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ABSTRACT

This document presents long-range goals for teacher education programs and charts representing the implementation of these goals. The charts are divided into three sections: Long-Range Goals (Examples), Teacher Behavior (Examples), and Preservice Tasks (Examples). (MJM)

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**A Strategy for Curriculum Development in
Teacher Education**

Each decision made in the educational process, whether it involves the selection of instructional activities, materials, time schedules, or evaluative procedures, ideally springs from a philosophy of education. Educational philosophies are typically formulated by school systems, teacher-training institutions, and individual educators in terms of one or more long-range goals. Currently expressed uncertainties and dissatisfactions from both inside and outside the profession relate increasingly to the fact that these long-range goals have not been specifically defined by educators. The absence of instructionally operational objectives too often means that student behavior change is not governed by an educational philosophy but falls rather into the realm of teacher caprice or becomes a function of the publishers of accessible materials.

The former situation is illustrated in a study by Williams (4), which reached the conclusion that whereas there was close agreement among kindergarten teachers regarding some of the basic goals of edu-

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cation an analysis of classroom practices revealed objectives, activities, materials, and schedules inconsistent with one another and unsuited to the achievement of the goals stated by the teachers. For example, one objective mentioned by virtually every teacher was that children should become independent; yet, classroom observation indicated that 80 percent of class time was devoted totally to teacher-directed activities. Another goal held by all of the teachers was that the child should be able to communicate with persons around him; yet, the implementation of this objective involved listening to the teacher for a disproportionate part of the school day, sitting still, being quiet, and following directions.

Educators speak of good or bad schools, good or bad teachers, and even good or bad teacher-training programs. At this time, however, thoughtfully conceived definitions of the long-range goals upon which such talk is assumed to be based are elusive. The writers believe that it is possible and desirable for a college education department, for example, to attempt to reach a consensus of opinion on a number of value statements (long-range goals) describing the "good" teacher or "good" education. Once identified, these statements would serve as the nucleus of a teacher-training program and thus provide an important starting point or guide for program development. The autonomy of the individual professor is preserved, because neither is the list of commonly agreed-upon goals considered to be exhaustive nor do the goal statements control the means for their achievement. The following are illustrative of long-range goals on which planners and evaluators of teacher education programs may discover themselves in agreement:

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- (1) teachers who relate given disciplines to the demands of
of life in contemporary society
- (2) teachers who accept and encourage creative or divergent
behavior
- (3) teachers who communicate positively with pupils
- (4) teachers who identify the strengths and weaknesses of
the individual student and utilize this knowledge in
their teaching
- (5) teachers who understand and respect a child's cultural
heritage
- (6) teachers who stimulate pupils to take an active part in
the learning environment

Reaching agreement on long-range goals is only a first essential step in the development of a teacher-training program. The general nature of these goal statements allows unlimited interpretation and provides no assurance that any given skill is represented in the program. In order to reflect more reliably the intended philosophy of the proposed program, an attempt must be made to define general goals operationally in terms of possible teacher behaviors. Finally, the teacher education department and the individual professor must translate these defined behaviors into possible instructional tasks for the teacher-in-training. The charts in Figure I represent a rudimentary effort to detail the above-described strategy for curriculum development.

Figure I here

Figure I
A Philosophy of Education

Long-Range Goals (Examples)	Teacher Behaviors (Examples)	Preservice Tasks (Examples)
1. Teachers who can relate given disciplines to the demands of life in contemporary society	a. The teacher is able to identify and describe significant contemporary events and conditions.	a. After being sensitized to the need for being aware of the contemporary world and after being directed to possible sources for locating information related to events and conditions of local significance, the teacher candidate will identify two significant events and describe in writing the manner in which he would present them for consideration by a selected group of students.
	b. For selected content related to a given discipline, the teacher is able to describe its significance to the society in which the child lives.	b. After participating in guided discussions related to incorporating contemporary issues into the teaching of established disciplines, the teacher candidate will, when presented with specific content drawn from three different disciplines, describe in writing its significance to the society in which student population selected by the candidate lives.
	c. The teacher utilizes events and conditions of contemporary society as sources of curricular content and as vehicles around which to design instruction for reaching objectives derived from the various disciplines.	c. After being presented with several exemplary lesson plans in which events and conditions of contemporary society were utilized as sources of curricular content and/or as foci around which to design instruction, the teacher candidate will (1) select a topic of contemporary significance and from it derive and list at least three key concepts appropriate for teaching in three academic areas, e.g., social studies, math, science; (2) when given related objectives taken from one of the academic disciplines, the teacher candidate will select and utilize one or more topics from the contemporary world as foci for writing a lesson plan that is likely to reach the desired objectives.

