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ABSTRACT
        This document ovclines a performance-based
undergraduate program for the education of teachers at Brooklyn
College. Introductory material includes an overview, assumptions,
goals, special features, and desired outcomes. Described are four
course-level sequences of the program: early childhood, elementary,
middle schools, and secondary. A 42-item bibliography is included.
(Appendixes are included in related document SP 006 385.) (MJM)

ED 076513

BROOKLYN COLLEGE
THE CITY UNIVERSITY OF NEW YORK
School of Education

A PERFORMANCE-BASED UNDERGRADUATE PROGRAM

for the

EDUCATION OF TEACHERS AT BROOKLYN COLLEGE

EDITOR: Natalie T. Darcy, Chairman
           Committee on Curriculum and
           Admission to Courses, CLAS

June, 1971

SP 006 384

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PREFACE

The document which follows outlines a Performance-Based Undergraduate Program for the Education of Teachers at Brooklyn College. It represents contributions of Target Groups representing the faculty of the School of Education who worked on curricular planning for one and one-half years in consultation with selected students, school personnel, and other representatives from the communities of Brooklyn; three years of study of the research in the field of curricular revision by the Committee on Curriculum and Admission to Courses (CLAS): and contributions for position papers (to be found in the Appendices of the document) made by ad hoc committees who represented a large cross-section of the faculty of the School of Education. Liaison with the Committee on Graduate Studies was achieved through the services of Dean Helen Brell, and Professors Celia Baum, Carroll Felleman, and Ruth Lofgren. Finally, the document represents the continual guidance and substantial recommendations of Dean Louis E. Rosenzweig, Dean Irene Impellizzeri and Dean Donald Watkins.

The Committee on Curriculum and Admission to Courses (CLAS) has spent the past 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.

Preface - (continued)

The document has been and will continue to be presented for study to the following groups: the staff of the School of Education, concerned Liberal Arts faculty, selected students, school personnel and other community representatives. Suggestions for change have been and will be considered and where feasible, will be implemented. The document was formally approved by the School of Education in April 1971 and was forwarded to the College Committee on Undergraduate Curriculum in May, 1971 with a recommendation for its approval and presentation to Faculty Council. If Faculty Council, the Board of Higher Education and the State Department of Education approve of the document in the Fall Semester of 1971, the School of Education will be able to spend the following year organizing teams for instruction in the course sequences, revising course syllabi, staffing and equipping the Campus Media Center and assuming the shared responsibility for staffing and equipping the School-Community Teaching-Learning Centers, orienting students to the Program, and finally, implementing the Program in the Spring Semester of 1972.

This document, then, represents the first complete phase of curricular planning. There are other important phases to be accomplished by the Committee and by other personnel in the School of Education and in the College before the Program can be fully implemented. Among them are the following:

1. Further and extensive conferences with the staff of the School of Education, appropriate College Committees, selected students, school and other community representatives over the next academic year to discuss the Program and solicit recommendations for change.

2. Further and extensive conferences with school personnel, representatives of College and school Collective Bargaining Agents with regard to the establishment of School-Community Teaching-Learning Centers.

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Preface - (continued)

3. Negotiations for locating 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 will require further
   consultation with chairmen and selected staff of every Liberal
   Arts Department of the College.

5. Defining the administrative departmental structure and cost
   analysis in detail for the implementation of the Program.

6. Continued orientation of students to the Program.

7. Continued 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.

8. Preparation of a document suitable for applying to the State
   Department of Education of New York for Certification of the
   Program.

9. Funding: Preparation of materials and applications for State
            and Federal funding.

Staff Contributing to Document

I.   Editor: Natalie T. Darcy, Chairman, Committee on Curriculum and
              Admission to Courses (CLAS).

II.   Target Groups - representing the staff of the Department of
              Education and selected students and community repre-
              sentatives.

III. Deans Louis Rosenzweig, Irene Impellizzeri and Don Watkins -
              Ex-officio members of all groups.

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<u>Preface</u> - (Continued)

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   Natalie Darcy, Chairman   Bernard Starr
   Sam Duker   Elvira Tarr
   Dorothy Geddes

The procedure has been and will be time-consuming, costly and
difficult. It is hoped that the improvement in the public education
of teachers, children, and youth in New York City will be a fitting
reward for the effort.

S E C T I O N I

I N T R O D U C T I O N

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

INTRODUCTION

A. An Overview

A Performance-Based Undergraduate Program for the Education
of Teachers at Brooklyn College was accepted by the School of
Education in April, 1971 and plans are under way for giving the
first course of each sequence, on a pilot basis, during the
fall of 1971.

The following overview of the program represents contri-
butions based on three years of study by many groups: committees
and individuals in the School of Education in consultation with
selected members of the Liberal Arts faculty, representatives
of school personnel, community groups, and the student body.

The data were studied, organized and·edited by the Committee
on Curriculum and Admission to Courses (CLAS) of the School of
Education: Professors Arthur Allen, Zita Cantwell (secretary),
Natalie Darcy (chairman), Sam Duker, Dorothy Geddes, Leonard
Kenworthy, Charles Long, Rose Mukerji, Bernard Starr, and
Elvira Tarr as well as Professor Celia Baum (ex officio),
Dean Irene Impellizzeri (ex officio) and Dean Louis Rosenzweig
(ex officio).

B. Assumptions of the Program

The Program is based on these assumptions:

1. The basic institutions and their value structures in our world are changing at an exponential rate. Therefore, teachers should be educated to be aware of and play a major role in shaping the changes that seem certain to occur in the field of education.

2. The curriculum can continue to be relevant to the changing world only if it is an open system with a built-in intention, action, and feed-back structure for processing ideas, generating hypotheses and collecting data regarding the system and its relation to the changing world in which the curriculum will exist.

3. The curriculum can continue to be relevant to the changing world only if it creates a new kind of teacher -- one who is an interesting, interested, basically well-educated person who is an effective student of human learning, is aware of a conscious personal philosophy and assumes a role as a responsible agent of social change.

4. The education of teachers should involve not only the College but cooperation that involves the College, public schools, community school boards, parents, teacher unions and educational industries working together in new ways.

5. Teacher education should include a broad general education with an interdisciplinary focus. This focus may provide interdisciplinary experiences in the professional sequence and concentration in one or more related disciplines in the literal arts. This implies the collaboration of Liberal Arts and Education faculties, and school personnel in the development of an integrated curriculum.

6. The Program should be performance-based and structured to provide an integration of direct experiences in the education of children and youth in an urban environment, the study of the theoretical bases for this education, and the evaluation of the behaviors employed to bring about this education. This concentrated study and service throughout each entire sequence should be based in the School-Community Teaching-Learning Centers to which students should be assigned for periods of from two to four years depending on their time of entry into the Teacher Education Program. The Campus Media Learning Center would be a Campus base and both Centers would provide materials and resources for research related to the Program.

Assumptions of the Program - continued

7. The Program should be part of a five-year program
to educate beginning teachers. It is assumed that
the Undergraduate Program would provide the base
for the Graduate Program.

8. Analysis and Interpretation of Behaviors in Teaching-
Learning Situations:

a. Teaching behavior is complex and involves inter-
actions between teachers and students as well as
interactions with course materials.

b. In every course in the Program the course work
(experiences and related content) should be
developed through the building of a conceptual
system of teaching by identifying, analyzing,
and interpreting behaviors in teaching-learning
situations. There are several systems that could
be used as models but faculty and students could
also develop their own system. The overall objec-
tive would be to train prospective teachers and,
in turn, the children and youth they teach to
think reflectively about behaviors.

c. It is assumed that this training would develop
in prospective teachers the ability to interpret
quickly and thoroughly the events that will
happen in the classroom and community when they
assume comprehensive teaching.

d. In this Program course content would be used to
expand on and analyze experiences, and course
content therefore, would take on added meaning
in practice.

C. 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 with
the concept of service to that community taking precedence
in the program.

3. Earlier Involvement - School-Community Teaching-Learning
Centers

Introduction of 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 agent to effect this
experience-centered curriculum will be the School-
Community Teaching-Learning Centers. These experiences
will be developed sequentially according to their
complexity, throughout the entire program through
the first year of teaching.

4. Reflective Teachers vs. Technicians

To assist prospective teachers to   clop as reflective
persons who have a conceptual background to call upon
when confronted with new situations rather than tech-
nicians 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
behaviors which are observable and measurable.

b. To select and organize course content consistent
with its logic and the psychological demands of the
learner.

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 based on current knowledge
but uniquely manifested by each individual.

7. Guidance Function

To assist in the integration of each pupil in his environ-
ment and to promote his development of a worthwhile
identity.

8. Communication

To direct prospective teachers in the learning of communi-
cation 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.

`. Specialized Function of Teacher

   To emphasize increasing interaction between the prospective teacher and other teachers, paraprofessionals, and other adults, 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 media to improve competence in interpreting, 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 for it in a classroom.

D. Special Features of the Program

   1. Liberal Education Component

      Teacher education would be an all-college effort and would require the synthesis of the humanities, physical sciences, social sciences, and professional Education courses to enable prospective teachers to know, or to know how to master, "the what" of teaching.

      Prospective teachers would be permitted to have a different sequence of college-required courses in Liberal Arts in order that they may be provided with a greater understanding of their role in serving and in changing urban society. See Appendix E.

   2. Multiple Sequences and Multiple-Entry Points

      Multiple sequences for prospective teachers would be established: Early Childhood (Nursery through Grade 2); Elementary (Grades 1 through 6); Middle Schools (Grades 5 through 9); Secondary (Grades 9 through 12).

Multiple-entry points and some possibility of transfer
from one sequence to another would be provided.

Early and Continued Involvement

In order that students may assume early, appropriate,
and increasingly complex responsibilities in the teaching
role, an extensive training period for teachers beginning
in the early college years and continuing through the
early years of professional teaching would be required.

3. Performance-Based, Experience-Centered Curriculum in
    School-Community Teaching-Learning Centers

The curriculum would have a performance-based, experience-
centered program throughout each entire sequence with pro-
vision for concentrated study and service in selected urban
environments in School-Community Teaching-Learning Centers
in which teacher trainees would be based for from two to
four years.

The School-Community Teaching-Learning Centers would be
established to create an integrated school-College-
community training agent for both pre-service and in-
service teachers and other professionals and parapro-
fessionals. Each center would consist of a small complex
of schools on all levels and one or more additional
buildings to meet the needs of on-going research, meetings
with community leaders, tutoring, and multiple learning
activities. These buildings might also provide space for
residence units whereby prospective teachers could, on a
voluntary basis, live in the community in which they would
be working, for a few weeks at a time.

The Program would provide sequential supervised laboratory
experiences of graded complexity in the School-Community
Teaching-Learning Centers. These experiences would include
simulation, micro-teaching, acquisition of skills to work
with individuals and small groups and tutoring - all
leading to the greater responsibilities of student-teaching
and internships. See Appendix A.

4. The Campus Media Learning Center

Provision would be made in the Campus Media Learning Center
for the broad and deep use of technological aids to (a)
assist in the individualization of instruction and inde-
pendent study by prospective teachers, (b) allow the pros-
pective teachers opportunities to develop facility in the
use of technological equipment for the schools, and (c)
permit the use of instructional technology for the analysis,
evaluation and storage of protocol materials used in the
Program. Fully-equipped and fully-staffed media labora-
tories in the Campus Media Learning Center would be neces-
sary for the proper use of instructional technology in
carrying out the objectives of the Program.

5. Counseling

    The content and experiences within the curricula would be
    structured to guide the prospective teachers and the beginning
    teacher toward the development of the skills necessary for
    self-knowledge, self-esteem, and self-direction. In addition,
    the prospective teacher should have the knowledge of group
    processes and "coping skills" necessary to be a well-functioning
    human being with professional values consistent with personal
    integrity and the demands on a teacher in a rapidly changing
    society. It would be assumed that as the student knows himself
    and his role better, he could cope more effectively with the
    dynamics of change. See Appendix C.

6. Individualized Instruction

    The Program would attempt to provide for the individualization
    of instruction of prospective teachers and for their instruc-
    tion in strategies to provide for individualizing instruction
    in their own teaching roles. In both instances, individualized
    instruction would consist of planning and conducting, with each
    student, programs of study and day to day tasks that are tailor-
    made to suit his learning requirements and his characteristics
    as a learner and as a teacher. See Appendix F.

7. Team Teaching

    The experience-centered curriculum would function largely
    through effective cooperation of College faculties (Education
    and Liberal Arts), master teachers in schools, interns, para-
    professionals and teacher aides. A redefinition of the res-
    pective roles and responsibilities of these persons would be
    necessary. See Appendix D.

