
Unsuccessful	3	50%

TOTAL PROGRAM:

	Number	Percentages
Successful	9	47%
Partially Successful	5	26%
Unsuccessful	5	26%

Once again due to the small numbers in each one of the samples, it is impossible
to make reliable or valid conclusions from the results. However, the trend
seems to indicate what might have been expected. Those students who were
successful in an outside community experience while incarcerated have a better
prognosis for success than those who have failed in the community.

Of the nineteen students termed successful in the cooperative work
experience program, fourteen have returned to their home community. Eight
students have requested program continuation upon return to the community.
Unfortunately, because each school district is an independent entity, not
every school district in the State offers a program in Distributive Education.
Where the programs do exist the requirements for entrance are approximately
the same, but the flexibility utilized by each school district to modify their
entrance requirements to meet the needs of parole youth differ significantly.
Most students requesting program continuation are in their sophomore (10th
grade) year. Six youths, including four currently being placed, have had or
will have program continuity by means of school districts providing: (1)
"special" programs for those not in their appropriate grade level with a

quasi-relationship to Distributive Education, (2) school district transfer on a tuition basis to a neighboring school district, if transportation is available, where a Distributive Education program exists, or (3) inclusion into a regular Distributive Education program even though students are not in the appropriate grade level. One youth who was termed unsuccessful in the cooperative work experience program enrolled and was accepted into a Distributive Education program after parole.

The cooperative work experience seems to be one real test by which we may judge whether modification of previous behavioral patterns has occurred and whether the individual can be restored to rather than reinserted in society. Thus far, the program has lived up to its stated overall objective of promoting a successful community adjustment while reducing recidivism. The technique seems to offer juvenile institutions a new approach that might be incorporated into existing programs.

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ESTABLISHING PERFORMANCE CRITERIA FOR PREPARING TEACHERS
TO WORK IN URBAN SETTINGS

DR. JULIAN ROBERTS*

I was asked to address you this afternoon with regard to the current quest
for means of assessing performance behaviors of teachers. Because it is my
firm conviction that teaching and learning should be experience-based, I en-
gaged you in a series of activities. We then looked at the processes operant
via recounting your performances in those activities. As we progressed in
this analysis, several dimensions became clear. What was the nature of the
task assigned; i.e., what were the objectives of our activity? What means did
we take to achieve those objectives; i.e., how did we behave both verbally and
non-verbally? What were the results of our behaviors; i.e., how far did we
move towards the achievement of our objectives? It seems obvious that these
questions, and the approach we took which led to them involve a process-
orientation. It is to this orientation and the framework it provides for
the assessment of teacher performance in behavioral terms that this paper is
addressed.

Before we can talk about establishing performance criteria, we must know
what is to be done, by whom, with whom, in what way or ways, and towards what
desired ends. In education, what is to be done by teachers is identified by
Carl R. Rogers as the facilitation of learning. The end product he sees as
the educated man, "who has learned how to learn; the man who has learned how
to adapt to change." For Rogers, "changingness, a reliance on process rather
than upon static knowledge, is the only thing that makes any sense as a goal
for education in the modern world."

Such process-orientation is further echoed in a new book by Berman in
which she identifies the activity of education as being process-oriented, and
the major goal of education to produce process-oriented beings. Both Rogers
and Berman require that certain skills must be developed by teachers if the
end product identified is to be achieved. For Berman these skills involve
perceiving, communicating, loving, decision-making, knowing, organizing,
creating and valuing. Such skills enable the teacher to transform a group of
learners into what Rogers calls a "Community of Learners" in which curiosity
is freed, individuals are permitted to "go charging off in new directions
dictated by their own interests," a sense of inquiry is unleashed, everything
is open to questioning and exploration, for everything is in process of change.
Only when we produce conditions that encourage "self initiated, significant,
experiential, 'gut-level' learning by the whole person" can the major
educational goal cited above be reached.

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Before examining either Berman's or Roger's premises for creating a process-oriented climate for learning, perhaps the following model will provide a framework for looking at the teaching-learning experience. The model, based on and developed by Fantini and Weinstein in The Disadvantaged: Challenge to Education, seems appropriate both to the view espoused here and to understanding the demands of education in urban settings.

The model may be entered at any point. Seemingly the easiest entree would be the learner box. For you, here today, the learners are those who will become teacher-leaders in the field of vocational and technical education. A description of them in terms of socio-economic background, psychological development, ethnic composition are facts known to you about each teacher-trainee you encounter. What you would envision as the outcome of your training programs, in terms of behavioral changes, moves you to a consideration of the last box on the right of the model.

Considerations of behavioral outcomes are usually thought to be the end-product of deliberations about the attributes of a teacher. Popham and Baker identify five major attributes: be human, negotiate interpersonal contacts, share valuable knowledge, communicate to broad segments of society be extra sensitive to a variety of legitimate languages, and understand the student's world. An examination of these factors may be facilitated by reference to the other parts of the model, for each attribute elated to perfc mance in each of the areas of the model. Sharing valuable knowledge, for example, leads us to the box on Concept Organizers. Concepts, derived from a specific discipline are used to help organize and present the knowledge to be shared. The circles representing content vehicles indicate the variety of materials (books, tools, visual aids, etc.) that can be used to put across a concept effectively for a given group of learners. Teaching strategies indicate the activities a teacher might have to perform in order to present the knowledge to be shared. Such strategies involve skills in planning, motivating behavior to generate interest, informing, leading discussion, or other techniques that generate student responses indicated by the box on Pupil Procedures. The teacher must also be aware that certain procedures expected of students in response to teaching strategies selected depend on previous skill development and on new or further skill development in the student. This one approach to identifying the desired outcomes of the teaching-learning process may be reached by drawing upon the mass of information contained in the several boxes of the model in order to achieve at least one notion of what a person trained to teach vocational or technical education might become, behaviorally spea ing.

Too frequently, however, performance assessments of trainee and teachers rests only upon how well they have managed to share knowledge and develop certain psycho-motor skills of the learner. Too often the best strategies, the most judicious choice of concept organizers, the most engaging pupil procedures required, fail to connect with the learners in question. For there is a dimension of development suggested by the notion that teachers be human, negotiate interpersonal contacts, and understand the student's world, that is more difficult to objectify and therefore to assess. This is the dimension of affective development.

A MODEL FOR RELEVANT TEACHING AND LEARNING

(based on model in Fantini and Weinstein's
The Disadvantaged: Challenge to Education)

Identifiable Learners → Concerns → DIAGNOSIS → CONCEPT ORGANIZERS → Content Vehicle / C-V / C-V → TEACHING STRATEGIES / PUPIL PROCEDURES → SKILLS → DESIRED BEHAVIORAL OUTCOMES
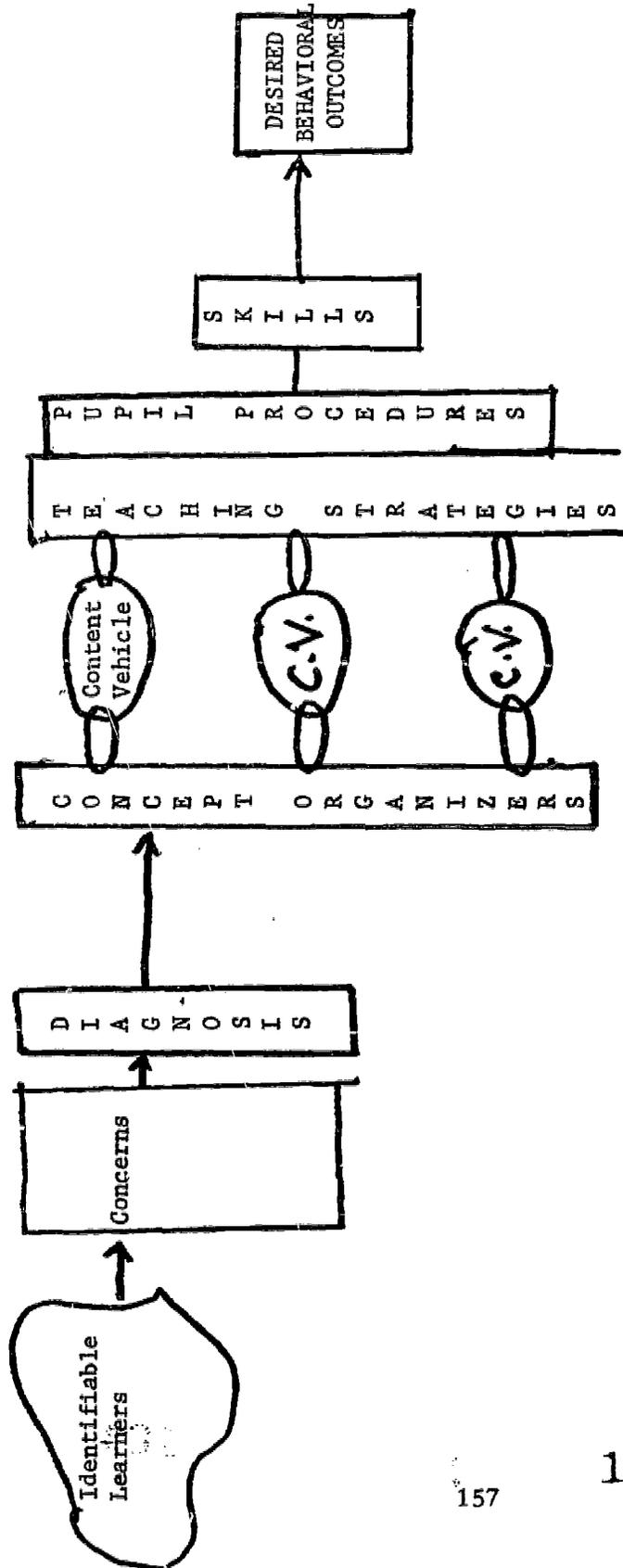
The model suggests that part of the learning process involves the content or concerns that students bring with them to a given learning experience. Thus, although being human (Popham and Baker), loving (Berman) and questioning (Rogers) apparently are desired attributes of a teacher, often in our training programs, students do not encounter a climate that nurtures these characteristics. Just as we teachers help to create a specific learning climate so do our students. What of their concerns? How can we diagnose them so that they may contribute towards the establishment of a climate that facilitates learning?

Two approaches are suggested for becoming more specific about the areas in which performance of teachers might be assessed. One invites us to the taxonomies developed by Brook and others. In brief, they identify the areas as the cognitive domain, the affective domain and the psycho-motor domain.

The Cognitive Domain includes knowledge, which requires the specific attribute of recall; comprehension, which at this low level indicates communication has taken place; application, which requires the breakdown of a communication into its constituent parts for clarity, for knowledge of organization and of the way the communication conveys its effects as well as its basis and arrangement; synthesis, which requires the skill of combining elements and parts to form the whole; and evaluation, which requires both quantitative and qualitative judgments.

The Affective Domain includes receiving (attending), which requires sensitivity to the existence of phenomena and stimuli, awareness, willingness to receive, and controlled or selected attention; responding, which requires actively attending; valuing, which requires behavior of sufficient consistency to suggest holding of a particular value; organization, which requires the development of an organization or system of values to be formed; and value complex, which indicates that internalization has taken place in an individual's value hierarchy to characterize him as holding a particular set of values.

The Psychomotor Domain includes the development of perception, a set of predisposition for a particular action or experience, guided response (which means skill development from simple component to more complex set under guidance), achievement of confidence and degree of skill in performance, culminating in complex overt responses characterized by a minimum of time and energy to complete a complex motor act.

The cognitive development shows what the learner can do, while the affective development indicates what the learner will do. Too often, a confusion between the two leads to assessment of cognitive growth as though it were seemingly unrelated to the dimension of affective growth, when in truth they have a concomitant effect on each other. Too often there is a confusion in assessment of certain valuing skills of the individual if they happen to be in conflict with the teacher's construct. Too often, learning is not facilitated, because the most frequent kind of acceptable response is limited by the narrow teacher-directed questions. Studies by Bellack and others indicate that most of the talking in the classroom is done by the teacher; that very little student initiated talking takes place, and that disciplining instead of development of self-disciplining takes precedence.

The model suggests that students bring concerns with them that can be effectively fed into the learning experience. These concerns usually revolve around the self-image of the student, his feeling abount connectedness with others in his environment, and his lack of power to determine his own destiny. An assessment of how a teacher behaves must inevitably deal with the ability of the teacher to deal with these concerns if teaching is, as Rogers claims, the facilitation of learning.

Another way to begin to specify what attributes in a teacher make for or produce a climate that facilitates learning might be to examine the dimensions of the Shostrom Personal Orientation Inventory (POI). Based upon the works of Maslow and Rogers, Shostrom developed a scale that would measure the degree of self-actualization attained by an individual, for it is the self-actualized person who according to these psychologists who can develop the kind of climate Rogers feels so essential to the job of facilitating learning.

According to Maslow, the self-actualizing person is a person who is more fully functioning and lives a more enriched life than does the average person. Such an individual is seen as developing and utilizing all of his unique capabilities or potentialities, free of the inhibitions and emotional turmoil of the less self-actualized. Some of the dimensions of such a person are as follows: existentiality - the ability to situationally or existentially react without rigid adherence to principles; feeling reactivity - sensitivity to one's own needs and feelings; spontaneity or the freedom to react spontaneously or to be oneself; self-regard or the affirmation of self because of worth or strength; self-acceptance- acceptance of oneself in spite of weakness or deficiencies; capacity for intimate contact - or the ability to develop contactful intimate relationships with other human beings, unencumbered by expectations and obligations.

Now the question arises as to the difficulty of measuring the attainment of such attributes, especially in terms of how one performs his role as teacher. Granted not much success has been attained herein, but if one believes in the learning experience as providing for the development of the individual's potential, then we had better begin to accommodate these dimensions into the assessment scales of teacher performance.

One way to approach this difficult task was attempted here today. By giving you a task and asking you to look at the processes you engaged in, I was starting you on the road to an examination of the distinction between task roles, or the parts people play in learning groups that help move the group through the necessary steps from identification of a problem to possible solutions and to actual choices. Had we been granted more time, we might have discovered some of these task roles. First, initiating.... who starts the ball rolling or defining a problem, suggesting a procedure, etc.; second, information seeking...requesting facts when needed, seeking relevant information about a group concern; third, information-giving, the offering of facts or providing relevant information; fourth, opinion-seeking...asking for expressions of feeling, requesting a statement of estimate or value, seeking suggestions and ideas; fifth, opinion-giving... stating a belief; sixth, clarifying...interpreting ideas, clearing up

confusions, defining terms, indicating alternatives; seventh, elaborating...
giving examples, making generalizations, and eighth, summarizing...pulling
together related ideas, restating suggestions, offering a decision for the
group to accept or reject. All of these roles are traditionally assumed
by the teacher, but ought to become part of the behavior of every student,
a part of his repetoire.

We might also have observed and discovered that for a group to
develop a climate conducive to learning, there are certain group building
and maintenance roles to be played. Teachers should be observed modeling
these roles and allowing opportunities for students to add these affective
behaviors to their total group behavioral skills. Some of these maintenance
roles are Encouraging- being responsive to and accepting of others; Sharing -
perceptions and feelings with others, even those that might not be thought
of as 'popular'; Harmonizing - attempting to reconcile disagreements and
reduce tensions which inhibit rather than facilitate learning; Compromising -
offering compromise, yielding status, admitting error; Gate-keeping -
attempting to keep communication channels open (how often do teachers or a
favored few in class hog the spotlight and the talk) to all; Standard-
setting - applying standards for evaluation   These are only some of the
roles that generate an open atmosphere and insure the possibility for
maximizing learning.

Perhaps now we are ready to consider some ways of establishing per-
formance objectives. Initially, we asked the following or similar questions:
What must we do (concepts and content vehicles)? Who does it (teacher,
teacher and students, students)? With whom (self or with others)? How
(strategies, procedures, skills)? For what purpose (behavioral ends)?
The Urban Teacher Preparation Program at Syracuse University attempted to
set up performance criteria using the following categories. Each category
identified specific accomplishments that their teacher interns could
demonstrate. I am not aware of any significance attached to the order of
their listing, but here it is.

Managing and Controlling the Classroom: Demonstration of some clearly
recognizable operating procedures.

Knowing the Pupil and his Background: Demonstration of ability to answer
questions regarding the kinds of information suggested by the learner box
in the model I presented earlier.

Developing Teaching Procedures and Styles: Demonstration of the variety
of teaching strategies learned during their experiences in your training
program.

Developing Teaching Materials and Activities: These are the potential
content vehicles.

Evaluating the Teaching Process: This requires coding teacher-student be-
havior in the classroom, familiarity with techniques developed by Flanders,
Bellak, and Anita Simon (Sequential Analysis of Verbal Interaction).

<u>Interacting with Pupils</u>: This requires that the teacher demonstrate in his plans that he has taken pupil's problems, interests, feeling and abilities into consideration; refrains from making judgments, learns from his students as well as helping them to explore the value system or systems operant in that environment.

<u>Evaluating the Pupil</u>: Diagnose his students, uses pupil behavior as an indication of pupil's abilities, plans for group and individualized instruction, shows a command of the behavioral objectives he has set forth both by himself and with the help of the learner group members he is leading.

<u>Developing a Curriculum Consistent with Implementing an Educational Point of View</u>: The specifics here grow out of the initial position this paper has taken with regard to the Rogers-Berman concepts of the open climate and process-orientation.

<u>Developing the Intergroup Educator</u>: Demonstrated by the ability of the teacher (intern) to assess himself, his prejudices, his skills (verbal and non-verbal), his awareness of others, his willingness to be accepting of others, his ability to encounter others positively by making use of his ability to analyze the process of communication within a given learning setting.

I hope I have helped to give some direction to your task of setting performance criteria for the assessment of your trainees. I would inject this note of caution. Whatever list you devise should be derived from the processes involved in your training program. Then, assess what you can expect from your trainee by raising such questions as to what level of performance can this learner be expected to demonstrate, as to whether or not you are considering a class level versus student minimal levels of achievement, or are willing, instead, to make judgments individually based on an initial diagnosis of each student's abilities as compared with his final demonstration of growth and development. Ask too whether you have communicated the objectives of the program clearly so that each student is aware of what is expected of him. Finally, ask whether you are ready to verify empirically (where possible) the sequences of growth and development generated. The use of the process-oriented techniques for learning to listen well, to use and receive feedback effectively, to allow for individual as well as group growth may serve to make the identification of performance criteria a less formidable task than it seems.

What can result from this approach is the self-initiated learning experience, in which the teacher and student may often switch roles, but in which the teacher, because of his role, serves as a leader and a resource person. I urge everyone to read Chapter One in Rogers' <u>Freedom to Learn</u> to see what kind of climate a teacher may adventuresomely establish in his or her classroom. If your talents and experience are to be put to maximum use, if you want to see future teachers perform in ways consistent with those presented here, then you must all become more process-oriented.

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Matthew Arnold once wrote that 'culture is not a having and a resting, but a growing and a becoming.' I put this in single quotes because I cannot vouch for the accuracy of my recollections. The concept, however, is Matthew Arnold's. Although Arnold was operating out of a different time and philosophical orientation, he was talking about a measure of growth in terms of process, and a measure of attainment as quality of product in terms of self-actualization. True, he also wrote that a man's reach should far exceed his grasp, or what's a heaven for! I urge you; extend the reach of those you teach. If you don't, you are short-changing not only them, but yourselves, for you are short-changing the process of teaching and learning.

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IMPROVING TEACHER EDUCATION FOR THE DISADVANTAGED

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Three years ago the Education Department of New York State asked me to coordinate a conference for all the ninety colleges and universities in New York State which had teacher education programs of any kind, in order to determine what useful information about programs could be disseminated to other schools, what insights could be gained that would be helpful in improving teacher education in the state and elsewhere. The focus was to be directed at teacher education for the disadvantaged. Dr. Vincent Gazetta said, "Many people profess to know about educating teachers to work with poor children, with minority group children, but they know very little or have distorted images." The conference was held in April, 1967 with eighty-six presentors reporting on nineteen different areas to over 350 participants. When I was asked to speak to you I said, "I'm going back to the proceedings which came out of that conference to see how far we have come and what we might still learn from the wisdom of these eighty-six authors." I don't know that we've made very much progress.

In talking about the disadvantaged, we have to understand the nature of that population. This is population which has many myths built around it, and whether we're talking about American Indians, Puerto Ricans, Mexican American, Appalacian whites or blacks, the myths remain almost the same. The myths to be dispelled by teacher educators before neophyte teachers can go out to work with these children are:

the disadvantaged child is non-verbal

he is unable to postpone immediate gratification for future reward

he has low innate intelligence

neither he nor his parents are interested in education

he is lazy and unclean by choice

he can't learn because his father may be absent from the home

he is a person of little worth and must become someone else closer to what we are in order to "be somebody"

he is culturally different

he is victimized by his culture of poverty, which precludes success

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he belongs to an ethnic group having contributed little or nothing to American history and human history

he is child-like, even in adulthood

he is contented to live in poverty

he has no sense of notions of time or space

he is more prejudiced against others than others are prejudiced against him

his failure to achieve in school is the fault of his home and of himself and not of the school

Surrounding disadvantaged children with positively-oriented people who truly care about them, may present a dramatic breakthrough, more dramatic than changes in curriculum. Here again, the impact of a few college students is probably almost negligible in terms of the need. The suggestion to tap the student and staff resources of colleges has been made. Field assignments is only used in incidental institutions and should be utilized more frequently and effectively. The pervading disappointment with the capacities of these children can be overcome by giving students an opportunity to work with children in a living situation and to learn about them as human beings rather than about them as stereotypes.

With our middle class standards, we don't know enough to value the ingredients that disadvantaged children bring with them, such as their unique ability to cope with life and all the vagaries of life, their ability to assume adult roles long before they are chronologically adult and their ability to survive under such odds as they have often faced. Perhaps we ought to nurture these characteristics rather than to ignore them or reject them. There is, with Puerto Rican boys, assumption of male roles which is extremely disturbing to the middle class white teacher. The male child who has learned about his maleness and the concept of maleness from his family, exhibits various types of male behavior. The American school has never nurtured boys. Margaret Mead pointed out that the American school is structured for the American female, and that boys are soon relegated to either behaving as girls, or being repressed and rejected. There are some very exciting trends away from this; there are kindergartens and first grades, for instance, where all-male classes are structured with male teachers and gymnasium equipment in their classrooms so that they have kinesthetic release; they play with male toys, so that they don't have the feeling that the school is strange and rejecting.

There are other characteristics we tend to reject which are very important, such as the intense family loyalties which sometimes can be misconstrued by the teacher, the raw courage and daring that these children have which sometimes are frightening to our teachers. We have to be careful not to stamp out what might be very precious characteristics of these individuals.

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CULTURE SHOCK

Many student teachers experience culture shock when they are introduced
to the inner city community or to the urban school. Poor children experience
culture shock when they come into our schools. Most of the schools for dis-
advantaged children at all levels are in buildings that are far from
attractive and far from hospitable. They are regimented. The students meet
adults who neither respect them nor trust them. I'd like to bring to your
attention an excellent film which was made in the North Side High School
here in Philadelphia by a very gifted movie-maker who came to this school
because it was, "a good school; had fine programs; had beautiful buildings."
After the filming was over and the film was ready, it was brought back to
the faculty and the administration of the school for review. They were de-
lighted with it. If you look at it clearly, it is the strongest possible
indictment of present day education. The sadistic attitudes of guidance
counselors and teachers, the hostility, the regimentation, the lack of
consideration for individuals is blatant. These are perceived by the school
administration and teachers as being good discipline and the way to educate
citizens for the future. Some of us have different opinions about that.

There has existed a long lasting conflict between school systems and
the colleges and universities about the kinds of people we are preparing,
how we prepare them and how we send them into schools. Some of the fault
lies with universities in their inadequate selection and weeding out techniques.
Some of the responsibility lies in the schools where the laboratory for student
experiences is housed, the schools which accept into their staff people who
are not prepared by the colleges or universities to be teachers.

Many people preparing for teaching should be discouraged at an early
stage. A unique program at Syracuse University used role playing in initial
screening of applicants to their teacher education fellowship program.
Three or four members of the faculty work out roles for themselves as
students in a class. One is the silent child who doesn't say anything.
Another is the gum-chewing girl who wiggles, pokes her neighbor and asks
inane questions. A third is a hostile youth who makes snide remarks under
his voice. The potential teacher is told exactly what she's going to face,
that she is going to come into a classroom where there are difficult problems
to face. She is asked to prepare a short ten or fifteen minute lesson to be
given to this group. She can choose the subject for the lesson. This gives
her a feeling of comfort because if she has a special interest she can feel
stronger and not feel that lack of information or content was the cause of
failure or success. The potential teachers come in, one at a time, and start
to give the lessons. As soon as the lesson starts, one of the students
(professors) asks to leave the room. How does the potential teacher handle
this? The second student asks to leave the room. How is that handled? One
student turns his back; another fights or curses. They don't expect any
neophyte teacher to be able to handle that situation completely well,
because even experienced teachers have difficulty in contending with various
behavior disorders. What they're trying to learn about is the threshold:
how far is this individual being pushed before he or she breaks down, becomes
flustered and becomes unable to relate with the class. They use additional

techniques for screening, but have found this one to be very useful. In
some circumstances, applicants to the program who have gone through this
testing experience decide they don't want to become teachers and drop out.
It's just as well that they drop out at the start rather than later on in
the program.

The teacher moves in a world that is not his own in the slum school,
where his values, attitudes, mores no longer apply. The impact of this
experience varies with the individual, but it leaves a mark. The impact
is similar to that which occurs in most people at the time of diagnosis
of major illness. The awareness of the threat to physical well-being
begins with diffuse anxiety. This state is replaced by a more personalized
concept developed in accord with the individual personality. In the normal
person, with the passage of time and increased emotional distance from the
original episode, a relatively successful adaptation in the patient's
psychic economy takes place. He learns to live with his illness and
achieve some degree of acceptance. At the beginning, however, this
acceptance is very difficult and anxiety-provoking.

When the individual feels threatened, two interesting things happen to
his ability to perceive. One of these is an effect which psychologists
call "tunnel vision." The field of vision becomes narrow so that the
individual sees only the object which he perceives of as a threat. Every-
thing else, all of the positive aspects in the classroom are put outside
of the range of vision and the teacher sees only the child or children
who are causing him the greatest difficulty. The second effect makes the
individual defend his existing position, and the more threatened the person
is, the more he defends his existing position. We do not want our students'
perceptions to be narrowed. On the contrary, we want them widened. We do
not want them to defend existing positions, we want them to change to some-
thing more effective. Thus, programs should be instituted to lessen the
anxiety and fear resulting from culture shock.

There have been devised types of pre-service laboratory experiences,
courses in urban sociology and cultural anthropology; not courses which
are lecture courses or reading courses, but courses which bring these future
teachers into the community in which they are going to work. They must begin
to perceive of the community as if they were living there for a good part of
their lives. Skinner has said that in spite of discouraging evidence to the
contrary, it is still supposed that if you tell a student something, he then
knows it. This is what I am reinforcing by suggesting experience rather
than "book learning" in this area.

Our basic function in the area of teacher attitudes should be to produce
teachers who are ready and able to get outside of their our familiar patterns
of acting to confront aspects of the world they did not know existed. To
change another person'e behavior involves modifying his perceptions. When
he sees things differently, he will behave differently. This view emphasizes
the importance of the self-concept of the learner. So often we tell our
student teachers to consider the self-concept of the children in their
classes but as teacher educators we seldom recognize and work directly with

with the self-concept of the potential teachers in our classes. How do we
set up a climate suitable for change, provide for the acquisition of feed-
back of behavior, and provide for systematic clarifications of values?
One can learn to cope with life, including its traumatic experiences, only
by living. This living can be real or, in many cases, simulated circumstances
which, however, come as close to real living as it is necessary to change
perceptions and behavior. One of the aspects of curriculum which can
accommodate this is setting up situations where students work with children
in these communities in non-school circumstances. Some of you may have
such programs but many schools have only token programs. The students go,
in their junior year, for three weeks, one day a week to observe a community
center and perhaps to participate in some type of recreational activity.
This is not enough. What I am suggesting is a much more structured, either
one-to-one, or one-to-a-small-group instructional situation, not necessarily
teaching children to read or to do arithmetic, but to learn how to use
games and informal activities as teaching-learning activities. How do you
structure a lesson? Where do you start? How do you motivate? These are
questions to which they may learn the answers by doing.

Culture shock must be recognized as a major cause of failure among
teachers of the disadvantaged. It prevents some from accepting teaching
assignments, others from staying on the job, and many others from success
in guiding children's learning. Everyone engaged in the preparation of
teachers should look at his own attitudes, to see that he is not susceptible
to and/or contributing to culture shock. Required student teaching with
disadvanted children is essential; if a student can encounter culture shock
and begin to work through his feelings in a situation similar to a first
job situation, but without the responsibilities of a first job, then
anxieties can be reduced substantially. More intensive personal super-
vision is advisable to give help and support during these trying moments.
Psychological counseling is often needed to help students express their
feelings, in order to be able to look at them, and if possible, to undergo
changes.

Everything that I am saying about student teachers, applies as well
to the new teacher who is traditionally abandoned to circumstances without
much support when he or she gets into the first teaching situation. There
is urgency for support for new staff members by fellow teachers and by
supervisors.

DEVELOPING ESSENTIAL TECHNIQUES

Some important questions can be raised about needed but often lacking
elements of teacher education programs. How often do you have your students
design a progressive series of five, ten, and fifteen minute lessons on the
same topic? They would learn how to abstract the essentials which they wish
to have communicated in five minutes. What do they add if they have ten
minutes, and what can they further add when they have fifteen minutes?
Recording such lessons, and then having the students analyze them with the
supervisor or with peers or alone, can be very revealing.

How often do you have students design tests, and then develop a set of lessons to teach the information or the skills that are going to be tested?

How often have your students attempted to teach the same material to three different groups of students, even three individuals with widely different capacities? The same lesson, so that the contest does not differ, but the accommodation to the level of ability of the child differs.

Do you expect the student teacher to go beyond his inclination to watch his lesson plan to learning about his students, their methods of learning, their need to learn, and their achievement?

Do you help your students to design situations in which children can teach each other, since peer teaching evolves as one of the more effective ways of bringing about learning?

Do your teachers understand the differences in planning for an introductory lesson? A review? An exploratory lecture? Individualized instruction?

How often have you worked with your student teachers on preparing them to assume extracurricular roles in their schools since most teachers are more valuable to a school and establish better relationships with children when they can work in extracurricular activities?

