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ABSTRACT

This document describes the Performance Based Undergraduate Program for the education of teachers at Brooklyn College--a program which encompasses the performance-based field-centered approach and the identification and analysis of teaching behaviors. Evaluation and feedback techniques are described as necessary parts of the curriculum for each of four sequences: early childhood, elementary, middle schools, and secondary. Exhibits include related program and video tape materials. (MJM)

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BROOKLYN COLLEGE
CITY UNIVERSITY OF NEW YORK
School of Education

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PERFORMANCE-BASED UNDERGRADUATE PROGRAM FOR THE EDUCATION
OF TEACHERS AT BROOKLYN COLLEGE

Document presented to the American Association of College of
Teacher Education for consideration for the 1973 Distinguished
Achievement Awards.

November 17, 1972

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Brooklyn College
City University of New York
School of Education

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November 17, 1972

I. Summary: Performance-Based Program for the Education of Teachers
at Brooklyn College

A. Statement of Objectives

The Performance-Based Undergraduate Teacher Education Program for Brooklyn College has as its primary objective the improvement of education of prospective teachers for contemporary society in a way which will have an immediate effect as well as a long term effect on the public education of children and youth in an urban setting. Specifically, the Program calls for a leadership role by Brooklyn College in the creation of an integrated College-School-Community social mechanism for the improved pre-service education of teachers and paraprofessionals so that they may serve the community in a manner which will influence and improve public education for the residents of the Borough of Brooklyn from the early years through adulthood.

B. The Undergraduate Program

1. Performance-Based/Field Centered

This Undergraduate Program is performance-based in a manner that radically resnares teacher education not only with respect to kinds and degrees of supervised laboratory experiences but also with respect to the uses of these experiences as motivating forces for the deeper study of course content. It follows the prospective teacher over a long period of time (from the first course in the Education Sequence through his early years of teaching) through progressively more complex teaching-learning situations under the supervision of teams of College staff.

2. Identification and Analysis of Teaching Behaviors

The Program calls for curricula with field experiences and related course content proceeding as integral parts of each other from the first course through the entire sequence. Each course includes situations in which prospective teachers are engaged in experiences with children and youth, specifically intended to produce desired teaching-learning behaviors (cognitive, affective, and social). The identification and analysis (for

I. Summary (cont'd)

example, by means of videotapes) and the sequential arrangement of these behaviors are built into an observation system. The course Sequences are offered on four levels: Early Childhood (Nursery through Grade 2); Elementary (Grades 1 through 6); Middle Schools (Grades 5 through 9); and Secondary (Grades 9 through 12).

3. Evaluation

Evaluation and feedback techniques to assess teaching competencies are necessary parts of these performance-based curricula and are used throughout each of the four Sequences.

C. Implementation

The Performance-Based Undergraduate Program for the Education of Teachers at Brooklyn College was Inaugurated on a pilot basis in the fall of 1971. It was certified by the New York State Department of Education in January, 1972 and has been officially phased in at Brooklyn College since the spring semester 1972. The Program will be completely phased in during the 1973-1974 academic year. The Program is functioning (Fall 1972) in 10 of the 11 Brooklyn School Districts, enrolling 1313 undergraduate students and serving 71 schools. In the Spring 1973, the Program anticipates enrolling 1684 undergraduate students and serving 90 Brooklyn schools.

II. Performance-Based Undergraduate Program for the Education of Teachers at Brooklyn College: Comprehensive Explanation and Analysis.

A. The Case Study: Outline

1. Description and Development

a. Overview

- 1) Purpose
- 2) Growth
- 3) Current Status

b. Structure: Experience-Centered Program/Four Sequence Levels

- 1) Experience-Centered Program
- 2) Four Sequence Levels

c. Distinct Characteristics of the Structure

- 1) School-Community Teaching-Learning Center
- 2) Campus Media Learning Center
- 3) Cooperation of College, Schools, and Community.
- 4) Evaluation
- 5) Teaching-Learning Behaviors
- 6) Protocol Materials

d. Continuing Tasks

2. Objectives

a. Goals

b. Desired Outcomes in Terms of Teacher Behaviors

3. Implementation

a. Course Sequences

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c. Media

d. Evaluation

4. Statement of How Program Contributes to Teacher Education

B. The Case Study: Narrative¹

1. Description and Development. a. Overview

1) Purpose

The Performance-Based Undergraduate Teacher Education Program for Brooklyn College has as its primary objective the improvement of the education of prospective teachers for contemporary society in a way which will have an immediate effect as well as a long term effect on the public education of children and youth in an urban setting. Specifically, the Program calls for a leadership role by Brooklyn College in the creation of an integrated College-School-Community social mechanism for the improved pre-service education of teachers and paraprofessionals so that they may serve the community in a manner which will influence and improve public education for the residents of the Borough of Brooklyn from the early years through adulthood.