8. Evaluation

    Evaluation and feed back techniques would be developed for
    these experience-centered curricula and should be used at the
    beginning, throughout, and at the end of each sequence. Their
    purpose would be to determine to what extent teacher trainees
    have acquired the essential teaching behaviors and to allow
    for systematic assessment, revision, and up-dating of the
    Program. Follow-up studies of Program graduates would be
    indicated.

    To permit this evaluation, course outlines should be prepared
    in terms of (a) objectives: standards and goals to guide the
    prospective teacher's development; (b) teaching-learning
    behaviors to be developed, analyzed, and assessed through the
    use of such materials as audio-tapes and video-tapes.

    The definition of specific objectives and ways of implementing
    them should be identified cooperatively by the instructor and
    each trainee. See Appendix H.

9. Electives

Electives will be suggested on each of the four levels to enable students to meet the objectives of the Program and to make better use of faculty expertise. Examples of electives would include the following:

> African Heritage and the Schools;
> Hispanic and Puerto Rican Heritage;
> Credit for supervised travel in the United
> States and abroad.

10. Provision for Analysis of Cognitive, Affective and Social Situations

The identification, analysis and sequential arrangement of behavioral situations would be built into an observation system. Categories of analysis should represent an appropriate balance among cognitive, affective and social aspects of teaching.

The Program would provide for situations in which the prospective teacher would be confronted with cognitive, affective, and social experiences specifically intended to produce desired teaching behaviors.

a. Cognitive Behaviors:

1. The Program would provide situations in which prospective teachers are made cognizant of the structural components of each discipline to be taught, the conceptual framework of the discipline, methods of verification peculiar to the discipline, and should engage in strategies which would direct pupils' learning of the discipline in a manner wholly consistent with the discipline itself.

2. The Program would require prospective teachers to have a working knowledge of materials and tools that would assist pupils in acquiring and developing concepts in subject-matter areas and a wide variety of teaching-learning materials appropriate to the analysis of specific situations.

b. Affective Behaviors and Social Behaviors:

Prospective teachers should acquire a knowledge of human motivation and behavior (through a study of classroom behaviors "in situ" by means of video-tapes) in situations which will provide for reflection and the building of concepts which will produce desired teaching and learning behaviors. A correlative study of the social and cultural forces which affect the individual should permit the prospective teacher to meet the practical problems which arise in the daily lives of their pupils in a technological, industrial, urban milieu.

E. Desired Outcomes In Terms of Teacher Behavior

1. Understanding and working with Children and Youth

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

a. Demonstrate in their teaching a knowledge of how chil-
dren 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 develop-
ment of children and youth and social change by utili-
zing 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 knowledge of depth in fields appropriate
to the Education Sequence elected and utilize 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 of the field of education (e.g. medical
personnel, lawyers).

g. Use instructional technology as teaching and learning
media.

h. Organize and work with children and youth in effective
small groups.

Desired Outcomes in Terms of Teacher Behavior - (continued)

3. ### General Outcomes

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

   a. Gather, examine, evaluate, and utilize evidence
      so that generalizations on the basis of insuffi-
      cient data and evidence would be avoided.

   b. Demonstrate in their teaching, knowledge about
      and appreciation of the multi-cultural dimen-
      sions of our City and the world.

   c. Demonstrate in their teaching a dynamism that
      reflects a wide curiosity and knowledge about
      the world in which we live and a flexibility
      in meeting the problems of its rapidly changing
      character.

S E C T I O N   II

FOUR COURSE-LEVEL SEQUENCES

- - - - - - - - - - - -

PERFORMANCE-BASED PROFESSIONAL UNDERGRADUATE COURSE SEQUENCE

for the

EDUCATION OF TEACHERS FOR EARLY ChILDHOOD EDUCATION

(Nursery through Grade 2)

- - - - - - - - - - - -

The prerequisites other than those in Education for the courses in this Sequence were mandated by Faculty Council of Brooklyn College at its meeting of October 19, 1971.

Professional Undergraduate Course Sequence
for the
Preparation of Teachers in Early Childhood Education
(Nursery through Grade 2)

Introduction

Research in the past decade reaffirms the fact that the years between three and eight are crucial for the growth, development, and education of children. The training of teachers for the education of children of the early childhood years requires the development of specialized concepts, attitudes, and skills.

The demand for trained personnel in early childhood education has far exceeded the availability. Nationally projected research and program development activities will intensify this demand. Accordingly, the Committee on Curriculum and Admission to Courses (CLAS) proposed a program which provides a foundation for teaching and advanced study for prospective teachers of young children.

Goals of the Proposed Program

Among the many considerations in developing a program for teacher education at Brooklyn College, the following are noted:

1. That direct, guided experience in the School-Community Teaching-Learning Centers be a part of each component of the program so that experience may complement theoretical content and, in turn, be affected by it.

2. That the growth, development, and education of young children be studied and experienced in the context of cultural, family, and educational settings.

3. That the program make special provision for prospective teachers of young children to have experiences with people in our multi-cultural society.

4. That throughout the program prospective Early Childhood teachers work toward self-awareness and awareness of group processes.

5. That prospective teachers develop competence in working with and relating to differentiated personnel who are also engaged in early childhood education (e.g. paraprofessionals, parent volunteers, teaching aides and assistants, co-teachers).

6. That prospective teachers be prepared to function in a program which includes social, cognitive, and affective dimensions of behavior and development in a totally integrated curriculum encompassing all subject areas of early childhood education.

7. That prospective teachers understand developmental and learning stages of young children and their relation to previous and later stages.

8. That prospective teachers acquire knowledge about and proficiency with both hardware and software of instructional technology, with special emphasis on applications to Nursery through Grade 2.

9. That prospective teachers be encouraged and supported in their efforts to extend their personal and pre-professional experiences in cultural and cross-cultural spheres. These experiences may include visits within the city as well as travel in the United States and abroad.

10. That prospective teachers experience team-teaching at the College level as one channel for preparing them for this increasingly characteristic method in Early Childhood Education.

SUMMARY: EARLY CHILDHOOD SEQUENCE (Nursery through Grade 2)

Course Number	Title	Semester	Credits	Laboratory Experiences (in School-Community Teaching-Learning Centers and/or Campus Media Learning Centers)	Staff
48.1	Young Children in the Urban Environment: School and Community.	Lower Sophomore	6 credits (3 class and 6 lab. hours)	Group selected project; assessing teaching behavior and classroom interaction; observation and participation in schools and community; Instructional Technology; self-examination.	Teams to be selected from Educational Specialists in Sociology-Anthropology, Philosophy, Curriculum, Methods, Psychology, Instructional Technology, cooperating personnel from schools, consultants from other departments and the community.
48.2	Child Development and the Teaching-Learning Process	Upper Sophomore	6 credits (3 class and 6 lab. hours)	Study of two children; classroom observation and participation; tutoring; visits to community Early Childhood facilities.	Psychology, Curriculum and Teaching, Methods.
48.3	Reading and Other Language Arts in Early Childhood Education.	Upper Sophomore	4 credits (2 class and 4 lab. hours)	Classroom observation and participation; preparation of curriculum materials; use of media (e.g. video-tape, overhead projector, etc.); tutoring; micro-teaching.	Curriculum and Teaching, Methods, Psychology
48.4	Creative Arts in Early Childhood Education	Lower Junior	6 credits (3 class and 6 lab. hours)	Classroom observation and participation; preparation of curriculum materials; use of media (e.g. video-tape, overhead projector, etc.); tutoring; micro-teaching.	Curriculum and Teaching, Methods, Psychology
48.5	Social Studies in Early Childhood Education.	Lower Junior	4 credits: (2 class and 4 lab. hours)	Classroom observation and participation; preparation of curriculum materials; use of media (e.g. video-tape, overhead projector, etc.); tutoring; micro-teaching.	Curriculum and Teaching, Methods, Psychology
48.6	Mathematics in Early Childhood	Upper Junior	4 credits: (2 class and	Classroom observation and participation; preparation of curricu-	Education Department: Methods/Psychology,

	Course	Level	Credits	Description	Department
	...Early Childhood Education	Lower Junior	6 credits (3 class and 6 lab. hours)	Classroom observation and participation; preparation of curriculum materials; use of media (e.g. video-tape, overhead projector, etc.); tutoring; micro-teaching.	Curriculum and Teaching, Methods, Psychology
48.5	Social Studies in Early Childhood Education.	Lower Junior	4 credits (2 class and 4 lab. hours)	Classroom observation and participation; preparation of curriculum materials; use of media (e.g. video-tape, overhead projector, etc.); tutoring; micro-teaching.	Curriculum and Teaching, Methods, Psychology
48.6	Mathematics in Early Childhood	Upper Junior	4 credits (2 class and 4 lab. hours)	Classroom observation and participation; preparation of curriculum materials; use of media (e.g. video-tape, overhead projector, etc.); tutoring; micro-teaching.	Education Department: Methods/Psychology, Mathematics Department.
48.7	Science in Early Childhood Education.	Upper Junior	4 credits (2 class and 4 lab. hours)	Classroom observation and participation; preparation of curriculum materials; use of media (e.g. video-tape, overhead projector, etc.); tutoring; micro-teaching.	Curriculum and Teaching, Methods, Psychology.
48.8	Seminar and Comprehensive Teaching in Early Childhood Education.	Lower Senior	10 credits (2 class and 16 lab. hours).	Selected supervised instructional experience; use of media to study and develop teaching styles; assessment of teaching effectiveness.	Teams to be selected from: Educational Specialists in Curriculum and Teaching, Methods, Philosophy, Psychology, Sociology-Anthropology, Instructional Technology, cooperating personnel from schools, Liberal Arts Departments, and communities.

Total: 44 Credits

Early Childhood

Lower Sophomore Semester
Catalogue Description

I. Catalogue Entry

a. Education 48.1

b. Young Children in the Urban Environment: School and Community

c. 6 credits: 9 hours class and laboratory (3 class and 6 laboratory hours).

d. Analysis of forces affecting education of young children in an urban environment; examination of formal and informal organizational patterns of early childhood education; study of models for assessing teaching behavior and classroom interaction.

   Laboratory Experiences: Group-selected project to be carried out in the school-community setting; use of models for assessing teaching behavior and classroom interaction; guided observation and participation in School-Community Teaching-Learning Centers*and Campus Media Learning Center, with special emphasis on Nursery through Grade 2.

e. Prerequisites: None

f. Exclusion clause: Not open to students who are enrolled in or have completed Education 27.1, 28, 29.5, 30.3, 30.4, 35, 58.1, 59.1, 60.1.

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*School-Community Teaching-Learning Centers will provide appropriate support and facilities for the group-selected project and other field experiences. For a complete report on the School-Community Teaching-Learning Centers, See Appendix A.

**The Campus Media Learning Center will be used to aid students in the group-selected projects and to instruct them in the use of technological and other resources. For a complete report on the Campus Media Learning Center, see Appendix B.

Complete Description

I. **Catalogue Entry**

a. Education 48.1

b. Young Childr'n in the Urban Environment: School and Community

c. 6 credits: 9 hours class and laboratory (3 class and 6 laboratory hours).

d. Analysis of forces affecting education of young children in an urban environment; examination of formal and informal organizational patterns of early childhood education; study of models for assessing teaching behavior and classroom interaction.

Laboratory Experiences: Group-selected project* to be carried out in the school-community setting; use of models for assessing teaching behavior and classroom interaction; guided observation and participation in School-Community Teaching-Learning Centers** and the Campus Media Learning Center,*** with special emphasis on Nursery through Grade 2.

e. Prerequisites: None

f. Exclusion clause: Not open to students who are enrolled in or have completed Education 27.1, 28, 29.5, 30.3, 30.4, 35, 58.1, 59.1, 60.1.

Sample Ideas for Group-Selected Projects:
1. Photo study of community in which school exists.
2. Window display -- relation of school to community council.
3. Audio-taped interviews --"The Mission of Our School."
4. 8mm. film loops -- neighborhood stores as educational resources.
5. Social and educational resources in the community -- bilingual bulletin.
6. Cardboard carpentry to furnish a local tutoring center.
7. Role-playing of community situations (e.g. election of school board).
8. Posters for the school, parents association and community groups announcing events or programs such as a science fair, ecology mobilization, etc.
9. Production of illustrated books of children's autobiographies.

**The School-Community Teaching-Learning Centers will provide appropriate support and facilities for the group-selected project and other field experiences. For a complete report on the School-Community Teaching-Learning Centers, See Appendix A.

***The Campus Media Learning Center will be used to aid students in the group-selected projects and to instruct them in the use of technological and other resources. For a complete report on the Campus Media Learning Center, see Appendix B.

Early Childhood
Course Outline for Education 48.1 - <u>Young Children in the Urban Environment:</u>
<u>School and Community</u>

I. General Objectives

A. To cultivate identification with and advocacy for the client
    populations of young children, their parents, their community,
    and the agencies required to promote wholesome child develop-
    ment.