How do you set up experiences in handling disciplinary problems, such as impertinence, classroom fights, and threats? The use of role-playing or video taping can be helpful in learning how to stop a classroom fight. How do you stop impertinence or a child threatening another child or threatening the teacher?

How much time do you devote to helping students understand and help the quiet, withdrawn child?

How do you build into your programs techniques for the future teacher to learn how to question? Did I say it correctly? Could I have used another tack? Was my tone appropriate? Was I eliciting the right kind of answers? Was I eliciting a yes-no answer, a factual answer, or a thinking response are all questions which require repeated, guided experience?

Do your future teachers understand the amount of information that children can absorb in any given period of time? The reinforcement of subject matter? The level of their students comprehension and the level of language?

As vocational education teachers, as with all subject matter teachers, do your teachers know how to diagnose, prescribe, and instruct in reading, because every teacher in every classroom at every level should be competent to be a reading teacher?

Do your students know how to grade? Do they have experiences in grading? Do you select a set of papers and have all of your students grade all of those papers, comparing what the grades were, who gave which paper the highest grades? Why was there a difference between one potential teacher's perception of the same piece of material as another?

Do your teachers know how to gather data, not sophisticated researc' data, but the data they need in the day-to-day situations in their clas rooms in order to function as affective teachers? Do they know how to see, how to listen, to interpret, record, and analyze information which they should be getting from the classroom?

Do they know how to conduct role-playing in their classes?

Are they familiar with audio-visual equipment? Do they feel comfortable with it? Do they know how to help children to use audio-visual equipment?

Are they aware of the professional organizations in your field? Have they become members of some of those organizations and have they become active?

In most situations student teaching involves a student being placed in a classroom with a master teacher. If the master teacher is good, the student learns a great deal, and the supervisor helps a little more. But there are many other experiences that should be taking place in schools that very, very seldom happen. Can the students have an opportunity to take the longitudinal record of a student with difficult problems, to analyze it, understand it, and to develop techniques to work with this student? Do your students have an opportunity to spend the day in the principal's office, in the guidance counselor's office, in the nurse's office, in the office of the assistant principal or of the chairman of the department? Are there opportunities for conferences with parents, with the president of the parents' association? Do they have exposure to the teacher's union which is recognized by that school system? How often have they worked with the correctional reading teacher? Do you arrange for opportunity to work with the audio-visual coordinator so as to see what his role is? What have they learned from school's psychologist? Seldom do we afford our neophyte and potential teachers an opportunity to understand what all of the other people in the school do, except the teacher. He can have no perception of the resources that he has as a teacher unless he understands their roles.

COMMUNITY INVOLVEMENT

Unless you as teachers of teachers, share field experiences with the students, no two-way communication can take place. You don't know whether the field experience is affective, whether it is being implemented correctly. Yet how reluctant teacher educators are to get out of their universities and into the schools.

Calling in community people to help you with your program is also a
way of improving teacher education. I remember visiting a vocational
education program in Detroit where unquestionably the best teacher in
that program was not a teacher. He was a former airline pilot who had
retired from active flying, and was working with the students. There
are many such people, both retired and active who can be brought in to
educate the students. In Detroit automobile concerns adopt schools.
They send in their people, the students go into the factories, and there
is a communication going on continually between industry and the school.
Specialists who have competences far beyond yours are made available to
the students.

Another way of broadening perceptions and helping to overcome culture
shock is to bring the culture shock into the classroom by bringing con-
troversial public figures right into your teacher education classrooms.
If there are major controversies going on in the outside world, the
individuals on either say of the debate are all too happy to come into
your classroom to talk with your students. Both sides must be represented
because the students will too easily move in the direction of the side
with which they are most sympathetic. They need to face the sincerity,
the intensity, and the determination of those community figures on the
other side of the debate. Social workers can be brought into the class-
rooms to talk about community social problems. Behavioral scientists
should be brought in to help to dispel some of the myths which persist.
The involvement of parents and the community cannot be stressed too much.
Research has shown that in early childhood education children learn best
when their parents are involved in the program. There are many ways in
which parents can be involved at all levels.

Ways in which future teachers can learn about the community are to
teach the children and adults in the community centers, teach evening high
school equivalency courses, lead boys' clubs, work in neighborhood groups
to develop their own leadership. Before they do that they must have their
own leadership developed and they must know how one develops leadership,
and develop activities which make bridges rather than chasms between the
school and the community.

Community experiences should not be planned by the teacher educator.
That is probably one of the worst things that you can do, because community
experiences should be planned cooperatively with the community. We have no
right to bring our potential teachers into a community to use it as a
laboratory, or to use local persons as guinea pigs in our teaching-learning
situation without both their approval and their cooperation. If you go to
communities, and let them meaningfully cooperate with you, you would be
amazed at the resulting enrichment of programs. This eliminates competition
among contending forces, it brings about attitudinal change. We know that
when two people work together on a task, they are bound together. It is that
kind of bond which created once, created twice, and created three times can
break down inappropriate perceptions about you, your motives and your actions.

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Just as industry frequently adopts schools, it also could be helpful to have schools adopt colleges. To have a school system or a school go to a college and say, "Please help us. In helping, we will gain and you will gain." This very seldom happens but should be encouraged.

INVOLVING DROPOUTS

I want to tell you about a unique program at Colgate University where the intense fears of students who were going to be teachers were broken down in a rather unique way in a summer institute for six weeks. A group of teenage boys who had openly rejected education were utilized as the tutors of the potential teachers. They had rejected education, they knew the reasons why they rejected education, they knew what they were finding out in the street that was more interesting and more important t∩ them. The informal set-up in which this took place was very important. They rapped together, they learned to use each other's language; they ate together and this period of living together overcome what could have been an intense fear for secondary-school teachers to work with these children who were angry with school, rejecting of school. These students had been thrown out of school. They questioned the future teachers by saying, "Why are you doing this? Do you want to help me? I don't need any help. I'm better than you are." All of these reactions need to be worked through for a future teacher.

There are diverse opinions about the use of sensitivity training in teacher education. There are many fine results that can come out of this, but I know that you are going to have a session devoted to this technique so I will not dwell on it. Dr. Roberts has just completed a long-range program in East Williston where eleventh-grade students and their teachers worked through intensely emotional aspects of a sensitivity training program. He could be a resource for you.

SIMULATION

Dr. Ward has spoken to you about simulation techniques. I want to bring to your attention the fact that at Brockport State Teachers College in New York, they have had a very interesting program using simulation techniques. The basis for the Brockport simulation is a list of thirty-two teaching problems experienced by new graduates. In order to present these problems, the project created a fictitious community, school district, elementary school, and fifth grade.

Twenty student teachers were introduced to this community and school via filmstrips, audio-tape recordings, and faculty handbook. During this orientation they were encouraged to take the role of Pat Taylor, a first-year fifth grade teacher at Longacre School. Time was provided for them to familiarize themselves with the school, curriculum, and class by using the faculty handbook, student personnel handbook, curriculum guide, audio-visual manual, get-acquainted cards, cumulative records, and sociograms of their class.

After the students had become familiar with their new situation, and assumed the role of the teacher, Pat Taylor, they were presented with thirty-one incidents which incorporated the thirty-two problems identified in the survey. Ten of these incidents were presented by films. The rest were presented by written materials such as notes from parents, notes from other teachers, memoranda from the principal or supervisor, or they were presented through role-playing.

After each incident, the students were presented with a response sheet and a bibliography of specific references that dealt directly with the problem. They filled out response sheets that asked them to identify the problem, analyze the problem, present their solution, suggest alternative solutions, and comment on certain aspects of the problem. In some cases, the students were required to write notes, make lesson plans, deliver speeches, present an actual lesson, or role-play a conference with a parent.

The students then discussed the problem in their small groups. During this period they would compare any written materials they had produced, present their speeches or lessons, or carry out the role-play. The large group discussion which followed was also student-led so that everyone was free to express his opinions. While it took a while for the group to lose dependence upon the instructors, it did happen and the students became intensely involved.

First, time and location can be artificially manipulated. Students can engage in solving problems that they will not meet until they are in the field. They can also meet these problems in a logical sequence using a schedule that can optimize their learning. This might prove to be an advantage in avoiding the damaging effects of cultural shock.

Second, since neither the situation nor the students they teach are real, students are free to make errors, try again, discuss their problems with others, or in general manipulate the situation to suit their learning needs rather than the needs of the pupils. They may also try other roles in a manner in which they will become emotionally involved.

Third, simulation and gaming are generally highly motivating. The students called their training - stimulation training. This effect can be used to good advantage when simulation is used in conjunction with other techniques.

Fourth, simulation allows the student to both practice with a model and to learn the model itself so that actual behavior should be affected. The use of the model allows simplification of the teacher's tasks, programing of practice, and feedback to the student. Most actual situations are too complex to offer these factors. Since the student learning to be a teacher of the disadvantaged generally cannot rely upon his own past experiences, the learning of a new model becomes exceptionally important.

MEDIA

I could spend a great deal of time on the area of media. I know how
teachers and children have become excited again about education because
of the use of media. Syracuse University Home Economics Department has
prepared a set of home-making filmstrips with sound for their students
in one course, which is individualized, through these filmstrips, with
the teacher, as always, available as a resource. When the student has
learned all of these filmstrips and can pass both a practical and a
written test she has passed the course. One student may complete this
in three weeks and another student may take two terms. Materials that
are made by the teachers and the students themselves are frequently
bettei than commercial products and the process of production itself is
the greatest stimulus to learning.

Commercial television has its limitations. Closed-circuit television,
when it's available, can be very helpful, but video-tape equipment which
is now beginning to appear in many of the schools in which your student
teachers are placed is often a powerful tool. There is nothing that is
more of a teaching-learning situation than to take a video-tape of one
of your student teachers in a classroom, show it to her, and analyze it
with her. The shock of realization of what one looks like and does is a
stimulus to change. "I couldn't have said that! I didn't look like that!
Why didn't I notice what was going on over there?"

Every teacher at every level should learn how to use cameras, to
make slides and pictures for instruction. They should teach children
how to use cameras, to expand perception. A program at Henry Street
Settlement House in New York had a group of 7-to-14-olds going out with
a commercial photographer for a summer to study the docks of New York.
They studied the harbor, learned the physics of lenses, learned the
chemistry of developing prints and so forth. They learned much more
through this experience than we could teach them in any lecture-laboratory
course.

CONCLUSION

In conclusion, I would like to read to you a letter which I received
when I was working on that conference. This was a letter from a teacher
of disadvantaged children. He wrote: "The greatest service that can be
done the student teacher is to tell him the truth about teaching in a slum
school. Some of the things I have learned, and that very likely apply
only to my particular situation, are the following:

"Teaching in a slum school is often depressing, demanding, tiring,
and much of the time, plain drudgery. The moments of pride and satisfaction
are few and far between, but worth all the other times. If you teach in a
slum school, expect other teachers in other schools to look down on you as
either unambitious or incompetent. Expect nothing more from the educational
hierarchy than pious bleating. Their interest is generally academic, little
more.

You need not fear for your life. If you know enough never to back a student into a corner in front of friends, you couldn't be safer in church. You must like kids. You must appreciate that in many cases, they are giving you as much as they can under the circumstances.

Order supplies, maps, paper, when civil rights groups are active. This is probably the only time you will get them. I am sorry if I sound a little cynical. I like the school at which I teach. I like the kids I teach. But I am tired of the hypocrisy surrounding the slum school. We make them look romantic, as in, "Up and Down Staircase," and they are not romantic. We make them look as though they are the one answer to the problems of the poor in our society, and they are not the answer. We believe the students are little innocents who will respond to painted walls, loving teachers, and potted plants on the window sills, and they do not. We talk as though our teachers were bottomless wells of love and patience, and they are not."

A PROGRAM MODEL FOR TRAINING TEACHERS OF EDUCATIONALLY AND ECONOMICALLY DISADVANTAGED YOUTH

HORTON C. SOUTHWORTH*

The Context

Teacher education is essentially oriented to the "ideal youth" of the society. The "ideal youth" is one who learns in the most limited environment and in spite of a dearth of inspired technique. He possesses genetic strength, failsafe home support, and mirrors most of the values of the silent majority.

The shifting populace of America has, however, created a economic residue of "real youth" in the cities with which the traditionally trained teacher is unable to cope. Teacher education is thirty years out-of-phase, unrepresentative of cultural pluralism or its challenge, and unable to slow the rapid decline of skill norms in the public schools. In recent speeches I have been accused of educational masochism because I dare to admit that teacher education is in need of reform.

Vocational education in most American high schools and colleges is still regarded as tangential to the main stream currents of the national curriculum. To be sure, there are exceptions in some buildings and on a few campuses, but when viewing a total system, vocational teacher education and aesthetic arts are not priority concerns of the teacher education community. In many ways I am delighted to think with you about teacher education components in a viable systemic approach to new program designs.

Our society is in turmoil as we approach the third century of a very noble social and political experiment. The pace of change has accelerated to a rate inconceivable by the original designers and almost intolerable to the majority of Americans participating today. As fellow constituents we are coping and questioning; the war, cultural pluralism, polution, opportunities to work, to vote, and to learn.

Few issues or social pressures can be separated from the economic pulse of our society. Vocational education, in itself, connotes a work-oriented ethic in a society which is constantly altering its consumptive priorities and manpower needs to support the dollar demands for goods and services. Vocational education like other aspects of the national curriculum is a "catch-up" activity which continually attempts to prepare youth for the changtimes. Applied education adapts, it does not set the course of society, therefore, each of us must create a systemic approach which provides for program and course correction, continual feedback from the constituent participants, and formative and summative evaluation of the total enterprise.

Education has always been in the public eye, because it is a personal experience shared by all, it touches every household, it has more vestiges of individual community then other similar institutions servicing the needs

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of man. American education has survived frequent periods of intense attack, but it has not really failed America in the 184 years of tremendous growth!

The pace of technological change coupled with the myriad of unresolved soc' political, economic, and moral problems just makes the need for institut al change more acute in the 1970's. It is extremely important that insuitutes such as assembled today, begin to deal systematically with the accumulated pressures. Baratz and Baratz in an art cle in the Harvard Educational Review[1] skillfully ventilate the prevading rationale of most compensatory programs. They make a strong case against cultural differences being automatically interpreted as cultural deficits. Therefore, school personnel must change their behavior from that of compensating, remediating, and expunging experiences in the lives of youth in city classrooms.

Dr. Kenneth B, Clark, President of the Metropolitan Applied Research Center, Inc., New York City in a recent Horace Mann Lecture[2] categorically rejected the neogenetic, love-compassion, and cultural deprivation theories which attempt to explain low school achievement. He called for a system of accountability for reading achievement in each classroom. Education is failing American youth, additional talk and more study only serve to continue the multiple excuses for the society's inability to provide effective teaching in all classrooms.

In the past three years a faculty group has attempted to mount a quiet campaign to change the curriculum of elementary teacher education in the School of Education, University of Pittsburgh. In a sense it can be likened to yanking a lumbering box car out of its traditional orbit and initiating a different track. A more responsive track is not firmly established, but the need and energies are visible. The faculty had to cope with inertia, constricting institutional procedures, starvation budget, and submissive caretakers of the past. Confronted with double enrollment, tarnished University image, and previously exploited public school relationships, the faculty has begun the reformulation.

The rationale for change is obvious to any observer who has resided, traveled or taught about the United States. The blatant signs of decay can be listed as follows; 1) countless youth and teachers stoically participating in the education process, 2) excessive teacher absenteeism in selected schools, 3) bewildered teachers unable to cope with the teaching tasks, 4) mounting teacher dropout rates, 5) teacher obsession with control concerns, 6) elaborate teacher excuse system precluding change, 7) child-like deferent behavior in graduate teacher education, 8) isolated practitioners resulting from self-contained organizations, 9) leaders unwilling to encourage "professional" building dialogue about youth, curriculum, and changing society, 10) inability of teacher organizations to move beyond welfare objectives, 11) suspicious and defensive attitudes toward new ideas and form, 12) drudge classroom environment featuring rote learning, unimaginative tasks, declining norms, and a tyranny of tests. All the above are factors guaranteed to create a massive case load for the therapists.

The paramount parameters guiding the faculty in its efforts to develop and implement and individualized program model can briefly stated as to 1) help each teacher become a self-directive, interdependent team member who can competently and confidently assume responsibility for differentiating instruction with each youth, 2) create training experiences which will adequately prepare a teacher to work with each youth regardless of race or socio-economic context, 3) accelerate the processes of reconstituting public school environments with youth and teachers by impact-deployment of preservice inservice teacher education in the real society, 4) return to working with youth in activities and environments they share in creating, 5) form training teams in which the college student moves more quickly from student to decision-making role, 6) recapture some basic human factors in the educative provess such as nurturing appropriate expectation and respect for all participants, 7) help create new coalitions of action to effectively strengthen the economic base, school setting, and community relationships, 8) imaginatively link with other professions in creating multidisciplinary training programs which will comprehensively treat causes of decay, 9) discard programs and strategies which foster dependency or paternalistic relationships. . .move to "realization" models with promote interdependency and coalescent behaviors.[3]

The Components of the Model[4]

(Gestalt Transparency #1)

The academic knowledge component is basic to all teacher education curricula. It currently comprises approximately seventy-five percent of most programs. Teacher candidates should achieve understanding of the unique structure, concepts, strategies, and applications of each content area. They should also examine the interrelationships between content disciplines. Both the elementary generalist and secondary specialist need to demonstrate subject matter competency.

University faculties must expand the approaches and options for differentiating learning and determining content competency. Retraining for college teachers will be necessary. Theoretical or information dissemination will not be adequate instructional models for the 1970's.

(Academic Knowledge Transparency #2)

The professional knowledge component is a particularized extension of the academic knowledge in the teacher education program. Professional focci consist of those anthropological, economic, sociological, psychological, and girding the human endeavor of education. A unique feature of futuristic models will be the ability to expand the knowledge base supporting the several components of the preparing activities.

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(Interrelationship of Components Transparency #3)

The specific teacher competencies demanded of teachers capable of individualizing instruction with each youth are fluctuating sets of categories which are continually refined, tested, and modified by the teacher education faculty according to the evidence of success or failure with youth and teachers. Few new models can currently demonstrate the ability to adequately measure extensive competency mastery. The instructional modules and activities to create the competency must be developed by the institutions in the immediate future. The heavy reliance upon lectures, seminars, books, and films will eventually be coupled with a consistent utilization of the clinical network. In vocational education it might make more sense to form a viable coalition with business and industry and couple their technological environments with our training expertise.

(Competency Component Transparency #4)

The clinical setting necessary to the competency approach is the first component that is being established in Pittsburgh. The faculty believes that models of teacher behavior can not be mounted unless the environments are created in which the linkage between theory and practice and preservice and inservice education can occur.

The investment in preservice education is futile unless the "profession" can provide the support for beginning teachers during the period when they are striving to achieve the behavior norm or function differently then the experience pattern in the secondary school. The singular 1:1 deployment of student teachers and interns has not developed an effective force-field in improving the American School System. Informal follow-up of previous graduates reveals a marked regression to teacher behavior patterns of pre-school education experience levels.

The clinical settings provide the school systems, university, teachers, youth, parents and community an excellent opportunity to form a coalition for changing the school program, the existent roles, and human relationships. One year of clinical operation has revealed that youth, teachers, parents, and administrators are excited and hopeful about the reformulation efforts that the university faculty has helped to mount, maintain, and evaluate.[5]

(Clinical Component Transparency #5)

The guidance component of the model is crucial to facilitate a college student's selection, admission, and progress through the teacher preparation program. The curriculum can be simply presented by continuous strands without a time grid.

(Strand Concept Transparency #6)

Rather typically a college will lay-on a four year program with a maximum of required experiences and a minimum of elective capability for the college student, thus further re-inforcing the student's belief that differentiation of instruction is a myth. 187

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The pre-service guidance model of tomorrow will feature self-designed majors, peer group and clinical team counseling, and individual advisement from the faculty supervisor of the clinical team leader. The terminal objective is a self-directed, interdependent team member capable of designing his own personal-professional growth system.

(Guidance Component Transparency #7)

The data about candidate progress and assessment will be manually gathered, stored, and interpreted. Data about course, focus, meaning, effectiveness will be secured through the constituent use and application. The reformulation and evaluation of courses and program patterns will rest heavily upon students and faculty of the schools and university. Again, the teacher candidate will experience the problems of instructional differentiation which will contribute directly to his provision of the same with the secondary youth during training and after certification. Mechanical support for data banks are at best primitive and currently incapable of supporting The System Concept.

Earlier it was stated teacher education was thirty years out of phase with reality due to a complete neglect of systematic feedback. Teacher education cannot afford further mis-phasing in programming. The programs must be subjected to formative and summative evaluation procedures. The needs, interests, and effectiveness of the teacher education consituents must be fed back into program modifications and component projections. The regeneration of teacher education faculty, objectives, programs, and clinical settings no longer can be treated piecemeal in the 1200 colleges preparing teachers in America.

(Systems Concept Transparency #3)

Business procedures which guarantee adequate budget and personnel for teacher education must be instituted. The priority awarded teacher education funding in colleges and university organizations can be altered through more adequate evidence of competent graduates in the marketplace. Longitudinal follow-up of pre-service candidates into in-service teacher education will afford the institution and the "profession" a better measure of the continuous growth of the vocational education teacher.

No one should expect miracles from a typically "catch-up" educational system. All of us must design vocational education programs which can remain relatively responsive to the technological, ideational, and constituent, needs of the larger society. The society cannot expect increasing numbers of vocationally effective youth to result from the American School System until it first provides a clear and realistic reordering of economic priorities for each decade. A coalition of government, business, industry and education agencies should be encouraged to formulate if not control future societal changes. Teacher educators cannot expect viable instructional strategies from traditionally trained teachers until school systems and universities provide budget and personnel to re-train experienced teachers simultaneously with the education of new teachers.[6] The American educational system has not failed the nation, but it is badly out-of-phase as we enter a new decade.

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THE COMFIELD MODEL AND SOME THOUGHTS
ABOUT APPLICATION TO VOCATIONAL TEACHER EDUCATION

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In this paper I will attempt to give a very quick overview of the
ComField Elementary Teacher Education Model and then offer some suggestions
regarding possible applications to vocational teacher education. Although
the model was developed for elementary education, the basic principles
should be generally appropriate to any situation in which teachers are prep red.

Introduction

In 1967, thirty-three educational agencies and institutions in the Pacific
Northwest formed a consortium to cooperatively develop a new approach to ele-
mentary teacher education. It was agreed that the development should reflect
a commitment to the belief that a teacher education program should be compe-
tency based, field centered, personalized and systematically designed and
operated. The name ComField emerged from this commitment and is simply a
contraction for competency based and field centered.

Major Tenents of the Model

The four commitments listed above became the major tenents around which
the model was formed and are more fully defined as follows:

1) Prospective teachers whould be ab'e to demonstrate, prior to
   certification, that they can perform the functions for which
   they will be held responsible subsequent to certification.

2) Educational institutions and agencies should join in full partner-
   ship with the public schools in the professional education of teachers.

3) An educational program should be persona-ly appropriate to those
   going through it.

4) The component parts as well as the total program should be systemati-
   cally designed to a) bring about specific, measurable outcomes:
   b) provide continuous evidence as to the efficiency and effectiveness
   with which those outcomes are achieved; and c) be adaptable on the
   basis of that evidence.

The Structure of the Model

The ComField Model is structured around three relatively distinct phases:
the General Studies phase, the Clinical Studies phase, and the Intern phase.

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Operationally, the general studies phase is defined as that aspect of the program devoted to general education that does not involve prospective teachers in any responsibility for the instruction of children. The clinical phase is defined as that aspect of the program devoted to professional development that involves prospective teachers with limited respo..sibility for the instruction of children under simplified (laboratory or simulated) conditions. The intern phase is defined as that aspect of the program that involves prospective teachers under supervised responsibility for the instruction of children. The difference between the clinical and intern phases is fundamentally one of degree of realism. Whereas the laboratory phase calls for the demonstration of competence in changing childrens behavior in desired directions, only small groups of children are involved in a setting that is removed from the classroom and very much simplified. In the intern phase, the same or higher order competencies must be demonstrated but in live classroom conditions containing a full number of children.

Two levels of certification are included in the pre-service program. Initial certification which designates a level of competence that permits supervised responsibility for the instruction of children (a teaching intern). Continuing certification designates a level of competence that permits full responsibility for the instruction of children.

A schematic representation of the program structure, the probable number of years required to move through the program, and the certification levels within it are illustrated in Figure 1. The broken lines in the figure represent relatively flexible entry-exit requirements; solid lines represent relatively inflexible entry-exit requirements.
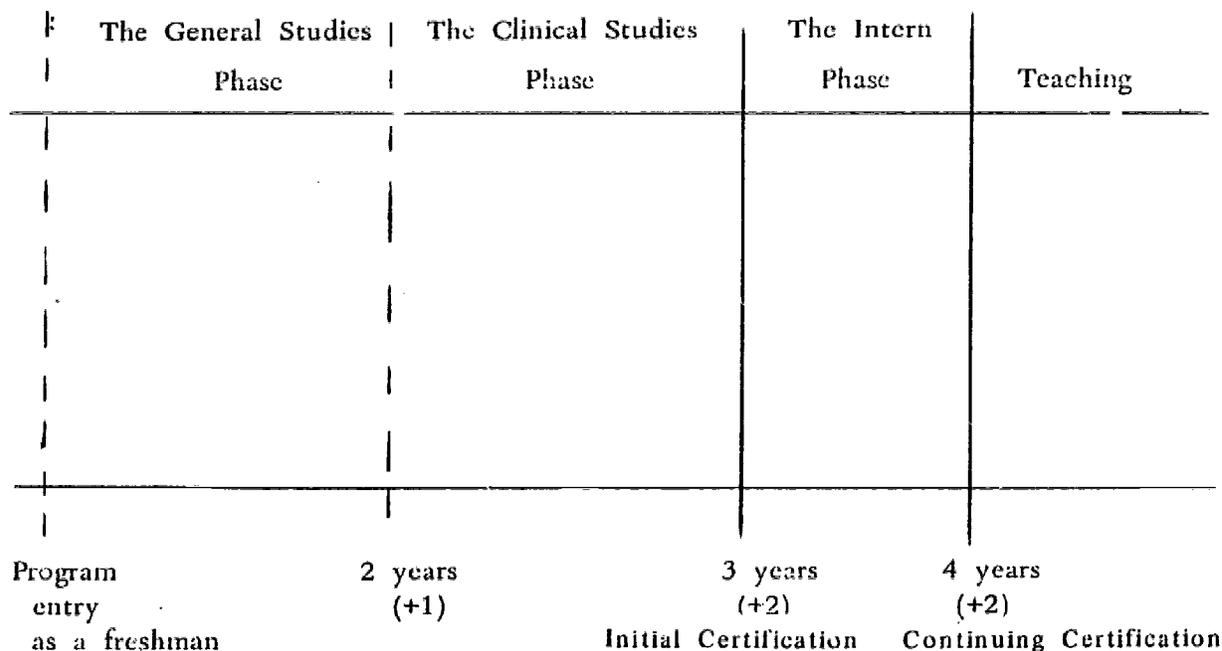

Figure 1. A schematic representation of the structure of the ComField Elementary Teacher Education Program.

The Program Content

The content of the program is combined within four broad curriculum dimensions which interface and interact one with another. These include Foundation experiences, and Professional Integration experiences.

Foundation experiences were designed to meet both general education objectives and professional development objectives and would be concentrated more in the General Studies phase than in the other phases of the program. Foundation experiences for general education objectives will tend to be organized around the more traditional disciplines, i.e., the arts, humanities, science, etc., whereas the foundation experiences for professional development objectives tend to carry contents that relate directly to the teaching process and become an integrated part of the observation, practice and assessment experiences that lead to professional competence.

Self-confrontation experiences were designed to foster self-understanding such that a prospective teacher could have a clear understanding of who and how he is as an individual. In the General Studies phase of the program the focus is upon self in context: e.g., entering college, increased independence from family, and new friendships, and involves both the student's faculty sponsor as well as upper grade classmen. As the student moves to the Clinical Studies phase of the program the focus is to provide understanding of self as an individual; e.g., personal commitments, beliefs, and personality orientations In the Intern phase, the focus shifts to an understanding of self as teacher. Here self-confrontation takes the form of video tape playbacks of actual teaching efforts, clinical supervision interviews, small group discussions concerning peer reaction to performance, etc.

Professional Orientation experiences were designed to sensitize or orient prospective teachers to diverse contexts within the teaching profession. Experiences might include serving as "teaching aide," "teaching assistant," on curriculum development teams, etc. These activities are expected to decrease in frequency as a student moves through the various phases of the program.

Professional Integration experiences were designed to systematically teach prospective teachers an integrated and synthesized mastery of various subject areas that influence changes in children's behaviors. To accomplish this, the traditional curriculum pattern, which organized subject matter courses into separated sequences extending from less to more complex, was inverted such that systematically organized "slices" could be cut from several subject matter areas and the isolated elements thus compressed into meaningful interrelationships. The combinations of subject matter experiences thus created could then be developed into instructional systems known to be able to produce specific competencies. Figure 2 illustrates this type of curriculum pattern.
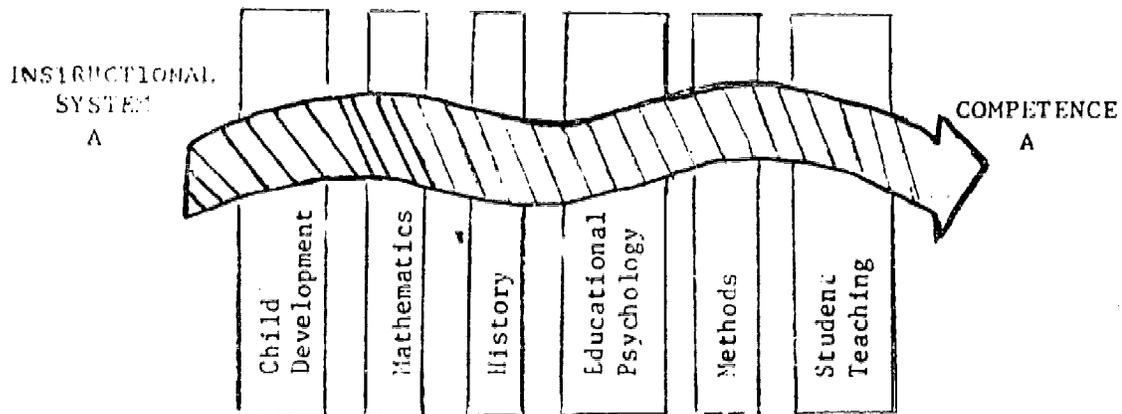
Figure 2. A representation of the curricular pattern found in a ComField based teacher education program.