While this Report describes the development and implementation of the Program for the education of prospective teachers at the undergraduate level, it is to be understood that the School of Education of Brooklyn College is committed to the reinforcement and follow-up of pre-service teacher education on the graduate level and to continued assistance to graduate students who are teachers, in their beginning years of teaching, as an integral part of the Graduate Teacher Education offerings of Brooklyn College.

¹ Darcy, Natalie T. (Ed.) Performance-Based Undergraduate Curriculum for the Education of Teachers at Brooklyn College, Volumes I & II (Rev. Ed.) Brooklyn, N.Y.: Brooklyn College-CUNY, School of Education, 1971.

2) Growth

The Performance-Based Undergraduate Program for the Education of Teachers at Brooklyn College grew from contributions of Target Groups representing the faculty of the School of Education who worked on curricular planning for one and one-half years (beginning in 1968) in consultation with selected students, school personnel, and other representatives from the communities of Brooklyn; from intensive study of the research in the field of curricular revision by the School of Education's Committee on Curriculum and Admission to Courses (CIAS); and from contributions for position papers² made by ad hoc committees who represented a large cross-section of the faculty of the School of Education. In addition the formation of the Program was benefited by the establishment of a liaison with the School's Committee on Graduate Studies and by the continual guidance and substantial recommendations from the administration of the School.

The (Undergraduate) Committee on Curriculum and Admission to Courses (CIAS) spent one and one-half years assembling, studying, and organizing these data in an attempt to construct working models for the education of prospective teachers at the undergraduate level in Brooklyn College. The overall goal of this curricular revision is to improve notably the public education of children and youth in the Metropolitan area of New York City with particular emphasis on the education of children and youth in the inner city of Brooklyn.

² For position papers on School-Community Teaching-Learning Centers, The Campus Media Learning Center, Design for Counseling Services and Affective Education, The Organization of Instructional Teams, Liberal Arts, Individualization of Instruction, Experiences, Evaluation, The Early Childhood Center, The Educational Clinic, see Exhibit I, Volume II, Appendices.

3) Current Status

The Performance-Based Undergraduate Program for the Education of Teachers at Brooklyn College was accepted in April, 1971 by the School of Education and by the Faculty Council of Brooklyn College in October, 1971. The first course of each sequence was given on a pilot basis during the fall of 1971. The Program was certified by the State Department of Education of New York in January, 1972, and was thereafter officially established at Brooklyn College. Specific aspects of the Program are presented in the following sections on Structure and Distinctive Characteristics.

b. Structure: Experience-Centered Program/Four Sequence Levels

1) Experience-Centered Program

This undergraduate Program is performance-based in a manner that radically reshapes the Curriculum not only with respect to kinds and degrees of supervised laboratory experiences but also with respect to the uses of these experiences as motivating forces for the deeper study of course content. The experiences, beginning with the first course and continuing sequentially throughout the Program, are graded in complexity and closely interwoven with the content of each course. Their prime purpose is to help the prospective teachers to see reality; to acquire sensitivity to and skill in developing the aspirations and potentialities of the children and youth in the schools and in the communities in which they plan to teach.

A broad and varied group of sequential and hierarchical experiences with children and youth in the schools and community will bring each prospective teacher into contact with many and varied potential teaching-learning models so that he may select

those aspects of each model which work for him. He will gradually realize that he does not have to adopt the style of any one teacher - however good that style may be - but that a good teacher is a unique, informed, interesting and interested person, a peculiar mix of strengths and qualities and a whole person. In this process, the prospective teacher will be able to identify his own particular strengths, become comfortable in using them, find out what kind of teacher he wants to be and gradually form his own personal commitments to the community in which he plans to teach.

2) Four Sequence Levels

Toward the achievement of this goal, the formation of a reflective analytic teacher, Course Sequences have been outlined on four levels: Early Childhood (Nursery through Grade 2); Elementary (Grades 1 through 4); Middle Schools (Grades 5 through 9); and Secondary (Grades 9 through 12). The sequences are taken within the following framework: A B.A. degree with a Major in Education for students who elect the Early Childhood Sequence or the Elementary Sequence; a B.A. degree with a Major in Education and a major concentration in two subjects other than Education for students who elect the Middle Schools Sequence; and a B.A. degree with a major in one subject other than Education for students who elect the Secondary Schools Sequence. Multiple entry points and some provision for transfer are possible within the framework of the Program.