B. To promote an awareness of the kinds and uses of environmental
    aspects and phenomena (people, places, things, institutions,
    issues, language, traditions, etc.) for the curriculum of young
    children and the total program of their school.

C. To define critical variables in several types of educational
    programs designed for young children: management of time, space,
    materials, personnel; relationship of management to philosophy,
    objectives and content of curriculum.

D. To develop mastery of the utilization of educational multi-media
    as effective tools for the critical examination of the behavior
    of children and adults in educational and social situations.

E. To develop Self-Awareness.

II. SPECIFIC OBJECTIVES

A. Self-awareness, cognitive-
    affective grasp of motiva-
    tions, social behavior,
    cultural, historic and
    developmental sources
    influencing behavior.

B. Communication skills-clari-
    fication and refinement of
    the communicative process,
    verbal and non-verbal.

C. Cognitive-affective grasp
    of the life of the urban
    resident, involving the
    cultural, economic, living
    conditions.

D. Ability to recognize and
    analyze teacher behavior
    (assessment of emotional
    climate of room on basis
    of various types of inter-
    action).

E. Ability to recognize
    children's behavior as
    related to teacher
    behavior.

III. EXPERIENCES

A. 1. Faculty-student group
        process.
    2. Audio-visual feedback
        of group process.
    3. Personal logs of group
        process.

B. 1. Faculty-student group
        process.
    2. Audio-visual feedback.

C. Participatory involvement
    with responsibility, in
    functioning of school and
    community agencies.

D. 1. Classroom observations
        in various types of
        schools and child-care
        centers.
    2. Seminars in analysis of
        classroom observations.
    3. Media feedback.

E. Same as D

Course Outline for Education 48.1 (continued)

SPECIFIC OBJECTIVES   EXPERIENCES

F. Analysis of classroom relation-   F. Same as D
    ships and educational goals as
    applied to various classroom
    organizations.

G. Development of a socioeconomic   G. 1. Contact with planning and
    profile of local school district.   research section of com-
                                                 munity corporation and
                                                 agencies.
                                             2. Participation, with com-
                                                 munity worker or resident,
                                                 in on-going research, and
                                                 funtioning of agencies and
                                                 institutions.
                                             3. Media feedback from community
                                                 involvement.

H. Connection of profile character-   H. 1. Participation in, contact
    istics with forces affecting   with parent associations,
    the education of young children   family service agencies,
    (cf., A. and C.)   organizations, supermarkets,
                                                 recreation activities, schools.
                                             2. Seminars with guidance
                                                 personnel in schools.

I. Development of and participation   I. Same as H.
    in an on-going, community-based
    activity or project related to the
    above analysis (G and H).

Early Childhood
Education 48.1

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Early Childhood

Upper Sophomore Semester

II. Catalogue Entry

a. Education 48.2

b. Child Development and the Teaching-Learning Process

c. 6 credits: 9 hours class and laboratory (3 class and 6 laboratory hours).

d. Biogenetic and environmental factors in human behavior. The study of individual development and learning with major emphasis on the early childhood years. Application of concepts and theories of learning to the teaching-learning process. A study of the function of play in the developmental process; the teacher's role and the assessment of play in the school setting.

Laboratory Experiences: Guided comparative study of two children from different environments, one of whom will be from the School-Community Teaching-Learning Centers.* Through classroom observations and participation the student will examine child development and learning in the educational environment. Selected activities in the teaching-learning process. Use of the Campus Media Learning Center.

e. Prerequisite: Education 48.1
   Corequisite: Education 48.3

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*School-Community Teaching-Learning Centers: facilities in schools and other social agencies in communities which will provide for student instruction and experience in the development of appropriate cognitive, affective and social behaviors in prospective teachers and the children and youth they teach. A complete report on School-Community Teaching-Learning Centers will be found in Appendix A.

Early Childhood
Course Outline for Education 48.2 - Child Development and the Teaching-Learning
Process

Development

1. Methods of studying human development (observational, experimental, anecdotal, cross-sectional, longitudinal, etc.).

2. Historical concepts of the nature of the child.

3. Methods of teaching and classroom organization in relation to differing concepts of the child.

4. Nature-nurture, controversy.

5. Biological aspects of development.

6. Maternal deprivation, separation, and institutionalization.

7. The socialization of the child; play and inter-personal relationships in early childhood.

8. The school and the socialization process.

9. Cognitive development and its bearing on social and emotional development.

10. Cognitive stimulation in pre-school and early school grades.

11. The family and the development of the infant and young child
    a) sex roles
    b) siblings
    c) presence or absence of parent or parents
    d) cultural heritage.

12. Child rearing practices and personality development.

13. Current major theories of personality development with emphasis on early childhood years and educational implications.

Learning

1. Nature and function of theories of learning.

2. Traditional issues in learning theory.

3. Function of theories of learning in the classroom.

4. Theory of learning vs. "theory of instruction".

5. Learning theory and the problems of urban education
    a) the disadvantaged
    b) technology
    c) teacher selection and training.

Early Childhood

Course Outline for Education 48.2 (continued)

6. Basic principles of S-R theory of learning and their relationship to teaching practices and classroom organization.

7. Basic principles of Piaget's theory of development and their relationship to teaching practices and classroom organization.

8. Analysis of learning principles underlying different instructional designs
    a) discovery method
    b) Montessori method
    c) open classroom
    d) programmed method.

9. Individual styles of problem solving (reflective-impulsive, field dependent, field-independent.

10. Exceptional children and the learning environment
    a) underachievement
    b) retardation and brain injury
    c) emotional problems
    d) creativity and giftedness.

11. Team teaching, educational assistants and paraprofessionals.

12. Assessment of learning and learning potential
    a) concepts of intelligence and ability
    b) formal vs. informal assessments
    c) achievement tests and other classroom assessments.

13. The nature of tests and assessment
    a) validity, reliability, errors of measurement.
    b) distributions, variability, probability.
    c. cultural bias of tests and other criticisms.
    d) alternatives to testing.
    e) communicating assessments and evaluations to parents.

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III. Catalogue Entry

a. Education 48.3

b. Reading and Other Language Arts in Early Childhood
Education

c. 4 credits: 6 hours class and laboratory
(2 class and 4 laboratory hours).

d. Analysis of theoretical and methodological approaches
and techniques :n teaching reading and other language
arts in early childhood education. Application of
concepts and theories of learning.

Laboratory Experiences: Planning, guiding and evaluating
selected projects in the teaching of reading and other
language arts at the School-Community Teaching-Learning
Centers* The use of the Campus Media Learning Center for
experience with professionally produced and teacher-made
materials.

e. Prerequisites: Education 48.1 and at least one course in literature
Corequisite: Education 48.2   and in speech.

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*School-Community Teaching-Learning Center: facilities in
schools and other social agencies in communities which will
provide for student instruction and experience in the develop-
ment of appropriate cognitive, affective and social behaviors
in prospective teachers and the children and youth they teach.
A complete report on School-Community Teaching-Learning Centers
will be found in Appendix A.

**Campus Media Learning Center: a facility on Campus which will
provide students with opportunities to study, construct, use
and develop, under supervision, the technological aids and
resources appropriate for their work with individuals, small
groups and classes in the School-Community Teacher-Learning
Center. A complete report on the Campus Media Learning
Center will be found in Appendix B.

Early Childhood
Course Outline for Education 48.3

Reading and Other Language Arts in Early Childhood Education

The Language Aspect of Reading
    The Nature of Language
    Acquisition of Language
    Special Issues in Instruction
        Dialects
        Bilingualism

The Reading Instruction Program

    Cultivating Appreciation for Literature
        Group Sharing
        Independent Reading

    Word Recognition Skills
        Sight Words
        Phonic Analysis
        Structural Analysis
        Context Clues

    Comprehension Skills
        Literal Reading
        Interpretive Reading
        Critical Reading

    Study Skills
        Organizing Information
        Locating Information

    Introductory Experiences
        Readiness Considerations
        Readiness Activities

    Appraisal of Pupils' Progress
        Standardized Tests
        Informal Tests
        Teachers' Records

    Individualizing Instruction
        Language Experience Approaches
        Individualized Reading Programs
        Interclass Grouping
        Intraclass Grouping

    Materials for Instruction
        Commercial
            Evaluation
            Selection
        Teacher-constructed
        Pupil-constructed

The Oral Language Program

> Listening
>
>> Decoding Skills
>>> Perception of Dialects and Styles
>>> Increase of Attention Span
>>> Distilling Ideas
>>> Relating Nonlinguistic Activities to Language
>>
>> Aesthetic Development
>>> Stories
>>> Poetry
>>> Drama
>>> Songs
>
> Speaking
>
>> Encoding Skills
>>> Expression of Ideas
>>> Organization of Ideas
>>> Clarity of Speech
>>
>> Social Insights
>>> Conversation
>>> Discussion
>>
>> Aesthetic Development
>>> Creating Stories - **Creating Drama**
>>> Creating Poetry - **Creating Songs**
>>> Reading Orally
>
> Writing
>
>> Handwriting Skills
>>
>> Functional Skills
>>> Communicating Information
>>> Conventions of Forms
>>
>> Creative Writing
>>> Expressing Ideas
>>> Discovering Forms

READING AND OTHER LANGUAGE ARTS IN EARLY CHILDHOOD EDUCATION

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Childhood Education
Early Education
Education
Elementary English
Reading Research Quarterly
The Reading Teacher
Yearbooks of National Society for the Study of Education
Young Children

Early Childhood

Lower Junior Semester

IV. Catalogue Entry

a. Education 48.4

b. Creative Arts in Early Childhood Education

c. 6 credits: 9 hours class and laboratory
(3 class and 6 laboratory hours).

d. Role of creative arts (art, music, drama, dance) as
communication and in relation to learning, with emphasis
on the affective domain. Application of concepts and
theories of learning. Analysis of conditions and teaching
strategies which encourage creativity.

Laboratory Experiences: lanning, guiding and evaluating
selected projects involving the creative arts at the School-
Community Teaching-Learning Centers* Use of the Campus
Media Learning Center.**

e. Prerequisites: Education 48.1, 48.2, 48.3 and at least one course
Corequisite: Education 48.5 in art and in music.

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*School-Community Teaching-Learning Centers: facilities in
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provide for student instruction and experience in the develop-
ment of appropriate cognitive, affective and social behaviors
in prospective teachers and the children and youth they teach.
A complete report on School-Community Teaching-Learning Centers
will be found in Appendix A.

**Campus Media Learning Center: a facility on Campus which will
provide students with opportunities to study, construct, use
and develop, under supervision, the technological aids and
resources appropriate for their work with individuals, small
groups and classes in the School-Community Teacher-Learning
Center. A complete report on the Campus Media Learning Center
will be found in Appendix B.

Early Childhood
Course Outline for Education   48.4

Creative Arts in Early Childhood Education

I.   Creativity as a mode of learning
     A. Educational value of creative activities in early childhood
         education
     B. Interaction of affective, social, cognitive and psychomotor
         domains in learning
     C. The creative process
     D. Conditions which foster creativity in teaching and learning
     E. Research in creativity (including work of Karl W. Deutsch,
         J.P. Guilford, Marie M. Hughes, Calving Taylor, E. Paul
         Torrance and others)

II. Teacher's role in sustaining and fostering creative thinking
     and learning in young children--verbal and non-verbal. Related
     teaching techniques.

III. Curriculum practices in developing a creative activities program
     A. Developmental stages of children's expression in the arts
         1. Integrating learning through the arts and other curricu-
             lum areas with special emphasis on social learnings
         2. Planning, managing, selecting, guiding and evaluating in
             relation to aesthetic and creative activities
         3. Criteria for selecting materials, resources and activities
             in the arts
         4. Aesthetic qualities in the arts: expressiveness, dynamics,
             originality, harmony, contrast, style, rhythm, form, variety,
             dominance, balance, etc.

IV. Application of concepts and theories of creative learning to the
     arts
     A. Music: singing, playing instruments, creating music
     B. Dance and rhythmic movement
     C. Art: clay, painting, construction, blocks, woodwork,
         photography, etc.
     D. Drama: creative dramatics, puppetry

V.   Selected laboratory experiences in the Campus Media Center and in
     the Education Laboratory for Arts and Science. Students will engage
     in integrated activities in the arts with emphasis on creative
     processes and aesthetic sensitivity.

VI. Planning, guiding and evaluating selected projects with young
     children in the creative arts in School-Community Teaching-Learning
     Centers.