Interaction Between Curricular Dimensions

The instructional program proposed in the ComField program has been designed to maximize interaction between curriculum dimensions: Professional inte-ration experiences draw upon experiences gained in foundation experiences, professional orientation experiences provide referents for all other learning experiences, and self-confrontation experiences draw upon and provide a basis for all other experiences. Moreover, negotiations between a student and his faculty sponsor and clinical supervisor regarding learning experiences and testing specifics are intended to further integrate all that is gained from the program. The various curriculum dimensions of the ComField Model and their relationships are illustrated in Figure 3.

Program Operation

In order to provide the means by which instruction within a ComField program could meet the specifications set for it, thirteen separate though interdependent supporting functions must be provided. Eleven of these are essential to both the implementation of the program and its long term operation; two ar required only for its implementation. The eleven basic functions and their definitions follow:

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1. The instructional objectives function. To specify the objectives or the outcomes expected to derive from the program, to specify the indicators generally acceptable as evidence of the realization of those objectives, to monitor the products that derive from the program to determine whether the objectives specified are being met, and to periodically review the objectives established for the program in terms of their continued relevance or appropriateness.

2. The instructional design and development function. To specify a set of instructional experiences that provide alternative means for prospective teachers to obtain knowledges and skills required to demonstrate competence requisite to effective performance in a teaching role (for example, bring about given learning outcomes in pupils, develop curricula, or carry out a research project.

3. The instructional operations function. To facilitate students' entry into and movement through the program in a way that is cons'stent with the commitment to a personalized, field-centered and performance based teacher education program.

4. The information management function. The design, implementation and maintenance of an information system which will permit data capture, processing and distribution in the most timely, efficient manner possible for all mechanisms contributing to the proposed program.

5. The data generation function. Providing decision-making bodies with information related to a given value that will improve the quality of decisions to be made. The intent is not to imply that evaluation will ensure perfect decisions, but rather that decisions or judgments based upon appropriate data will be better than chance and qualitatively improved.

6. The cost accounting function. To specify estimated costs of program development; to account for the actual costs of program development; to display cost data in an appropriate format for evaluative/comparative purposes, i.e., cost-effectiveness and cost-benefit analyses; to systematically and periodically advise program mechanisms of resources expended as related to resources budgeted; and, to prepare costing reports periodically and in a format required by program mechanisms or by local, state, or national agencies.

7. The staff selection and development function. To select staff to carry out manpower demands of program management, instructional management, general support and changeover functions; to orient new staff to the program and functions for which they will be responsible; to establish and maintain an inservice training program

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THE GENERAL STUDIES PHASE OF THE PROGRAM

THE CLINICAL STUDIES PHASE OF THE PROGRAM

THE INTERN PHASE OF THE PROGRAM

CAREER TEACHING

PROFESSIONAL ORIENTATION EXPERIENCES

SYNTHESIZING EXPERIENCES

CONSOLIDATING EXPERIENCES

FOUNDATIONS EXPERIENCES

SELF CONFRONTATION EXPERIENCES

PROGRAM ENTRY

INITIAL CERTIFICATION

CONTINUING CERTIFICATION
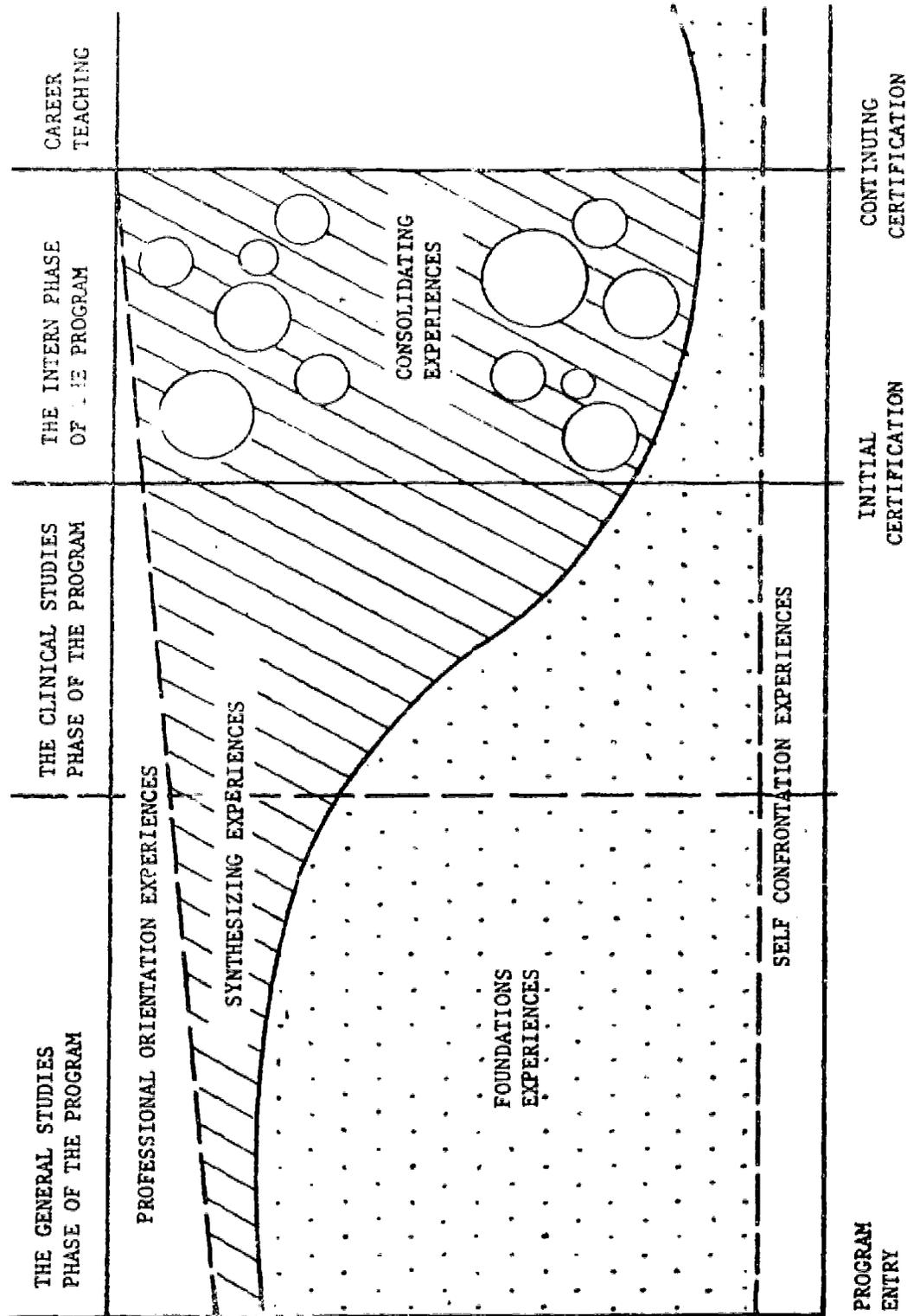
Figure 3. A schematic representation of the relationships of the various curriculum dimensions in the Canfield Model.

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for the professional development of all staff; to determine personnel policies for the rank, promotion, salary, and tenure of all staff; to provide means by which professional goals of staff can be identified, described, facilitated, and evaluated.

8. <u>The program policy function.</u> To establish written policy statements that will guide program operation, management and support functions and that are acceptable to the several constituencies that comprise the program.

9. <u>The program execution function.</u> To guide the translation of program policies and objectives into sound instructional, management, and fiscal activities that effectively and efficiently accomplish the program's goals.

10. <u>The program adaptation function.</u> To redesign program parts and program operations on the basis of evaluative data so that program goals can be more effectively and efficiently accomplished.

11. <u>The facilities, equipment and supply function.</u> To provide the logistics support necessary for supplying, storing, maintaining, constructing, equiping, etc. the total program.

The following are functions specific to program implementation:

12. <u>The accommodation function</u> (which facilitates the integration of the emerging and the on-going programs). To insure that a schism does not occur between those responsible for developing the new program and those responsible for maintaining the operation of the existing program during the transition period, and in insure that the quality of the existing program is not threatened by inadequate resource allocation or by phasing in elements of the new program which are overly disruptive to the existing program.

13. <u>The dissemination function.</u> To provide information, either upon request or by initiation, about the program.

Figure 4 schematically illustrates the functions needed to operate the ComField program and shows their interrelationships.

<u>Possible Applications of ComField to Vocational Teacher Education</u>

The discussion that follows is neither intended to be exhaustive nor specific. Rather, it is intended to introduce some possible areas of application of the ComField Model to vocational teacher education. Hopefully these suggestions will serve to stimulate new thinking and discussion among vocational educators which in turn can contribute to significant and beneficial improvements to vocational education teacher training.

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Field Centered

The notion of field centered teacher preparation edeavors seem particularly powerful for vocational education. Cooperation with business and industry through work study programs has long been a practice of vocational education; however, it has not been applied with much imagination in terms of teacher training situations.

The nation of field centered as developed in the ComField Model calls for a full partner relationship between colleges and public schools. This means that public schools would become an integral link in the teaching of prospective teachers--not merely a setting within which college faculties would operate, but learning situations staffed and controlled by public school faculties who could draw upon college personnel in whatever manner was necessary and mutually workable in achieving expected outcomes.

Could not some such anlogous arrangment be established among vocational education institutions, public schools and/or community colleges and industry? Interning experiences of prospective vocational education teachers should ideally be arranged in actual real-life situations. Portions of that experience should be in the actual job setting and other portions in the classroom setting where prospective teachers will soon be. If cooperative partnerships could be established with these real-life settings for certain shared instructional responsibilities and for the accomplishment of multi-lateral decisions relevant to the teacher education process, considerable strength in preparing qualified teachers of vocational education would probably occur.

Systematic Design and Development of Instruction

Another particularly powerful component of the ComField Model is its orientation to systems principles. Instruction is not to be developed around notions or whims and without validation checks. Instructional objectives must first be defined. Next, specifications which systematically detail the specific strategies, materials and settings required to produce the desired outcomes in learners are designed. These specifications are then translated into actual instructional products and tested with appropriate learners. Finally, modifications to clean up the "bugs" in the new system are made and the final version is produced.

The training of vocational education teachers should be challenged with questions such as: are objectives clear and valid? Is there evidence that the instructional approaches being utilized produce the desired outcomes? Are decisions which influence the adoption of instructional practices based on valid measures? etc. Techniques for systematically designing and developing instruction have evolved which offer considerable strength for answering questions such as the above.

Defining Goals and Objectives

The ComField Model gives particular attention to the means for determining instructional goals and objectives. A rather comprehensive procedure
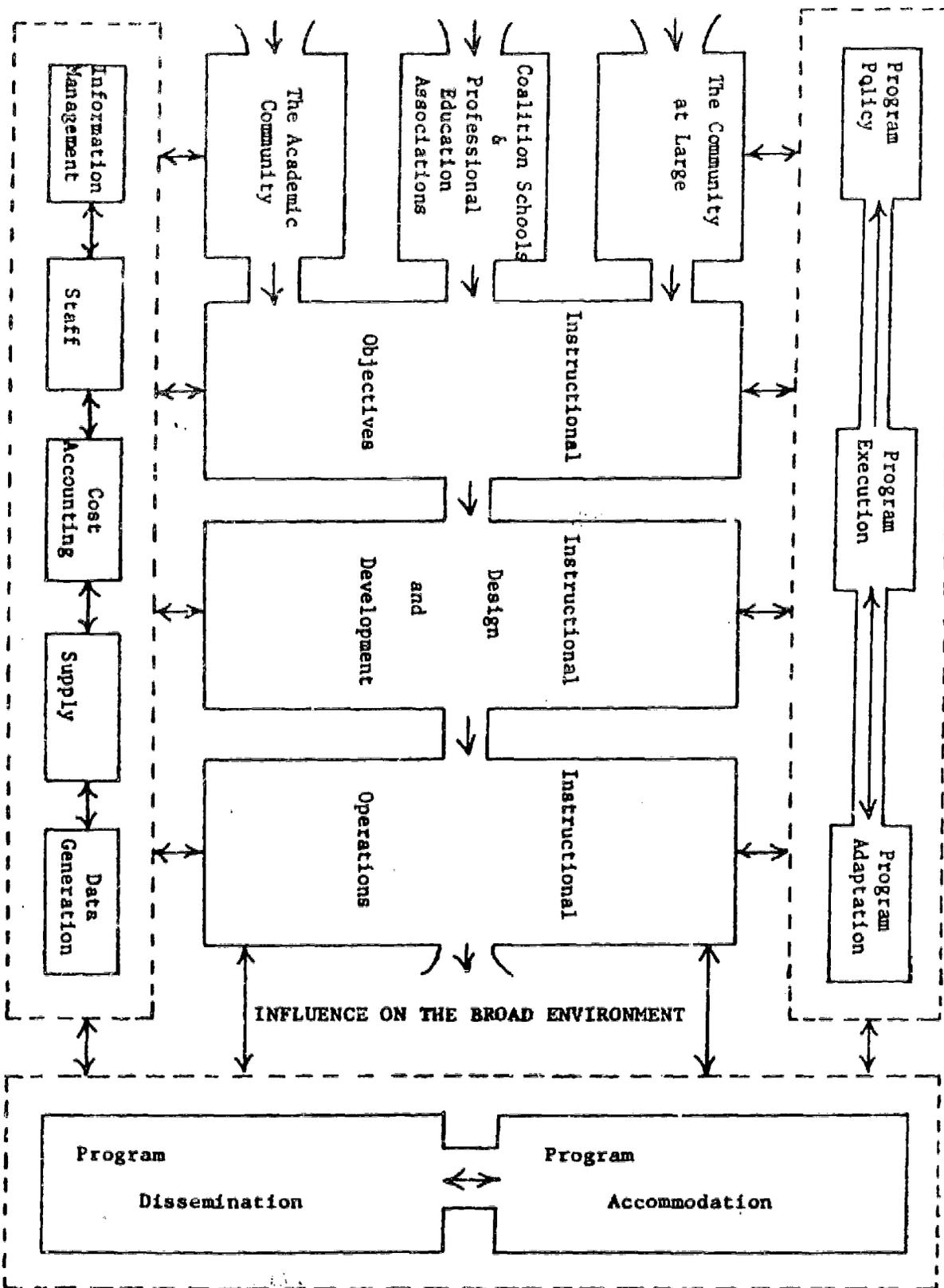
Figure 4. A schematic summary of the functions needed to operate the Coalfield Elementary Teacher Education Program.

was identified obtaining inputs from the several populations who have a legitimate stake in the program. A similar approach appears very worthwhile and maybe even crucial for vocational teacher education.

For example, to determine what competencies prospective vocational education teachers should acquire, it should first be necessary to determine what competencies the learners whom they will eventually teach should possess. Then, the question should be asked, "what capabilities do vocational teachers need to have to produce the desired outcomes in their learners?" Finally, with this information, the program which will produce those abilities in vocational teachers can be determined.

This is a complex process but one that can and must be done if vocational teacher training institutions are to produce effective graduates. Representatives from the various population segments concerned with vocational education must become involved. Inputs regarding the goals and objectives of vocational teacher education must be obtained from such groups as industry and business, learners, labor and management organizations, etc. Inputs thus received should be clarified and synthesized and recycled for refinement. Eventual translation into curriculum guidelines must be accomplished by vocational educators.

Management Controls

Considerable attention was devoted to the management structure of the ComField Model. It was concluded that it is highly unlikely that significant changes in teacher training practices could ever occur unless significant and supporting changes occurred in management.

Briefly, some of the applications suggested to vocational teacher education are as follows: (1) Cost accounting procedures should be adopted to provide for cost-effectiveness decisions. One of the implications here is the need to adopt alternative instructional practices that cost less and lose little or nothing in instructional effectiveness. The applications of stimulation in vocational education appear to be particularly promising to provide more effective instruction at reduced costs.* (2) A Program adaptation function would become a necessary function if vocational teacher education programs adopt a systematic approach to instruction. Once a data based decision process was accepted in instructional development, changes to programs would become an essential concomitant. Such changes, however, have a way of disrupting the lives of many individuals not directly linked to the specific development. Unless some organized mechanism was designed whereby representation from various parts of the institution could be brought into play regarding the implications of particular developments, hard times would be ahead. The adaptation function is the means by which critical vocational education events, information and decisions could be dealt with in an orderly manner to reduce detrimental influences to any individuals including students, who would be affected by the planned changes.

(3) An information management function provides data to all persons in the program--students, teachers, administrators, special personnel--when they need it. Included could be such things as vocational career information, student choice patterns, achievement records, faculty vocational interests and experiences, cost-effectiveness data, etc.

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*The writer has written a chapter on the applications of simulation to vocational education in a publication edited by Paul Twelker, entitled Instructional Simulation: A Research Development and Dissemination Activity, Feb., 1969, which is available from Teaching Research, Monmouth, Oregon 97361.

THE "ORCHESTRATED SYSTEMS"
APPROACH TO INDUSTRIAL EDUCATION
(Industrial Arts-Technical-Vocational)

L. W. YOHO

Introduction

The goal of education for the citizen of the United States should be set
forth so clearly and singularly that it becomes easily communicated for every
day use. The educator, whether generalist or specialist, needs a "global
vision" of education in his society in order that his efforts are supportive
and directed as a positive force toward attainment of that goal. Renown
educators and professional groups have labored at the task of defining and
clarifying educational goals but usually they set forth a series of factors
or sub-goals without clearly defining the whole or the singular goal from
which the parts are analyzed. If we do not know and cannot describe clearly
and precisely the goal for the individual in his society, how can we design an
educational system with the dynamics for changing individuals in the right
direction? This task of defining the educational goal tends to escape us since
it relates so closely with purpose of life. The alternatives we face are to
define the goals of life and education or operate educational enterprises on a
trial-and-error basis, leading off in all directions. The task seems so tre-
mendous and our comprehension so inadequate that we rather leave it for the
experts. In reality expertness may not necessarily abide with good life
values. Let us then approach this key problem with humility, faith, and full-
ness of concern for life, in our search for the ultimate goal.

The problem proposed is the determination and identification of the "ends"
or goals of the educational enterprise and the goal-gradients which provide
the operational dynamics for goal attainment. Some alternative solutions have
been presented for our examination. We are reminded by the publication of the
President's Commission on National Goals[1] that the goal of the United States
was set forth in the Declaration of Independence. This goal statement focused
upon the rights of the individual, supported and insured his development and
sought to enlarge his opportunity. The Cardinal Principles of Secondary Educa-
tion appeared in 1918. Since 1938 the Educational Policies Commission has
published statements of position on the purpose of education in American
democracy. The Commission's early efforts resulted in re-classification of the
Cardinal Principles into four broad principles. The position published in 1961[2]
declares the development of the rational powers of man as the central purpose

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[1]President's Commission on National Goals, Goals for Americans, New York:
  Prentice-Hall, Inc., 1961.

[2]Educational Policies Commission, The Central Purpose of American Education,
  NEA: Washington. D.C.. 1961.

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Haute, Indiana.

of American education. This position undoubtedly represents a consensus of educational leaders, but the position should be examined for adequacy by each professional teacher, he should believe in it if he accepts it. Goal gradients or intermediate goals are not well defined, but one may assume that the subjects of the school's curriculum serve this function at a level of efficiency which may or may not be effective.

As technology advances new tools of control are evolved to aid man's thinking and action. A new "tool" of great potential for educational thought is the abstract "Systems model". "System" may be defined as the total combination of elements necessary to perform an operational function or as a total "set" of interacting elements. The "Systems model" is a simplified abstract network, or arrow diagram, or flow chart revealing explicit descriptions of all action in sequence and relationship from beginning to completion of the operation or goal. Network modeling is a very creative problem-solving-type activity which demands accuracy of configuration and meaningful relationships of elements. It forces thinking, demands thoroughness and is an effective means of communication. The complicated structure of an atom may be communicated with understanding when its process may be applied effectively in many areas of endeavor and has become recognized as a management tool under a variety of labels. The original label appeared as PERT[1] and was derived from Program Evaluation Review Technique. PERT was developed as a control tool for the complicated contract for construction of the Nautilus Submarine. It proved so successful that it has spread in practice to private enterprise. Many government contracts demand the use of PERT and the supplemental CPM (Critical Path Method). CPM combines with PERT to expose critical paths or "bottle necks" in production plans.

The network modeling process should begin with a flow-line leading from a point-of-departure to a specific terminal result or goal. The theoretical space between these two limits may be considered as containing goal gradients or critical events which separate the point of departure from the terminal results. The problem is thus formulated such that the search for the goal gradients and critical events may be made. The goal gradients or critical events are functions of the terminal results. The process for educational use may be described as Systems Network Analysis Process and identified by the derived term"SNAP". The models may be called SNAP MAPS.

What is the system of education which operates in our society in its "global vision" form as revealed by the abstract systems model? A proposed model is presented in Figure 1. It may be considered here for adequacy.

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[1]Stires, David M., and Murphy, Maurice M., Modern Management Methods-PERT-CPM, Boston: Farnsworth Press, 1962, 294 pp.

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Snap Map of the Educational System
In Our Society (Second Level)

Figure 1

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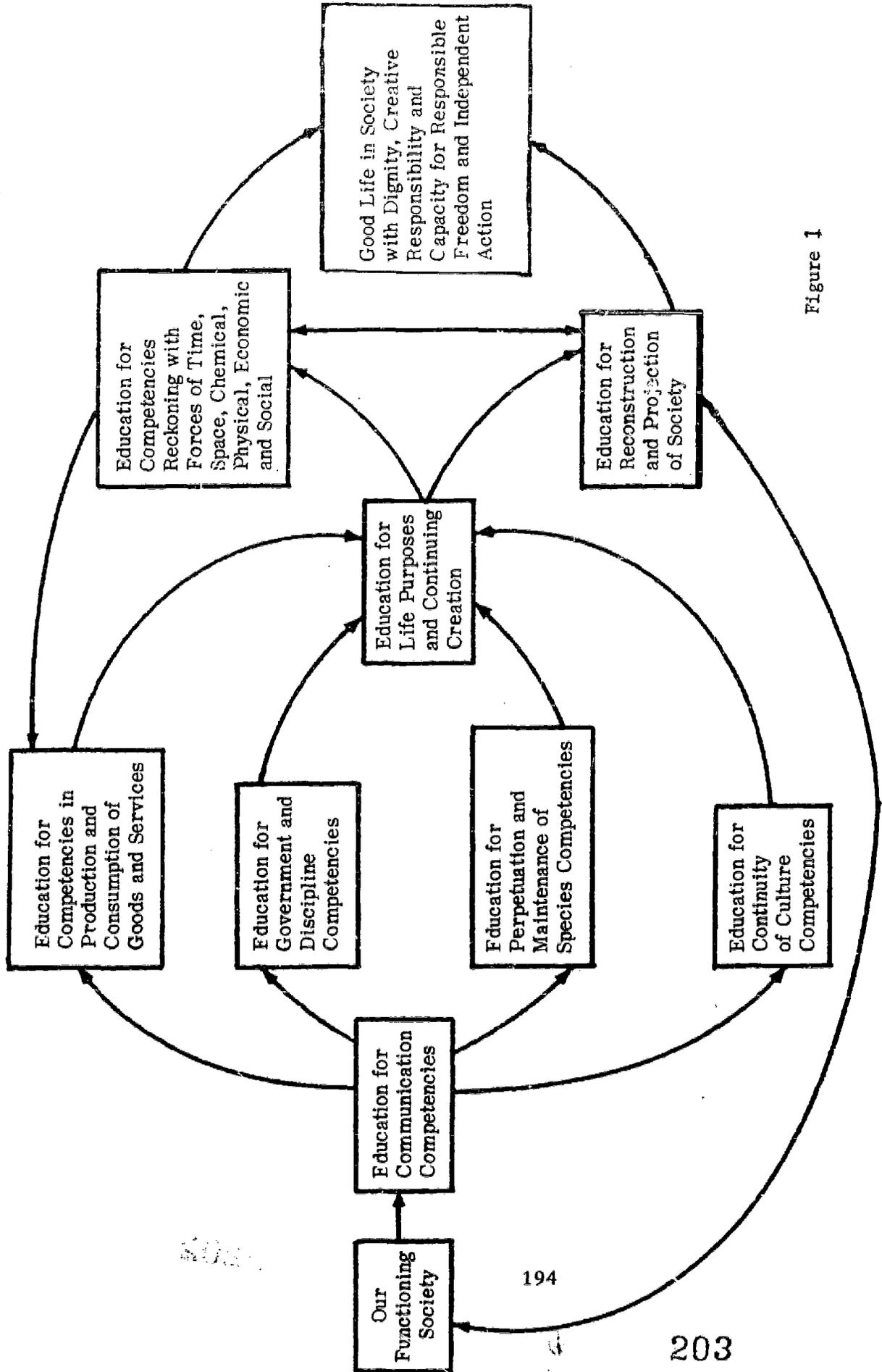
The Snap Map or model presents a challenge for verification of the goal gradients and for their order and position in the model. A refinement of the model may be a continuous process as the challenge is accepted. Is the "end" or goal of education to move the individual into "good life in society with dignity and capacity for responsible freedom and independent action"? This goal statement encompasses the "development of rational powers" as set forth by the Educational Policies Commission but it is open for further examination.

The place and purpose or mission of educational curriculum areas become evident from position and relationship in the model. The positions and relationships are not final but proposed changes force critical thinking and thus achieve the purpose of model development.

Education for developing competencies in communications is designed into the model as a key goal gradient toward the pursuit of the "good life". Once communication competencies are developed the individual may begin parallel development of other goal gradients. Progress is not in lock-step fashion but continuous across the network. Life purpose and creative living are viewed as dependent upon development of competencies for continuity of the culture, for perpetuation and maintenance of the species, for discipline and government among individuals, and for production and consumption of goods and services demanded by individual citizens. Once life purposes are established, the concern for betterment and improvement of life and living is stimulated in the form of reckoning with the forces acting upon us. This usually takes the form of scientific search, research and development and leads to the goal gradient of reconstructing and improving the whole society and its processes. There is a system feedback function at this point.

The individual's competencies in each of the goal gradients are important to achievement of the "good life" even though the level of competency may vary greatly with individuals.

Another important consideration as the model is examined is the need for a balanced distribution of individuals who develop vocational and professional competencies in the area of each goal-gradient. Such specialists are necessary for the system operation.

Assuming that the "SNAP MAP of the Educational System in our Society" is adequate and acceptable, each of the goal gradients may be subjected to the systems modeling technique on a second level or sub-level analysis and the process of moving to further sub-levels may be continued to trace the curricular area responsibility from the root foundation to the content framework. This strategy has many advantages over alternative types of analysis. In a society which has become so complex and change so accelerated, the volume of knowledge and techniques has become so great that the educator must have good criteria and means for selecting high priority content. Fortunately, the systems model has inherent in it a dynamic dimension which identifies the high

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priority content in its proper setting and relationship. Furthermore, it is a guide and determiner of equipment and laboratory design. Team teaching becomes a necessity and individual differences are prized rather than despised. In relation to instructional content, the network model is the skeleton which holds the content "body" in proper place and relationship.

The traditional practice of content inventorying, classifying and developing the complete taxonomy of the discipline may be challenged as being too cumbersome and possible out of tune with the times. The network model as accepted identifies and delimits the content as the "body" which fits the "skeleton". The model may be changed through direct study or indirectly through study and methods improvements of the elements or goal gradients.

The identification of "systems" and "sub-systems" is an analysis technique and may be considered as an alternative to other bases for analysis. A comparison of various alternative bases for analysis may be useful in evaluating the systems approach and the graphic illustration presented in Figure 2 is suggested for the comparison:
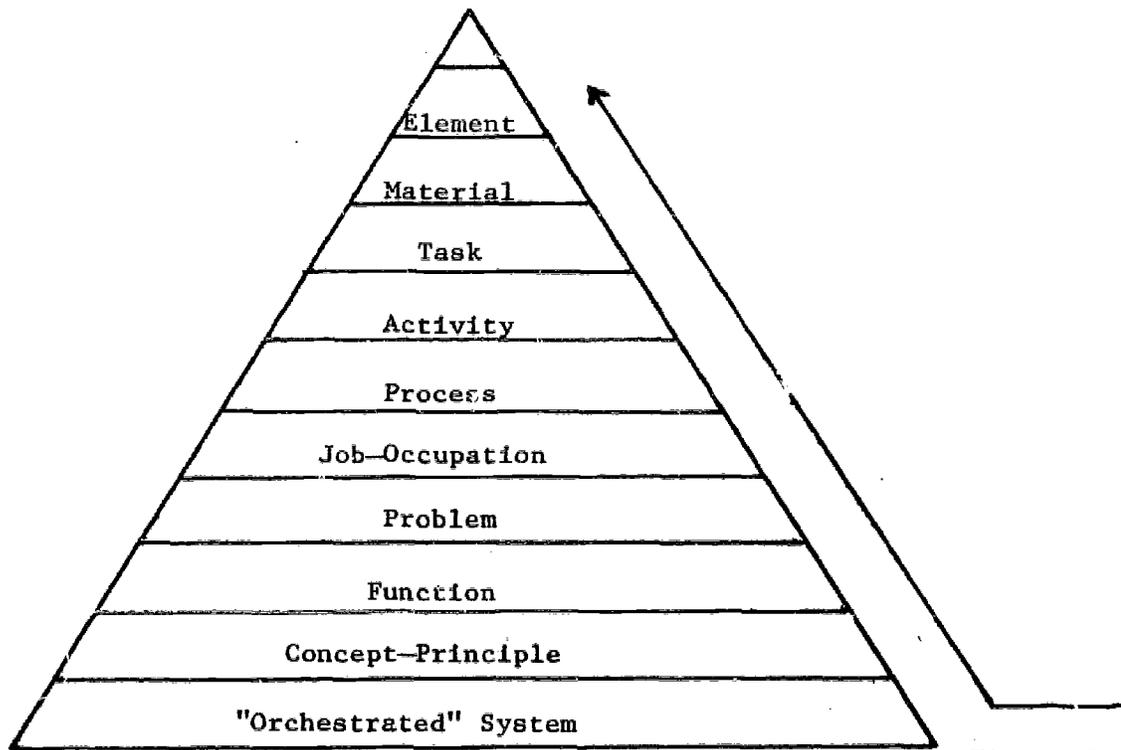
Figure 2

The "system" is conceived as a classification unit for analysis which encompasses or includes all other classification units shown on the triangle. The broad base unit for classification has considerable advantage for dealing with the extensive and massive industrial complex. The "system" unit has great potential as an instrument for aiding learning and as criteria for priority selection of industrial experience samples which fit together in meaningful context.