A general framework for each undergraduate sequence includes the following: an introductory core seminar, some specialization later in the sequence, and another seminar parallel with student teaching and/or apprentice teaching (see Summaries of Courses,

Exhibit I, Volume I). Both the beginning and later seminars are integrally woven with experiences which are developed sequentially throughout the Program and which call for a team of instructors chosen from Education specialists in the fields of philosophy, psychology, sociology-anthropology, curriculum and methods; consultants or team-instructors from other departments of the College; consultants from the schools; and consultants from the community. These experiences are based mainly in the schools and communities. Individualization of experience patterns is encouraged. Facility in the analysis of teaching-learning behaviors is developed gradually and sequentially from one course to another within the overall development of an individual style of teaching. Each Course Sequence provides for specific instruction in reading and the related language arts. Elective courses are recommended on all of the sequence levels. Each sequence shares in the features detailed in the following section.

c. Distinct Characteristics of the Structure

1) School-Community Teaching-Learning Center

This Program, which follows the prospective teacher over a long period of time (from the first course in the Education Sequence through his early years of teaching) through progressively more complex teaching-learning situations (with highly-trained personnel from the College, schools and community working together cooperatively), requires a different kind of partnership among the College faculties, community school boards, school personnel, community agency personnel, teacher unions and educational industries. An essential element of the Program, therefore, is the establishment of complexes known as The School-Community Teaching-Learning Centers.

Each Center serves several (three or more) elementary schools, one or more middle schools, and at least one junior high school and one secondary school (grades 9-12). These schools are to be located in reasonable proximity to the primary educational component of the Center known as the Hub. Each Hub is to be planned to include facilities for a research-development component and for selected instruction (experiences and course content). A Hub is planned to supplement the facilities of the schools. Examples of auxiliary components of a Hub are an Early Childhood Center, a Day-Care Center, and an After-School Study Center. Each Hub should take on the unique quality appropriate for meeting the needs and developing the strengths of the community which it serves.

This partnership of the College, schools and community calls for a problem-solving, analytic, self-exploratory approach on the part of the Center personnel and students instead of the more practice of skills. The development of skills is an important component of teaching, but the emphasis in the Program is on the development of each prospective teacher as a person who thinks reflectively, with his own individual analytic teaching style, working in a problem-solving atmosphere in which the skills of teaching are the tools to achieve the more important goal.

2) Campus-Media Learning Center

Many of the resources and materials needed to achieve this goal are to be developed and housed for the most part in the School-Community Teaching-Learning Centers, but they are to be supplemented by a fully-staffed and full-equipped Campus Media Learning Center. The Purpose of the Media Center is to make viable both instruction

and the related individual and group research by students and faculty. Instructional technology is an important element in the Program, and interwoven with the content of every course. It is not an end in itself, however, but a tool necessary to the development of the teaching-learning process and crucial to the life of the Program.

3) Cooperation of College, Schools and Community

The Program functions through effective cooperation of College faculties, the staffs of Clinical and Early Childhood Centers, school personnel and community consultants. A redefinition of roles has been necessary to effect this team approach to instruction.

4) Evaluation

Evaluation and feedback techniques are necessary parts of this performance-based curriculum and are used at the beginning, throughout, and at the end of each sequence. Resources of the Campus Media Learning Center and School-Community Teaching-Learning Center as well as those of the Office of Testing and Research are important in carrying out this evaluation.

5) Teaching-Learning Behaviors

This Program seeks to improve teacher education by basing the mode and content of instruction largely on the recent research on teaching-learning behaviors³. It assumes that the education of teachers for an open and rapidly-changing society must provide the teachers with the capability of meeting this challenge and must be based on what is known about teaching behaviors and learning

³ The aspect of the Program dealing with mode and content of instruction, outlined in this section is based on the Program for Teacher Education in: Smith, B. Othman. Teachers for the Real World. Washington, D.C.: American Association of Colleges for Teacher Education, 1979.

behaviors and about the techniques and procedures of teacher education itself.

Teaching-learning behaviors are complex and can be understood only by analyzing them into their constituent operations. These behaviors involve interactions between the teacher and his students and interaction with the materials of instruction. Their analysis dispels the notion that anyone with a little talent who "knows" his subject matter can teach. The task of building this knowledge of teaching-learning behaviors into instructional units and of training the College and school personnel, as well as prospective teachers, to use them, is at the heart of teacher education today.

Teaching-learning behaviors cannot be studied adequately by the traditional method of viewing on-going classroom behavior. To learn to analyze and interpret teaching-learning situations in the classroom, or elsewhere, the prospective teacher must be able to re-view the observed situations, as many times as he needs, to perceive and understand the behaviors and their interrelationships. Instructional technology is an essential element in this process because it makes possible, by means of such devices as audio-tapes and video-tapes, the reproduction of these situations. As a result, teaching-learning behaviors can be so analyzed and interpreted that the teaching of theory proceeds in the context of this interpretation. By being involved in the interaction between theory and analyzed observation the prospective teacher learns to interpret rapidly and thoroughly the events that occur as he teaches.