Creativity

Anderson, Harold (Ed.)   Creativity and its Cultivation. New York:
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Dewey, John   Art as Experience. New York: Minton, Balco
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Music and Dance

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Seeger, Ruth Crawford   American Folk Songs for Children in Home,
                              School and Nursery School. Garden City,
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Sheehy, Emma D.   Children Discover Music and Dance. New York:
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Creative Dramatics

Siks, Geraldine B.   Creative Dramatics: An Art for Children
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Ward, Winifred   Playmaking With Children. New York:
                              Appleton-Century-Crofts, 1967.

Early Childhood

Bibliography for Education **48.4** (continued)

Films and Videotapes

1. "Early Expressionists" - Contemporary Films

2. "Children Wo Draw" -- B.C.-A.V. Center

3. "Clay" -- by Myrtle Craddock -- B.C. T.V. Center

4. "Creative Dance" -- by Rose Mukerji -- B.C. T.V. Center

. "Creative Dramatics" -- Northwestern University A.V. Center

6. "Building Children's Personality Through Creative Dance" U.C.L.A.

.. "Looking For Me" -- University of California, Extension Media
Center, Berkeley, Calif.

8. "Feeling Spaces", "I Found It", "Sounds of Myself", "To Make
A Dance", "You're It!" "Touching The World" -- Bloomington,
Indiana: National Instructional Television. (Selected
titles from TV series, RIPPLES.)

9. "Sing Along", "Dance Along", "Drums", "Rhythm", "Drama in
Dance", "Sing It Again", "Rhythm in Dance", "Folk Songs",
Bloomington, Indiana: National Instructional Television,
Selected titles from TV series, ROUNDABOUT)

Early Childhood

Lower Junior Semester

V. Catalogue Entry

a. Education 48.5

b. Social Studies in Early Childhood Education

c. 4 credits: 6 hours class and laboratory
                  (2 class and 4 laboratory hours).

d. Analysis of theoretical and methodological approaches in
    the social studies. Application of concepts and theories
    of learning.

    Laboratory Experiences: Planning, guiding and evaluating
    selected aspects of teaching social studies in School-
    Community Teaching-Learning Centers*

e. Prerequisites: Education 48.1, 48.2, 48.3 and at least one course
    Corequisite: Education 48.4   in social studies including
                                                  history.

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*School-Community Teaching-Learning Centers: facilities in
schools and other social agencies in communities which will
provide for student instruction and experience in the develop-
ment of appropriate cognitive, affective and social behaviors
in prospective teachers and the children and youth they teach.
A complete report on School-Community Teaching-Learning Centers
will be found in Appendix A.

Early Childhood
Course Outline for Education 48.5

Social Studies in Early Childhood Education

Course Outline

The relationship among substantive content, learning processes and values in the Social Studies for the early childhood grades will be the focus of the course.

Opportunities will be provided for students to learn the techniques and to develop competency in the use of a variety of instructional media. Students will develop the tools and procedures necessary for inquiry in the social and behavioral sciences.

The importance of the early childhood years in the development of responsible social adults will receive special emphasis in the consideration of patterns of socialization and individualization.

The teacher in the early childhood grades has a unique opportunity to encourage the development of values and attitudes in young children. She has a responsibility therefore, to examine and become more knowledgeable about her own values and attitudes. The development of a repertoire of strategies for teaching the young child in the urban setting will receive attention

I. The young child
   1. affective development
   2. cognitive development
   3. motor development

II. Socialization
   1. various patterns of child rearing
   2. institutions and socialization

III. The group and the individual
   1. various philosophical implications
      methods of group participation
      (a) sense of community
   2. the growth of individual strength
      (a) rights of individual
      (b) pride of workmanship

IV. What is meant by the term "social studies"?
      Does it differ from social sciences?
      What are the fields of inquiry?
      What are objectives of a course in social studies?

V. The use of language arts in social studies
   1. stories, plays, etc
   2. material for use in class, e.g. puppets, play store

Early Childhood
Course Outline fo. Education 48.5 (continued)

VI.   The structure of the various fields of inquiry:
            economics   anthropology
            history   political science
            sociology   geography

VII.   Analysis of methods and modes of inquiry.
            1. inquiry and scientific method
            2. attitudes and inquiry
            3. expository and hypothetical modes
            4. decision making

VIII.   Behavioral Objectives
            a) Use of instructional media and resources to observe and
                improve student's perfor   s.
            b) Analysis of cognitive a   ective domains in the
                development of behavior   ojectives in classroom.

IX.   Values and Attitudes
            1. scholarly values and at+   udes
                    a) objectivity
                    b) evaluating sources
            2. publi values
                    a) human dignity
                    b) empathy
                    c) cooperation

X.   New Projects and Current Concerns
            1. Cross-cultural study
            2. logical thinking in children

Early Childhood
Education 48.5

Social Studies in Early Childhood Education

Selected Bibliography

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School. Chas. E. Merrill Publishing Co., 1971
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Sigel, Irving E. & F. H. Hooper
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Skill Development in Social Studies. National
Council for the Social Studies 33 yearbook, 1963

Taba, Hilda
The Taba Social Studies Curriculum.
Addison-Wesley Publishing Co. Menlo Park, Cal 1 60

Upper Junior Semester

VI. Catalogue Entry

   a.   Education 48.6

   b.   Mathematics in Early Childhood Education

   c.   4 credits: 6 hours class and laboratory
                     (2 class; 2 mathematics laboratory;
                      2 teaching laboratory)

   d.   Activities and experiences in mathematics designed to give
        the prospective early childhood and elementary teacher
        insight and understanding of the concepts and principles
        of elementary mathematics and an appreciation of the nature
        of mathematics by exploration of topics chosen from the
        following areas: sets, number systems, geometry, and
        number theory. (Students will be assigned to sections
        according to mathematics ability and previous background
        in mathematics.)
        This course is offered jointly with Education 58.3.
        Mathematics Laboratory

        Development of arithmetic and geometric concepts in the
        early childhood and elementary grades as an outgrowth of
        the student's own involvement with the subject matter in
        a mathematics laboratory and Campus-Media Learning Center*

        Teaching Laboratory Experiences:

        Application of concepts and theories of learning to
        teaching mathematics under supervision with individual
        or small groups of children in the School-Community
        Teaching-Learning Center.**

   e.   Prerequisites: Education 48.1,48.2,48.3,48.4,48.5 and at least one cour:
        Corequisite: Education 48.7   in mathematics (exclusive of
                                                   Mathematics 2.1 and 2.2).
   f.   **Exclusion clause: This course is not open to students who are enrolled in
        or have completed Education 12.1 or 12.2 or Mathematics 2.1 or 2.2.**

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   *Campus Media Learning Center: a facility on Campus which will
    provide students with opportunities to study, construct, use and
    develop, under supervision, the technological aids and resources
    appropriate for their work with individuals, small groups and
    classes in the School-Community Teacher-Learning Center. A
    complete report on the Campus Media Learning Center will be
    found in Appendix B.

   **School-Community Teaching-Learning Centers: facilities in
    schools and other social agencies in communities which will
    provide for student instruction and experience in the develop-
    ment of appropriate cognitive, affective and social behaviors
    in prospective teachers and the children and youth they teach.
    A complete report on School-Community Teaching-Learning Centers
    will be found in Appendix A.

Early Childhood
Course Outline for Education 48.6:

Mathematics in Early Childhood Education

The mathematical concepts are to be developed initially, wherever possible, in a mathematics laboratory with the student involved in the use of concrete materials:

A. Sets and relations:
Subsets, complement of a set, cartesian product of sets, union and intersection of sets; reflexive, symmetric, transitive properties; one-to-one correspondences, equivalence relations; cardinal number, order.

B. Systems of numeration:
Origin of numerals, Egyptian, Roman, Hindu-Arabic and other systems of numeration; decimal notation; bases other than ten, changing bases of numerals; exponents; computation in various bases

C. Number systems:
Whole numbers, integers, rational numbers, real numbers, complex numbers; binary operations; prime factorization; algorithms, division, greatest common factor, least common multiples; the number line, number theory; proofs in arithmetic and algebra.

D. Geometry
Including points, lines and planes; order on the line; separation of a plane; triangles and other figures; parallelism, perpendiculars, graphical methods; congruence, similarity; measure and constructions; proof in geometry.

II. Application of concepts and theories of learning to the teaching of selected mathematical concepts in the elementary grades.

Bibliography for Education 48.6:

Mathematics in Early Childhood Education

Allendorfer, Carl B.	Principles of Arithmetic and Geometry for Elementary School Teachers. New York: Macmillan, 1971.
Copeland, Richard W.	How Children Learn Mathematics. New York: Macmillan, 1970.
Dienes, Z. P.	An Experimental Study of Mathematics Learning. London: Hutchinson and Co., 1963.
Fitzgerald, William M. and Bellamy, David P.	Laboratory Manual for Elementary Mathematics. Boston: Prindle, Weber and Schmidt, 1969.
Grossnickle, Foster E. and Brueckner, Leo J.	Discovering Meaning in Elementary School Mathematics. New York: Holt, Rinehart and Winston, 1969.
Heddens, James W.	Today's Mathematics. Chicago: Science Research Associates, 1964.
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Peterson, John A. and Hashisaki, Joseph.	Theory of Arithmetic. New York: John Wiley, 1964.
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The School's Council	Mathematics in Primary Schools. London: Her Majesty's Stationary Office, 1969.

Early Childhood

<u>Upper Junior Semester</u>

VII. <u>Catalogue Entry</u>

a. Education 48.7

b. <u>Science in Early Childhood Education</u>

c. 4 credits: 6 hours class and laboratory
                 (2 class and 4 laboratory hours).

d. Analysis of theoretical and methodological approaches
    and techniques in teaching science in early childhood
    education. Application of concepts and theories of
    learning to teach science.

    <u>Laboratory Experiences</u>: Planning, guiding and evaluating
    selected aspects of teaching science in the School-Commu-
    nity Teaching-Learning Center* Use of the Campus Media
    Learning Center.**

e. Prerequisites: Education 48.1,48.2,48.3,48.4,48.5 and at least one
    Corequisite: Education 48.6 .   course in a laboratory science

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*School-Community Teaching-Learning Centers: facilities in schools
 and other social agencies in communities which will provide for
 student instruction and experience in the development of appropriate
 cognitive, affective and social behavior: in prospective teachers
 and the children and youth they teach. A complete report on
 School-Community Teaching-Learning Centers will be found in
 Appendix A.

**Campus Media Learning Center: a facility on Campus which will
 provide students with opportunities to study, construct, use and
 develop, under supervision, the technological aids and resources
 appropriate for their work with individuals, small groups and classes
 in the School-Community Teacher-Learning Center. A complete report
 on the Campus Media Learning Center will be found in Appendix B.

SCIENCE IN EARLY CHILDHOOD EDUCATION (Nursery through 2)

I. Objectives

The objectives of this course are: a) to assist early childhood
teachers to acquire an understanding of the learning process and
its application to instruction in science and b) to help children
to:
    1. Develop an understanding of their natural environment
       enabling them to observe, predict, describe, and discover
       the natural occurences persisting in their environment.
    2. Develop the skills of problem solving enabling them to
       utilize them in a variety of situations.
    3. Develop the habit of scientific thinking.
    4. Develop an appreciation for the contributions of scientists.

II. Science Experiences

A. Selecting
    1. Levels of content
       a. Basic concepts
       b. Main ideas
       c. Specifics
    2. Criteria for selecting
       a. Validity
       b. Balance of scope and depth
       c. Appropriateness to children's needs and interests
       d. Psychological relationships
       e. Integration of knowledge from a variety of disciplines

B. Organizing
    1. Process-product approach
    2. Conceptual approach
    3. Generalizations approach
    4. Textual approach

C. Planning
    1. Daily
    2. Short term
    3. Long term

III. Programs

A. Textbook
B. State and local curriculums
C. Innovations
    1. Science - A process approach of the American Association
           for the Advancement of Science (AAAS)
    2. Conceptually oriented Program in Elementary Science (COPES)
    3. Elementary Science Study (ESS)
    4. Science Curriculum Improvement Study (SCIS)

IV. An Example of a Newer Science Program (SCIS)

SCIS PROGRAM

Physical Science Sequence   Life Science Sequence

1. Material Objects   1. Organisms
2. Interaction and Systems   2. Life Cycles
3. Subsystems and Variables   3. Populations
4. Relative Position and Motion   4. Environments
5. Energy Sources   5. Communities
6. Models: Electric & Magnetic Interac-   6. Ecosystems
   tions

V. Methodological Consideration of the Teacher

    A. Theories of Learning
    B. Areas of Science Investigations
    C. Activities for Children

VI. Evaluation of Instruction

    1. Informal methods
    2. Standardized methods

    Laboratory Experiences:

        Planning, guiding and evaluating selected aspects of teaching science
    in the School-Community Teaching-Learning Centers. Use of the Campus Media
    Learning Center.

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Renner, John W. and Regan William B.	Teaching Science in the Elementary School New York: Harper and Row, 1968.