Second Level Systems Models

Moving toward the pursuit and identification of content in meaningful context, the goal gradients from the basic model of Figure 1 may be subjected to the modeling process at the secondary level. Before turning attention to the goal gradient directly associated with industrial education two samples associated with the traditional academic areas were developed for consideration and study. Consider first the systems model for the "communication competencies goal gradient" as designed and presented in Figure 3:

The design of the communication model places family apprenticeship type of instruction in the key position. Early and basic communication skills are learned under parental instruction proceeding informally but persistently to gain desired responses from the young. Members of the family of the newly born infant begin the process of instruction by gesture and sound and later by symbol until the school program takes over to supplement and develop the competencies. A gradual expansion of competencies with maturation and education extend the communication competencies beyond crying, smiling, laughing, talking, and writing to reading from the mass media, to the arts, and to higher levels of sophistication in communication until the individual is competent to deal effectively with the varied means of communication employed by his society.

The varied nature of individuals leads some to discover special talents and interests during the process of developing their general competencies. Generally our society has provided these individual opportunities for development of specialized competencies through art institutes, theatrical schools and other specialized schools having curricula for high level vocational or professional competencies in such areas as speech, language, arts, and journalism. These individuals develop vocational competencies and qualifications permitting them to earn their living and make their contribution to their society as teachers, actors, announcers, interpretors, speakers, analysts, or writers.

The models at this secondary level reveal two types of goals, the general competency goal and the vocational competency goal. It may also be noted that the vocational competency goal generates from and builds onto the general competency goal. The general design of this model sets the pattern for all other goal gradients of the basic model and the intermodel comparisons may add to critical analysis of the total system.

The "Discipline-Government" goal gradient from the basic model was selected as the second sample for examination. The designed model is presented in Figure 4.

The family apprenticeship type of instruction takes key position again for the responsibility of developing competencies in the discipline-government area. Parental instruction and pressures start early upon the newly born in the interest of conformity to adult discipline standards and customs. Parents are anxious for the young to eat at established meal times, sleep when they sleep, and dress in conformity to custom. This type of discipline is superimposed upon the young until the institutions of society such as school and church take over to further indoctrinate, train, and educate the individual in acceptable

Snap Map of Discipline-Government Goal-Gradient
(Second Level)
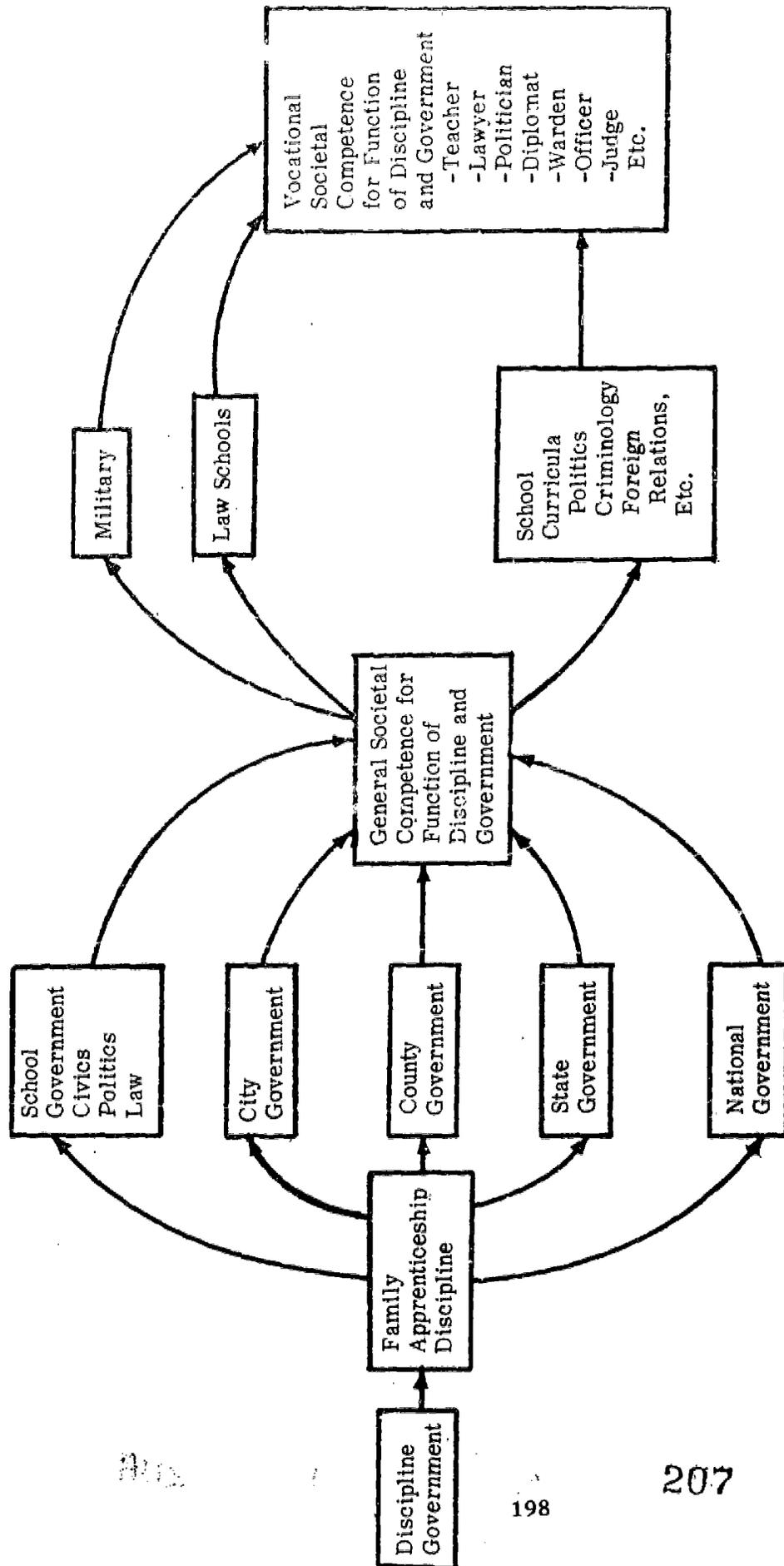
Figure 4

forms of discipline and formal governing practices. The individual's circle
of contact widens from the home to come under influence and instruction from
government units of city, county, state and nation. The experiences provided
by the school and the government units serve as goal gradients toward develop-
ment of the general competencies needed to live the disciplined life expected
by society. These developmental experiences also provide opportunity for
the individual to discover special interests and talents which stimulate
development of vocational competencies through specialized schools and training
programs. Specialized vocational talents associated with this model are
needed by our society to perform such v~ ~ations as teachers, lawyers, politicians,
diplomats, judges, wardens, and other public officers.

Industrial education is concerned primarily with the basic goal gradient
"Production and Consumption of Goods and Services" and its relation to achieve-
ment of the "Good Life" but it shares this responsibility with other subject
areas such as agriculture, business, and home economics. The abstract model
of the "Production and Consumption" goal gradient is presented in Figure 5:

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Snap Map of Production and Consumption of Goods and Services
(Second Level)

Figure 5

It is important to notice that the family-type apprenticeship has practi-
cally disappeared from its key role of preparing individuals with competencies
in this area. Traces of this apprenticeship remain in the areas of homemaking
and agriculture. The apprenticehsip-type preparation disappeared as we changed
from an agrarian society to an industrialized urban society. This change places
greater responsibility upon the school programs to communicate the information
and experience that individuals need to deal and think effectively with this
goal gradient.

To serve the student or individual member of society, the school program
should include opportunities to gain knowledge and experience from the variety
of productive activities employed by society to produce the needed goods and
services.

The second level model reveals those areas of general competencies which
all members of our society should develop. In respect to the general compe-
tencies and to the vocational competencies this model is identical to the
previous two examples but some important differences do appear.

Apprenticeship experiences disappeared in the process of change from
an agrarian society to an urban industrialized society. As a result of this
change much greater responsibility rests with the school and its educational
programs designed to communicate and transmit this aspect of the culture.

The search for goal gradients in the area of the model between the
general societal competencies goal and the production and consumption of goods
and services joint-of-departure revealed many types of industrial, business,
governmental, and technical communication activities between the processes
of extracting materials and consumption of them. Technical industrial and
business communications as a goal-gradient performs a key role in all industrial
and business activities. The extractive industry goal-gradient is identified
in a key position leading to further goal-gradients which follow a product
from its raw material status to its full consumption. Raw materials are
obtained by extractive processes to get valued materials. Generally, the raw
materials are converted to an intermediate form of stock materials which add
value to the original raw material. The two goal-gradients including raw
material extraction and production; and stock and utility extraction, produc-
tion and manufacture were conceived as leading to an educational need identi-
fied as Extractive Arts Education. This broad area of responsibility is quite
neglected in our present educational programs and it seems that our present
agricultural programs could be expanded to encompass the total responsibility.
Agriculture is identified here as one of the extractive arts along with such
others as forestry, mining, quarrying, drilling, and others.

The path of motion leading from the key extractive-industry goal-gradient
may also be analyzed in terms of economic value and nature of action as
illustrated in Figure 6.

```
┌──────────────────────┐          ┌──────────────────────┐
│ Adding Value         │          │ Conserving Value     │         ┌──────────────────┐
│ Producing Stock      │          │ Servicing Products   │         │ Consumed Product │
│ & Utility            │          │                      │         └──────────────────┘
│ Secondary Action     │          │ Conserving Value     │
└──────────────────────┘          └──────────────────────┘

┌──────────────────────┐   ┌──────────────────────┐      ┌──────────────────────┐
│ Extracting Value     │   │ Adding Value         │      │ Reclaiming Value     │
│ Raw Materials        │   │ Consumer Products    │      │ Salvaging Parts and  │
│ Primary Action       │   │ Finish Action        │      │ Materials            │
└──────────────────────┘   └──────────────────────┘      │ Reclaiming Action    │
                                                          └──────────────────────┘
```
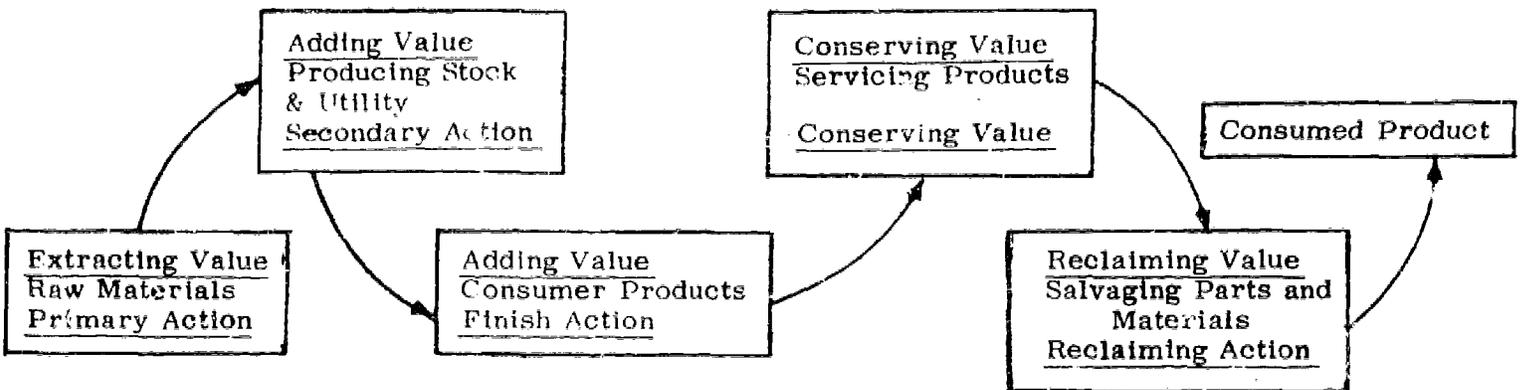
Figure 6

This simplified model reveals areas of responsibility for education and may be used as a cross-check on the model presented in Figure 4. The flow of action represented by this model represents the general pattern but our analysis and thinking must take into account many variations from the general pattern dependent upon the raw material and the circumstances. Some raw materials may go directly to the consumer but it is conceived that the general pattern holds major educational significances. Industrial and technical development in our society have contributed to the differential action identified. Basic and heavy industries have become quite easily identified as stock producing industries. An intermediate type of industry can also be identified as stock producing industries. An intermediate type of industry can also be identified quite easily as the consumer products producing industry. Both of these industries add value to the original raw material.

Product servicing industries have developed as an economic activity which conserves the value in the consumer product and finally at full consumption of the consumer product the salvage industry takes over to reclaim remaining value from parts and materials.

The four goal-gradients including consumer goods manufacture, construction industires, product servicing industries, and product salvaging industries with their respective aspects of technical industrial communication were conceived as constituting an educational need and they were embodied in the goal-gradient Industrial Arts Education (Figure 5). Thus the Industrial Arts Education is delimited to a unique responsibility within the total network of our society's educational responsibility.

The Industrial arts educational responsibility was the focal point of this portion of the investigation but other aspects of the model in Figure 5 should be examined to identify other unique areas of responsibility which relate to the Product and Consumption goal-gradient.

The service producing industries, businesses, and government were identified separately and distinguish from the product servicing industries. Product servicing was included as a unique responsibility within the industrial arts educational program but other service producing industries and businesses were excluded. The model in Figure 5 is quite helpful for study of this responsibility. This delimitation was carefully considered in order to isolate high priority responsibilities in relation to the limited time given to industrial arts education.

Two major goal-gradients including Distributive, Transportation and Marketing Services; and Business and Financial Services were designed to lead toward the educational goal-gradient identified as Marketing and Management Arts.

The Governmental Services as a goal-gradient is probably a neglected area in the educational program. Little attention is given to the public and civil services which include police, firemen, conservation, warden, and other similar activities.

The family unit is probably our primary consumer unit but organized groups including cooperative, retirement homes, and other corporations are becoming important units of consumer activity. The Consumer Activity goal-gradient was designed with three sub-goal-gradients including Organization and Institutions; Home Living and Home Life Apprenticehsip, and Personal Services Industries as basic to the educational goal-gradient identified as Home, Living, and Personal Services Arts.

The model of Figure 5 illustrates a rather comprehensive array of experiences and understanding important for the individual as competencies for dealing with aspects of production and consumption of goods and service. For those individuals who discover personal interests and talents in this area, provision for development of vocational competencies are shown in a re-designed approach to occupational preparation through ten major occupational cluster goal-gradients.

Third Level Systems Models

Each of the goal-gradients of Figure 1 may be analyzed by the abstract modeling technique to reveal the unique place and purpose of all subject or content areas. However, instead of proceeding further with these areas, attention will be focused upon the Production and Consumption of Goods and Services goal-gradient by moving to the third level of model development with the delimited area of Industrial Arts. This delimited area of five goal-gradients includes Technical Industrial Communication, Consumer Goods Manufacturing, Construction Industries, Product Servicing Industries, and Product Salvage Industries. The third level model for Technical Industrial Communication is presented in Figure 7.

Snap Map of Technical Communication Arts
(Third Level)

Figure 7

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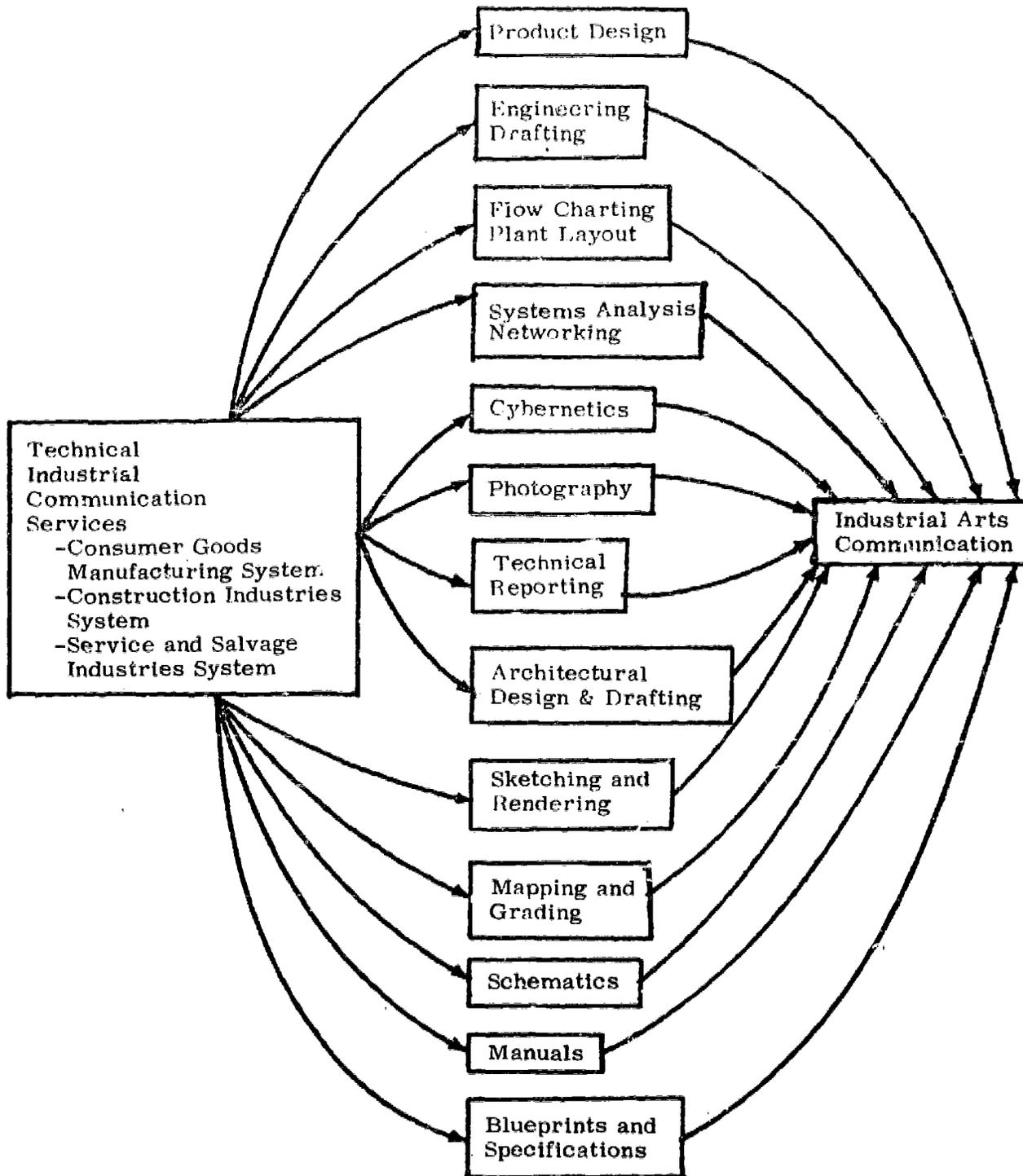
Technical Industrial Communications serves all goal-gradients of the second level model in Figure 5 but Industrial Arts Communications delimits the scope to three areas including communication services for the manufacture of consumer goods, for the construction industries and for servicing and salvaging of consumer products. This model delimits the responsibility to thirteen separate goal-gradients which lead to adequate understanding and competency with Industrial Arts Communication.

The Consumer Goods Manufacturing goal-gradient was designed as a third level model and is shown in Figure 8.

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Snap Map of Manufacturing Arts
(Third Level)

Figure 8

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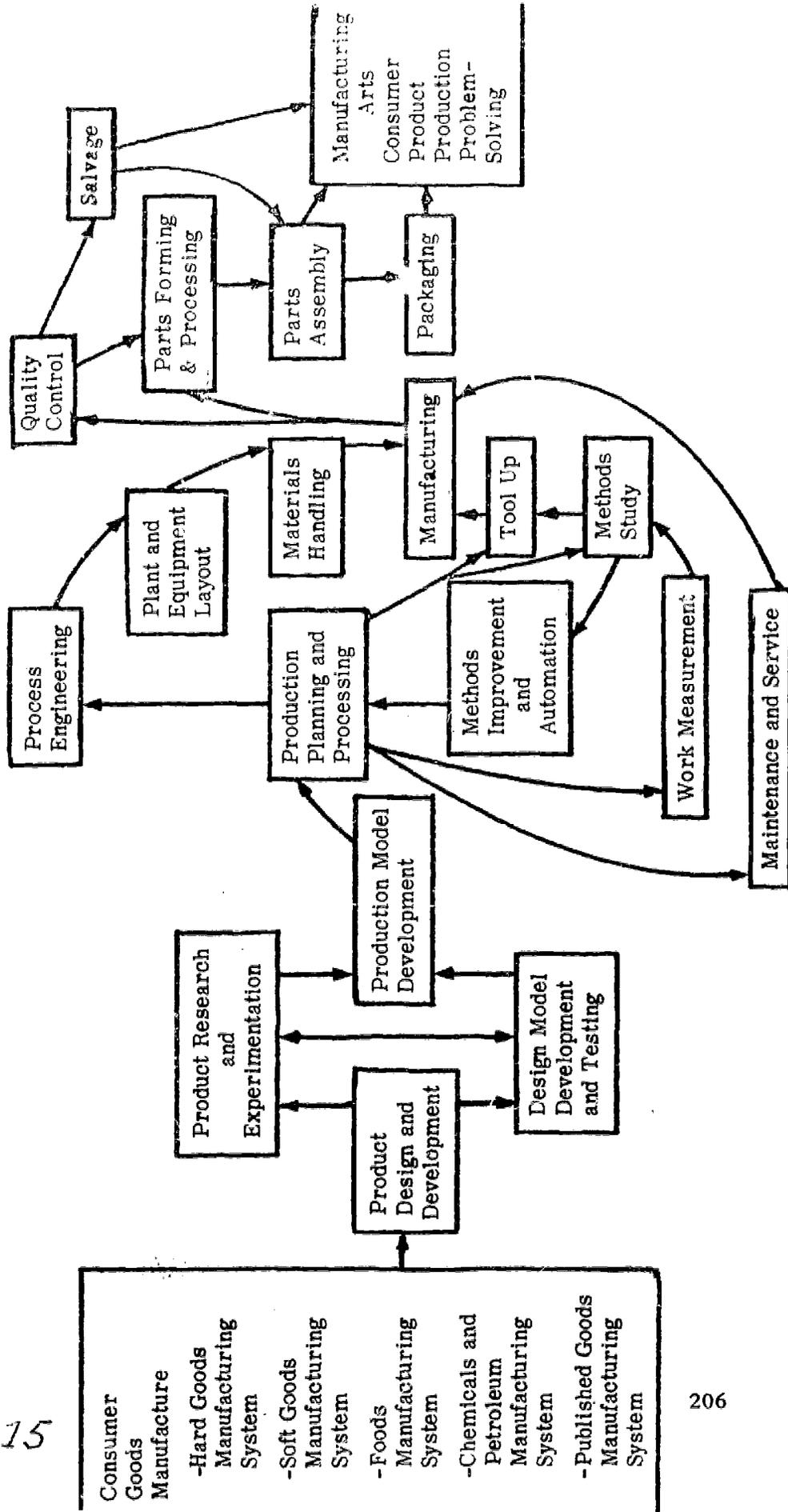
The model design identifies five basic systems of manufacture as the representative sample manufacturing experiences for adequate understanding and competency with consumer goods manufacture. The five systems lead to the common goal-gradient identified as Product Development and Design and the goal-gradients which follow are also generally common to all five systems. Instruction content and fundamentals underlie each of the goal-gradients. Experience and understanding in these areas are important for all members of society if full potential of mental capacities and individual fulfillment are to be directed toward greater progress and greater efficiency in our productive efforts. The model at this third level also serves as guide for the manufacturing arts laboratory development. The laboratory must be equipped to provide the functions identified as goal-gradients in the model.

The Construction Industry goal-gradient as a third level model design is presented in Figure 9.

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Snap Map of Construction A·s
(Third Level)
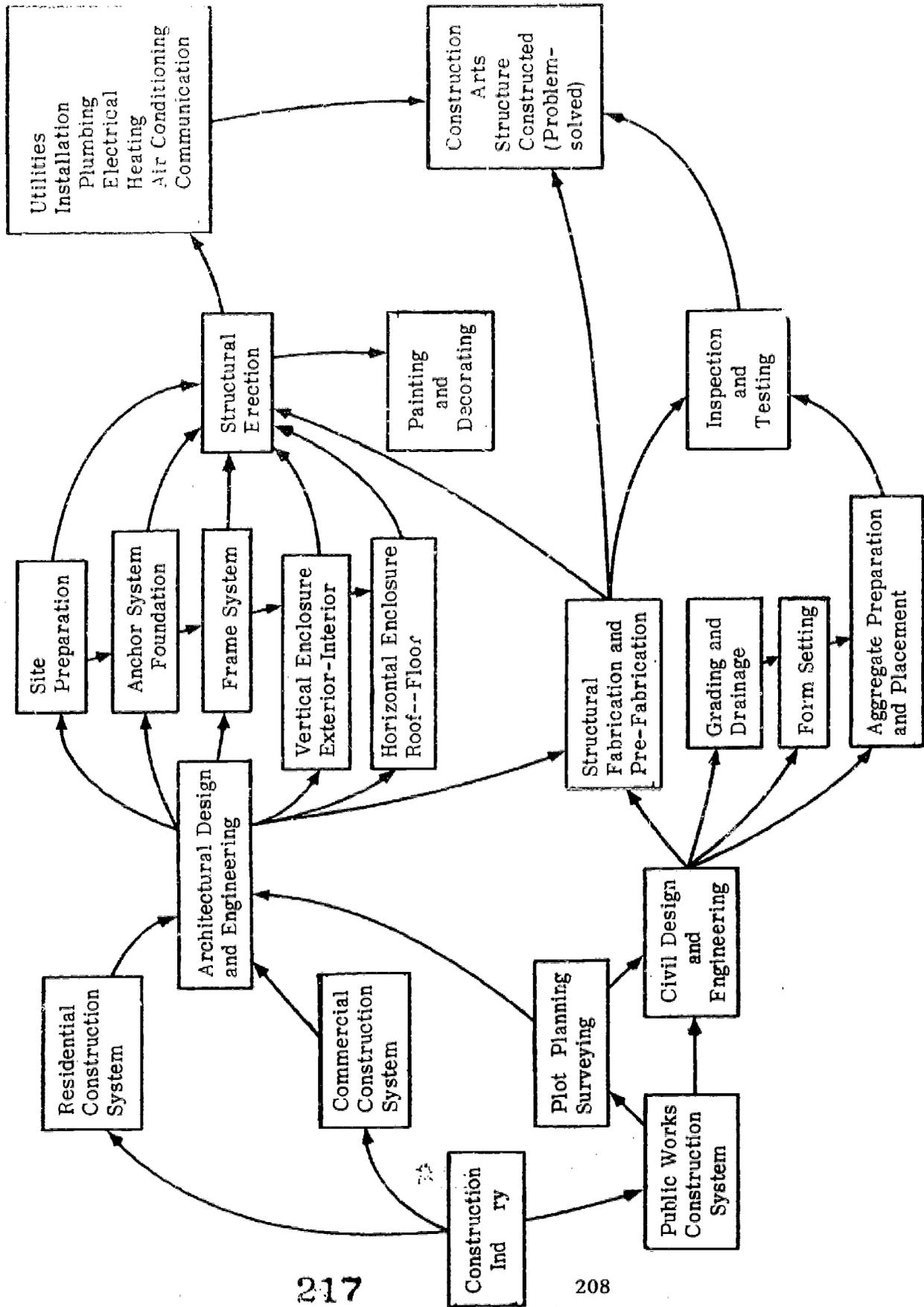
Figure 9

The construction industry may be considered as progressing through three major goal-gradients including construction for residential use, for commercial use, and for public works. The flow-out of additional goal-gradients reveal areas for further development of instructional content which hold importance for comprehensive knowledge and understanding of the construction industry. The goal-gradients identified in Figure 9 are quite different from those of the manufacturing model and provide the framework for the unique contribution of the construction arts to the total framework of the industrial arts.

The third level model for the Product Service-Salvage Arts goal-gradient is presented by Figure 10.