6) Protocol Materials

To follow this mode of instruction, it is necessary to have an

extensive supply of audio-visual recordings of experiences with children and youth at home, on the street, in the playground and in classroom situations; of meetings and interviews with school personnel, parents and other community personnel. The recordings are referred to as "protocol materials" and they should represent all types of urban communities. They should also represent all types of teaching procedures with individuals, in small groups, and with classes as a whole and include the main approaches to teaching such as problem-solving, question and answer sessions, and group discussion.

Protocol materials are not used to illustrate points in Education courses. The whole procedure is turned around so that the principles of psychology, philosophy, sociology-anthropology, curriculum, methods, are brought to the analysis of the materials. The specific outcome toward which such a Program tends is the development in the prospective teacher of a conceptual system which would be used to interpret teaching/learning behaviors. There is no lack of such systems in the field of Education; a number of observation systems have already been developed, which tell more about the elements of teaching behavior and their relationships than we have ever known before - opening up for study a wide range of behaviors previously inaccessible. Consequently,

⁴ Amidon, E. J., & Hough, J. B. Interaction Analysis: Theory, Research and Application. Reading, Mass.: Addison-Wesley, 1967.

Bellack, Arno A., et al. The Language of the Classroom. New York: Teachers College Press, 1957.

Flanders, Ned A. Teacher Influence, Pupil Attitudes, and Achievement, U. S. Office of Education Cooperative Research Project, No. 379. Minneapolis: University of Minnesota, 1950.

Smith, B. Othanel. Teachers for the Real World. Washington, D.C.: American Association of Colleges for Teacher Education, 1959.

the prospective teacher should become aware of a variety of ways of handling each teaching task and of the different ways of interpreting teaching/learning behaviors. This greater range of insights should make him more flexible as well as more deliberative.

The identification, analysis, and sequential arrangements of behavioral situations are one of the most difficult parts of the implementation of this Program. The equipment and space necessary for storing the protocol materials is a very expensive item. More important is the time allotment in teaching programs of College faculty and selected school personnel not only to prepare the protocol materials (with prospective teachers) but also to train themselves to use them.

d. Continuing Tasks

The first complete phase of curricular planning is described in a document⁵ of which this report represents a summary. There are other important phases to be accomplished by the Curriculum Council of the School of Education and by other personnel in the School of Education and in the College before the Program can be fully implemented. Among these are the following:

- 1) Extensive and continuing conferences with the staff of the School of Education, appropriate College Committees, selected students, school and other community representatives to discuss the Program and solicit recommendations for change.

⁵Darcy, op. cit., Volume I.

- 2) Extensive and continuing conferences with school personnel representatives of College and school Collective Bargaining Agents with regard to the establishment of School-Community Teaching-Learning Centers.
- 3) Negotiations for locating additional sites, staffing and equipping the Campus Media Learning Center and the School-Community Teaching-Learning Centers.
- 4) Further development of the required and suggested courses in Liberal Arts for prospective teachers. This requires consultation with chairmen and selected staff of every Liberal Arts Department of the College.
- 5) Continuing orientation of students to the Program and counseling of students in the Program; editing and circulation of a Student Handbook.
- 6) Continuing conferences with representative faculty of the School of General Studies and Community Colleges to align the Program with the S.G.S. Program as far as possible and to determine curricular plans suitable for transfer students from Community Colleges.
- 7) Preparation of materials and applications for State and Federal funding.

2. Objectives

The Performance-Based Undergraduate Curriculum for the Education of Teachers at Brooklyn College is being implemented based upon stated goals related to teacher development. These goals lead to certain expectations with respect to desired outcomes in terms of teaching behavior. This section of the Report details these goals and outcomes.

a. Goals

- 1) **Responsible Agents of Social Change:** To prepare a basically well-educated person who engages in clinical practice in teaching, is an effective student of human behavior, and assumes the role of a responsible agent of social change and particularly change in public education in New York City.
- 2) **Service to Community:** To revise the teacher education program to make it more relevant to the community Brooklyn College serves and to give priority to that service.
- 3) **Earlier Involvement - School-Community Teaching-Learning Centers:** To introduce courses in early college years which call for increased involvement in real experiences with children and youth, particularly those in low income areas in New York City. The principal agent of this experience-centered curriculum will be the School-Community Teaching-Learning Centers.
- 4) **Reflective Teachers vs. Technicians:** To assist prospective teachers to develop as reflective persons who have a conceptual background to call upon when confronted with new situations rather than technicians trained to carry out training tasks.