PSYCHOLOGY OF LEARNING AND SCIENCE EDUCATION

Flavell, J. H.	The Developmental Psychology of Jean Piaget. Princeton: D. Van Nostrand, 1963.
Ford, G. W. (ed.)	The Structure of Knowledge and the Curriculum. Chicago: Rand McNally, 1964.
Gagne, R. M.	The Conditions of Learning. New York: Holt, Rinehart and Winston, 1965.
Inhelder, Barbel and Piaget, Jean	The Growth of Logical Thinking from Childhood to Adolescence. New York: Basic Books, 1958.

EXPERIMENTS, DEMONSTRATION, AND CONSTRUCTION REFERENCE FOR TEACHERS AND CHILDREN

UNESCO	UNESCO Source Book for Science Teaching New York: UNESCO Publications Center. 801 Third Ave., 1962.

SPECIAL SCIENCE CURRICULUM

PROJECT	ADDRESS AND TELEPHONE
AAAS Commission on Science Education (AAAS)	AAAS 1515 Massachusetts Ave., N.W. Washington, D.C. 20005 (202) DU 7-7171
Conceptually Oriented Program in Elementary Science (COPES)	New York University 4 Washington Place New York, N. Y. 10003 (212) SP 7-2000
Elementary Science Study	Educational Services, Incorporated 55 Chapel Street Newton, Massachesetts 02160 (617) 969-7100, ext. 504
Minnesota Mathematics and Science Teaching Project (MINNEMAST)	MINNEMAST 720 Washington Ave., S.E. Minneapolis, Minnesota 55414 (617) 373-3522
Science Curriculum Improvement Study (SCIS)	Lawrence Hall of Science University of California Berkeley, California 94720 (415) 845-6000, ext. 4541

Lower Senior Semester

VIII. <u>Catalogue Entry</u>

    a.   Education 48.8

    b.   <u>Seminar and Comprehensive Teaching in Early Childhood Education</u>

    c.   10 credits: 18 class and laboratory hours
                        (2 class and 16 laboratory hours).

    d.   Seminar and supervised teaching in Early Childhood Education, Nursery through grade 2. Designed for further development of individual teaching styles and competence in the complex, integrated function of teaching. Reassessment of professional goals and behaviors (cognitive, affective, social) in terms of value systems and philosophical positions.

    e.   Prerequisites: Education 48.1,48.2,48.3,48.4,48.5,48.6,48.7.

Course Outline for Education 48.8

SEMINAR AND COMPREHENSIVE TEACHING IN EARLY CHILDHOOD EDUCATION

I. Issues basic to curriculum development and teaching

    A. Current philosophical issues having a direct influence on educational practice and research in early childhood education.

    B. New developments: parent-child development centers; changing concepts in day care and multi-service programs, national models and related research, and others.

II. Problems and procedures in comprehensive teaching

    A. Planning, management, evaluation

    B. Differentiated staffing; school, district and community resources.

    C. Individualization of instruction

    D. Diagnosis and intervention in teaching

    E. Diagnosis and evaluation of teacher's competence and effectiveness

III. Other professional considerations

    A. Certification and licensing

    B. Professional organizations

    C. Professional development of beginning teachers

Seminar and Comprehensive Teaching in Early Childhood Education
Education **48.8**

BIBLIOGRAPHY

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Behavioral objectives and instruction, Boston: Allyn and Bacon, 1970.

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Hamlin, Ruth, Rose Mukerji,
and Margaret Yonemura,
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Good Schools For Young Children, N.Y.: Macmillan Co., 1969.

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"The British Infant School," Melbourne, Florida: Institute for Development of Educational Activities, Inc., 1969.

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PERFORMANCE-BASED PROFESSIONAL UNDERGRADUATE COURSE SEQUENCE

for the

EDUCATION OF TEACHERS FOR THE ELEMENTARY SCHOOLS

(Grades 1 through 6)

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The prerequisites other than those in Education for the courses in this Sequence were mandated by Faculty Council of Brooklyn College at its meeting of October 19, 1971.

THE CURRICULUM FOR THE EDUCATION OF TEACHERS
FOR THE ELEMENTARY SCHOOLS
(Grades 1 through 6)

Introduction:

The program described herein is intended to prepare elementary school teachers for the profession of teaching in New York City public elementary schools with emphasis on the schools of the inner city. The underlying purposes are (1) to develop thoughtful teachers with flexibility enabling them to cope with the realities of accelerating change and diversity; and (2) to achieve a degree of personal fulfillment while analyzing and applying the teaching-learning behaviors that characterize the successful teacher. The curriculum consists of a planned and coordinated sequence of courses, each with related teaching experiences in School-Community Teaching-Learning Centers. The curriculum is viewed as a 44 credit concentration within a B.A. degree program. While the course sequence is listed with specificity as to time of entry, provision could easily be made for flexibility as to time of entry and pattern of course sequence.

In each semester beginning at the sophomore level, the student would be involved in a cluster of interrelated experiences including (1) a content-methods block; (2) supervised instruction in the utilization of materials and resources in a Campus Media Learning Center; (3) testing of instructional designs in teaching-learning behaviors with children in School-Community Teaching-Learning Centers. The senior year may include an all-day apprenticeship (fall or spring semester) as an intern teacher on a contract basis. A related seminar would be required. Upon successful completion of the Program, it is hoped that the student would serve as a teacher (5 year probationary period) in the School-Community Teaching-Learning Center where he had the most concentrated experiences while in the Undergraduate Teacher Education Program at Brooklyn College.

Instruction in these courses and laboratories will be given by teams of college personnel with appropriate specializations drawn from the Department of Education and by consultants or instructors from other departments in the College for the purposes of synthesizing content and theory with the realities of teaching. Provision would be made for consultants from schools and from the communities.

These teams would emphasize the interrelation of concepts of teacher pre-planning in a given subject area to the actual teaching acts through a clinical focus for the study of teaching to effect learning. The "content-methods" specialist would coordinate his teaching of content and methodology with the experiences taking place in the School-Community Teaching-Learning Center. The student would experience four continuing semesters of the above plan in six required subject areas: the English language arts and reading; mathematics; social studies; science and the arts.

Elementary Schools

Introduction (concluded)

During the entire sequence, the student would be engaged in supervised instructional experiences in a School-Community Teaching-Learning Center. Through planning, teaching, and assessing, he would be able to conduct on his own, and with assistance from his mentors, a critical analysis and assessment of his teaching behaviors. In the senior year, the student would move into apprentice teaching or student teaching. This experience, with the Seminar, would be designed to assist the student to develop, in greater depth, means for self-examination of his teaching style.

The Chart (on the following page) outlines in a schematic way the over-all design of the Program.

SUMMARY CHART: ELEMENTARY SCHOOL SEQUENCE (Grades 1 through 6)

Course Number	Title	Semester	Credits	Laboratory Experiences in Campus Media Learning Center and/or School-Community Teaching-Learning Centers	Staff
Educ. 58.1	Children and Youth in Schools in An Urban Environment.	Lower Sopho-more	8 credits: (4 class + 8 lab. hours).	Supervised observation and partici-pation. Development and application of teaching-learning skills with individuals and small groups. Use of instructional technology.	Teams to be chosen from specialists in Psychology, Philosophy, Sociology-Anthropology, Methods and Instructional Technology; Consultants from other Departments of College. Cooperating Personnel from Schools and from Communities.
Educ. 58.2	The Learning Process and Its Application to Instruction in the English Language Arts in the Elemen-tary School.	Upper Sopho-more	4 credits: (2 class + 4 lab. hours).	Supervised observation and partici-pation in the development and ap-plication of teaching-learning behaviors in English Language Arts. Use of instructional technology.	Teams to be chosen from Education specialists in Psychology and Methods.
Educ. 58.3	The Learning Process and Its Application to the Teaching of Mathematics in Ele-mentary Education.	Upper Sopho-more	4 credits: (2 class + 4 lab. hours).	Supervised observation and partici-pation in the development and ap-plication of teaching-learning behaviors in Mathematics. Use of instructional technology.	Teams to be chosen from Education specialists in Psychology, Mathematics and Methods.
Educ. 58.4	The Learning Process and its Application to Instruction in Reading in the Ele-mentary School.	Lower junior	4 credits: (2 class + 4 lab. hours).	Supervised observation and partici-pation in the development and ap-plication of teaching-learning behaviors in Reading. Use of instructional technology.	Teams to be chosen from Education specialists in Psychology, Reading and Methods.
Educ. 58.5	The Learning Process and Its Application to Instruction in the Social Studies in the Elementary School.	Lower Junior	4 credits: (2 class + 4 lab. hours).	Supervised observation and partici-pation in the development and ap-plication of teaching-learning behaviors in Social Studies. Use of instructional technology.	Teams to be chosen from Education specialists in Psychology, Social Studies and Methods.
Educ. 58.6	The Learning Process and Its Application	Upper Junior	4 credits: (2 class +	Supervised observation and partici-pation in the development and ap-	Teams to be chosen from Education specialists in Psychology, Social Studies and Methods.

mentary Education.   instructional technology.

Educ. 58.4	The Learning Process and Its Application to Instruction in Reading in the Elementary School.	Lower Junior	4 credits: (2 class + 4 lab. hours).	Supervised observation and participation in the development and application of teaching-learning behaviors in Reading. Use of instructional technology.	Teams to be chosen from Education specialists in Psychology, Reading and Methods.
Educ. 58.5	The Learning Process and Its Application to Instruction in the Social Studies in the Elementary School.	Lower Junior	4 credits: (2 class + 4 lab. hours).	Supervised observation and participation in the development and application of teaching-learning behaviors in Social Studies. Use of instructional technology.	Teams to be chosen from Education specialists in Psychology, Social Studies and Methods.
Educ. 58.6	The Learning Process and Its Application to Instruction in Science in the Elementary School.	Upper Junior	4 credits: (2 class + 4 lab. hours).	Supervised observation and participation in the development and application of teaching-learning behaviors in Science. Use of instructional technology.	Teams to be chosen from Education specialists in Psychology, Science and Methods.
Educ. 58.7	The Learning Process and Its Application to Instruction in the Arts in the Elementary School.	Upper Junior	6 credits: (3 class + 6 lab. hours).	Supervised observation and participation in the development and application of teaching-learning behaviors in the Arts. Use of instructional technology.	Teams to be chosen from Education specialists in Psychology and Methods and the Arts.
Educ. 58.8	Seminar and Supervised Instructional Experiences in the Elementary School.	Lower Senior	10 credits: (2 class + 16 lab. hours).	Observation and student teaching or apprentice teaching. Construction of teacher-made materials and evaluation of commercial materials to facilitate instruction.	Teams to be chosen from Education specialists in Psychology, Sociology-Anthropology, Philosophy, Methods and Instructional Technology. Cooperating Personnel from schools and from Communities.

Total: 44 credits

Lower Sophomore Scmester
Catalogue Description

I. Catalogue Entry

a. Education 58.1

b. Children and Youth in Schools in an Urban Environment

c. 8 credits: 12 hours class and laboratory (4 class and 8 laboratory hours).

d. A study of the reciprocal action between children, adolescents and an
   urban environment. The course will include a study of human growth and
   development with emphasis on the elementary school child; the development
   of self-awareness and awareness of group processes; the psychological and
   sociological components which influence learning; the development of
   strategies for exploring cognitive and affective aspects of learning.
   Selected laboratory experiences in schools and other community agencies.
   These experiences will include the development and application of learning
   skills with individuals and small groups.

e. Prerequisites: None

f. Exclusion clause: Not open to students who are enrolled in or have
   completed Education 27.1, 27.2, 28, 29.5, 30.3. 30.4, 35, 48.1, 59.1
   60.1.

Complete Description

I. Catalogue Entry

   a. Education 58.1

   b. Children and Youth in Schools in an Urban Environment

   c. 8 credits: 12 hours class and laboratory (4 class and 8 laboratory hours).

   d. A study of the reciprocal action between children, adolescents and an urban
      environment based on an experience-centered program designed to (1) develop
      an understanding of the urban child from birth to maturity with emphasis on
      the child of the elementary school years; (2) evolve self-awareness and
      awareness of group processes; (3) analyze the philosophical and sociological
      components of society which influence learning and organizational patterns
      in urban schools today; and (4) explore the cognitive and affective aspects
      of learning with individuals and with small groups. Strategies developed
      for meeting diverse levels of readiness to learn. Concurrent experiences:
      (1) selected experiences in schools, community organizations, clinics,
      early childhood and youth centers; (2) supervised participation in learning
      activities with children from diverse environments; (3) concentration upon
      the learning of skills in one specific curriculum area and the application
      of these skills in a school or community situation.