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Snap Map of Product Servicing and Salvage
(Third Level)

Figure 10

219
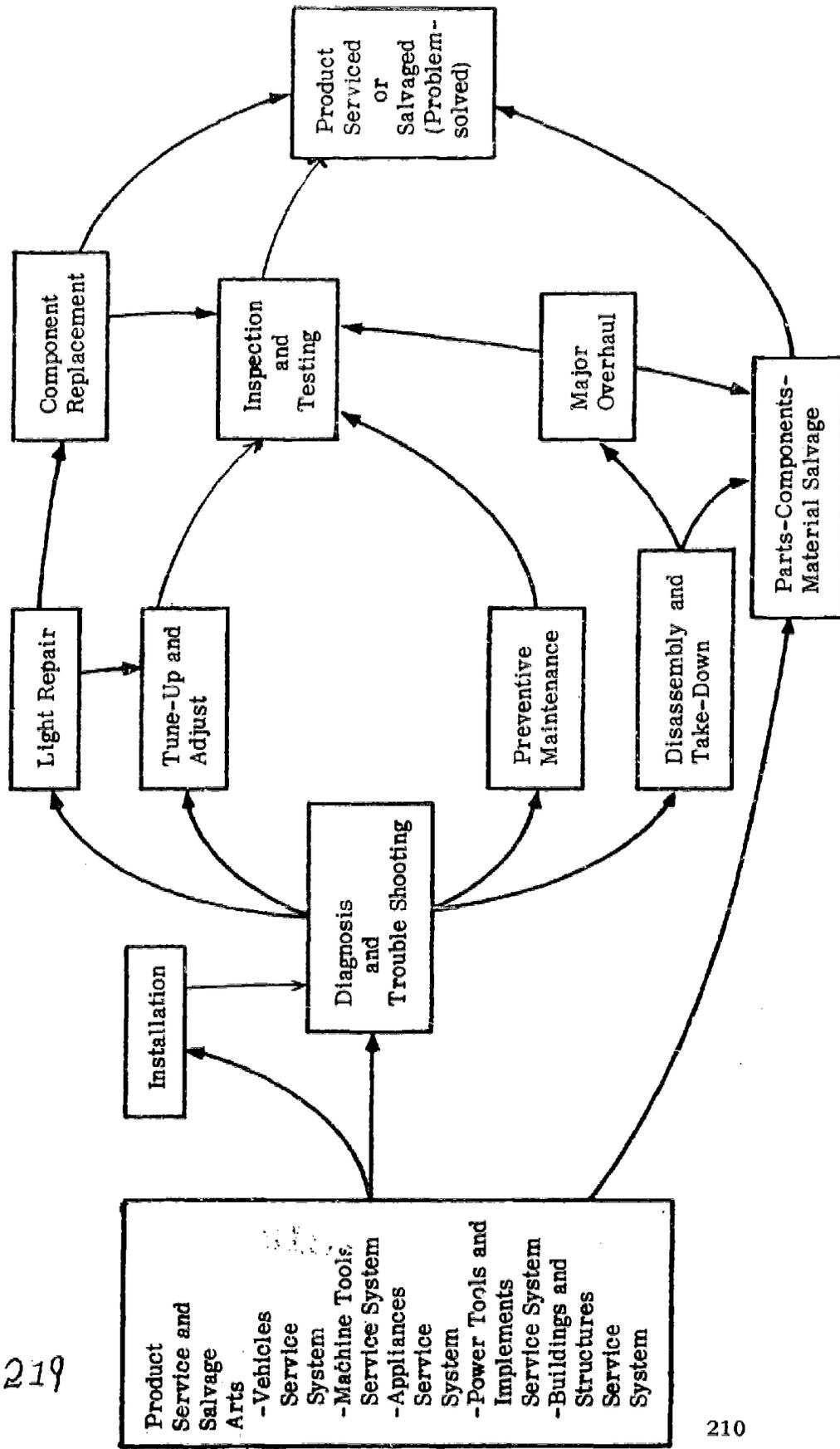
210

Product Servicing and Salvage was modeled with flow of experiences in five major areas or goal-gradients and including vehicles, machine tools, appliances, power tools and implements, and buildings and structures. Diagnosis and trouble shooting was seen as a common goal-gradient for all and with installation having importance for machine tools and appliances. Diagnosis and trouble-shooting holds a key-relation to the succeeding goal-gradients which include light repair, tune-up, preventive maintenance, and disassembly and take-down. Inspection and Testing also holds a key position in the final stages of product servicing and may follow the action goal-gradients of Component replacement, Tune-up and Adjustment, Preventative Maintenance, and Major Overhaul. Parts, components, and material salvage generally follow disassembly and take-down or major overhaul as shown by the model. The model shows general flow of action and it should be recognized that many variations and deviations may occur.

Fourth Level Systems Models

The four third-level systems models presented in Figures 7 through 10 represent the framework and boundries for industrial education instructional content in meaningful context and give direction for the type of facility or laboratory. The content framework at this level is common to industrial vocational, and industrial technical education. The fourth-level models begin to identify the specific content and to reveal the difference important to industrial arts, industrial vocational, and industrial technical education. A tremendous volume of content may be identified at this level, therefore, the Manufacturing Arts model of Figure 8 was selected as a sample to illustrate development of the fourth-level models.

The Hard Goods products manufacturing sub-system represents one sample from the total consumer goods manufacturing system. Considered as a goal-gradient leading to Product design and Development, the model was designed and presented in Figure 11.

<div align="center">

Snap Map of Hard Goods Manufacture
(Fourth Level)

</div>

| Hard Goods Manufacturing System | Stock Materials
--Metal
--Wood
--Ceramics
--Stone
--Plastic
--Etc. | Forming & Processing
Machining
Stamping
Casting
Welding
Spinning
Forging
Pressing
Spinning
Extruding
Rolling
Etc. | Consumer Products
Designs
Vehicles & Parts
Appliances
Tools
Toys
Furniture
Novelties
Implements
Etc. |

Energy and Utility Serv.

Equipment and Facilities
Machine tool
Special tool
Automation
Instruments
Etc.

Figure 11

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The hard goods manufacture to the point of consumer product design involves identification of stock material which combines in parallel relationship with energy and equipment into some form of processing suitable to the material. Resources of these goal-gradients are important for product design. The four additional consumer product manufacturing systems identified in Figure 8 are identical in model design and are therefore presented in succession in Figures 12 through 15:

Snap Map of Soft Goods Manufacture
(Fourth Level)

Soft Goods Manufacturing System

Stock Materials
Cloth
Paper
Leather
Plastic
Rubber
Etc.

Energy and Utility

Equipment and Facilities
Machine Tools
Special Tools
Instruments
Forms, Etc.

Forming and Processing
Cutting
Shearing
Laminating
Stamping
Sewing
Bonding
Etc.

Consumer Product Design
Clothing
Apparel
Luggage
Novelties
Furnishings
Packaging
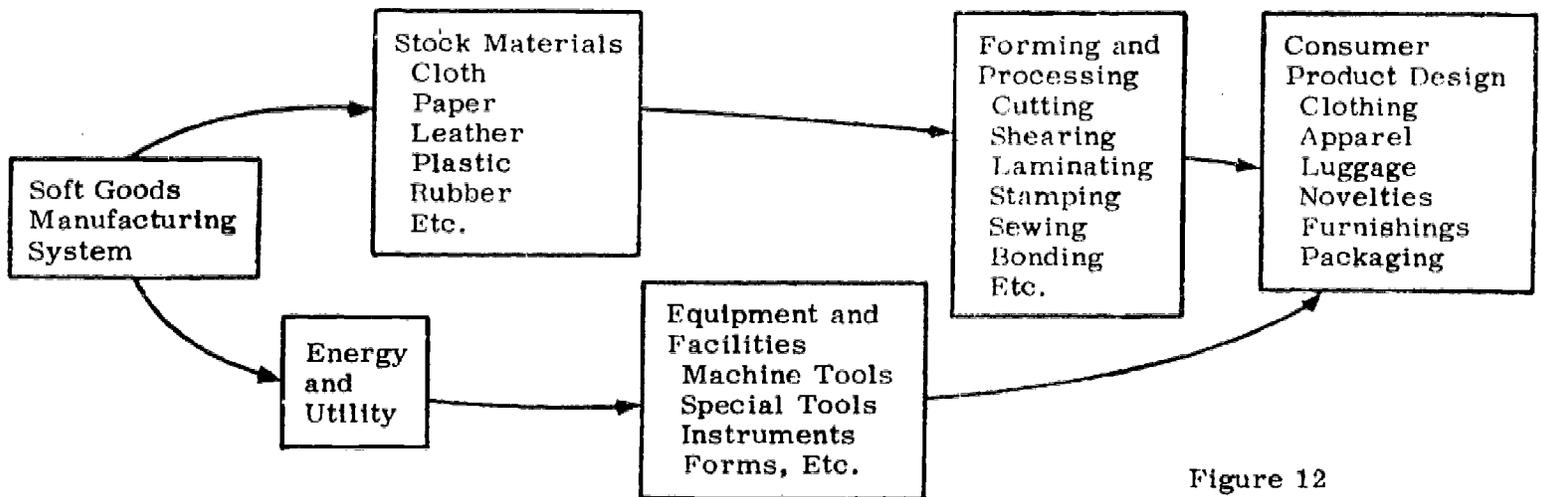
Figure 12

Snap Map of Foods Manufacturing
(Fourth Level)

Foods Manufacturing System

Stock Materials
Flour
Sugar
Salt
Fruit
Vegetables
Extracts
Water
Milk
Etc.

Energy and Utility Service

Equipment and Facilities
Mixers
Grinders
Special Tools
Stoves & Ovens
Etc.

Forming and Processing
Baking
Cooking
Freezing
Drying
Bottling
Canning
Etc.

Consumer Product Designs
Canned Goods
Pastries
Drinks
Candies
Dry Packages
Etc.
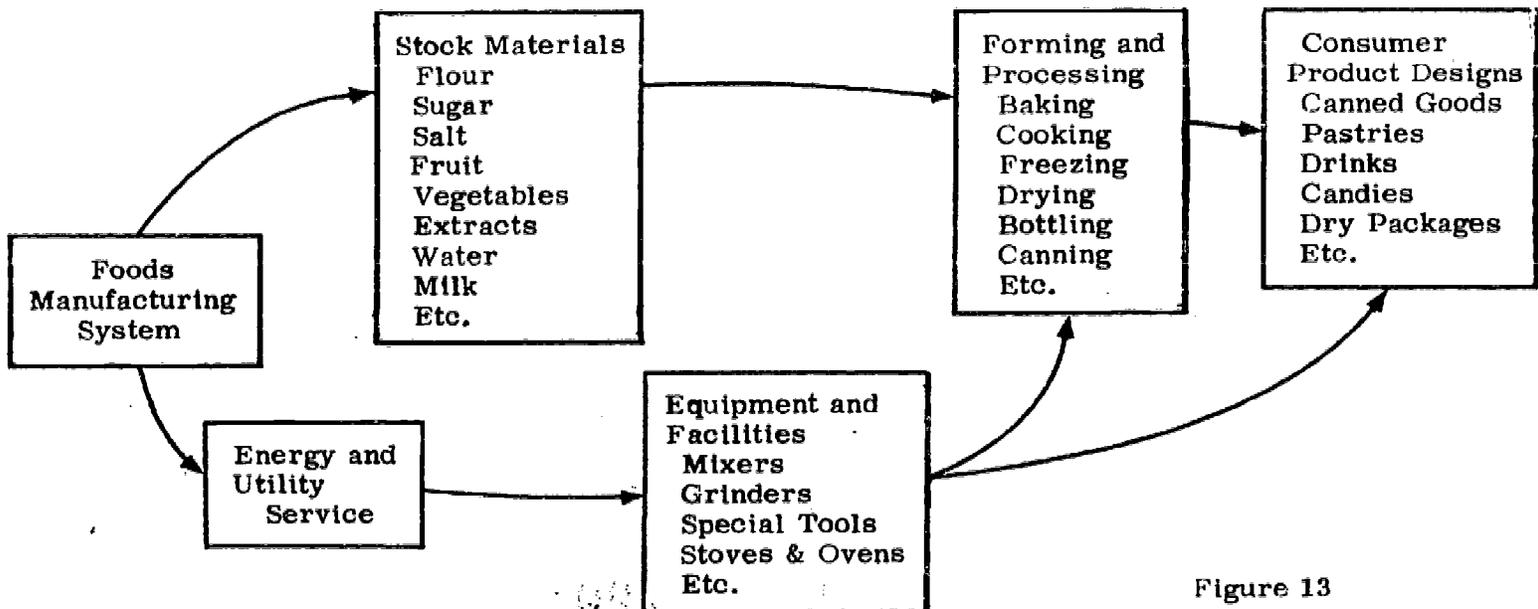
Figure 13

Snap Map of Chemical and Petroleum Manufacture
(Fourth Level)

```
                    Stock Materials          Forming and
                       Oil                   Processing
                       Coal                     Separation
                       Wood                     Mixing
                       Basic                    Extracting
                        Chemicals               Heating          Consumer
                       Etc.                     Cooling          Products Design
Chemicals and                                   Etc.                Lubricants
Petroleum                                                           Paints and
Manufacturing                                                        Finishes
Systems                                                             Solvents
                                                                    Fertilizers
                                           Equipment and           Fuels
                     Energy and            Facilities              Etc.
                     Utility                 Mixers
                     Service                 Driers
                                             Evaporators
                                             Heaters
                                             Special Tools
                                             Etc.
```

Figure 14

Snap Map of Published Goods Manufacture
(Fourth Level)

```
                    Stock                    Forming and
                    Materials                Processing
                       Paper                    Typesetting
                       Cloth                    Photography
                       Metal                    Letter Press
                       Plastic                  Offset
                       Inks                     Photolith
                       Paints                   Silk Screen        Consumer
Published Goods        Etc.                     Die Cutting        Products Design
Manufacturing                                   Folding               Books
System                                          Etc.                  Pamphlets
                                                                      Magazines
                                                                      Brochures
                                           Equipment and           Charts
                     Energy and            Facilities              Etc.
                     Utility Service         Printing Presses
                                             Camera
                        222                  Plate Processors
                                             Special Tools
                     213                     Etc.
```

Figure 15

The five manufacturing sub-system models are presented and proposed as adequate samples for experience and understanding and general competency inregard to manufacturing processes of producing goods in our society. Goal-gradients of the models are not complete but may be considered as areas for research to develop comprehensive resources. Consideralbe work contributing to these areas is underway by various groups and individuals.

Product Design and Development is the next goal-gradient for development from Figure 8. The model is presented in Figure 16:

Snap Map of Product Design and Development
(Fourth Level)
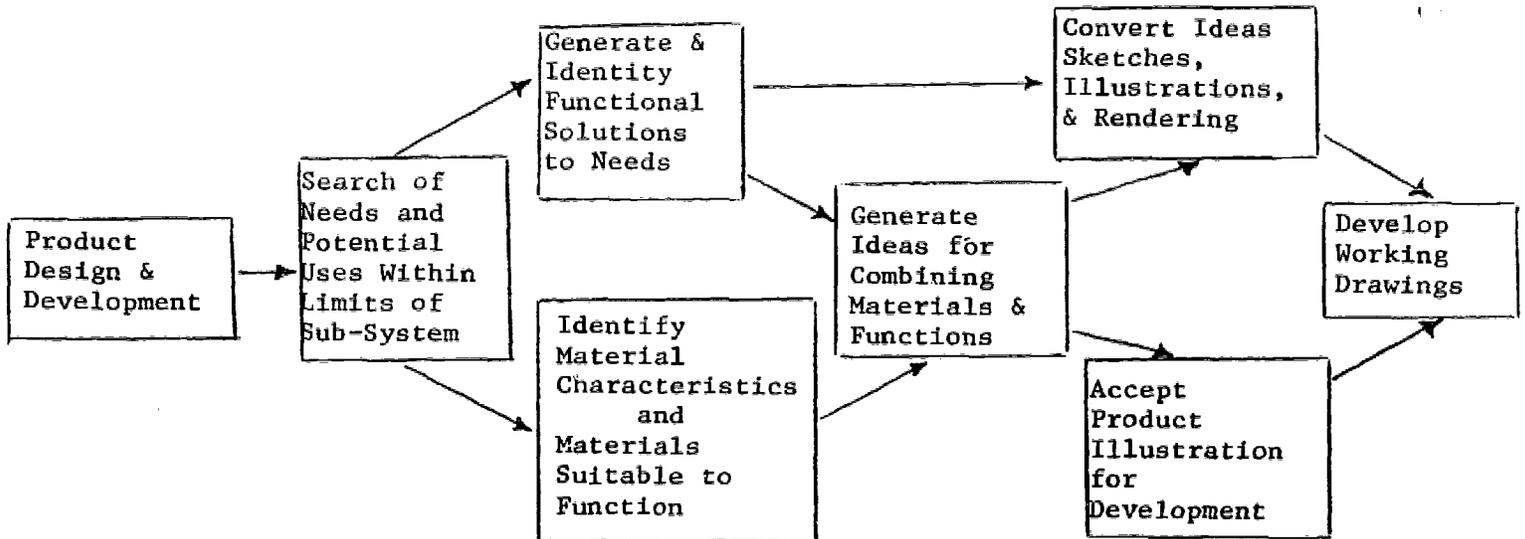
Figure 16

The model reveals functions or goal gradients important for the under-standing of product design and development. They provide the framework for providing experiences and skills. The model at this level also becomes useful for identifying jobs and occupations and the experiences may be specialized to the extent of vocational or occupational preparation. Some of the jobs and occupations which become evident for Product Design and Development include designers, artists, draftsmen, and scientists.

The Product Research goal-gradient is closely related to Product Design and possibly can either grow out of the Product Design or lead to it. The separate treatment in the design model of Gifure 8 does allow the detail of content as shown by Figure 17.

Basic Research
Mechanical
Chemical
Economic
Social, Space,
and Time and
Materials

Product
Research and
Experimentation

Product
Testing &
Evaluation

Technical
Reports on
Findings

Product
Re-Design and
Re-Development

Applied Research
Experimentation
Processes
Materials and
Applications

Experimentation
New Processes
New Products
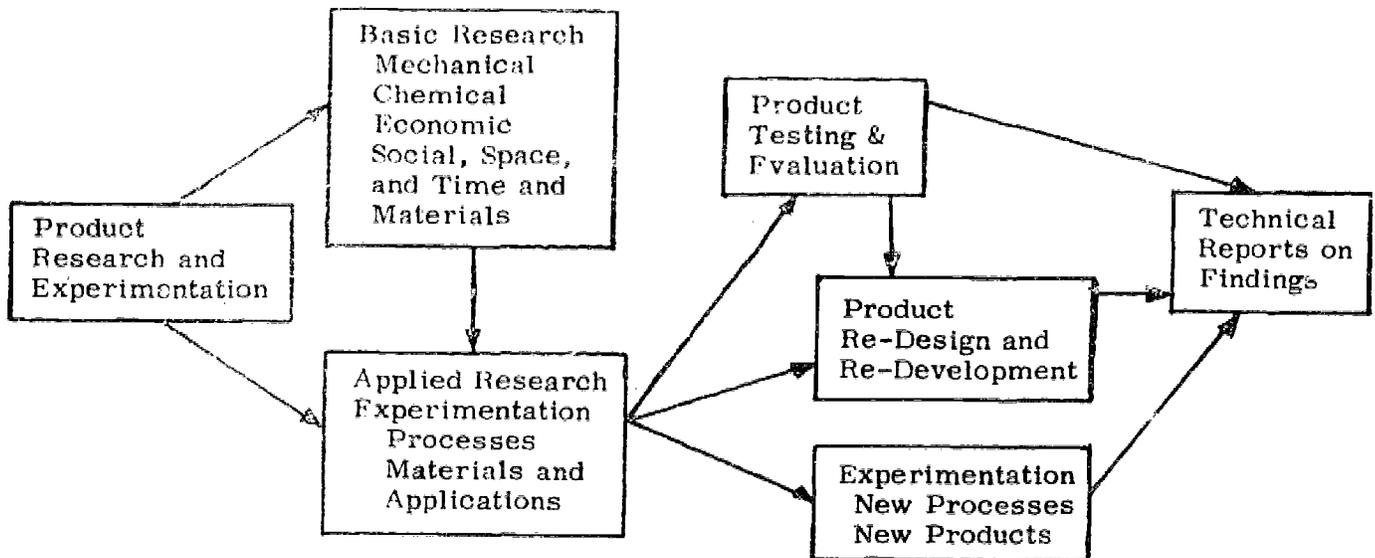
Figure 17

Some of the details of experience and knowledge important to the under-
standing of Product Research and Experimentation are revelaed by the model
of Figure 17. Basic research as a goal-gradient may not be carried out as
such but the findings of basic research done throughout the nation can be
drawn upon for use in Applied Research activities. Applied Research is an
important goal-gradient and experience area for technical occupations and
for general understanding of Product Research and Development. The resulting
efforts of Applied Research lead to the identified goal-gradients of Product
Testing and Evaluation, to Product Re-design and Re-development, and to
Experimentation with potentially new processes and products. Research efforts
terminate in Technical Reports on Findings which may lead to decisions for
manufacturing.

The Design Model Development goal-gradient is illustrated by Figure 18:

Snap Map of Design Model Development
(Fourth Level)

Convert
Design Drawings
and Illustrations
to Models

Design
Model
Development

Test and Evaluate
Models for Production
Feasibility

Use Variety of
Standard Tools and
Machine Tools

22 Figure 18

215
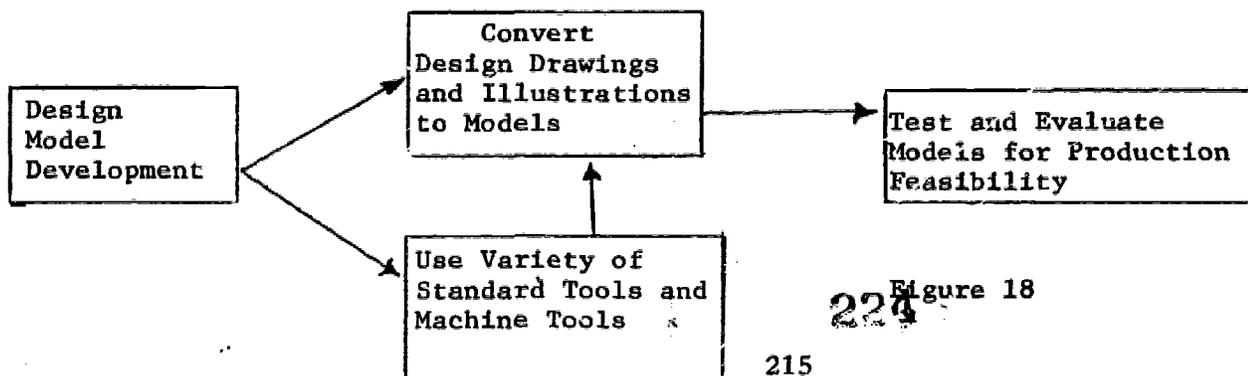
This model reveals the need for custom construction work with skill and knowledge of many materials, machines, and tools. Realism of appearance and true size or scaled size and shape are more important than the exact material required by the finished product.

The production Model Development goal-gradient is presented in Fig. 19:

Snap Map of Production Model Development
(Fourth Level)
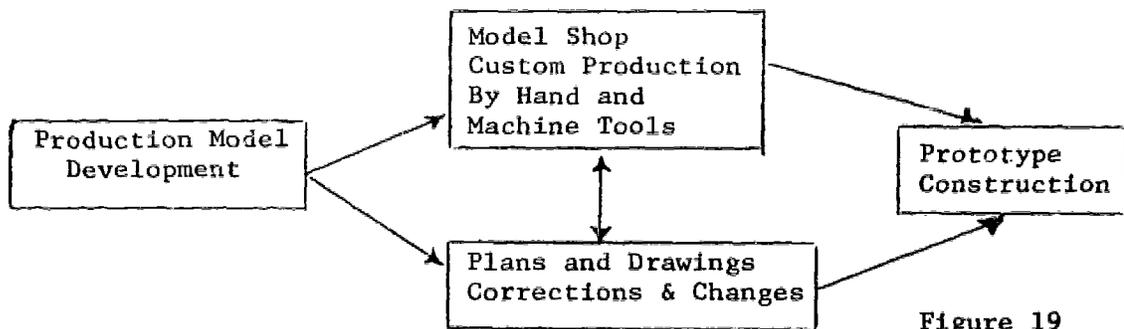
Figure 19

The production model development is closely related to design model development and the activities may be carried out in the same facilities. The prototype is more exacting and becomes the basis for tooling-up for production. Final engineering problems and changes are made at this point of development.

The Production Planning and Processing goal-gradient model is shown in Figure 20:

Snap Map of Production Planning and Processing
(Fourth Level)

Figure 20

216

225
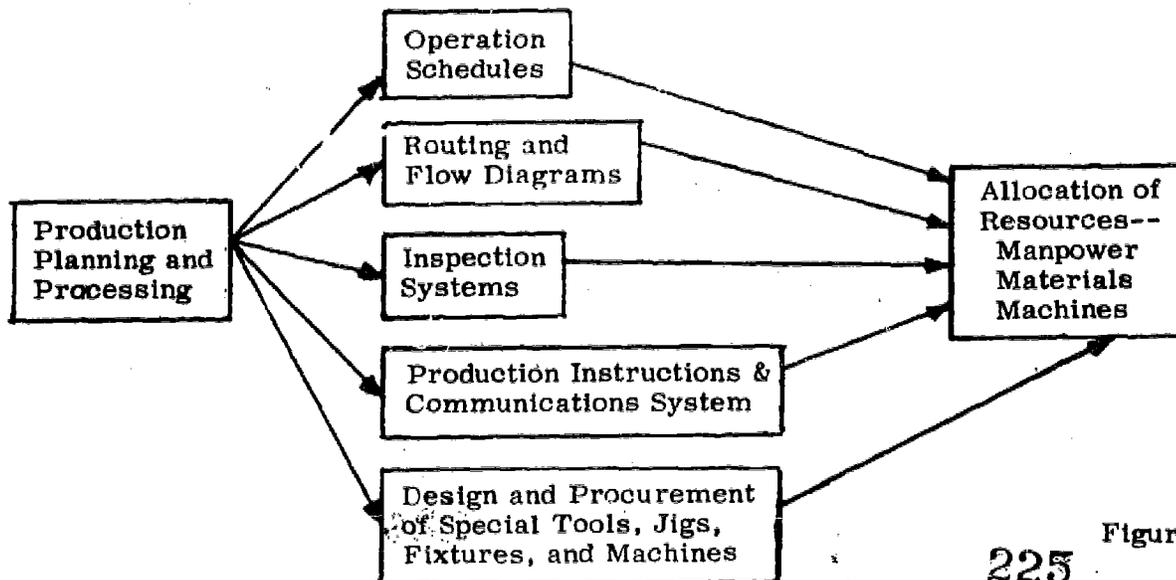
Production planning and processing includes basically six areas which summarize as allocation of resources for manufacturing. Essentially the models presented in Figure 21 through 34 are also elements of Production Planning and Processings. All models presented should be cor _.lered as dynamic and developmental, subject to change and probably never complete or final.

The Process Engineering model is shown in Figure 21.

Snap Map of Process Engineering
(Fourth Level)
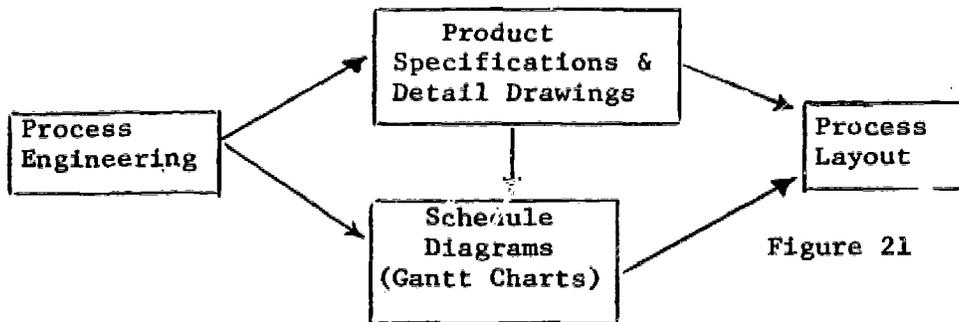
Figure 21

Processing Engineering converts the detailed specifications of products into forecast schedules and a "road-map" for processing action.

The Plant and Equipment Layout goal-gradient is illustrated by Figure 22:

Snap Map of Plant and Equipment Layout
(Fourth Level)

Figure 22

226

217
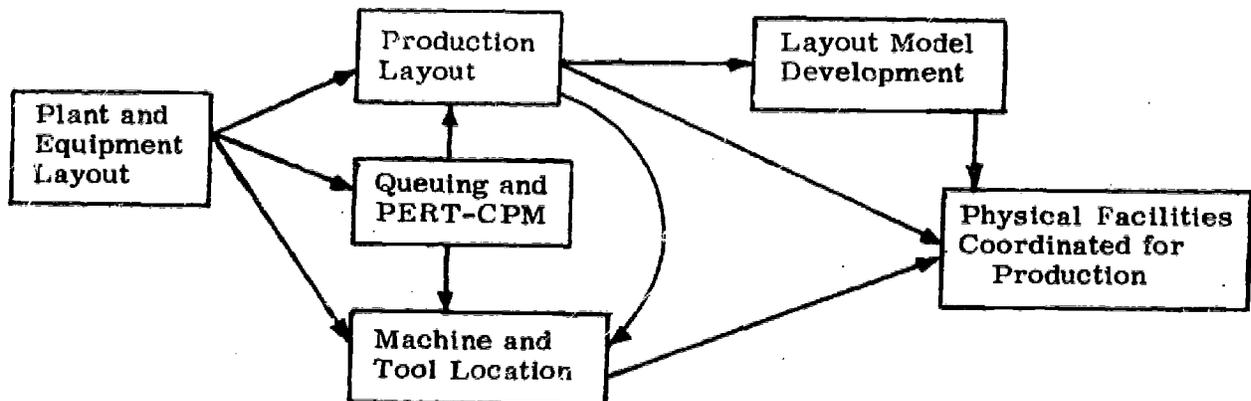
Plant and Equipment Layout problems can be solved by schematics or by physical layout models. Balancing the flow of parts and components to maintain optimum production becomes a very complicated problem. It is greatly simplified by the abstract model.

The Material Handling goal-gradient system of SNAP MAP is presented in Figure 23:

Snap Map of Material Handling
(Fourth Level)
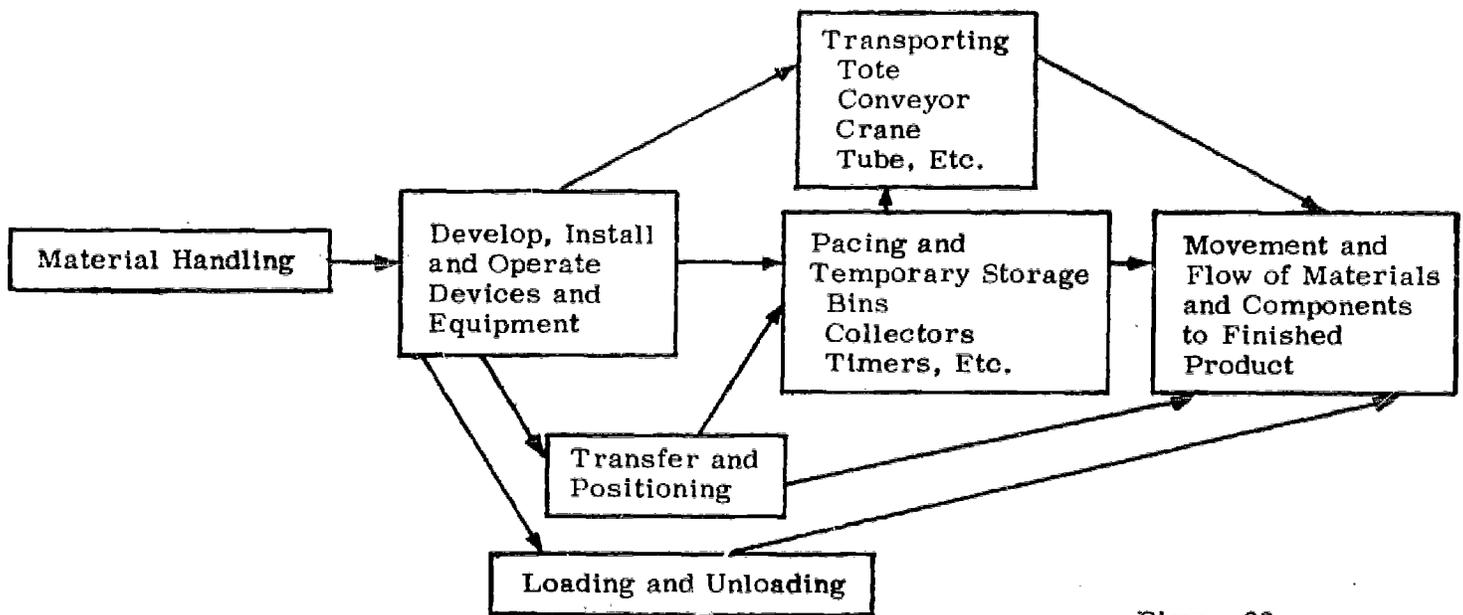
Figure 23

To improve the material handling in the production plant is to increase the extent of automation. The devices and specialized equipment which transports, paces, transfers, positions, loads, and unloads is designed to replace the repetitive tasks which formerly were performed by muscle power. Hydraulics, pneumatics, and electronics are un-named in the goal-gradients of the model but actually constitute the backbone of material handling.