- 5) Teaching Strategies in Terms of Cognitive and Affective Behaviors:
 - a) To formulate objectives in all courses in terms of learning behaviors which are observable and measurable.
 - b) To select and organize course material consistent with the nature of the subject area and the learning behaviors.
 - c) To evaluate outcomes in terms of behavioral change.
 - d) To use strategies appropriate for attaining these objectives.
- 6) Personalized Style of Teaching: To help students to develop self-confidence and security in the teaching role and to encourage the emergence of a personalized style of teaching.
- 7) Guidance Function: To assist the learner as he moves toward the development of a positive identity.
- 8) Communication: To direct prospective teachers in the learning of communication skills within a wide variety of cultural experiences so that information can be received from a wide variety of sources and exchanged with a wide variety of people. The transfer of these learnings to the classroom situations will be stressed.
- 9) Philosophical Insight: To give the student a philosophical insight into the process of teaching and the role of education in society.
- 10) Specialized Function of Teacher: To emphasize increasing interaction between the prospective teacher and other teachers, paraprofessionals, etc., so that he will be prepared to assume a more specialized function in classroom instruction and management.

11) Research:

- a) To design the curriculum to include instruction in the values and methodology of research and the uses of advanced educational methods to interpret, by means of theoretical knowledge, the events that happen in a classroom.
- b) To focus the research capabilities of the School of Education around specific and germane issues ~~and~~ problems related to the education of children in low income areas.

12) Evidence of Learning: To develop a program that generates evidence that prospective teachers can bring about appropriate learning in children before they assume full responsibility of a classroom.

b. Desired Outcomes in Terms of Teacher Behavior

1) Understanding and working with Children and Youth.

Graduates of the Brooklyn College Performance-Based Undergraduate Teacher Education Program should be able to:

- a) Demonstrate in their teaching a knowledge of how children and youth learn and develop.
- b) Diagnose the variety of learning styles exhibited by children and youth.
- c) Diagnose learning strengths as well as weaknesses and utilize the results in teaching.
- d) Relate the out-of-school environments of children and youth to in-school learning situations.

2) Teaching Roles.

In their teaching, graduates of the Performance-Based Brooklyn College Undergraduate Teacher Education Program

should be able to:

- a) Plan for individually prescribed instruction in order to develop learning environments conducive to continuous learning for children and youth.
- b) Plan and develop curriculum related to both the development of children and youth and social change by utilizing the experiences of children and youth and the social context of these experiences.
- c) Teach language and communication effectively to children throughout the Borough of Brooklyn. In this category would be included: speaking, listening, reading, writing, and the languages of mathematics, science, social studies, music and the other arts.
- d) Establish school and classroom environments that enhance the identity development of children and youth.
- e) Demonstrate a genuine understanding of the Educational fields appropriate to their Sequence and use this knowledge in the analysis of teaching-learning situations.
- f) Work as part of a diverse teaching team. Such teams will increasingly include general teachers, various specialists (e.g. reading, music, foreign languages), paraprofessionals and people outside the field of education (e.g. medical personnel, lawyers).
- g) Use instructional technology as teaching and learning media.
- h) Organize and work effectively with children and youth in small groups.

3. Implementation

a. Course Sequences

The Performance-Based Undergraduate Curriculum for the Education of Teachers at Brooklyn College is being phased in over five semesters; Fall 1971 through Fall 1973. Each of the Four Sequence Levels is being implemented at a constant rate: one course, or set of courses, a semester. As the Program is phased in, the previous curriculum for the preparation of teachers at Brooklyn College is being phased out sequentially. The Summaries of the courses in the Four Sequence Levels are presented in Exhibit 1 (Volume I, pgs. 14, 53, 98 and 127). These Summary sheets indicate course titles, descriptions of categories of supervised laboratory experiences, and team composition of the teaching staff.

b. Personnel, Budget, etc.

The number of undergraduates in each of the four Sequence Levels, through the Spring 1973 is presented in Table 1. These teacher candidates are working with teams of 2, 3, or 4 instructors in hierarchical sequences of planned supervised laboratory experiences. The experiences have been selected to help the teacher candidates develop toward the goals of the Program specified in terms of teaching behaviors. These laboratory experiences in teaching-learning situations are directly supervised by the faculty in the Program.