Figure I - cont'd

Long-Range Goals (Examples)	Teacher Behaviors (Examples)	Preservice Tasks (Examples)
2. Teachers who accept and encourage creative or divergent behavior	a. The teacher is able to state his personal conception of the creative process.	a. After reading from selected bibliography related to the nature of creative teaching, the teacher candidate will view the film, <u>Why Men Create</u> , and summarize it writing a personal conception of the nature of the creative process.
	b. The teacher is able to distinguish between student behaviors that are convergent and those that are creative or divergent.	b. After participating in guided discussion concerning the identification of convergent and divergent student responses, the teacher candidate will, when given several descriptions of student behavior, identify those student responses that are convergent and those that are divergent in nature.
	c. The teacher is able to identify teaching behaviors that are likely to foster openness to new experiences and that encourage inquiry, exploration, and involvement.	c. After completing an instructional module called "Teaching for Creativity" and after participating in a series of guided analyses of videotaped teaching sequences, the teacher candidate will view a videotaped teaching sequence and identify those teaching strategies that appear to stimulate creative and divergent behavior.
	d. The teacher creates a teaching environment in which creative and divergent behavior is fostered.	d. Using input from tasks a, b, and c, the teacher candidate, in a twice-repeated microteaching session, will (1) plan and demonstrate the ability to establish a creative teaching atmosphere; (2) from self-analyzed video playbacks of the microteaching session, describe in writing how creative behavior was stimulated by variables within the teaching act.

Figure I - cont'd

Long-Range Goals (Examples)	Teacher Behaviors (Examples)	Preservice Tasks (Examples)
3. Teachers who communicate positively with pupils.	a. The teacher is able to describe reinforcement as it relates to the modification of student behavior.	a. The teacher candidate will satisfactorily complete an individual instructional module on behavior modification.
	b. The teacher is able to present a rationale for emphasizing positive communication with students.	b. The teacher candidate will read one or more of the following books or articles and will be able to present (orally or in written form) a rationale for emphasizing positive communication in the classroom (2, 3, 1).
	c. The teacher is able to identify teacher behaviors which are likely to serve as reinforcers for a specific student.	c. After being provided with behavioral descriptions of several children and participating in guided group analysis of teacher behaviors designed to serve as reinforcers for each of the described children, the teacher candidate will write an analysis and evaluation of the teacher reinforcement behaviors utilized in a taped teaching sequence.
	d. The teacher provides pupils with prompt, specific, and constructive feedback.	d. Given a series of videotaped teacher-pupil response sequences and an analysis guide, the teacher candidate will (1) orally analyze each sequence in terms of the oral response patterns of the teacher, (2) formulate appropriate written feedback for each of six varied work specimens that are accompanied by producer descriptions.

Figure I - cont'd

Long-Range Goals (Examples)	Teacher Behaviors (Examples)	Preservice Tasks (Examples)
4. Teachers who identify the strengths and weaknesses of the individual student and utilize this knowledge in their teaching.	a. The teacher uses a variety of formal and informal measures, including teacher observations, teacher-made instruments, and standardized tests to assess a child's present level of functioning in relation to specific instructional objectives.	a. After a presentation on criterion-referenced evaluation, the teacher candidate will select or construct an evaluation instrument that will assess a child's present level of functioning in relation to specified curricular objectives.
	b. The teacher observes and assesses a child's behavior in relation to his response patterns and learning style.	b. After viewing a self-selected number of instructional videotapes on the observing and recording of student response patterns, the teacher candidate will observe an individual tutorial sequence, analyze the student's response to specific instructional stimuli, and prescribe follow-up instruction for the child viewed.
	c. The teacher formulates instructional objectives appropriate for an individual student.	c. After completing an instructional module on identifying en route or component skills, the teacher candidate will, when given an objective, determine at least two component skills that the student must be able to perform prior to reaching the desired objective.
	d. The teacher selects instructional procedures and materials appropriate for individual students within a class.	d. After hearing an audiotape on learning modalities and after examining philosophies of varied reading materials, the teacher candidate, when given a single instructional objective in reading and an objective

**Long-Range Goals
(Examples)**

**Teacher Behaviors
(Examples)**

**Preservice Tasks
(Examples)**

4. Teachers who identify the strengths and weaknesses of the individual student and utilize this knowledge in their teaching.

a. The teacher uses a variety of formal and informal measures, including teacher observations, teacher-made instruments, and standardized tests to assess a child's present level of functioning in relation to specific instructional objectives.

a. After a presentation on criterion-referenced evaluation, the teacher candidate will select or construct an evaluation instrument that will assess a child's present level of functioning in relation to specified curricular objectives.

b. The teacher observes and assesses a child's behavior in relation to his response patterns and learning style.

b. After viewing a self-selected number of instructional videotapes on the observing and recording of student response patterns, the teacher candidate will observe an individual tutorial sequence, analyze the student's response to specific instructional stimuli, and prescribe follow-up instruction for the child viewed.

c. The teacher formulates instructional objectives appropriate for an individual student.

c. After completing an instructional module on identifying en route or component skills, the teacher candidate will, when given an objective, determine at least two component skills that the student must be able to perform prior to reaching the desired objective.

d. The teacher selects instructional procedures and materials appropriate for individual students within a class.

d. After hearing an audiotape on learning modalities and after examining philosophies of varied reading materials, the teacher candidate, when given a single instructional objective in reading and an educational data sheet on five pupils with diverse characteristics, will generate for each pupil a list of appropriate instructional procedures and materials.