      Laboratory experiences scheduled in blocks of at least a half-day.

   e. Prerequisite : None

   f. Exclusion clause: Not open to students who are enrolled in or have com-
      pleted Education 27.1, 27.2, 28, 29.5, 30.3, 30.4, 35, 48.1,59.1, 60.1

Laboratory experiences to include specifically:

   1. At least one supervised observation at each of the following school levels:
      early childhood, elementary; middle; and secondary. Supervised observation
      in schools providing special education programs; in community agencies; in
      early childhood and youth centers; and in clinics. Emphasis on the analysis
      of the psychological and sociological components of urban society which
      influence learning.

   2. Supervised participation on the elementary school level for the purpose of
      engaging in a learning activity with one child or with a small group of
      children. Students will be expected to develop an awareness of the levels
      of thought characteristic of children of diverse ages, degrees of maturity
      and ability within the elementary school range and to learn to develop
      teaching strategies appropriate to these diverse levels of readiness to
      learn. Interviews with parents, school personnel and community leaders.

   3. Skills Practicum: Module of 30 hours concentrated in a short block of
      time. Concentration upon the learning of skills in a minimum of one
      specific and limited curriculum area and the application of those skills
      in a school or community situation with children of elementary school age.

Elementary Schools

Laboratory experiences to include specifically: (continued)

Practica selected from the following: (Student must select at least one).

Audio-Visual Techniques
Games in the Language Arts
Games in Mathematics
Graphic Displays in Schools

Music for Small Groups
Puppetry
Picture Study in Social Studies
Reader's Theater

4. Sessions in School-Community Teaching-Learning Center* and/or Campus Media Learning Center** devoted to a wide variety of experiences including micro teaching, simulation techniques, video-tapes, instructional technology, Individually Prescribed Instruction (I.P.I.), and Computer Assisted Instruction (C.A.I.).

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* School Community Teaching-Learning Centers: facilities in schools and other social agencies in communities which will provide for student instruction and experience in the development of appropriate cognitive, affective and social behaviors in prospective teachers and the children and youth they teach. A complete report on School-Community Teaching-Learning Centers will be found in Appendix A of complete document.

** Campus Media Learning Center: a facility on Campus which will provide students with opportunities to study, construct, use and develop, under supervision, the technological aids and resources appropriate for their work with individuals, small groups and classes in the School-Community Teaching-Learning Center. A complete report on the Campus Media Learning Center will be found in Appendix B of complete document.

Children and Youth *in school in an* Urban Environment

I. Goals

A. To **arrive at** tentetive implications *for* teaching which grow out of broader understanding of:
    1. Society's goals
    2. The school's goals
    3. The children's goals

B. To **begin inquiry** into the process of learning.

C. To **develop a greater** sensitivity in inter-personal relations in individual and group situations.

D. To **explore** alternative models for the organization of the **elementary** classroom.

E. To **begin to** evaluate one's understanding of self, the urban child, and **the role** of the teacher.

II. **Representative** Experiences Related To The Above Goals.

A. **Gather** and analyze data
    1. Administer surveys
    2. Develop case studies
    3. Participate in field work
    4. Analyze professional literature
    5. Analyze contemporary cultural forms

B. **Inquiry** into learning
    1. Study of professional literature
    2. Observe children in learning situations
    3. Participate in the instructional process with individuals and small groups
    4. Analysis of individual learning styles.

C. Sensitivity in inter-personal relations
    1. **Meet** with school and community personnel
    2. **Attend** selected community and professional functions
    3. **Participate** in seminars focusing upon personal experiences relevant to **Educ. 58.1.**

D. **Exploration** of alternative models
    1. Visit schools
    2. View films
    3. Study selected proposals for classroom modification
    4. **Meet** with proponents of various school forms

E. **Evaluation** of self
    1. **Meet** with college staff for individual conferences
    2. **Meet** in seminar to identify individual concerns relevant to Educ.58.1.
    3. **Meet** all of the above requirements.

Elementary Schools

Education 58.1- Children and Youth in Schools in an Urban Environment

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Upper Sophomore Semester

II. Catalogue Entry

a. Education 58.2

b. **The Learning Process and Its Application to Instruction** in the English **Language Arts in the Elementary School**

c. 4 credits: 6 hours class and laboratory (2 class and 4 laboratory hours).

d. Analyses of learning: cognitive and affective development as applied to the teaching of the English language arts; an examination of the inter- action between contemporary language usuage and today's society; signifi- cance of dialect differences and bilingualism in oral and written com- munication and in reading instruction.

   Laboratory Experiences: hypotheses related to learning problems in the English language arts tested, under supervision, with individual or small groups of children in the School-Community Teaching-Learning Center. Supervised use of related technological aids in Campus Media Learning Center[*] and in the School-Community Teaching-Learning Center.[**]

e. Prerequisites: 58.1 and at least one course in literature and in Corequisite: 58.3
                                                                                       speech.

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[*] School-Community Teaching-Learning Centers: facilities in schools and other social agencies in communities which will provide for student instruction and experience in the development of appropriate cognitive, affective and social behaviors in prospective teachers and the children and youth they teach.   A complete report on School-Community Teaching-Learning Centers will be found in Appendix A of complete document.

[**] Campus Media Learning Center: a facility on Campus which will provide students with opportunities to study, construct, use and develop, under supervision, the technological aids and resources appropriate for their work with individuals, small groups and classes in the School-Community Teaching-Learning Center.   A complete report on the Campus Media Learning Center will be found in Appendix B of complete document.

The Learning Process And Its Application To Instruction In The English Language
Arts In The Elementary School

I. Principles and Basic Concepts

A. Listening, speaking, reading, and writing comprise the various facets
of the language arts and are interrelated

B. Maturation and learning, deliberate and incidental, affect the develop-
ment of language arts abilities. Thus, the various areas of language
arts require direct teaching.

C. The development of language arts abilities occurs at different rates
and times in different children. Thus, children learn most effect-
ively when they are ready and helped to get ready to learn.

D. The facts of individual differences dictate the need for a differ-
entiated instructional program. Grouping for and individualization
of instruction must be present.

E. The program in language arts must be balanced between the development
of skills and aesthetic abilities.

II. Scope and Sequence of Curriculum Content

A. Since the development of language arts abilities is sequential, the
sequence in listening, speaking, and writing development must be
understood and observed. For example, understanding of the sequences
necessary to the development of practical writing is necessary for
the full development of this skill.

B. Since the language arts are learned developmentally, instruction in
each aspect must be given at every level. For example, the develop-
ment of oral language facility has its roots in pre-school learning
and continues throughout the school years. Thus, language arts
learning are spiral, a school-long and life-long process.

C. The relationship of language arts to other curricular areas, such
as social studies, science, and mathematics must be recognized.

III. Methodology

A. The exploratory and discovery approach should be used whenever feasible

B. The inductive approach should be utilized in building generalizations
related to spelling rules, grammar, and standard forms in writing.

C. The creative approach should be encouraged at the same time recog-
nizing that there is room for a variety of approaches in dealing
with language abilities at their different levels of usage.

IV. Outline of Content

A. Observing

1. Developing and extending experience background
2. Developing concepts and building vocabulary
3. Extending understandings
4. Extending visual discrimination skills
   a. Picture interpretation
   b. Language experience records
   c. Book experiences
   d. Experiences with word forms
5. Extending powers of observation
   a. Slides
   b. Filmstrips
   c. Films
   d. Television

B. Listening

1. Appraising listening ability
2. Developing listening ability
3. Extending auditory discrimination skills
4. Extending listening comprehension and interpretation
   a. Nursery rhymes
   b. Stories and poems
   c. Radio
   d. Records
   e. Films
   f. Television

C. Speaking

1. Assessing oral language facility
2. Developing speaking abilities
   a. Extending speaking vocabulary
   b. Improving language pattern
3. Developing facility with various types of oral communication
   a. Reporting
   b. Participating in discussions and conversations
   c. Interviewing
   d. Telling stories
   e. Dramatizing
   f. Creative dramatizing
   g. Broadcasting
   h. Choral speaking
   i. Using puppetry

D. Writing

  1. Handwriting
      a. Objectives
      b. Developmental stages
          (1) Readiness
          (2) Manuscript
          (3) Transition
          (4) Cursive
      c. Teaching procedures
      d. Identification of specific needs
      e. Treatment of specific disabilities
      f. Commercial and teacher-made materials useful to instruction

  2. Spelling

      a. Readiness for formal teaching
      b. Sources of spelling vocabulary
      c. Identification of spelling levels and specific needs
      d. Methods of teaching
          (1) Types of weekly plans
          (2) Grouping and individual approaches
      e. Word study techniques

  3. Other mechanics of written expression

      a. Capitalization
      b. Punctuation
      c. Abbreviations and Contractions
      d. Sentence structure
      e. Paragraph development
      f. Vocabulary development
      g. Functional grammar and examination of emerging proposals

  4. Practical writing

      a. Friendly letters
      b. Business letters
      c. Forms of social communication
          (1) Invitation
          (2) Thank-you notes
          (3) Letters of acceptance and regret
      d. Notices
      e. Reports
      f. Compositions
      g. Editorials

  5. Creative writing

      a. Characteristics
      b. Forms of creative expression
          (1) Narration
          (2) Poetry
          (3) Drama

Course Outline for Education 58.2
Elementary Schools

      6. Skills of organization
         a. Note-taking
         b. Outlining
         c. Paraphrasing
         d. Summarizing

      7. Skills of checking
         a. Editing
         b. Proofreading

V. Evaluation

A. Teacher-prepared instruments of appaisal must be created to measure abilities, attitudes, and appreciations not dealt with in tests available through publishers of tests and books.

B. Informal techniques of evaluation must be utilized to supplement data obtained through commercially prepared materials.

VI. Resources and Materials

A. A carefully selected textbook such as:
              Anderson's Language Skills in Elementary Education

B. Readings from supplementary texts and periodicals such as the National Council of Teachers of English Elementary Education

C. New York City and State Bulletins

D. Bulletins published by local systems elsewhere

E. Films

F. Interactive Video-tapes -- Brooklyn College

G. Children's libraries

H. Selected television programs

The Learning Process and Its Application to Instruction in the English
Language Arts in the Elementary School

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Iowa: William C. Brown, 1971.

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     ington, Massachusetts: D.C. Heath, 1969.

IV. Catalogue Entry

    a. Education 58.3

    b. <u>Mathematics in Elementary Education</u>

    c. 4 credits: 6 hours class and laboratory
                  (2 class; 2 mathematics laboratory; 2 teaching laboratory)

    d. Activities and experiences in mathematics designed to give the
       prospective   elementary teacher insight and
       understanding of the concepts and principles of elementary
       mathematics and an appreciation of the nature of mathematics by
       exploration of topics chosen from the following areas: sets,
       number systems, geometry, and number theory. (Students will be
       assigned to sections according to mathematics ability and
       previous background in mathematics.)
       This course is offered jointly with Education 48.6.
       <u>Mathematics Laboratory</u>

       Development of arithmetic and geometric concepts in the
                      elementary grades as an outgrowth of the student's
       own involvement with the subject matter in a mathematics labora-
       tory and Campus-Media Learning Center*.

       Teaching Laboratory Experiences:

       Application of concepts and theories of learning to teaching
       mathematics under supervision with individual or small groups
       of children in the School-Community Teaching-Learning Center.**

    e. Prerequisites: Education 58.1 and at least one course in mathe-
       Corequisite: Education 58.2   matics (exclusive of Mathematics
                                       2.1 and 2.2)
    f. Exclusion clause: Not open to students who are enrolled in or
       have completed Education 12.1 and 12.2 or Math 2.1 and 2.2.

*Campus Media Learning Center: a facility on Campus which will provide
students with opportunities to study, construct, use and develop, under
supervision, the technological aids and resources appropriate for their
work with individuals, small groups and classes in the School-Community
Teacher-Learning Center. A complete report on the Campus Media Learning
Center will be found in Appendix B of complete document.

**School-Community Teaching-Learning Centers: facilities in schools and
other social agencies in communities which will provide for student
instruction and experience in the development of appropriate cognitive,
affective and social behaviors in prospective teachers and the children
and youth they teach. A complete report on School-Community Teaching-
Learning Centers will be found in Appendix A of complete document.

Elementary Schools

Course Outline for Education 58.3

Mathematics in Elementary Education

I. The mathematical concepts are to be developed initially, wherever
    possible, in a mathematics laboratory with the student involved in
    the use of concrete materials:

    A. Sets and Relations:
        Subsets, complement of a set, cartesian product of sets,
        union and intersection of sets; reflexive, symmetric, transitive
        properties; one-to-one correspondences, equivalence relations;
        cardinal number, order.

    B. Systems of numeration:
        Origin of numerals, Egyptian, Roman, Hindu-Arabic and other
        systems of numeration; decimal notation; bases other than ten,
        changing bases of numerals; exponents; computation in various
        bases.