TABLE 1
NUMBER OF UNDERGRADUATES ENROLLED IN PROGRAM (BY LEVEL)

Level	Fall '71	Spring '72	Summer '72	Fall '72	Spring '73
Early Childhood	50	115	37	384	515
Elementary	101	122	41	554	756
Middle	34	52		98	111
Secondary	37	49	47	277	302
Total	222	338	125	1313	1684

TABLE 2

NUMBER OF FACULTY TEACHING IN PROGRAM/NUMBER OF SCHOOLS USED IN PROGRAM

Semester	Faculty	Schools
FALL '71	19	11
Spring '72	26	25
Summer '72	7	7
FALL '72	79	71
Spring '73	91	90

As indicated by the data presented in Tables 1 and 2 79 faculty members and 1 313 teacher candidates have been working (Fall, 1972) in 71 nursery, elementary, intermediate, junior high, and high schools in 10 of the 11 school districts in Brooklyn. In the Spring 1973, 91 faculty members and 1684 teacher candidates are to be working in 90 schools.

For the 1972-1973 academic year, 90 instructional budget lines with the school of Education are being used for the Program. The major portion of the support services with the School are also assigned to the Program; for example, the School of Education Office of Testing and Research is working with the Program; the College is providing additional support services; for example, the services of the Television and Audio-Visual Centers and facilities for an expanded Campus Media Learning Center. The School of Education has received an additional \$220,000.00 for funding the Program during 1972-1973.

The public schools of the Borough of Brooklyn are providing the School of Education with their facilities and materials.

Supervised laboratory experiences take place in the schools and in community agencies. The principal agent for facilitating the latter experiences is the School-Community Teaching-Learning Center, or the Hub. Two Hubs are to be in operation in the Spring semester 1973.

c. Media

Instructional media are used throughout the Program both at the College and the schools. Instruction in the use of such media, maintenance of the equipment, and other similar services are provided by the College (including School of Education) facilities.

Prominently and regularly portable Sony Videorever II ensembles are used by the staff and undergraduates in the Program to make video-tapes to be used in analysis of teaching-learning behaviors and in developing protocol materials. Sony AV-300 videocorders and CVM-920U video monitors (11") are used to view video-tapes for analysis. In the development of a library of protocol materials selected segments of tapes are edited and stored for instructional, supervisory, or evaluation use. Exhibit 2 includes a sample working copy of a video-tape of a teacher candidate in the first semester of student teaching on the Secondary Level. The tape was made by a student in the first course in that Level; it has not been edited.

d. Evaluation

The purpose of the Evaluation Plan approved by the faculty of the School of Education for the Performance-Based Program is to provide on a regular basis data which can be used as a source of information for decision making as the curriculum is being implemented and adapted

and as it continues to function. The emphasis of the Evaluation Plan is on the study of the development of the individual student. that is. data analyses and presentations will focus on individual rather than group change (see Appendix on Evaluation and Project Evaluation Plan)⁶.

Evaluation as an integral part of the Performance-Based Program is functioning in two ways. The first focuses on analyses of his own teaching behavior by each teacher candidate at critical points in the Sequence; the second on desired outcomes in terms of teaching behaviors for the overall Program.

An example of Evaluation working in the Program is provided by analyses of videotapes. A videotape of a teaching-learning experience of a teacher candidate is analyzed by that candidate and his instructor. The teacher candidate has available a file of tapes of his teaching-learning experiences at critical points in his progress through a Course Sequence. That is, each candidate builds a file which includes an hierarchical developmental set of taped experiences in teaching-learning situations with children and youth. He begins building a system of analysis at the time he first enters the Program (see Analysis of Videotape (Exhibit 2). page 29).

Protocol materials are being developed from videotapes of teaching-learning experiences. The tapes are

⁶Darcy. op. cit.. Volume II, pp. 246-258 & Supplement

studied and evaluated on the basis of desired outcomes in terms of operationally defined teaching behaviors stated for the Program⁷. A segment of a videotape which illustrates one such behavioral category is stored on a file tape. The file system and organizational categories will continue to develop as the Program is completely implemented.

A supplementary allotment from the College to the School of Education Office of Testing and Research for the Summer 1972, enabled a group of faculty to evaluate videotapes of teacher candidates in teaching-learning situations at different phases in the Program. The Flanders Interaction Analysis⁸ and a non-verbal scale developed by the Office of Testing & Research was used in these analyses with a view to assessing teacher candidate development in communication at selected points in the Program. An analysis matrix of the videotape (Exhibit 2) is presented on page 26.

⁷Darcy, op. cit., Volume I

⁸Amedon and Hough op. cit.