Figure I - cont'd

Long-Range Goals (Examples)	Teacher Behaviors (Examples)	Preservice Tasks (Examples)
5. Teachers who understand and respect a child's cultural heritage.	a. The teacher is able to specify the basic components of culture and describe the relationship of these cultural features to the learning process.	a. After hearing a series of speakers and participating in group discussions regarding a particular cultural minority, the teacher candidate will (1) list educational manifestations of cultural variables that are shared by the minority culture and the dominant culture; (2) list educational manifestations of cultural variables that contrast the cultures; (3) explain how cultural differences affect the learning variables of motivation and cognitive styles, as well as the selection of activities for instruction.
	b. The teacher is able to identify the effects of social, economic, and ethnic status on a child's total development.	b. After reading from a selected bibliography on the disadvantaged child, the teacher candidate will (1) cite major findings of research within the last ten years that relate to the effects of social class on physical, mental, attitudinal, and social-emotional development of the child; and/or (2) write a position paper related to the impact of the public school--past, present, and future--on the total development of the disadvantaged child.
	c. The teacher is able to identify expectancies of the dominant culture that shape	c. After a series of class sessions involving lec-

variables of motivation and cognitive styles, as well as the selection of activities for instruction.

b. The teacher is able to identify the effects of social, economic, and ethnic status on a child's total development.

b. After reading from a selected bibliography on the disadvantaged child, the teacher candidate will (1) cite major findings of research within the last ten years that relate to the effects of social class on physical, mental, attitudinal, and social-emotional development of the child; and/or (2) write a position paper related to the impact of the public school--past, present, and future--on the total development of the disadvantaged child.

c. The teacher is able to identify expectancies of the dominant culture that shape a child's learning experiences.

c. After a series of class sessions involving lecture, discussion, and guided analysis of student behavior sequences on cultural pressures and coping styles of children, the teacher candidate, when given a videotaped instructional sequence involving a child of a particular subculture, can list adaptive behaviors reflective of pressures and expectancies of the dominant culture.

d. The teacher is able to design an instructional environment in which activities and materials related to the native culture of children have been incorporated.

d. After the completion of an individually selected and conducted concentrated study of a cultural group, the teacher candidate will produce a resource unit containing specific materials and activities usable throughout an academic year for the purpose of developing pupils' understanding of and respect for the chosen minority culture.

Figure 1 - cont'd

Long-Range Goals (Examples)	Teacher Behaviors (Examples)	Preservice Tasks (Examples)
6. Teachers who stimulate pupils to take an active part in the learning environment	a. The teacher is able to define discovery learning or inquiry and provide a rationale for its incorporation into the education process.	a. After locating and reading selected articles on the discovery method, the teacher candidate will write (1) a definition for this concept; (2) a rationale for incorporating this concept into his teaching.
	b. The teacher provides foci in the school environment which cause the pupil to question and explore.	b. After participating in guided discussion and analysis of several instructional activities, the teacher candidate will (1) select from a list of possible classroom activities those that are likely to cause the pupil to question or explore, (2) provide a justification for each.
	c. The teacher responds to student ideas in an accepting manner.	c. After role playing a repressive teacher-student interaction, the teacher candidates and the professor will analyze it, discuss its implications, generate possible alternative responses, and replay the interaction to exemplify a more open teacher-student interaction.
	d. The teacher asks students questions that demand a variety of mental operations.	d. After finishing an instructional module based on the cognitive and affective taxonomies of educational objectives, the teacher candidate, when given a series of possible student responses, will (1) identify those that represent the lowest levels and those that indicate higher levels of mental functioning, (2) construct teacher questions likely to evaluate each response level.

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The writers wish to emphasize again that the strategy of delineating specific behaviors as descriptors of general goals exists to facilitate, not constrain, the implementation of an educational philosophy. The obligation for continual revision and further definition of instructional strategies remains in force; instructional innovation is preserved. Furthermore, the progression from a philosophy of education -> long-range goals -> operationally defined teacher behaviors -> preservice teacher education tasks makes evaluation of a more systematic and objective nature feasible and takes into account the increasing demand for accountability in education.