The Work Measurement SNAP MAP is presented in Figure 24:

Snap Map of Work Measurement
(Fourth Level)

Figure 24

227
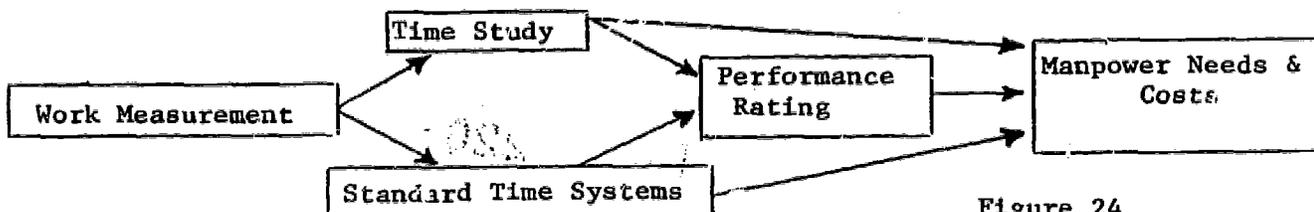
Work Measurements are made to determine costs of labor and manpower needs. The two basic approaches to work measurement are pre-determined standard time systems or direct time study. Performance ratings are made to set work expectations and to build incentives.

The Methods Study SNAP MAP is presented in Figure 25:

Snap Map of Methods Study
(Fourth Level)

```
                 ┌──────────────────┐        ┌──────────────────┐
                 │ Motion Analysis  │───────▶│ Micro-Motion     │
                 │ and Evaluation   │        │ Analysis and     │
                 └──────────────────┘        │ Evaluation       │
                                             └──────────────────┘
                                                                  ┌──────────────────┐
  ┌──────────┐   ┌──────────────────┐                            │ Man-Machine      │
  │ Methods  │──▶│ Machine Analysis │                            │ Systems Analysis │
  │ Study    │   │ and Evaluation   │                            │ and Design       │
  └──────────┘   └──────────────────┘        ┌──────────────────┐└──────────────────┘
                                             │ Flow Process     │
                                             │ and Activity     │
                                             │ Charting         │
                 ┌──────────────────┐        └──────────────────┘
                 │ Process Analysis │                                Figure 25
                 │ And Evaluation   │
                 └──────────────────┘
```
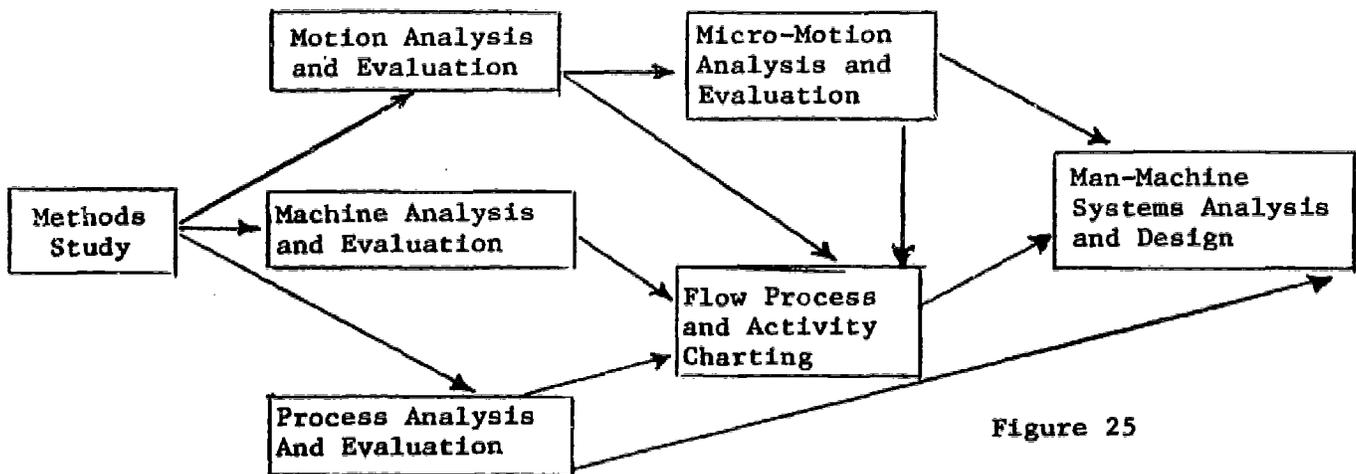
Methods Study is the basis for improvements in manufacturing and seeks to reveal all aspects and details of existing methods and procedures. Detailed notions of man and operations of machines are plotted and charted as data for improvement problems.

The Methods Improvement and Automation model is the natural follow-up of the Methods Study and it is illustrated in model form by Figure 26:

228
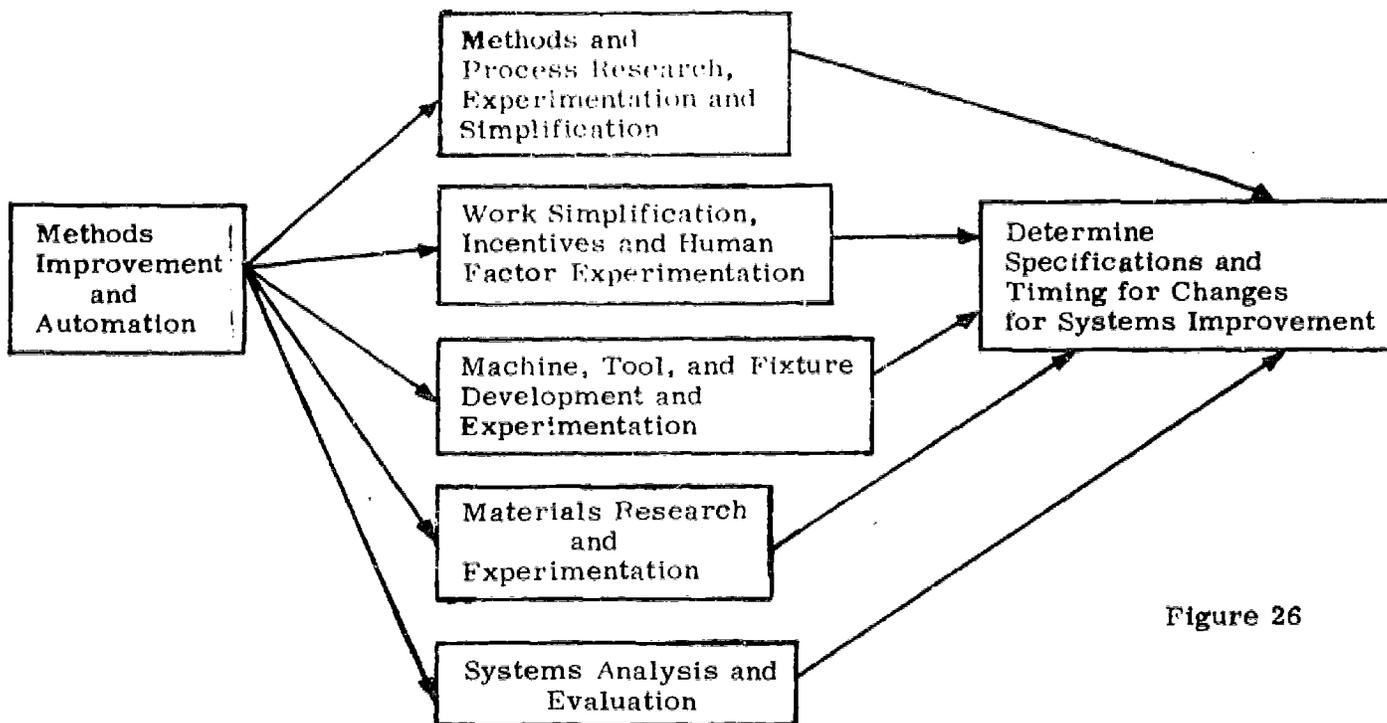
Figure 26

Methods Improvement efforts allow the management team to know how to do better than they are doing. Decisions for change may be delayed by other facotrs. As in material handling, the overall methods improvement action leads to automation and therefore greater ppplication of hydraulics, pneumatics and electronics. Following through from decisions to change, leads to the "Tool-up" goal-gradient which is modeled in Figure 27.

Snap Map of Tool-Up
(Fourth Level)
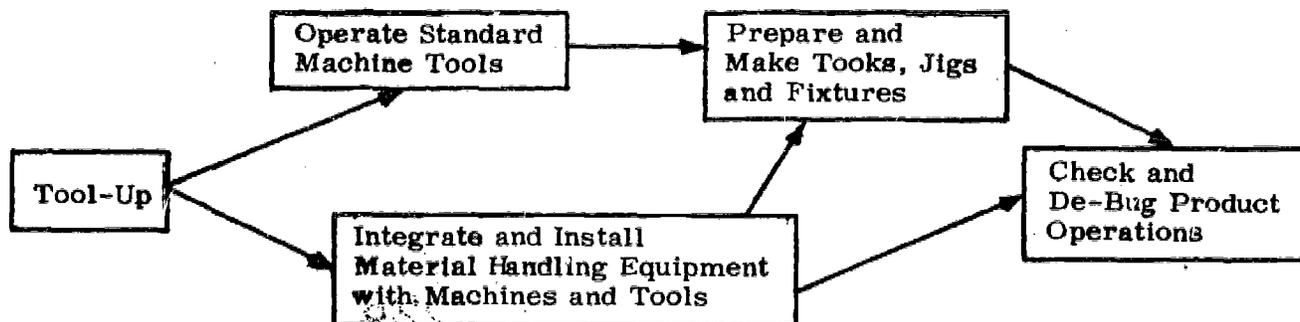
Figure 27

The Tool-up model illustrates the need for high levels of skill and knowledge to prepare production facilities to carry out decisions from process engineering and from methods improvement. Placed under continuous operational responsiblity, the many goal-gradients as sub-systems of Production Planning and Processing become dynamic toward improvement and change. The improvements and changes culminate in the Tool-up responsibility and the total motion is toward automation.

All systems operating to achieve production and improvement changes must be serviced and maintained and the model of this service function is presented by Figure 28:

Snap Map of Maintenance & Service
(Fourth Level)
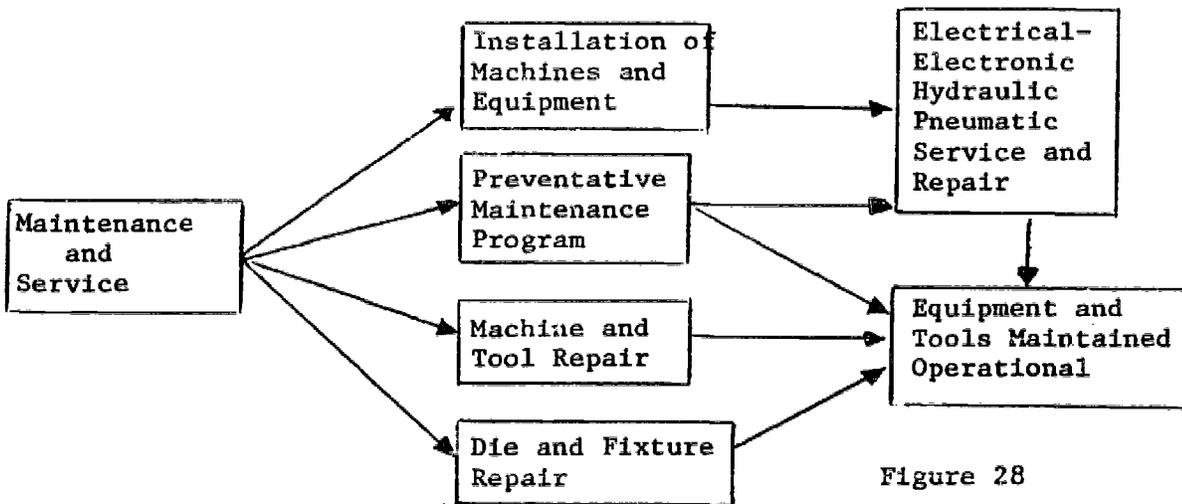
Figure 28

The Maintenance and Service responsibility includes the three essential areas: installation, prevention, and repair. The service is an adjunct to the organization for manufacturing and is usually separately organized. Considerable skill and knowledge are required in this area of responsibility.

The Manufacturing goal-gradient is illustrated by Figure 29:

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Snap Map of Manufacturing
(Fourth Level)
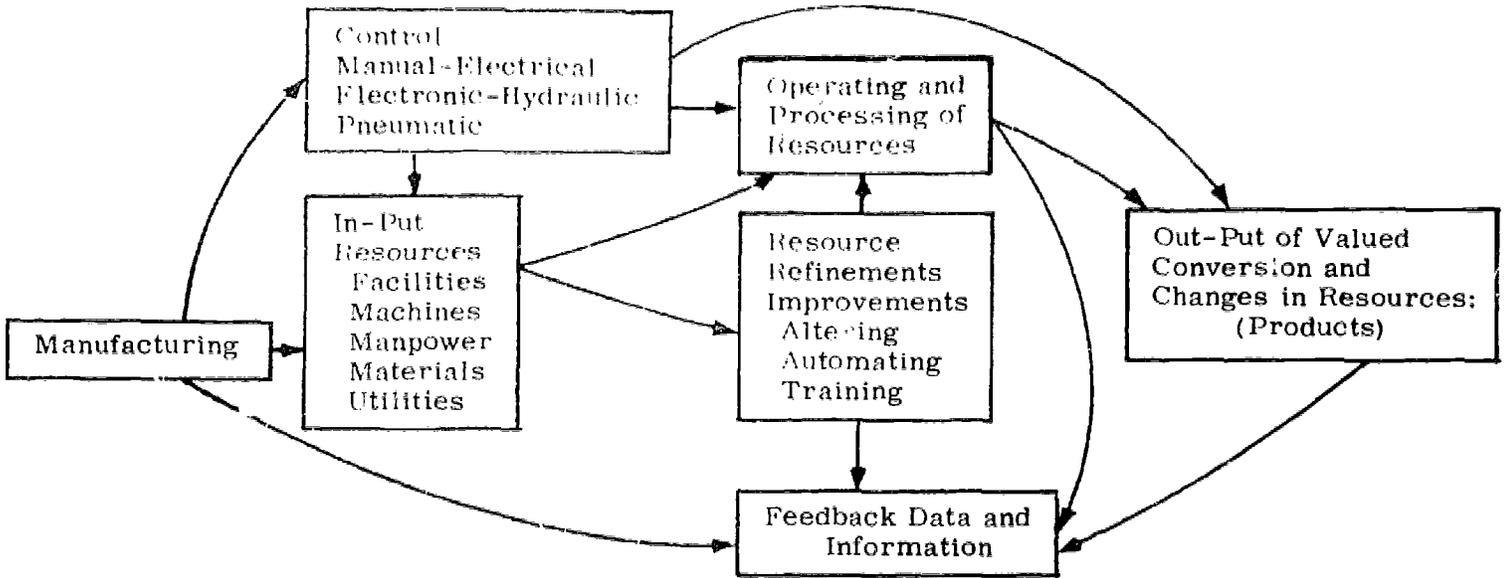
Figure 29

Manufacturing is modeled in Figure 29 to reveal general goal-gradients
including In-Put, Operating, Control, Out-Put, and Feedback but the sub-system
models included in Figures 30 through 34 are also essential details of manu-
facturing. The Parts Forming and Processing sub-system is modeled in Figure 30.

Snap Map of Parts Forming and Processing
(Fourth Level)
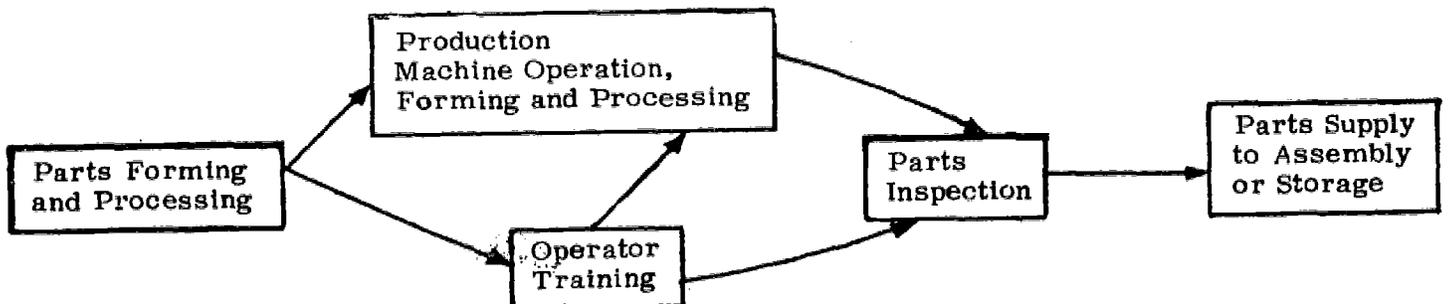
Figure 30

The Parts Forming and Processing sub-system is at the heart of manufacturing and understanding of manufacturing. Specialized machines create need for operator training to perform specific tasks and produced parts must be inspected to determine levels of acceptance and rejection for the finished product. The inspection process is based upon standards determined by the Quality Control sub-system which is modeled in Figure 31:

Snap Map of Quality Control
(Fourth Level)
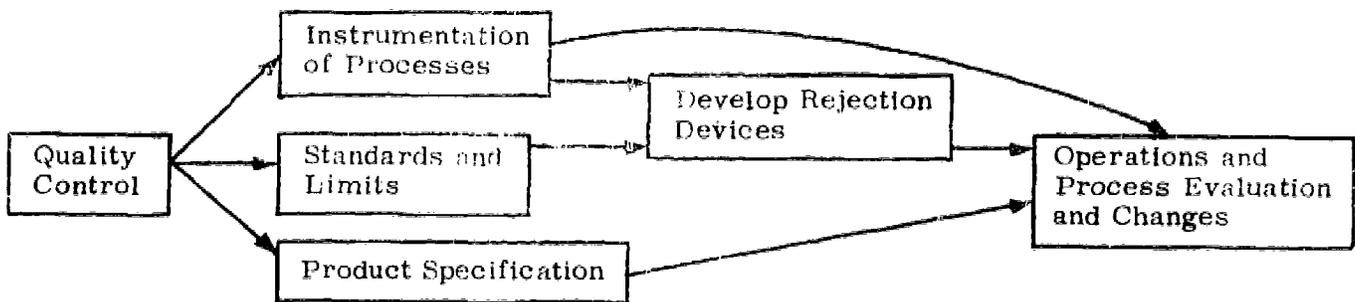
Figure 31

Quality Control as a Sub-system is usually independent from production and charged with maintaining quality standards. Optimum in size and specific dimensions and in ingredients and characteristics are set as desirable standards. Deviations from the optimums are set as minimum and maximum limits for acceptability. Instrumentation is then designed to hold manufactured parts within the acceptable limits. Data from parts and component production are collected and analyzed to determine quality in relation to standards and to exercise control for continuation or change. Rejects resulting from the quality control function are sent to the Salvage Sub-system which is modeled in Figure 32:
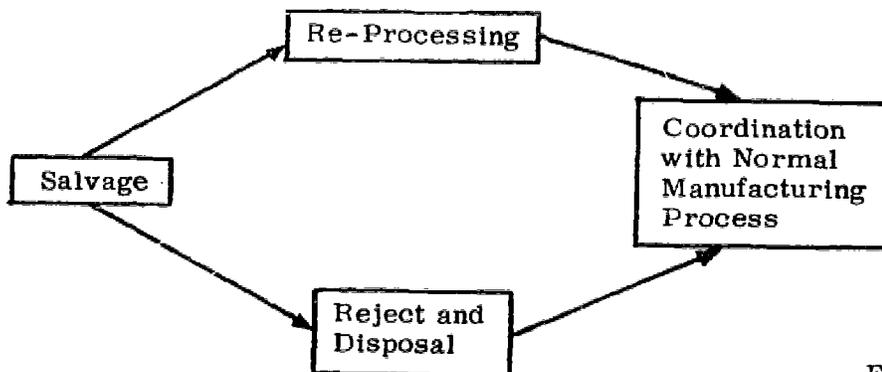

Figure 32

Salvaged parts or components may be re-processed to bring dimension within limits or quality up to standard or they may be rejected completely and disposed of as scrap. The salvage operation must be coordinated with the normal process of manufacture to protect the cost of manufacture.

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Snap Map of Parts Assembly
(Fourth Level)
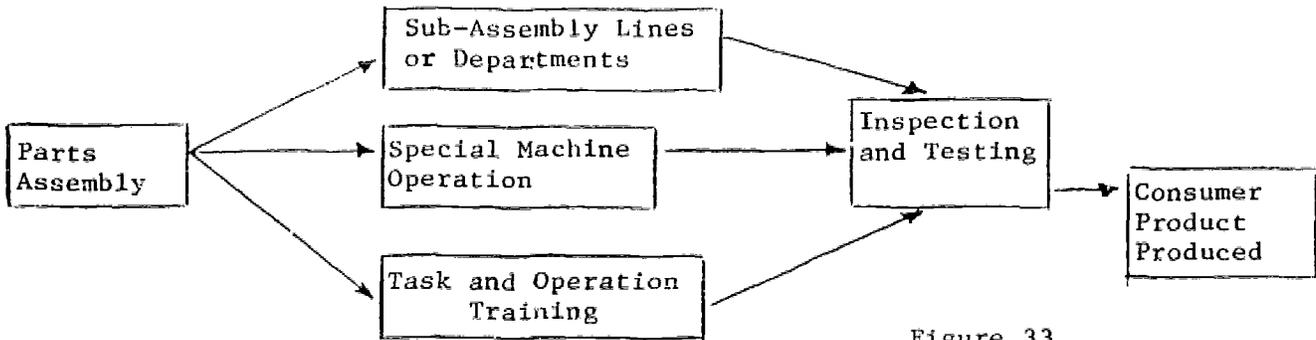
```
                    ┌─────────────────┐
                    │ Sub-Assembly Lines │
                    │ or Departments  │
                    └─────────────────┘
                                           ┌──────────────┐
┌──────────┐        ┌─────────────────┐    │ Inspection   │
│ Parts    │───────▶│ Special Machine │───▶│ and Testing  │      ┌──────────┐
│ Assembly │        │ Operation       │    └──────────────┘──────│ Consumer │
└──────────┘        └─────────────────┘                          │ Product  │
                    ┌─────────────────┐                          │ Produced │
                    │ Task and Operation │                       └──────────┘
                    │ Training        │
                    └─────────────────┘         Figure 33
```

The Parts Assembly sub-system is probably the most visible aspect of our modern manufacturing operation. The drudgery and repetition of assembly work is well publicized. Specific tasks and operations are still common and they require short term specific training. Automation is entering the assembly operations. Assemblies and sub-assemblies from lines or departments must pass through inspection to qualify as acceptable consumer products. In most manufacturing plants, the operation is not even completed when the consumer product is finished because it must be packaged and prepared for shipment. This final stage sub-system is modeled in Figure 34:

Snap Map of Packaging
(Fourth Level)

```
                              ┌──────────┐
                              │ In-Plant │
                              │ Printing │
                              └──────────┘          ┌──────────┐
                                   │                │ Product  │
┌──────────┐   ┌──────────────┐    ▼                │ Prepared │
│ Packaging │──│ Package Design │─▶┌──────────────┐ │ for      │
└──────────┘   │ and Art Work │   │ Inspection and│─│ Shipment │
               └──────────────┘   │ Testing       │ └──────────┘
                                   └──────────────┘
                                   ┌──────────────────┐
                                   │ Packaging and Crating │  Figure 34
                                   │ Machine Development   │
                                   │ and Operation         │
                                   └──────────────────┘
```
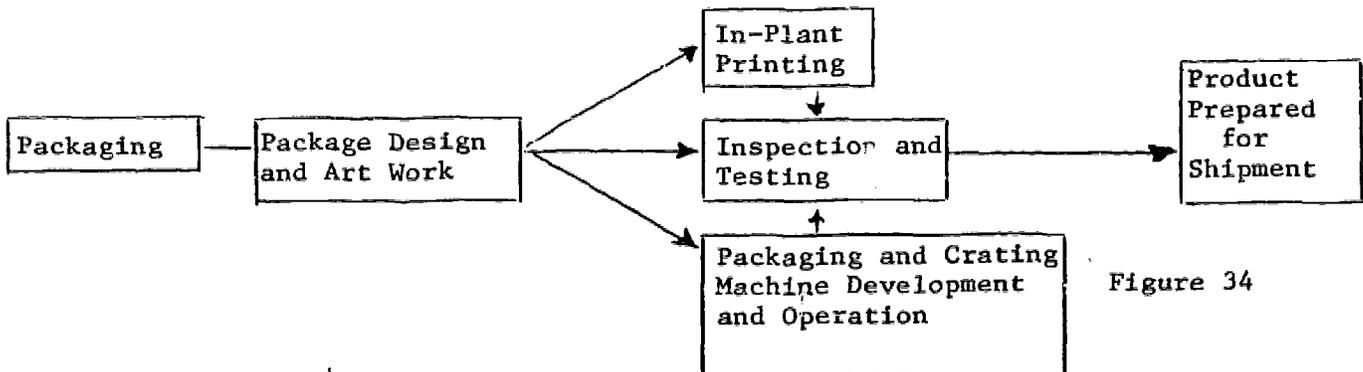
The Packaging sub-system may be farmed out to packaging specialists or it may be an in-plant operation. It does involve essentially "product development" except that the product is auxillary rather than primary. Painting and art work on the package are important operations and packing may be achieved manually or by special machine. Machine packaging or further automation has become quite common. The package and contents must pass inspection and testing once again before shipment for consumer use.

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The fourth-level models were presented to reveal considerable content important for understanding Manufacturing as one of the important aspects of industry. Great details of content may be produced by continuation of the modeling process at the fifth level and possibly even on to the sixth. The three other major areas identified with the Industrial Arts may likewise be modeled as was done with the manufacturing example.

It should be of particular interest for the industrial educator that content identified by the modeling technique fits together as the "body" of content over the network structure and requires no other inventorying or classification. However, this does not deny the value of the inventory and classification of content for use in changing or improving the models.

The Teaching-Learning Theory
Undergirding the Orchestrated Systems Approach

The theory of teaching and learning which undergirds the "Orchestrated Systems Approach" is based upon development of individual self motivation and self discipline for investigation, discovery of new knowledge, and practice under anticipation for development of new and useful skills. The theory involves a plan for gaining adequate experience samples from orchestrated systems as a basis for seeking to match interests and talents before moving toward or polarizing around skill proficiencies. Individual differences are truly recognized and in fact, differences are required over a full range from the unknowing beginner to the highly skilled and knowledgeable craftsman or technician. Also involved in the theory is the creation of a "whole" which the student must synthesize and relate into an understanding of the "whole".

Analogy of a Ball Game

The theory as expressed may be simplified and communicated more effectively by drawing an analogy with a baseball game as follows:

Anyone who has gone early to a baseball game has observed the elements of the game being practiced before the game starts. Observations may be made of a pitcher pitching, a catcher catching, a hitter hitting, a fielder fielding, etc. to the very last element of the total game; but when the umpire calls, "play ball!", something else is added to the sum of all the elements. Attempts to describe the baseball game in-play will result in the same list of elements identified before the game started. What has been the added ingredient after the game started? It must be the "orchestration" of all the elements that makes the difference. The "orchestrated" game-in-play certainly is more meaningful and interesting to spectators and players than were the practice activities and is actually the source and force behind involvement. It produces self motivation and self discipline particularly on the part of the players. Most approaches to education and training provide for the "pre-game" practice activities, but the "game" is never played. The opportunity for practice in anticipation of game-play is lost.

The commonly practiced factored-out content and "building blocks" approach may also be illustrated by an analogy for contrast with the orchestrated approach.

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For gaining an understanding of industry from the "building-block" approach
the analogy may be drawn from the story of The Six Blind Men Who Went To See
The Elephant. According to the story, the first of the blind men steeped
forward and felt of the elephant's leg. He declared that the elephant is
like a tree. The second one stepped forward, felt of the tail and declared
the elephant to be like a snake. The continued with their separate exami-
nations and attempted to pool and share the separate experiences in order
to know and understand the elephant but the separate experiences in order to
know and understand the elephant but the separate descriptions added to-
gether could not describe the elephant. Can we develop an understanding of
industry by providing experiences with factored out, isolated parts? We run
the risk of the same problem encountered by the six blind men.

A comparison of various approaches to achieve understanding of industry
and to develop those competencies needed for living in our industrial society
may be better understood when illustrated abstractly by visual schematics as
shown in Figure 35:

An Abstract Representation of Industry
as it Actually Functions (Orchestrated)

Junior
High

Trade CONCEPTS

Factored Out
Concept

Trades

Trade CONCEPTS

Problems

Blocks Factored Out
as Metals, Drafting,
Electrical, etc.