4. Statement of How Program Contributes to the Improvement of Teacher Education

Assuming that

- (a) the education of teachers should involve not only the College but the College, public schools, community school boards, parents, teacher unions, and educational industries working together in new ways;
- (b) teacher education should include a broad general education with an interdisciplinary focus which implies the collaboration of Liberal Arts and Education facilities and school personnel in the development of an undergraduate curriculum;
- (c) the curriculum can continue to be relevant to the changing world only after it creates a new kind of teacher - one who is an interesting, interested; basically well educated person; an effective student of human learning aware of a conscious personal philosophy and willing to assume a role as a responsible agent of social change;

The Performance-Based Undergraduate Curriculum for the Education of Teachers at Brooklyn College is contributing to the improvement of Teacher Education at least in the following manner:

The Program provides in each of its courses situations in which prospective teachers are engaged in experiences with children and youth specifically intended to produce desired teaching-learning behaviors (cognitive, affective and social). The identification and analysis (by means, for example, of audio-tapes and video tapes) and the sequential arrangement of these behaviors are directed toward the gradual building of an observation system. The prospective teachers acquire a set of concepts from philosophy, psychology, sociology-anthropology, Curriculum and Methods,

etc., and learn to use them in the interpretation of these teaching-learning behaviors. The concepts are identified and developed in order to analyze the behaviors; the interweaving of experiences and concepts being a necessary element in any logical system. The prospective teachers study several of the systems in the literature and with the faculty, develop an observation system based on the strengths and inclinations of the group using the system.

The desired outcome of this procedure is to enable a prospective teacher to learn to interpret, quickly and thoroughly, teaching-learning behaviors in the school and community where he will teach. The elements of this procedure are designed to develop reflective thinking - understanding a concept after one has discovered his uncertainty about it in a controlled behavioral situation. The procedure is applicable not only to the teaching process but also to the learning processes of the children and youth to be taught.

Brooklyn College
City University of New York
School of Education

November 17, 1972

Introductory Statement Recorded on the Videotape (Exhibit 2)

Such video-tapes as the one you are about to see are not circulated; they remain confidential. However, for the purposes of this document for the 1973 Distinguished Achievement Awards of the American Association of Colleges for Teacher Education, permission was obtained from the teacher candidates and appropriate college authorities for viewing only by judges of the Awards.

This video is a representative illustration of one way in which instructional media is used in the Performance-Based Undergraduate Curriculum for the Education of Teachers at Brooklyn College. The tape was made under regular classroom conditions in an urban junior high school in New York City using a portable Sony Videorever II ensemble. The tape presents a teacher candidate enrolled in the first semester of supervised teaching, which is the second course in the Secondary sequence of the Program. He is preparing to teach English at the high school level. The tape was made by a teacher candidate enrolled in the first course of the same sequence.

This is a working tape; it has not been edited. It will be used for two types of evaluation: by the student to analyze-- under supervision-- his performance in the classroom, and by the staff in the process of evaluating the overall Program.

The teacher candidate, under the supervision of his instructor, analyzes his classroom performance using an observation scale which reflects the desired outcomes in terms of teaching behaviors stated for the Program. As the teacher candidate progresses in the Program he is able to draw upon a file of personal videotapes recording his performance at critical stages in his development of teaching behaviors.

One of the ways in which teacher candidates' video files are used for the purpose of evaluating the overall Program is by studying the recorded behaviors using the Flanders Scale of Interaction analysis. A sample of an analysis matrix of this type is included with this document.

Interaction Analysis of Videotape (Exhibit 2)⁹

A. Summary of Categories for Interaction Analysis

- | | |
|-----------------------|---------------------------------------|
| | 1. Accepts feeling. |
| indirect
influence | 2. Praises or encourages. |
| teacher
talk | 3. Accepts or uses ideas of student. |
| | 4. Asks questions. |
| direct
influence | 5. Lectures. |
| | 6. Gives directions. |
| | 7. Criticizes or justifies authority. |
| student
talk | 8. Student talk-response. |
| | 9. Student talk-initiation. |
| | 10. Silence or confusion. |

B. Reporting Interaction in Terms of Percentages

<u>Teacher Talk</u>	<u>Student Talk</u>
Cat. 1-7 = 217	Cat. 8-9 = 66
217 ÷ 391 = 55%	66 ÷ 391 = 17%
Indirect (1-4) - Direct (5-7) = ID ratio	
90 ÷ 127 = 0.71	
Indirect (1-3) - Direct (6-7) = Revised ID ratio	
14 ÷ 27 = 0.52	

⁹Andon and Hough, op. cit., p. 125

	1	2	3	4	5	6	7	8	9	10	Total
1											
2											
3											
4											
5											
6											
7											
8											
9											
10											
total		8	6	76	100	27		12	54	108	391
%		2.05	1.54	19.44	25.57	6.90		3.06	13.82	27.62	

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Analysis of Videotape (Exhibit 2)

The enclosed tape (Exhibit 2) was released by the teacher candidate who taught the Junior High School lesson in order that the tape might be analyzed by a group of Brooklyn College student teachers. The teacher candidate was a member of this group and participated in the discussion. The following description of this observed session has been excerpted and paraphrased from a report of the observation. The purpose of its enclosure with these materials is to indicate one way in which tapes are used in the Program in assisting teacher candidates in the gradual building of an observational system.