    C. Number systems:
        Whole numbers, integers, rational numbers, real numbers,
        complex numbers; binary operations; prime factorization;
        algorithms; division, greatest common factor, least common
        multiple; the number line; number theory; proofs in arithmetic
        and algebra.

    D. Geometry:
        Incidence of points, lines and planes; order on the line;
        separation; angles, triangles and other figures; parallelism,
        perpendicularity; graphical methods; congruence, similarity;
        measurement; constructions; proof in geometry.

II. Application of concepts and theories of learning to the teaching of
    selected mathematical concepts in the elementary grades.

Bibliography for Education 58.3

Mathematics in Elementary Education

Allendorfer, Carl B	Principles of Arithmetic and Geometry for Elementary School Teachers. New York: MacMillan, 1971.
Copeland, Richard W.	How Children Learn Mathematics. New York: Macmillan, 1970.
Dienes, Z.P.	An Experimental Study of Mathematics Learning. London: Hutchinson and Co., 1963.
Fitzgerald, William M. and Bellamy, David P.	Laboratory Manual for Elementary Mathematics. Boston: Prindle, Weber and Schmidt, 1969.
Grossnickle, Foster E. and Brueckner, Leo J.	Discovering Meaning in Elementary School Mathematics. New York: Hotl, Rinehart and Winston, 1969.
Heddens, James W.	Today's Mathematics. Chicago: Science Research Associates, 1964.
Marks, John L., Purdy, C. Richard, and Kinney, Lucien	Teaching Elementary School Mathematics for Understanding. New York: McGraw-Hill, 1969.
National Council of Teachers of Mathematics.	Topics in Mathematics for Elementary School Teachers, 29th Yearbook. Washington, D.C.: National Council of Teachers of Mathematics, 1964.
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Peterson, John A. and Hashisaki, Joseph	Theory of Arithmetic. New York: John Wiley, 1964.
School Mathematics Study Group	Studies in Mathematics, Volume IX. Pasadena, Calif.: A.C. Vroman (Yale University Press), 1963.
The School's Council	Mathematics in Primary Schools. London: Her Majesty's Stationary Office, 1969.

Lower Junior Semester

III. Catalogue Entry

    a. Education 58.4

    b. The Learning Process and Its Application to Instruction in Reading in the Elementary School.

    c. 4 credit: 6 class and laboratory hours (2 class and 4 laboratory hours).

    d. Analyses of learning: cognitive and affective development as applied to the teaching of reading; individualized instruction to meet specific pupil needs. Evaluation of research, teacher-made and commercial instructional materials and resources pertinent to the needs of the beginning teacher of reading.

    Laboratory Experiences: hypotheses related to learning problems in reading tested, under supervision, with individual or small groups of children in the School-Community Teaching-Learning Center. Supervised use of related technological aids in Campus Media Learning Center* and/or School-Community Teaching-Learning Center.**

    e. Prerequisites: 58.1, 58.2, 58.3.
       Corequisite: 58.5

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* Campus Media Learning Center: a facility on Campus which will provide students with opportunities to study, construct, use and develop, under supervision, the technological aids and resources appropriate for their work with individuals, small groups and classes in the School-Community Teaching-Learning Center. A complete report on the Campus Media Learning Center will be found in Appendix B of complete document.

** School-Community Teaching-Learning Centers: facilities in schools and other social agencies in communities which will provide for student instruction and experience in the development of appropriate cognitive, affective and social behaviors in prospective teachers and the children and youth they teach. A complete report on School-Community Teaching-Learning Centers will be found in Appendix A of complete document.

Elementary Schools
Course Outline for Education 58.4

The Learning Process and Its Application to
Instruction in Reading In The
Elementary School

I. Reading and its Relationship to the Other Language Arts
   a. The nature of language
   b. Acquisition of language
   c. Special issues in instruction: dialects and bilingualism

II. Appraisal of Reading Status Prior to Instruction
   a. Standardized tests
   b. Informal tests
   c. Records

III. Principles and Practices in Individual and Group Instruction
   a. Reading experience approaches
   b. Individualized reading programs
   c. Interclass grouping
   d. Intraclass grouping

IV. Factors for Judging Reading Readiness
   a. Appraising reading readiness
   b. Activities for developing readiness

V. Sequential Skills in Reading
   a. Word recognition skills
      (1) phonic analysis
      (2) sight word analysis
      (3) structural analysis
      (4) context clues

VI. The Role Of Reading In the Content Fields

VII. Instructional Materials
   a. Commercial
   b. Teacher-constructed
   c. Pupil-constructed

VIII. Evaluation
   a. Standardized tests
   b. Informal tests
   c. Teacher's records
   d. Analysis of Audio tapes and video-tapes of progressive teaching-learning behavior's

The Learning Process and Its Application to Instruction in Reading
in the Elementary School

Selected Bibliography

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      Chicago· Encyclopedia Britannica Press, 1966.

Berg, Paul C., and John E. George (eds.) Reading and Concept Attain-
      ment. Newark, Delaware: International Reading Association, 1967.

Bond, Guy L., and Eva B. Wagner. Teaching the Child to Read. New York:
      The Macmillan Co., 1966.

Bush, Clifford L., and Mildred H. Huebner. Strategies for Reading in
      the Elementary School. New York: The Macmillan Co., 1970.

Cohen, S. Alan. Teach Them All to Read: Theory, Methods, and Materials
      for Teaching the Disadvantaged. New York: Random House, 1969.

DeBoer, Dorothy L. (ed.) Reading Diagnosis and Evaluation. Newark, Del-
      aware: International Reading Association, 1970.

DeHirsch, Katrina, Jeanette J. Jansky, and William S. Langford. Pre-
      dicting Reading Failure. New York: Harper and Row, 1966.

Durkin, Dolores. Children Who Read Early. New York: Teachers College
      Press, Columbia University, 1966.

Durr, William (ed.) Reading Difficulties: Diagnosis, Correction, and
      Remediation. Newark, Delaware: International Reading Association,
      1970

Eash, Maurice. Reading and Thinking. New York: Doubleday and Co., 1967.

Ekwall, Eldon E. Locating and Correcting Reading Difficulties. Colum-
      bus: Charles E. Merrill, 1970.

Frost, Joe L. Issues and Innovations in the Teaching of Reading. Chicago:
      Scott, Foresman and Co., 1967.

Goodman, Kenneth S. (ed.) The Psycholinguistic Nature of the Reading
      Process. Detroit: Wayne State University Press, 1968.

Goodman, Kenneth S., and James T. Fleming. Psycholinguistics and the
      Teaching of Reading. Newark, Delaware: International Reading
      Association, 1968.

Hall, Mary Anne. Teaching Reading as a Language Experience. Columbus:
      Charles E. Merrill, 1970.

Harris, Albert J. How to Increase Reading Ability, 5th ed. New York:
      David McKay Co., 1970.

Education 58.4 - Bibliography (continued)

Heilman, Arthur W. Principles and Practices of Teaching Reading,
    2nd ed. Columbus: Charles E. Merrill, 1967.

Herber, Harold L. Teaching Reading in the Content Areas. Englewood
    Cliffs, N.J.: Prentice Hall, 1970.

Hilgard, Ernest R. Theories of Learning and Instruction, Sixty-third
    Yearbook of the National Society for the Study of Education, 1964.

Howes, Virgil M. Individualizing Instruction in Reading and Social
    Studies. New York: The Macmillan Co., 1970.

Hunt, Lyman O., Jr. (ed.) The Individualized Reading Program: A Guide
    for Classroom Teachers, IRA Conference Proceedings, 11, Part 3.
    Newark, Delaware: International Reading Association, 1966.

Karlin, Robert. Teaching Elementary Reading. New York: Harcourt Brace
    Jovanovich, Inc., 1971.

King, Martha L., Bernice D. Ellinger, and Willavene, (eds.) Critical
    Reading. Philadelphia: J.B. Lippincott Co.. 1967.

McKee, Paul. Reading: A Program of Instruction for the Elementary
    School. Boston: Houghton Mifflin Co., 1966.

Ramsey, Wallace Z. Organizing for Individual Differences. (Perspectives
    in Reading No. 9) Newark, Delaware: International Reading Associa-
    tion, 1967.

Riling, Mildred E. Oral and Written Language of Children in Grades 4
    and 6 Compared with the Language of their Textbooks. Washington,
    D.C.: U.S. Office of Education, 1965.

Robinson, Helen M. (ed.) Innovation and Change in Reading Instruction,
    Sixty-seventh Yearbook of the National Society for the Study of
    Education, Part II. Chicago: University of Chicago Press, 1968.

Sceats, John. 1/t/a and the Teaching of Literacy. New York: Pitman
    Publishing Co., 1967.

Smith, Nila B. Current Issues in Reading. Newark, Delaware: Internation-
    al Reading Association, 1969.

Stauffer, Russell G. The Language Experience Approach to the Teaching
    of Reading. New York: Harper and Row, 1970.

Strang, Ruth. Diagnostic Teaching of Reading, 2nd ed. New York: McGraw-
    Hill, 1969.

Wallen, Carl J. Word Attack Skills in Reading. Columbus: Charles E.
    Merrill, 1969.

Wardhaugh, Ronald. Reading: A Linguistic Perspective. New York: Har-
    court, Brace and World, 1969.

Lower Junior Semester

. Catalogue Entry

a. Education 58.5

b. The Learning Process and Its Application to Instruction n the
   Social Studies in the Elementary School

c. 4 credits: 6 class and laboratory hours (2 class and 4 laboratory hours)

d. Analyses of learning: cognitive and affective development as applied to
   the teaching of the Social Studies; content and materials used in social
   studies instruction in elementary schools. Learning experiences to develop
   knowledge and skills in working with children in social studies in urban
   school settings.

   Laboratory Experiences: hypotheses related to learning problems in social
   studies will be tested, under supervision, with individual or small groups
   of children in the School-Community Teaching-Learning Center. Supervised
   use of related technological aids in Campus Media Learning Center* and/or
   School-Community Teaching-Learning Center.**

e. Prerequisites: Education 58.1, 58.2, 58.3 and at least one course
                  in social studies including history.
   Corequisite: Education 58.4

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* Campus Media Learning Center: a facility on Campus which will provide students
  with opportunities to study, construct, use and develop, under supervision, the
  technological aids and resources appropriate for their work with individuals,
  small groups and classes in the School-Community Teaching-Learning Center. A
  complete report on the Campus Media Learning Center will be found in Appendix B
  of complete document.

** School-Community Teaching-Learning Centers: facilities in schools and other
   social agencies in communities which will provide for student instruction and
   experience in the development of appropriate cognitive, affective and social
   behaviors in prospective teachers and the children and youth they teach. A
   complete report on School-Community Teaching-Learning Centers will be found in
   Appendix A of complete document.

The Learning Process and Its Application to Instruction in the Social Studies
in the Elementary School

The course will emphasize structural concepts theories and generalizations
from the social science disciplines through the use of a wide variety of media
and resources. Students will be expected to examine and assess their values as
they study man, his behavior, his values and his institutions.

Students will develop those tools and procedures essential to inquiry in
the social and behavioral sciences. Opportunities will be provided for the
students to appraise their ability to utilize various strategies in an elementary
school setting.

The development of children, with special attention to the child in the
urban setting, will be an area of continuous study throughout the course.

Topics

I.   What is meant by the term "social studies"?
         Does it differ from social sciences?
         What are the fields of inquiry?
         What are objectives of a course in social studies?

II. The structure of the various fields of inquiry:
         economics   anthropology
         history   political science
         sociology   geography

III. Analysis of methods and modes of inquiry.
         1. inquiry and scientific method
         2. attitudes and inquiry
         3. expository and hypothetical modes
         4. methods of the fields of inquiry
                 a) geographic-mapping, photo interpretation
                 b) sociologist-conduct interviews, administer questionnaire
                 c) historian-content analysis of reference material
         5. decision making

IV. Behavioral Objectives
         a) Use of instructional media and resources to observe and improve
             student's performance.

         b) Analysis of cognitive and effective domains in the development of
             behavioral objectives in classroom.

V.   Values and Attitudes
         1. scholarly values and attitudes
                 a) objectivity
                 b) evaluating sources
         2. public values
                 a) human dignity
                 b) empathy
                 c) cooperation

Course Outline for Ed. 58.5 (continued)

VI. New Projects and Current Concerns

1. Cross-cultural study
2. Logical thinking in children
3. Georgia Anthropology Project, MATCH Program, Minnesota S.S. Project, etc.

The Learning Process and Its Application to Instruction in the Social Studies
in the Social Studies in The Elementary School.