Problem

Sample
Experiences
Orchestrated
Industrial
Operation

Fundamentals and Items
Factored Out of Blocks

Problems
Factored Out

Figure 35

236
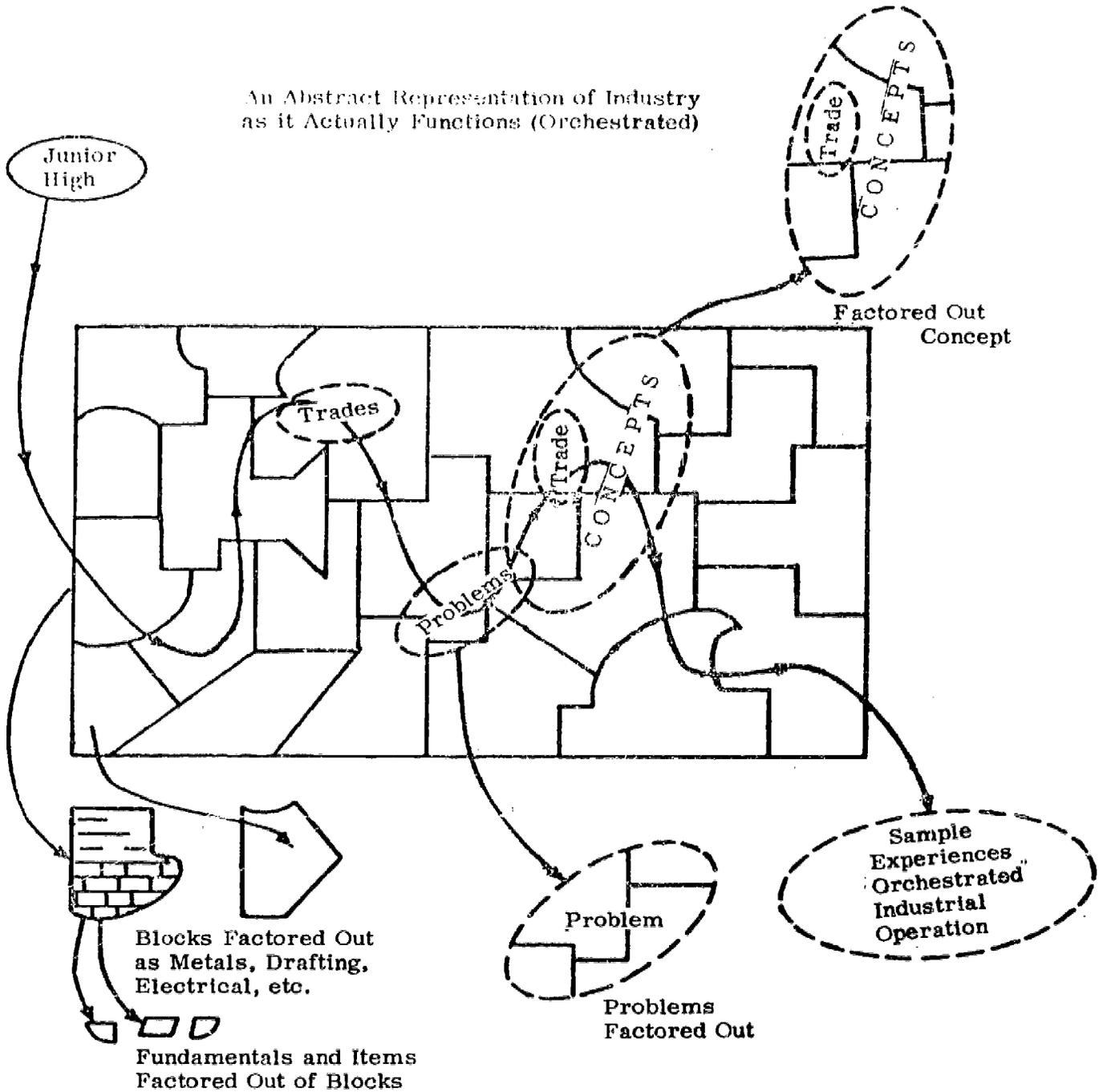
The jig-saw puzzle drawing was used to represent industry abstractly with all elements functioning in "orchestrated" operation. Most systems of instruction employ methods of factoring out certain areas of content for instruction. The most common classification of factored out content includes two categories of materials including metals and woods, then shifts to processes to include drawing and graphic arts, and finally shifts to two additional areas to include electricity-electronics and power and auto mechanics. These classifications or blocks of factored out content are generally further analyzed into smaller blocks of content and into basic fundamentals. Students are expected to learn the fundamentals and content of each block and to synthesize from that learning, the total understanding of industry. Time runs out before the student can get an adequate sample of experience and content from all the areas to be able to arrive at the understanding of industry.

The problem-solving approach to the study of industry is quite broadly associated but when analyzed graphically, it is revealed as another system for factoring out content but the system may cut across the boundary lines of materials and processes. Another system may also cut across the sharp lines of the blocked out content but again uses factored out content. Vocational training utilizes this system and it is frequently carried over into the industrial arts program for the prupose of understanding industry.

The conceptual approach may include a broad cut of content which includes materials, processes, problems, and jobs, but also employs factored out content.

The "Orchestrated Systems Approach" in contrast to the various systems which utilize factored out content would leave the operational system in contact and lead the student to take experience samples in the operational system. The sample experience is illustrated by the heavy line and arrows in Figure 35.

The theory of the Orchestrated Systems Approach also includes the concept of seeking improvement and changes, and in fact, expanding the technology by the same processes used by industry. The functions of research and development should bring the educational system to the "cutting edge" of change and the educational system therefore, should be expected to contribute to the changing technology. This seems to be our only hope of closing the broad gap between modern industry and education. To start on the same system of development and change that industry employs does not demand too much from education. The idea may be illustrated by the diagram of Figure 36:

Ultimate Custom Processes

Ultimate Automation Processes
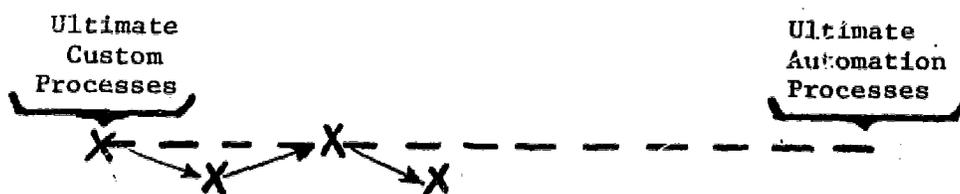
Figure 36

The two identified points of Figure 36 represent two opposite poles or two extreme opposites on a conti-uum. Considering this continuum, indus-trial educators may start with the ultimate custom processes and begin to move through changes and improvements toward the opposite pole. The system must be continued and the change functions continued if we are to achieve the same process of change employed by industry. We cannot continue to start-from-scratch each semester and with each new class as our traditional shops and laboratories operate. We must adopt a system typical of industry and get into motion toward the goal of automation. We may never achieve ultimate automation but we can move away from ultimate custom processes in the direction of automated processes and thereby get on the cutting edge of change. Industrial educators can make their efforts cumulative toward the automation goal by building onto past experiences and by continually exerting effort for improved methods.

Expanding and changing technical con ent and the dearth of learning time combine to require a learning environment that accentuates "learning how to learn". By the very nature of the Orchestrated Systems Approach, the strategy shows promise for developing a problem-solving capability and the consequent versatility and flexibility that will help contend with the rapid change and increase in industrial knowledge.

Instructional Strategies

The major strategy for instruction involves the creation of an environ-ment which includes the "game-in-play" as well as "bull pen" learning and practice areas. A graphic illustration of the plan is presented by Figure 37:

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Graphic Illustration

Consumer Goods Manufacture---Orchestrated Training System

Product Design
Research &
Development

Manufacturing
Processes
and Training

Plant Layout
and
Materials Handling

"Bull Pen" Learning and Practice of Skills Area

Jig & Fixture
Design &
Production

Product
Planned for
Production

Gage & Tool Making--
Tool-Up &
Training

Communication
Drafting
Schedules
Work Specs.

Parts
Manufacture

"Game-in-Play" Area

Parts
Assembly

"Game-in-Play" Area

Hydraulics-
Pneumatics &
Automation
Systems
Design

Maintenance

Packaging

Instrumentation
and
Electronic Control

Packaging
and
Shipping

Shipping
and
Storing

Quality
Control

"Bull Pen" Learning and Practice of Skills Area

Work Measurement

Methods Improvement

Methods Study

239 230

Figure 37

The "game-in-play" area in the sample illustration of Figure 37 includes an orchestrated manufacturing system for the production of a hard goods product. Learning and practice booths or areas are located around the "game-in-play" area to provide opportunity for development of specific skills and knowledge needed in the "game".

The beginning student of industry should experience the "orchestrated" whole as his first experience. He should have opportunity to try out at various responsibilities under a type of apprenticeship learning in the production system until he is motivated by interest and newly discovered talents to begin polarization around specific proficiencies. His learning and development should originate with the "whole" of industry then move to give attention to the "parts" or specifics. The individual's experience and learning will then be held in proper context and he will seek new knowledge and skill development in anticipation of performing in the "game".

The "game-in-play" area was conceived as an industrial enterprise laboratory which employs the same competitive and investigative techniques as industry. The enterprise laboratory will then provide the experiences for understanding technological change by participating in the very processes of seeking and making changes. The change and investigative process should move the enterprise from custom methods toward automation methods as an ever changing, always improving process of cumulative effort.

All systems or approaches to education must reckon with scope and sequence, with grade levels, and with ability levels. The Orchestrated Systems Approach cannot escape these considerations. The system is too young for an accumulation of experimental data as a basis for solution to these problems so the plans must be theoretical and subject to tests and research. The industrial enterprise laboratory of the Orchestrated Systems Approach brings into play a great range of specialized job and role responsibilities which create opportunity for individualized instruction and competency development. Operation of the system should discourage segregation of classes on the basis of beginners, intermediate, and advanced, and should encourage a broad spectrum of learning and experience including trade and technical job preparation as well as general understandings of industry.

For ideal operation of the Orchestrated Systems in the areas of manufacturing, construction, product servicing, and industrial communications, grade levels and ability levels would be recognized through provisions for individual differences and students would enter the system on the basis of "first entry" students, regardless of grade level, should enter into a rotating apprenticeship-type experience to become full acquainted with the whole orchestrated system. "Second entry" should be for helper responsibilities, serving as junior member of a team from which he receives some of his instruction. "Third entries" should be a continuation of specialization with instructional responsibilities. (In this regard research has revealed that students who instruct others also learn most for themselves.) More advanced levels may continue specialization, and instruction, with added responsibilities for improvement changes in the operating system.

In realistic recognition of the junior high and secondary school organizations it would seem necessary to provide systems of the four basic areas at the junior high level with required exposure to all areas. At the secondary level, provision should be made for more sophisticated systems which offer opportunity for survey and discovery of interests and talents or for specialization of skill and knowledge competencies. Experimentation will remain improtant for finalizing operational plans.

The determination of an adequate sample of experience and learning from industry to develop the general educational level of competencies needed by individuals in our industrial society is a most difficult problem to solve. Some criteria for selection of samples and identification of the orchestrated systems is important. The plan used for this Orchestrated Systems Approach is illustrated by Figure 38:

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Snap Map of Product Origin-to-Consumption

Figure 38

233

242
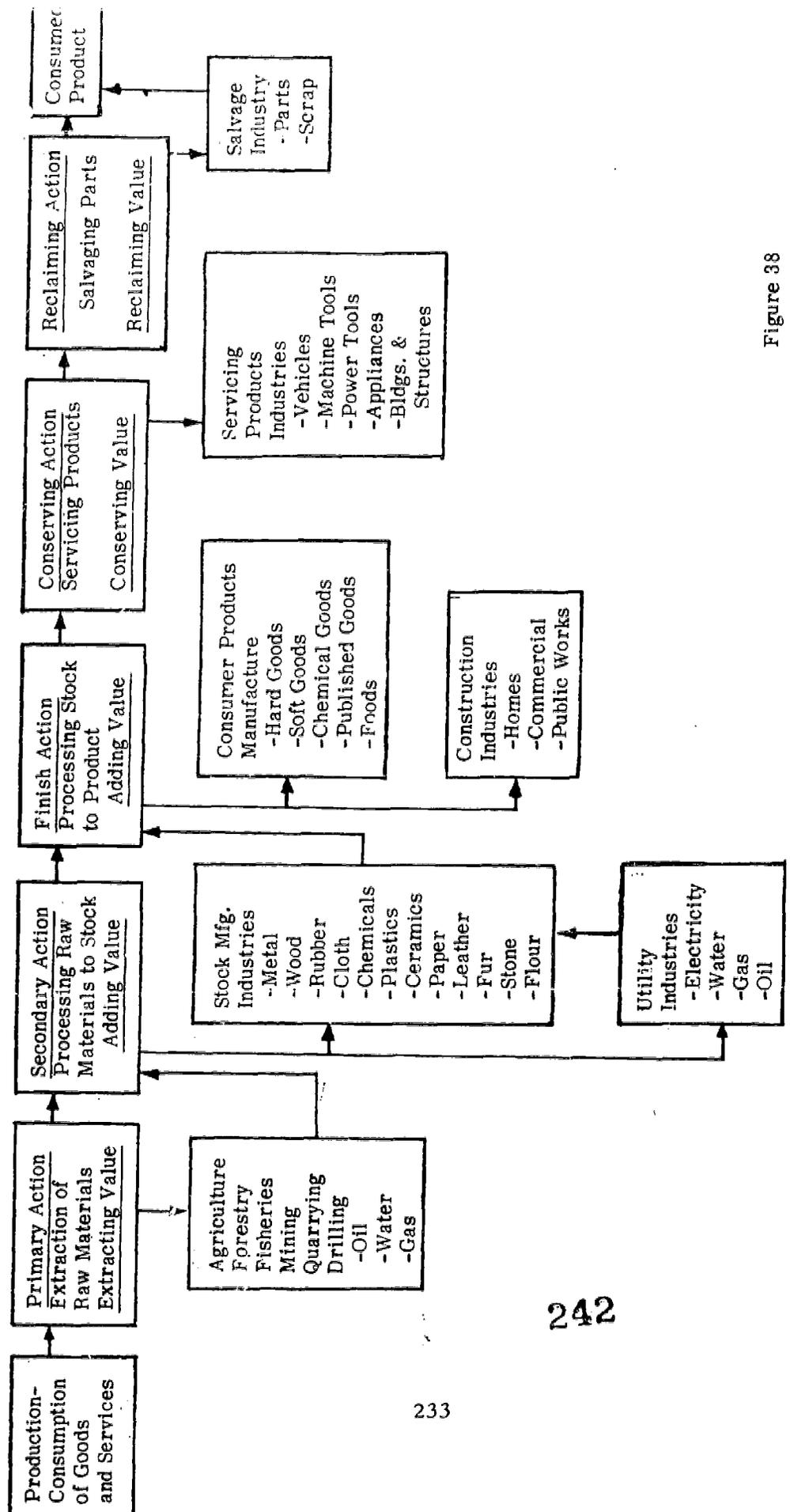
Figure 38 exposes the full range of activity from raw material to product
consumption and provides a basis for judgment and decisions regarding industrial
education content. Under the Orchestrated Systems Approach, industrial arts
education was delimited to include the "Finish Action" of producing consumer
products, the "Re-claiming action" of salvaging parts and materials, and the
"Industrial-technical Communication" which serves the above areas. The range
of possibilities for orchestrated systems within delimited categories are great
and further means for delimitation are important. It was conceived that the
classification of consumer products shown in Figure 38 gave adequate delimi-
tation for practical use as did the classification under "Construction",
"Servicing" and "Salvage". Other alternative classifications could be made
for each of the categories.

An adequate sample experience for understandings and competencies with
consumer products manufacture would then include experience with orchestrated
systems of manufacture of "hard goods", "soft goods", "chemical goods" and
"published goods". For the construction of industry the adequate experience
would include "home construction", "commercial construction", and "public work
construction". The Servicing and Salvaging experiences would probably be com-
bined with experiences of servicing "vehicles", "appliances", "machine tools",
"power tools", and "buildings and structures".

Total facilities must be geared-up for great flexibility to provide for
rapid set-up and take-down, to change from one system to another and to intro-
duce changes and improvements into the systems frequently. Storage space
and equipment handling capabilities are important. It is expected that
specialized types of machines and equipment will be employed in the "bull pen"
practice areas. It is very likely that new types of equipment will be designed
and built for the "game-in-play" area.

The Orchestrated Systems Approach utilized systems network modeling as
a tool for identification of content and as a basis for delimitation of the
responsibility of industrial arts. A teaching-learning theory and strategy
for instruction was developed for operation of the system. Solutions to
many detailed problems of operation must depend upon future experimentation
and research.

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GOAL GRADIENTS

POINT OF DEPARTURE

PARALLEL GOAL GRADIENTS

DEPENDENT GOAL GRADIENT

TERMINAL RESULT OR GOAL
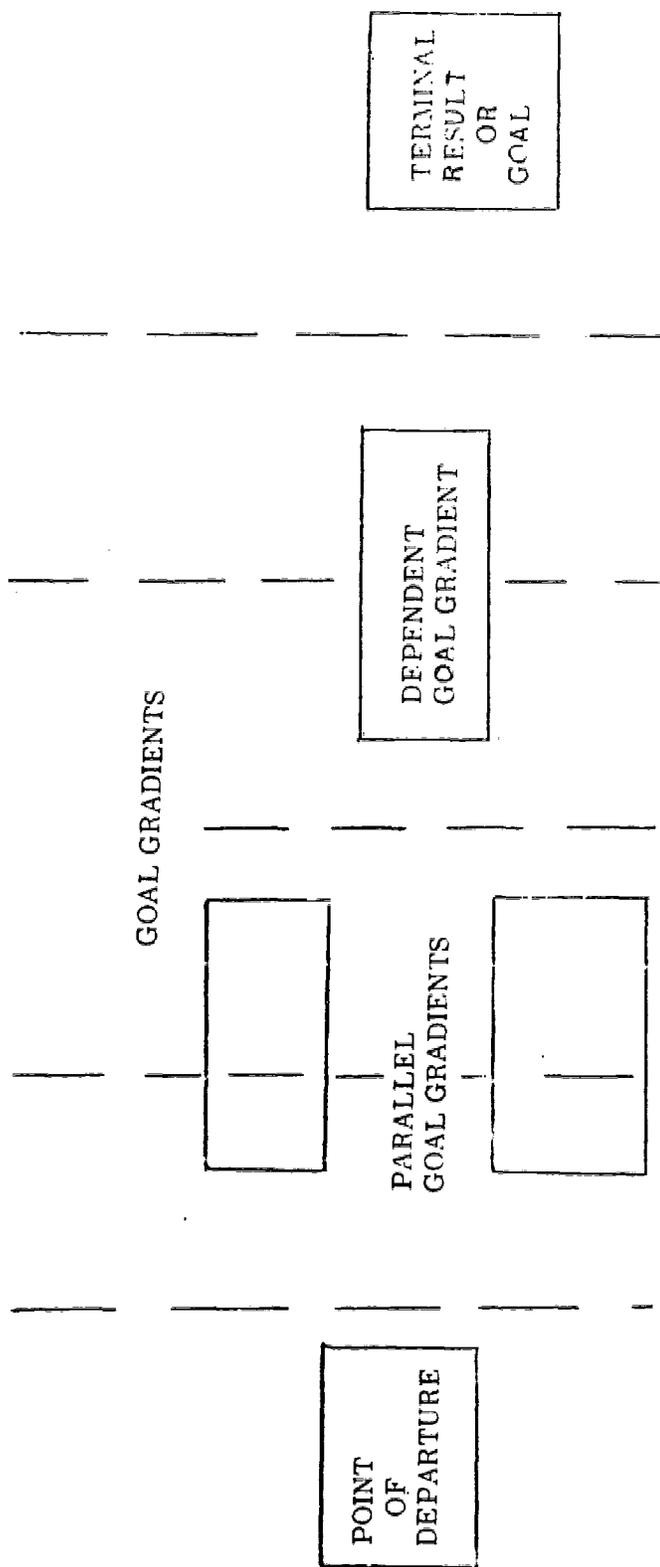
:: System: The total combination of elements necessary to perform an operational function.

Orchestrated System: The system in goal-oriented action with all its elements functioning in correct relationship and timing for effective unified operation.

Systems Model: A simplified abstract arrow diagram, network, or flow chart revealing explicit descriptions of all action in sequence and relationship from beginning to completion of project, operation, or goal.

Systems Modeling: A network design and modeling technique that reduces the very complicated or the simple project into a single, logical, sequential picture of all activities involved in a projects evolution.

"The most arresting fact about---Systems modeling---is that it is a new way of thinking---. It provides rational ordering of alternatives---in terms of feasibility and economy and the achievement of stated goals."

--adopted from: R. K. Stern, Dunn's Review, 3-66

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WHAT SHOULD BE REQUIRED THROUGH CERTIFICATION
TO PREPARE VOCATIONAL TEACHERS TO WORK WITH DISADVANTAGED YOUTH

ELIZABETH RAY*

I will simply preface my remarks by saying that certification standards
should be formulated in terms of behavioral evidence or performance criteria,
and that those responsible, whether state department officials or institutions
operating under program approval agreements should be confident that their
data are valid and reliable.

The issue beyond that, and the real challenge for teacher education is
to determine what we mean by competence in vocational teaching and to make
explicit how we intend to insure that these standards are manifest in inner
city schools to the same degree as in other schools. I shall set forth
several propositions or operational statements as a frame for my recommenda-
tions relating to preparation of competent vocational teachers.

Propostion #1:   There are no disadvantaged pupils.

    There are individuals who are put at a disadvantage in school
settings because of pre-existing or concomitant circumstances of
social and cultural bias, or because of physical, emotional, or
intellectual idiosyncracies- frequently called handicaps.

    Although such individuals may be pupils in the public school,
they are not uncommonly college students who are preparing to teach,
and school personnel at all levels including professors, teachers
and related staff. These are persons who are not fully conversant
with the concept of individual differences and/or the concept of
normative behavior.

    When we refer to in school youth of the inner city as disadvantaged
we are in essence GHETTO-izing them- separating them off from the main
stream and blocking them from access to the general benefits of the
school community. Schools serving ghetto-like communities are not
automatically ghetto-like in and of themselves.

    Individuals by definition- differ from each other. Inner city
kids are merely individuals who are describably different. The role
of the teacher is to know if and when that difference makes a difference.

The role of the educator is to understand, to accept, to value, to deal
effectively with these differences. If the teacher is ill-prepared to
do this or does not have a commitment to this end, then it is the teacher
who is poverty stricken not the student.

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Proposition #2: A vocation is not merely a means for making a living, but provides a way for using one's life.

The vocational teacher must be prepared to act as a model for students; he must be competent to recognize an appropriate model when he sees one. I would emphasize that there are competencies for teaching which can be differentiated from the vocational/trade competencies we value so highly. There is credibility to the requirement for examined experience with people as well as to the requirement for vocational experience. Sunday's Washington Post (May 17, 1970) featured Bell Vocational School in D.C. The principal had this to say:

> We go after people with the know-how, and we figure we can teach them how to teach. We want them to have contacts with industry. We don't want hot house plumbers.

A teacher in the D.C. system viewed the degree requirement thus:

> I had to go through all that and the courses didn't mean a thing in this shop- oh, maybe a little better approach to them when they'd had a bad night but .....

The counselor reported that Bell students were doing poorly in academic subjects before they came to Bell as tenth graders--and they're still doing poorly, but their courses only take up a half day now.

Somehow, each spokesman devalued the education component in favor of the skill component. This viewpoint must be changed. Vocational teachers must be educated to the values of both training and education, to both teaching and modeling.

Since the hierarchy of occupational prestige is frequently turned into a hierarchical scale of human worth, with stereotypes of manners, general culture, influence and intelligence, every means for its achievement should be mobilized. Regardless of whether plumbers can be differentiated as industry trained and hot house grown, let vocational teachers know that some rich men and some great teachers were once hot house plumbers.

If the good life is defined in quantitative and material terms, by the autonomy and security which money provides, then vocational teachers must be prepared to act as models for their students, not only models of vocational success and prestige, but models of men and models of women who are judged to be of worth in the community and in society.

The task then for teacher preparing institutions is to find the unique selection of study, practice, and experience which will lead to competence. The problem is to refine strategies for reducing the amount of time required to achieve criterion and to reduce the investment in terms of human and material resources required to educate vocational teachers to be competent as teachers and as craftsmen.

Proposition #3: A vocational teacher can be effective to the degree
that he is vocationally competent and personally confident, concerned,
committed, consistent and conciliatory.

According to Urie Bronfenbrenner in his new book- "Two Worlds of
Childhood," the institution that stands at the core of the socialization
process in our culture is the family. And it is the withdrawal of the
family from the child rearing functions that we have identified as a
major factor threatening the breakdown of the socialization process in
America. The great promise for constructive change is in the school--
in a broadened conception of the teacher's role--no! only must be
function as a motivating model, but it becomes his responsibility to
seek out, organize, develop and coordinate the activities of other
appropriate models and reinforcing agents- both within the classroom
and outside.

For the teacher to function as a model and reinforcer, he must be
perceived by the students as a person of status who has control over
resources. The Family, Society itself, is dependent on educators for
insuring that youth develop the tools of communication and the essential
skills for functioning in a complex society. There are needed above and
beyond the specific vocational competencies needed to get an entry level
job. These make the difference between getting and holding a job;
between holding and advancing in a job. The Vocational Teacher must be
committed to this idea for how else will his students come to value such
things?

Proposition #4: In qualifying vocational teachers, certification
standards should give more weight to evidences of simulated experience,
of walk-through experiences, of internships in schools and less weight
to trade and industrial experience, craftsmanship and administrative
ability.

Experience in and of itself is not an efficient teacher. If
teacher educators are to be held accountable for the products of their
programs, then considerably more attention should be given to providing
practice under controlled or simulated conditions for prospective teachers.
Some effort should be expended in formulating criterion referenced
objectives in order that there can be some logic to the selection of
practicum, internship and walk-through experiences provided for pros-
pective teachers.

Prospective teachers should be judged in relation to their per-
formance on selected objective tests such as- or comparable to:

> Bagott's- Interactive Decisions Test
> Loftis'- Measure of Professional Commitment
> Brace's- Concern for Others
> Rokeach's- Dogmatism Scale
> Levinson's revision- California F. Scale
> Shear-Ray's- Conference Role Play-Test
> Shear-Ray's- Teach a Concept-Test

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Duval's - Use of Physical Contact in The Classroom
          Smith's - Encouragement of Student Self Direction
          Bill's - Index of Values and Adjustment (Self-Esteem)

     I am proposing that Teacher Educators make strategic selections of
students and of settings - in order that there be measurable change -
movement toward both vocational and professional competence; toward
both vocational and professional confidence, and that these be judged
to require that the student be an adequate model in the sense that he is
open-minded, democratic, concerned for individuals, committed to
teaching, holds acceptable ethical values and is consistently respectful
of the rights of the individual.

     I believe that most of the experiences that would fit the bill I am
writing involve the taxonomies at the upper levels. For example, in
the Cognitive--Synthesis and Evaluation, for Affective--Organizing-
Characterizing, and in Psycho-Motor-- at the complex, overt, response
levels.

     I believe I am asking for symbolic responses rather than signal
responses (delayed- controlled vs spontaneous- gross). We must prepare
teachers to cope with what's out there, even when we are not entirely
sure what that something is, or is going to be. We must prepare
teachers who dare--and teachers who care. --- For man survives and
social systems advance only as men in one generation accept responsi-
bility for those who will become the next generation.

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CURRENT TRENDS IN VOCATIONAL CERTIFICATION

RICHARD A. ADAMSKY*

Certification, we know, is the act on the part of the state department of education of granting official authorization to a person to accept employment in keeping with the provisions of the credential.

Certification serves to give the teacher status and protects him against unfair competition with unqualified teachers. It also gives control to the state as the license granting authority while allowing it to gain information on which a continuous inventory of teachers and their qualifications may be based. It further authorizes the payment of salaries to teachers.

It should be obvious to you that the authority given the state department of education to distribute state aid and funds and to certify teachers gives that agency virtual control over local school systems.

While state aids are important sanctions, from a long-range perspective the control that the state exerts over teacher certification is even more crucial. State departments of education and allied organizations hold a monopoly over teacher certification standards. Although the only standard that is legally required is a degree from an accredited college, increasingly, accredited colleges are being given the authority to set certification standards. Colleges, in turn, seek the approval of extralegal voluntary accrediting agencies. Thus, although only the state department of education has the legal authority to accredit schools, these extralegal agencies exert an enormous influence. Probably the most powerful of these bodies is the National Council for the Accreditation of Teachers (NCATE).

Teachers certification usually requires three categories of college course work: generally education, professional education, and subject specialization. For vocational teacher certification, "work experience" also becomes a consideration.

According to DeYoung and Wynn, many states are now moving toward improving their certification practices. They identify these improvements as:

1. The elimination of substandard or emergency certificates.
2. The requirement that every teacher have a BA degree from a four year approved teacher education institution.
3. That the teacher have had a minimum of 15 semester hours of professional work including student teaching.
4. That a probationary period of not less than three years under professional guidance be required.
5. That there be centralization of certification in a state agency.
6. That permanent of life certificate be discontinued.

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7. That there be reciprocity between states in certifying qualified teachers.
8. That greater emphasis be placed on qualitative competencies and professional growth.
9. That increasing r onsibility for teacher-education be placed on the institution through an proved program approach to accreditation and certification.
10. That there be more simplicity and less specificity in certification requirements.

Two early critics of teacher education were Conant and Koerner. Their studies of the early 1960's have alternately been praised and damned. Some things these men wrote are worth mentioning here today; for instance:

1. There is a great deal of variability in certification requirements among the states. It is difficult if not impossible to make any generalization concerning certification.
2. That the approve program approach to teacher education is dangerous because the people who will make the decisions are not qualified to make them.
3. That there is no evidence that specific courses will improve teaching ability.
4. That course titles or descriptions are no indication of what will be taught in the course.
5. That there seems to be no objectivity in education.

Some of the suggestions that these men offered were:

1. That teachers be paid on the basis of student performance.
2. That the only true test of a teacher is his ability to teach and therefore student teaching is essential to the training of teachers.

It was at this time that vocational education became "people oriented." Five years later, in 1968, we became more specific about the people to be served. The 68 Amendments asked us to develop new programs to equip slum youth, disadvantaged adults, and handicapped persons with job skills.

One of the objectives of this institute, objective 1, I believe, is to determine the competencies needed by vocational teacher to teach the disadvantaged. Unfortunately, I was not here when this objective was evaluated since my duties at the office, certification of T&I students, required my being at the office. However, I have spent some time now reading about this problem and considering this objective. In reading Sidney Tiedt's 1968 book on the teaching of the disadvantaged, I found that he suggested that these teachers need special knowledge and skills. These teachers, he suggested, must know and understand the disadvantaged child--who he is, his social and psychological characteristics, and what he thinks and feels. Further, the teacher must know appropriate learning theory and be able to apply it. That materials and methods particularly suited to alleviate anxiety and improving the child's self concept must be thoroughly familiar to him.