This two-hour session centered on the analysis of a videotape of a lesson taught to a seventh grade English class by one of the student teachers in this Brooklyn College group. Three levels of analysis of teaching-learning behaviors were discussed and applied in viewing the tape: (1) Flanders' verbal categories of interaction analysis; (2) Galloway's non-verbal categories; and (3) Bloom's cognitive levels. (Please see attached sheets for discussion outlines of these categories). The class evidenced ease in the application of (1) Flanders and (2) Galloway, since these skills had been developed for several weeks previous to the session. The application of (3), Bloom's classification of cognitive levels, was thoughtfully developed through skillful questioning and direction during the viewing of the tape. Students were stimulated to see the need for further teaching models which would demonstrate the application of higher orders of cognitive levels and were asked to plan and execute them.

The video-tape was analyzed with great skill and impressive effect: the first time with sound for the discussion of Flanders' verbal characteristics; the second time without sound for the discussion of Galloway's non-verbal characteristics; and the third time to analyze the cognitive levels (as identified by Bloom) which were attempted by the student teacher and the seventh grade class. There was sustained interest and participation by the students during this session which required of the College instructor and her students the application of skills parallel to those being analyzed. Questions by the College instructor led to advanced levels of thought and answers of her students indicated to the observer that this session could have served as a model of the application of one of the chief objectives of the New Undergraduate Program for the Education of Teachers at Brooklyn College, i.e., to build experience on content and to deepen content through experience. The readings

Analysis of Videotape (continued)

of the group had been reflected upon and used in the analysis of the teaching experience of a peer. This analysis, in turn, stimulated the need for further reading and its utilization in further teaching which would demonstrate the application of higher orders of cognitive levels. The two page outlines which the College instructor supplied to her students helped greatly in directing their thinking throughout this high level discussion.

In summary, video-tape and discussion outlines were used as essential materials in stimulating a high-order discussion of an analytic nature.

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Discussion Outline for Videotape (Exhibit 2)¹

		Verbal (Flanders)	Nonverbal (Galloway)	
			Encouraging	Restricting
Teacher Talk	Indirect Influence	1. Accepts feeling	1.	11.
		2. Praises or Encourages	2. Congruant	12. Incongruent
		3. Accepts or uses Ideas of student	3. Implement	13. Perfunctory
		4. Asks Questions	4. Personal	14. Impersonal
Teacher Talk	Direct Influence	5. Lectures	5. Responsive	15. Unresponsive
		6. Gives Lectures	6. Involve	16. Dismiss
		7. Criticisms or Justified Authority	7. Firm	17. Harsh
Student Talk		8. Student Talk-Response	8 & 9 Receptive	18 & 19 Inattentive
		9. Student Talk-Initiation		
		10. Silence	10. Comfort	20. Distress

¹Lail, Sue S. The model in use. Theory Into Practice, 1968, 7(5), 176-180.

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Discussion Outline for Analyzing Videotape (Exhibit 2)

Education 65.01, 65.02, 66.01, 66.02

Professor M. Marazzi, Miss V. Apuzzo (Team)

For: Thursday, October 26, 1972

Please read carefully in preparation for viewing videotape.

Cognitive Levels (Bloom, B. Taxonomy of Educational Objectives: the Classification of Educational Goals. Handbook I, the Cognitive Domain. New York: David McKay Co., Inc., 1956.)

N. B.: For each domain, the levels constitute a hierarchy in which each advanced level must include all previous levels.

1. Knowledge or recall: the recall may be of fact, or it may be of ways of dealing with specifics, knowledge of methodology, knowledge of principles, or knowledge of theories. The intellectual skills included in the rest of the cognitive domain involve doing something with what is recalled.
2. Comprehension: means that the individual knows what is being communicated and can make use of the idea without necessarily seeing its fullest implications. This includes what is commonly termed "direct application."
3. Application: involves the use of abstractions in particular and concrete situations: it includes what is commonly termed "indirect application" and involves tasks not directly replicating those done earlier.
4. Analysis: of new problems or situations (if the analysis is not of new situations, the activity is either comprehension or application, or may even be recall).
5. Synthesis: the putting together of elements to form a whole that is new to the learner.
6. Evaluation: involves making systematic qualitative or quantitative judgments based on criteria developed by the individual or given to him.