More recently, in October 1969, a report from a National Workshop on Vocational Education for the Disadvantaged stated that:

> Ideally a teacher of the disadvantaged should have competence in his subject area, familiarity with modern methods of instruction, and be able to communicate with his students. But understanding and the ability to relate are more significant than either knowledge of the subject or pedagogical training. Credentials (they felt) were less important than committment.

Their reasoning was that:

> In many out-of-school manpower programs, instructors lacking formal credentials but sensative to the unique needs of the disadvantaged have proven especially effective.

I couldn't help thinking, as I reviewed what the experts said about the competencies needed to teach the disadvantaged, that essentially these competencies are, in fact, needed to teach all students, not just the disadvantaged.

We find however, that at least one group of educators felt that committment is more important than credentials. In considering the commitment of teachers I can't help but remember that many statistics on teachers reflect a low commitment, at least to the profession of teaching. It was reported that about one of three people trained to teach never do so; and only two in five persons trained as teachers are in teaching at any one time. Since about two-thirds of the institutions that train teachers are publically supported, this influx into and out of teaching involves a substantial public expense. If I may be permitted an observation based on this data, this may well be the reason why we can't find large numbers of teachers comited to the disadvantaged student. The question we might well ask is, should we seek commitment or credentials when seeking teachers for the disadvantaged?

Let me now focus on the reason I have been asked to speak to you. My topic is "Current Trends in Vocational Certification." My objective, and here I will state it behaviorally, is that after hearing this presentation, in which I will expose you to the findings of a limited study, you will be able to decide for yourself if there are trends in vocational certification and how they are likely to influence the training of vocational teachers to better serve the disadvantaged students.

So that you will better be able to make your decision, I will first describe to you how the study was structured. Data was obtained by writing personal letters to 15 different state directors of vocational education and also to different chairmen of vocational teacher-training departments in 15 institutions. The states selected for this study were those used in the Conant study. The vocational teacher-training institution were randomly chosen, one from each state in the Conant study.

The letters alerted the receiver to the purpose of this institute and the fact that I was trying to identify the current trends in vocational certification.

The state directors were asked to provide me with:

1. The state certification requirements for vocational education.
2. The title and description of all college courses that are stipulated by vocational certification requirements.
3. A copy of any prepared materials which describe programs of vocational education for which certification requirements have been altered or eliminated to better serve the needs of the disadvantaged student.

The department chairmen were asked to provide me with:

1. The title and description of all the courses which the institution required for vocational certification.
2. The title and description of all college courses which the institution requires or offers as elective that is designed to develop teacher competencies for teaching the disadvantaged student.
3. A description of any changes now taking place in the institution which is specifically designed to develop the vocational teachers competencies in teaching the disadvantaged student.

Keep in mind, as I make this report that I obtained replies from 12 of the 15 state departments I contacted and ten of the 15 institutions. In general then, the responses represent a sampling of about 20 percent of the states.

In order to be certain that we all know what a "current trend" is I have defined these words. A trend is defined as an inclination in a particular direction. Current, when used as an adjective, is defined as generally accepted or credited, prevalent or common. Current trends then would be "generally accepted inclinations in a particular direction;" and since we are speaking of vocational certification, we have our focal point.

The responses I received almost completely defy generalization but, if generalized by response to what I asked for it becomes more meaningful if not more palatable.

Question 1, asked the state directors for their state certification requirements. The answers provided me with enough information to state that, in general, a BA degree from an approved program is required. However, in certain areas such as T & I, Tech. Ed. and certain Health Education areas the BA is not required. I can also report that in most states occupational experience of varying lengths is required to teach vocational education.

Question 2, asked the state director for the title and description of courses stipulated by state vocational certification requirements. The replies allow me to state that courses are generally not stipulated. However, the curricular divisions of work at college are stipulated; for instance: the number of credits in general education, professional education, and subject specialization.

Question 3, asked the state director to describe any programs for which certification has been altered or eliminated to better serve the needs of the

disadvantaged student. Here the replies allow me to report that most states are preparing to study this problem or are now studying this problem. Only two states indicated that they had done anything specific. These two states had liberalized the certification requirements to allow people with special competencies in training the disadvantaged to teach in the public schools under emergency certification. Another director indicated the increased use of para-professionals to teach vocational subjects. Another state director reported that, although there had been strong pressure to alter vocational certification, he had resisted it because he believes that the disadvantaged should be served by the best teachers, the certified teachers.

Question 1, asked of the department chairmen the title and description of the courses required by his institution for vocational certification. The replies allow me to state that for the most part course requirements do not vary to a great degree from institution to institution.

Question 2, asked the chairmen the title and description of courses offered as elective or required for certification that served to develop teacher competencies for teaching the disadvantaged student, here the replies allow me to state that no institution required or offered a course in the vocational department for this purpose. One chairman reported that there was one unit of course which had this as a goal. Another chairman indicated that, although by title and description none of their courses seemed to serve this purpose, the fact was that every course they offer 1 hoped to accomplish this purpose; this was an all-black institution. Most of the chairmen reported that there were courses offered in other departments, usually in Special Education, Sociology, or Social Service, that could be elected by vocational students but, for the most part, undergraduate vocational students didn't select them.

In answer to Question 3, the changes taking place in the institution specifically designed to develop the vocational teachers competency to teach the disadvantaged student, I found little change. Outside of the University of Illinois, which as indicated by the chairman, has been doing extensive research on the training of the disadvantaged for some 10 or 15 years, I found only two schools that mentioned any change. These changes mentioned were of the "Urban Studies" type and took place on a graduate level. Perhaps the feeling of one chairman from a large urban university, is almost universal for, as he put it, "We're not making any special effort in this direction because our vocational teachers are performing well in all the situations in which they are placed." Perhaps the lack of change in this area can be explained in the words of another chairman who stated that "what the disadvantaged basically need is motivation, remedial education, and realistic counseling to change attitudes, followed by training in a regular vocational program."

These then were the answers I received to my letters. As data on which to base a decision, it may be too vague and meager but to treat it in a neat statistical way was impossible.

In conclusion I ask you to decide; Is there a Trend in vocational certification and how does this relate to the disadvantaged student?

THE VOCATIONAL EDUCATION TEACHER IN THE
INNER-CITY SCHOOL

EDWARD T. FERGUSON, JR.*

I wish at this time I could tell you that we know the best way to prepare teachers who will function in vocational education programs designed for disadvantaged youth. Unfortunately to date, no one has come up with a truly defensible operational pattern. There are, though, some indications as to what it takes to be a "successful teacher" when the majority of the students taught are conditioned to be disadvantaged.

We do know that some teachers are successful when they teach disadvantaged students. The problem exists in that they apparently cannot formulate their approaches theoretically, they can and do, however, demonstrate it in the classroom. Those of us who deal in theoretical formulations might well take a cue from those who are demonstrating in practice that there is something to be known in this area. I believe as teachers and as teacher educators we can gain a great deal of insight if those teachers who are good practitioners in the classroom concentrate not solely upon what they are doing and upon getting results, but also try to find the answer to the question--Why am I successful.

In almost each ghetto school there are a few teachers who are considered by almost everyone to be effective. Here, however, we are usually confronted with a personality, a style--the characteristics that seem to work well with disadvantaged youth. I doubt, though, that these factors were ever developed in our teacher training institutions. It is probably true more than we would like to admit that some teachers of the disadvantaged do succeed and maintain their faith in themselves and their students through their unusual personalities; however as Harry Rivlin points out "No system of mass education can rely on unusual success by unusual teachers."[1]

Currently, The Center for Vocational and Technical Education is involved in a research project with 200 distributive education teachers located throughout the United States. The study is concerned with successful teachers who function in a predominate white suburban environment. Data is now coming in, but it is too early to make any inferences from the preliminary data. Our hope, though, is to build a profile of successful teacher in each environment and combine this profile with the teaching tasks and practices that tend to make a teacher successful in each environmental setting. In the absence of this hard data, I would like to explore with you some personal thoughts on the preparation of vocational education teachers who will teach disadvantaged youth.

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[1] Harry N. Rivlin, "New Teachers for New Immigrants," _Teachers College Record_, (May 1965), pp. 707-718.

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I said before there are some hunches as to what it takes to be a
suc essful teacher when the student population is considered to be dis-
ad ntaged. I should like to share with you some of these thoughts. But,
f st of all I would like to say that my remarks are pointed toward only a
single group of the disadvantaged--the black in an urban setting. I have
chosen this group as it represents the largest single group in a taxonomy
of the disadvantaged which can benefit from a vocational education program.

I should like also to point out one other basic belief I feel holds
true, no matter what the student population may be. It is, a good teacher
is a good teacher, is a good teacher. By this I mean, that if a teacher is
truly outstanding, he or she will be successful no matter what the student
population may be.

I do, though, think we can help all teachers "load the dice," so to
speak, in their favor, for there are techniques and practices that have been
seen as successful when dealing with disadvantaged youth.

First and foremost I see an understanding by teachers of the culture
of the black adolescent as being casual. On one hand, there is the student
environment as it relates to the school and on the other, there is his en-
vironment of the home, for home and street to the black adolescent may be
hard to separate. This perhaps is one very fundamental difference between
white children in a suburban environment and black children in an inner-city
environment. Further, by understanding the black adolescent culture, I do
not mean you should necessarily agree with it, but it is also not your right
or responsibility to disagree with it, or in any way attempt to change cul-
tural attitudes, even when these attitudes are in direct conflict with your
personal values. This is probably the first and foremost cardinal sin
committed by most white or black middle-class oriented teachers.

You may ask how does one, who is really interested, gain a knowledge of
the black adolescent's cultural environment. Perhaps the simplest way is to
listen. Really listen to what your students are saying. This means in the
halls; before class, after class, as well as during class. It means showing
a personal interest in what your students are doing in their personal lives.
It means moving slowly, with some care and caution, into short trips to the
inner-city areas. And probably most of all, being interested means not showing
your shock or disapproval of what you see and hear.

I truly believe only when you can understand the black adolescent as a
person, can you effectively be a teacher to that individual.

Let,s get one, most important, thing out in the open right now. That
is, the fear involved in going even as far as I have described with the black
adolescent. Fear, I mean real physical fear, for self. All of us who have
reached for this understanding have experienced it. And it is nothing to be
ashamed of. There is also another fear besides physical fear which one may
experience. That is, the fear coming from one's inner-self; that fear which
knows and asks these gnawing questions: Do I really believe that blacks are
equal? Am I a racist deep down in my heart? Until one can come to grips
with this inner fear, he will never cope the outer physical fear. For the

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physical fear is tied closely with being found out. Being found out that one is playing the game because it is the thing to do, or it is what is expected of a person like oneself. And have no doubts, the students will eventually find this person out.

How do we then, if we ar truly sincere, get an insight into the black adolescent's environment of the street and the home. One way is to analyze the black power structure of the community, which pulls the strings both on the surface and behind the scenes. Another is to become familiar with the agencies both public and private which operate in the black community. It may mean spending part of a day in the receiving ward of the city hospital which services the inner-city, or make rounds with the probation officer or welfare investigator. But probably most important of all it means getting into the homes of the students, and talking with the adults in the home. Even better than talking, "listen" to what they are saying. Walk around the black business community during the day, talk with the merchants and even more important, again listen. These few simple things I have mentioned are not the whole story which will lead to an understanding of the black student's community press, but it's a start, and it may be enough to open the door.

Let's talk for a minute about the school environment. Many black adolescents feel school is useless to them. They see no relation to what happens in school to what happens in their real world out of school. And that, may I add, also probably goes for what happens in a vocational education classroom. Most of the substantive material or subject matter we teach in vocational education has little or no bearing what so ever on the jobs black students get, either as part-time cooperative employees or in the full-time jobs they take after graduation. It is, for the most part, meaningless pap to the black student, for he only has to look out there in real life to see what his older brother or friends are now doing after going through the school's vocational program.

Well, I hope it is obvious to you, at this point, that we are not going to be successful with the black adolescent by giving him more of the same old vocational education we have been dispensing to those nice white middle-class kids. We just cannot get away with it anymore in the inner-city and believe me people, the time is rapidly drawing upon us when we won't be able to get away with it with our white middle-class clientele in the suburbs. We are literally driving the black students out of the vocational education curriculums and into the academic curriculums. At least those small percentages who make it through the high school academic curriculum and through college have something better waiting for them at the end than what we now have to offer in vocational education.

Well, I have kind of painted a horrible picture of the state of affairs with the black students' environment and with what goes on in the inner-city schools, and it can get even worse. It can come as quite a shock to us, as teachers, the first time we hear from a black student, "you can't teach me nothing whitey." This opens up a whole other area, that of black teachers for

black schools. And I am not so sure that is not the right answer, but at this point in time, it is not feasible in vocational education. There is just not enough trained black manpower available to do the job.

The black inner-city community and the institutions that serve the people in black areas are experiencing a fantastic transformation. The people are demanding a voice in and moving toward control of the institutions that have an effect on their lives. And the schools are the number one target. A recent Harris Pole showed 97% of the blacks surveyed felt they could win their struggle for civil liberties through more and better education. The black people now know and believe most firmly that the institutions of the white society have failed them, (poor jobs, poor education, sub-standard everything). These peoples are determined to have a strong voice in every institution which shapes, molds or directs their destinies. The result, my friends, is Black Power, which can be viewed in a liberal fashion as the positive elements or ingredients of an oppressed people to initiate better conditions for their lives. Some enlightening reading along these lines can be found in the book by Carmichael and Hamilton, Black Power.

Thus as a group or as a community, black people seek freedom, they seek an identity with past ancestry, self-discovery, and a sense of direction --in this quest, power and control become all important.

It's rather natural and is to be expected that black students' behaviors will vary and will reflect a "restlessness, raged, frustrated community," for to a great degree it is youth that is rebelling or rising up against the "business as usual policy" (or the establishment or the system) in black ghettoes. And believe me, we as teachers are viewed as part of that establishment.

Teachers in metropolitan areas just have to become alert, informed and able to cope with the new generation or breed of black students. For these students are no longer simple conformist, theu too are giving the acid test to the institutions, forces and values that govern their lives. This inner-city youth is not just asking for a voice but demanding and taking action to bring about changes in his environment.

As teachers, are we prepared, are we able, are we willing to work with this new breed of black student or do we simply want to stamp them out of our minds and lives and dream of the old "peaceful" days, when students did what they were told to do, without asking questions.

The restlessness, the anger, the distrust we find in the black students in the inner-city schools are only symptoms of our time. It is even now beginning to appear in certain pockets of affluent white populations. If I am listening right to what these students are saying, I hear--we feel useless in school, the bureaucratic system is out to destroy us, we have no faith in the judgments of adults.

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These same students feel the generation gap is our problem not their problem. They do not want to be treated as IBM cards. And perhaps our greatest fault is that we do not really fully understand the sensitivity, the feeling and the advanced intellect we have created in our youth over the past ten years. And perhaps what hurts us most of all is they are not buying our teacher credential system. Just having the name of teacher is not enough any more. To this emergent adolescent, be he white or black, you must prove you are a teacher.

My friends these students, white and black, know the issues that now confront society. They reject our war, they have caught on to our system of segregation and they are acutely aware that the current emphasis on the environment is only a diversionary tactic.

One additional point along these lines, confrontation is no longer only a college affair; it is coming much earlier. These adolescents, white or black, want a share in the power and as teachers we are going to have to learn to negotiate with students regarding the programs, policies and decisions that affect their destiny.

I would now like to move into an area which I believe you as teachers and you as teacher educators can, in your teaching situations or in your teacher education classes, bring about better results with disadvantaged adolescents.

There is no doubt in my mind that today's adolescent would receive the best of all possible educations in a school environment patterned after the Socratic School or to say it another way the individualization of instruction. Now I do not want you to become confused with these terms—individualization of instruction is not a method, it is not a procedure, it is not a way of organization, it is a philosophy of teaching. It responds to the values of the individual and it respects the individual as a person. It demands the teacher recognize a wide range of interests and abilities in his students, and it views the teacher as a resource person, one who provides the materials, supplements the ideas of students, and one who provides the situation and the atmosphere for a learning situation.

Well, now you may say that is a bunch of idealistic garbage, and a few years ago I would have agreed with you. But I have, for the past three years, traveled all over these United States and several foreign countries visiting schools and other types of learning centers and only in those schools where this kind of teaching-learning situation was occurring did I truly see meaningfull educational experience taking place.

For the most part, I believe today's students are really students, they are inquisitive, they want to know why, they are asking the right questions; they want, no they demand, sound, reasonable thoughtful, intelligent, relevant and meaningful answers. What I need to ask you as teachers is, are you prepared to give the "right" directions or alternatives rather than only trying to have the right answers, or are we so busy teaching or transmitting that we igno the students' questions regarding the relevance of the subject matter and material we teach.

Most students today view their teachers as members of the establishment who are not willing to listen to them and who make no attempt to understand the age in which they live. Teachers must stop looking at students as the enemy. We as teachers must open up, and this does not mean that the quality of education will suffer. We must learn to reach out with understanding, respect, empathy and yes, even love, for if we can learn to communicate with our students, perhaps then, the quality of life in our society will be gin to improve.

I am convinced that the students do not want to destroy everything in our society, what they really want, and are impatient with our generation for, are solutions to the problems of the poor, the war, polution, crime, hunger.... they feel a commitment to humanity and to mankind that our generation never felt. What they are really after is a life in a safe and sane society, and these same students want teachers who can help interpret to others what they are all about and why. They want teachers who believe and who believe in them, and who can help them believe in themselves as well as in others.

I would like to say something to you as teachers that a majority of you, perhaps or probably, will not or cannot ever accept. It is that no one has the right to make a significant decision for another human being. This is especially true of adolescents' choices regarding learning. Learning must be done in a way that it is significant to the learner. It must make a difference in the perceptions, the understandings and in the life of the individual. I am sure you all realize that as teachers we are only aware of a very small portion of what an adolescent learns each day, yet in our classroom we insist on totally controlling the learning of each child. Or should I say we insist on controlling the teaching or the dispensing of the subject matter to which each student is exposed. It is at this point our greatest mistake is made. There is no doubt we can gain a great deal of insight from our co-workers in elementary education regarding this point. For the elementary education teacher's prime concern is in what the student has learned and helping the child to learn, but we in secondary education show our major concern in the subject matter that we teach.

We must, as teachers, back away from our authoritarian, autocratic control of the classroom situation and move toward a classroom atmosphere whereby we set the stage for our students to solve the problems they see as important to their personal lives.

This does not mean there is freedom for the student without responsibility. At present, most teachers take responsibility away from their students. We tell the students they are not able to make their own decision. And we do this as a defense mechanism, for by controlling the students' decisions we also control the students' behavior.

I don't need to tell you that student behavior is the number one problem teachers feel they have in the inner-city schools. Yet it is the very manner in which classrooms are operated which bring about behavior problems.

I said before that I believe no one has the right to make a significant decision for another human being, and I am sure you are aware I am trying to lead you down the path of student-teacher planning, and you are right, but

this is not the student-teacher planning which our college methods courses
have outlined, and not the student-teacher planning that some of us have
passed off on students which was merely maneuvering the students into doing
what we as teachers wanted to do or would have done with or without going
through the mental exercise.

I am talking at this point of real student-directed planning. A plan-
ning done, though, within the broad framework of objectives that you and your
colleagues have established regarding an education for all fields of vocational
education.

We can only insure real involvement of the learner when he has ha
part in the choice of what he is going to learn, with whom he is going to
learn it, where he is going to learn it, and when he is going to learn it.
And if the when really bothers you, I can assure you, that a great majority
of the research shows there is very little to the whole idea of the sequenc-
ing of learning activities. There was an excellent article within the past
few months in the Saturday Review on "Learning is Random."

Each student in charge of his own learning--kind of frightening to us
as teachers, isn't it? To think that we as teachers should be reduced to
merely providing the situation and the climate where each child can learn.
But people, that is what school is really all about. Now I am not saying
we pull out all the stops; that the students cna do anything they want.
What I am saying is the student has the freedom to choose the procedures cf
learning, and in vocational education this can be exciting, for it will
bring the realities of the real world into the clasroom. It also accomplishes
another important factor--freedom of choice in learning or the individual-
ization of instruction works on the premise of the multiple talents in stu-
dents or the idea that each learner is above average in something. This is
truly individualizing. No specific requirements, no mandatory assignments,
no specific textbooks, but the providing of a situation and climate which
fosters a broad and rich environment where all students learn without being
taught.

Now you may ask how do we as teachers evaluate this teaching-learning
environment, and it's a fair question. There are three basic ways evaluation
can take place in this type of situation: (1) student self-evaluation, is
the learner himself satisfied with what he has done, (2) peer group evaluation,
this perhaps is the more severe test, as the demands of the group are by far
more regulatory than any others, and (3) teacher evaluation, this evaluation
can take many forms from complete subjective to complete objective evaluation.
There is no doubt, though, that the student self-evaluation is the most effec-
tive, and can be accomplished best through the teacher-student conference.
There are several rather effective ways to assure a good self-evaluation, but
the essence of a successful evaluation can be obtained by three simple
questions: (1) What have I gained? (2) Where am I in relation to my stated
goals? and (3) What do I need to do next? I have an example of an agreement
between student and teacher which you may find useful. I will make it avail-
able to you shortly.

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Now what I have been talking about for the last 40 minutes all boils down to a humanization of our schools and particularly our inner-city schools, for we cannot continue in the vein we are now moving. My friends, there is so little learning taking place for a large majority of the students in our inner-city schools that a great percentage of these schools as they are now operated are negative forces in the lives of the students they were intended to serve. I wish I could be more encouraging and say if we do thus and so we will be successful using our same old tried and true patterns of teaching, but I do not believe this. I have slowly and painfully come to the conclusion that our only means of becoming effective in our inner-city schools is to move towards an individualization of instruction which will in time lead us to a humanization of our schools.

A year of research has led us to some hunches as to what kind of a teacher is thought to be a successful teacher when functioning in an inner-city school. I would like to make some of these statements and practices available to you for whatever they are worth. Perhaps you may want to do a self-evaluation on the Teaching Practices Form or have your principal or department head do an evaluation on you with the Teacher Characteristics Form or better yet have your students evaluate you with the Student Evaluation. But no matter what use you make of the materials at least read the statements and teaching practices and see where you stand in the task of bringing about a humanization of our inner-city schools.

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CERTIFICATION OF VOCATIONAL TEACHERS
FOR WORKING WITH DISADVANTAGED YOUTH

WARD SINCLAIR*

Whatever concensus is reached at the conclusion of this Institute regarding
the preparation of vocational teachers for disadvantaged youth, it is my opinion
that the legal certification requirements necessary to implement your recommen-
dations can be achieved. The certification officers in the various states need
no apologist, but as shoudi be pointed out that they are conscientious educators
charged with the responsibility of protecting children and youth from unquali-
fied teachers. What the line is between qualified and unqualified in any area
of the curriculum is open to debate. States vary in their determination of a
qualified teacher and so do many of the professional organizations. As an
example, a current report[1] shows that six states in 1967 did not require at
least a bachelor's degree for elementary school teachers and one, California,
required a master's degree. Similar discrepancies can be cited over and over
again.

Focusing our attention on the specific problem of certifying vocational
teachers for disadvantaged youth, we have to agree on certain basic assumptions.
Obviously we all would prefer to have the best qualified person available for
every training station. Granting this and realizing its impracticality, at
what point do we say, "It is better not to open the class than to do so with
someone who has only the following---." Each of you will have to provide your
own descriptions for the blanks. Has only an eighth grade education, has only
two years experience at his trade, has only a single conviction on the police
blotter, are some of the types of questions or cut-off points to be considered.

Just as there are optimum qualifications for the vocational educator,
there are minimum standards below which a person should not be given the
responsibility for educating boys and girls. In each state minimums have been
established for the granting of teaching certificates. There are minimum
requirements for the teacher who follows his profession for a given period of
time; and there are minimum requirements even to obtain an emergency, temporary,
or other sub-standard certificate. These latter requirements constitute the
absolute bottom on the scale of standards.

Our concern here is not with the young man who attends a four year col-
lege and ends up with a degree in vocational agriculture, distributive education,
as any other vocational degree. Rather our attention must be directed toward
the identification and recruitment of other individuals who have the necessary

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[1]"Facts on American Education," NEA Research Bulletin," 48:35 - 6, May, 1970.

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skills to do the job. It should not matter how these skills were acquired.
A college education is one way, but not the way. It is here that I part com-
pany with a recent proposal of the United Federation of Teachers, Local 2,
American Federation of Teachers, A.F.L.-C.I.O. who have passed a resolution
in favor of granting a Bachelor of Science degree in vocational education to
all vocational educators who meet specified New York State certification require-
ments. Neither a college education nor a college degree is, of an by itself,
going to enhance the quality of teaching or the status of the recipient. Per
formance on the job is far more apt to bring recognition and its concomitants
of better facilities, better equipment, better salaries, et cetera. It seems
to me that the United Federation of Teachers' proposal advocates intellectual
snobbery in the same way that vocational teachers have complained of the
slights and snubs of their so-called more academically minded cohorts.

There are now, all across the country, new patterns of teacher education
emerging. We are just on the threshold of an entire new era. Interns, teacher
aides, assistant teachers, and associate teachers along with team teaching,
modular scheduling, and computer assisted instruction are only a few elements
which demand quite different teacher preparation programs from those of the
past. Vocational teachers are caught in this maelstrom, too. Is there only
one way to prepare a vocational teacher? Must he attend some college or
university in order to earn X number of credits to become legally certified?
My own answers to both questions is a loud and forceful, "No!"

In this period of our history, I am philosophically and pragmatically
opposed to any kind of restrictions, regulations, or methods which tend to
limit the alternatives available to each individual. If there be a better
way to prepare vocational teachers than through college courses, let us find
it. It may well be that after all alternatives are explored, the decision
will be that no other way is comparable to the experiences provided by insti-
tutions of higher education. This is fine, but, at least, the opportunity
to experiment, to innovate, and to test has been provided. Through differen-
tiated staffing, on-the-job training, and many other techniques, it is quite
conceivable that new and better programs for preparing vocational teachers
will evolve.

Certification officials in each of the states must operate within the
framework of the rules and laws of the particular state. Provisions are
rather common throughout the country for teachers of vocational subjects to
hold regular certificates without, at the same, holding a college degree.
The basic qualifications necessary for an individual to enter vocational
teaching should include:

1. Personal and social fitness.
2. Physical and mental helath for the tasks.
3. Language competency.
4. Experience in the appropriate vocation.

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Let us briefly examine each of these points. It is quite clear that there is no room for the habitual drunkard, the narcotics user, or the homosexual. At the same time, I would not include a person solely because of a police record. On the face of it, this last statement appears to be : remark of a Pollyanna, but an illustration from our urban ghettos may make my meaning clear.

It has always been and continues to be extremely difficult for a black boy born and brought up in a slum area not to have some contact with the local police. Loitering, truancy, and dist-rbing the peace are some of the "crimes" lodged against him. If a boy should survive his adolescence where he might have such a record, and as he matures, he learns a trade and fulfills the other criteria that has been mentioned, would he be a suitable candidate for one o. your positions? if you want to provide an image that other youngsters in a similar environment can respect and emulate, you would not only accept such a candidate, you would actually seek him out.

The urban secondary schools contribute mightily to the social ills which tend to engulf us. They can be a magnet to attract and hold the youth of the area, or they can repel and antagonize this same group. Vocational educators can have and often do have the strongest drawing power in the whole building. Any person who can contribute to this effort should be welcome.

The second point regarding physical and mental health needs little elaboration. Good teaching at any level is physically demanding. Psychopathic personalities are of no more use in vocational education than they are in any classroom. All that is asked for here is that the individual be mentally stable and reasonably sound in body and limb.

The third area of language competency should not be equated with grammatical awareness. Instead the emphasis should be on the ability of the teacher to communicate his directions, ideas, et cetera to his students. When he tells a student that the tool he is using "ain't" the right one, the student will understand even though some grammarians may get goose pimples.

If his writing is laborious, it could well be a godsend to his principal who has enough wordy reports to read from other members of his staff. Again the criterion should be relatively simple; does he get his idea across to the other person?

In relation to his competency in his vocation, the fourth area, those of you already in the field will have to be the judge. You cannot expect some certification offices to know whether a man is competent in his vocation, but it can be expected of you. Here we are talking about performance. Can the man do the job or does he merely talk a good game?

No reference has been made in any of these points about formal education. Two years of college, one year, or even a high school diploma do not appear to me to be particularly relevant. Let us remind ourselves once again that we are discussing the absolute minimum qualifications for an applicant to enter

the vocational teaching profession. Entrance does not ensure quality nor does it guarantee tenure. It simply means that the individual has the opportunity to try. If he cannot function in his new role, he can be removed.

Assuming that the certification procedures are flexible enough to allow an applicant to enter, it seems reasonable to me that he should be expected to develop the additional skills necessary for success in his new assignment. These might include teaching under the supervision of a full certified teacher or under the tutelage of a college supervisor, adolescent psychology, environmental influences on pupils in his school, lesson planning, classroom organization and management, or study in any other area which may be required. The kind and amount of experiences required should be carefully explained to the candidate. His interest, maturity, and ability to learn should be scrupulously examined. The way must be open for him to proceed without undue hindrance toward full and complete certification.

All of this means that each individual applicant would be evaluated on his own merit. This is no small task. In 1968 there were nearly 150,000 "teachers of federally aided vocational education classes."[2] Although the numbers are large, it is far better to preserve maximum flexibility than to issue arbitrary edicts which automatically exclude some interested and capable people.

A local board of education recently passed a rule and publicized the fact that they were only going to employ "fully certified" teachers in their system. This year they wanted to introduce a course in computer science in their high school. The most qualified man they could find did not have a teaching certificate. You can imagine the fancy footwork that took place. Blanket regulations seem to have a way of coming back to haunt you.

Another kind of certificate that has not been mentioned so far is the so-called professional certificate. This is one which the profession itself issues. The American Vocational Association could Devise standards of its own for vocational educators. A holder of this certificate could be designated a Fellow of the Association or given some other appropriate title.

In certification, as in all other areas of education, we are living in a period of rapid and significant change. If vocational educators can agree among themselves about the changes they desire in certification regulations, it is not too difficult to initiate them. Certification officers, for the most part, will look more favorably on changes which lend greater flexibility to the system than they will to those changes which appear more restrictive. However, you must remember that I am reflecting my own bias here.

Despite your own individual concerns at the moment, things could always be worse. Remember the boy, when he opened his lunch bag at school and discovered he had baloney and ___ sandwiches, who shrugged and said, "My poor brother, he's got peanut butter and mustard."

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[2]Ibid, p. 35

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