	American Civil Liberties Union
	156 5th Ave., N. Y. N. Y. 10010
	Anti-Defamation League, New York
	Transaction - Saturday Review
	N. Y. Review of Books
Bailyn, Bernard	The Ideological Origins of the American Revolution. Harvard
Berelson, Bernard (ed)	The Behavioral Sciences Today. New York: Harper & Row, 1963.
Bloom, Benjamin	Taxonomy of Ed. Objectives, Vol. I, II. McKay, 1964.
Bruner, Jerome	Toward a Theory of Education
Clark, Kenneth	Dark Ghetto: Dilemas of Social Power. Harpers: New York, 1965.
Elkin, David	The Child and Society: The Process of Socialization. Random House, N. Y. 1960
Feldman, Martin and E. Seifman	The Social Studies: Structure, Models, and Strategies. Prentice-Hall, 1969.
Fenton, Edwin	Teaching the New Social Studies. Holt, Rinehart & Winston, 1966.
Goldmark, Bernice	Social Studies: A Method of Inquiry Wadsworth Publishing Co., Belmont Calif. 1968
Joyce, Bruce	Strategies for Elementary Social Science Education. Science Research Assoc., Chicago, 1965

New Challenges in the Social Studies. ed. Massialas, B and F.R. Smith. Wadsworth Publishing Co., Belmont, Calif. 1965

Book contains essays which summarize current research. These are attempts to translate this research into meaningful terms for the practitioner.

| Michaelis, John U., and A.M. Johnston | The Social Studies. Allyn and Bacon, 1965 |
| Muessig, Raymond H. and Rogers, Vincent R. | Social Science Seminar Series. Charles Merrill Publishing Co., 1965 |

Series of paperbacks dealing with content and methodology of various disciplines, e.g. history, anthropology, etc.

| Ploghoft, Milton E. and A.H. Shuster | Social Science Education in the Elementary School. Charles Merrill Publishing Co., Columbus Ohio, 1971 |
| Ryan, Frank L. | Exemplars for the New Social Studies. Prentice-Hall, 1971. |

Bibliography for Education 58.5 (continued)

Senn, Peter R.   Social Science and its Methods. Holbrook
                                        Press, 1971   .

Sigel, Irving E. and F.H. Hooper   Logical Thinking in Children. Holt, Rinehart,
                                        1968.

                                        Skill Development in Social Studies.
                                        National Council for the Social Studies.
                                        33 yearbook, 1963.

Upper Junior Semester

VI. Catalogue Entry

a. Education 58.6

b. The Learning Process and Its Application to Instruction in Science
in the Elementary School

c. 4 credits: 6 class and laboratory hours (2 class and 4 laboratory hours)

d. Analyses of learning: cognitive and affective development as applied to
the teaching of science; content and materials used in science instruction
in the elementary school. Learning experiences to develop knowledge and
skills in working with children in the physical and biological sciences in
urban school settings.

Laboratory Experiences: hypotheses related to learning problems in the
physical and biological sciences will be tested, under supervision, in the
School-Community Teaching-Learning Center. Supervised use of related tech-
nological aids in Campus Media Learning Center* and/or School-Community
Teaching-Learning Center.**

e. Prerequisites: Education 58.1, 58.2, 58.3, 58.4, 58.5 and at least
one course in laboratory science.
Corequisite: Education 58.7

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* Campus Media Learning Center: a facility on Campus which will provide students
with opportunities to study, construct, use and develop, under supervision, the
technological aids and resources appropriate for their work with individuals,
small groups and classes in the School-Community Teaching-Learning Center. A
complete report on the Campus Media Learning Center will be found in Appendix B
of complete document.

** School-Community Teaching-Learning Centers: facilities in schools and other
social agencies in communities which will provide for student instruction and
experience in the development of appropriate cognitive, affective and social
behaviors in prospective teachers and the children and youth they teach. A
complete report on School-Community Teaching-Learning Centers will be found in
Appendix A. of complete document.

Elementary Schools
Education 58.6 - Course Outline

The Learning Process and Its Application to Instruction in Science in Elementary School

I. Philosophical and Psychological Basis of Science learning

A. Objectives
    1. Understanding natural environment
    2. Develop problem solving skills
    3. Develop the process and habit of scientific thinking
    4. Develop appreciation of history of science and scientists

B. Nature and Structure of Science
    1. Implications of Teacher preparation
    2. Implications for pupil learning

C. Development and Learning Theories in relation to science and Education
    1. Work of Piaget

II. Programs and Materials

A. Traditional Programs
    1. Textbooks
    2. State and Local Curriculum Guides

B. Innovative Programs
    1. Science - A process approach (AAAS)
    2. Conceptually oriented Program in Elementary Science (COPES)
    3. Elementary Science Study (ESS)
    4. Science Curriculum Improvement Study (SCIS)

C. Selection of Materials
    1. Community Environment
    2. Living things
    3. A. V. equipment
    4. Text Criteria
    5. Laboratory equipment

III. Learning Experiences

A. Selecting experiences
    1. Levels of Content
        a. Basic concepts
        b. Main ideas
    2. Selection Criteria
        a. Interest
        b. Validity
        c. Appropriateness
        d. Integration
        e. Balance

    B. Organizing Experiences
       1. Deductive approach
       2. Process approach
       3. Conceptual approach
       4. Generalizations approach

    C. Planning
       1. Teacher Planning
          a) daily
          b) long term
          c) unit approach
       2. Pupil-teacher planning
       3. Individualization
       4. The Gifted Child

IV. Evaluation

    A. Informal Methods

    B. Standardized Methods

    C. Science fairs - as evaluation

Elementary Schools
Education 58.6

The Learning Process and Its Application to Instruction in Science in Elementary School

BIBLIOGRAPHY

Blough, Glenn O. and Juluis Schwartz — Elementary School Science and How to Teach It, Fourth Edition New York: Holt Rinehart and Winston, Inc. 1969.

Brearley, Molly and Elizabeth Hitchfield — A Guide to Reading Piaget. New York: Schocken Books 1966.

Bruner, Jerome S. — The Process of Education. New York: Random House, Inc. 1960.

Bybee, R. and McCormack, A. — "Applying Piaget's Theory," Science and Children, 8: 14-17 Dec., 1970.

Gagne, R. M. — The Conditions of Learning (New York: Holt, Rinehart and Winston, 1965).

Carin, Arthur A. and Robert B. Sund. — Teaching Science through Discovery. Columbus, Ohio: Charles F. Merrill Pub. Co. 1970.

Chittenden, Edward C. — "Piaget and Elementary Science," Science and children.8: 9-15, Dec., 1970.

Craig, Gerald S. — Science for the Elementary Teacher. (Boston: Ginn and Company, 1966).

Flavell, J. H. — The Developmental Psychology of Jean Piaget. (Princeton: D. Van Nostrand, 1963).

Ford, G. W. (ed.) — The Structure of Knowledge and the Curriculum. (Chicago: Rand McNally, 1964.)

Gega, Peter C. — Science in Elementary Education.(New York: John Wiley & Sons, Inc., 1966).

Hurd, Paul De Hart and James Joseph Gallager. — New Directions in Elementary Science Teaching. Belmont, Calif.: Wadsworth Publishing Company, Inc. 1968.

Inhelder, Barbel, and Jean Piaget. — The Growth of Logical Thinking from Childhood to Adolescence. (New York: Basic Books, 1958).

Kahn, Paul. — "Open Learning Environments," Science Teacher, 37:50, Dec., 1970.

Karplus, Robert and Herbert D. Thier. — A New Look at Elementary School Science. Chicago: Rand McNally and Company, 1967.

Kuslan, Louis I. and A. Harris Stone. — Teaching Children Science: An Inquiry Approach. (Belmont, Calif.: Wadsworth Publishing Co., 1968).

Newton, David E. — "Educating Teachers for the New Science Curriculum: A Dilemma," School Science and Mathematics, 71: 17-23, Jan., 1971.

Piltz, Albert and Robert Sund — Creative Teaching of Science in the Elementary School. Boston: Allyn and Bacon, Inc. 1968.

Flementary Schools
Education 58.6 Bibliography (continued)

Pitz, Alber, and Robert Sund.
Creative Teaching of Science in the Elementary School. (Boston: Allyn and Bacon, 1968).

Renner, John W. and William B. Regan.
Teaching Science in the Elementary School. (New York: Harper and Row, 1968).

UNESCO,
UNESCO Source Book for Science Teaching. (UNESCO Publications Center, 801 Third Ave., New York, N.Y., 1942).

Upper Junior Semester

VII. Catalogue Entry

a. Education 58.7

b. **The Learning Process and Its Application to Instruction in the Arts in the Elementary School**

c. 6 credits: 8 hours class and laboratory
                (4 class and 4 laboratory hours).

d. Analyses of learning: cognitive and affective development as applied to the teaching of the arts; exploration of the role of the performing and communication arts (art, music, drama, dance, photography and film-making) in the lives of children and adults in urban environments. Learning experiences in creative activities to develop knowledge and skills in working with children in the arts in schools and community settings.

    Laboratory Experiences: hypotheses related to learning problems in the arts tested, under supervision, with individual or small groups of children in the School-Community Teaching-Learning Center. Supervised use of related technological aids in Campus Media Learning Center and/or School-Community Teaching-Learning Center.**

e. Prerequisites: Education 58.1, 58.2, 58.3, 58.4, 58.5 and at least one course in art and in music.

    Corequisite: Education 58.6

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*Campus Media Learning Center: a facility on Campus which will provide students with opportunities to study, construct, use and develop, under supervision, the technological aids and resources appropriate for their work with individuals, small groups and classes in the School-Community Teaching-Learning Center. A complete report on the Campus Media Learning Center will be found in Appendix B of complete document.

**School-Community Teaching-Learning Centers: facilities in schools and other social agencies in communities which will provide for student instruction and experience in the development of appropriate cognitive, affective and social behaviors in prospective teachers and the children and youth they teach. A complete report on School-Community Teaching-Learning Centers will be found in Appendix A of complete document.

Elementary Schools
Education 58.7 - Course Outline

The Learning Process and Its Application to the Arts in Elementary School

I. Creativity as a mode of learning

    A. Educational value of creative activities in early childhood education

    B. Interaction of affective, social, cognitive and psychomotor domains
       in learning

    C. The creative process

    D. Conditions which foster creativity in teaching and learning

    E. Research in creativity (including work of Karl W. Deutsch, J.P. Guilford,
       Marie M. Hughes, Calving Taylor, E. Paul Torrance and others)

II. Teacher's role in sustaining and fostering creative thinking and learning in
    young children--verbal and non-verbal. Related teaching techniques

III. Curriculum practices in developing a creative activities program

    A. Developmental stages of children's expression in the arts
       1. Integrating learning through the arts and other curriculum areas
          with special emphasis on social learnings
       2. Planning, managing, selecting, guiding and evaluating in relation
          to aesthetic and creative activities
       3. Criteria for selecting materials, resources and activities in the arts
       4. Aesthetic qualities in the arts: expressiveness, dynamics, originality,
          harmony, contrast, style, rhythm, form, variety, dominance, balance,
          etc.

IV. Application of concepts and theories of creative learning to the arts

    A. Music: singing, playing instruments, creating music

    B. Dance and rhythmic movement

    C. Art: clay, painting, construction, blocks, woodwork, photography, multi-
       media forms, stage settings, costuming and motion pictures

    D. Drama: creative dramatics, puppetry, play-making and choral speaking

V. Selected laboratory experiences in the Campus Media Center and in the Education
    Laboratory for Arts and Science. Students will engage in integrated activities
    in the arts with emphasis on creative processes and aesthetic sensitivity.

VI. Planning, guiding and evaluating selected projects with young children in the
    creative arts in School-Community Teaching-Learning Centers

Elementary Schools
Education 58.7

The Learning Process and Its Application to the Arts in Elementary School

BIBLIOGRAPHY

Creativity

Anderson, Harold,(Ed.)	Creativity and its Cultivation. N.Y.: Harper and Bros., 1959.
Dewey, John,	Art as Experience. N.Y.: Minton, Balco & Co. 1943.
Mearns, Hughes,	Creative Power: The Education of Youth in the Creative Arts, N.Y.: Dover Publications, Inc. 1958.
Miel, Alice, (Ed.)	Creativity in Teaching: Invitations and Instances. San Francisco: Wadsworth Publishing Co. 1961.
Torrance, E. Paul,	"Creativity--What Research Says to the Teacher", Washington, D.C.: A.E.R.A. #28 of Series, 1966. (American Educational Research Association)
Washburne, Carleton,	What is Progressive Education? John Day Co. 1952.

Art

A.C.E.I.,	Art Guide: Let's Make a Picture, Washington, D.C.: Association for Childhood Education International, 1969.
Lowenfeld, Victor and Brittain, W.L.,	Creative and Mental Growth, N.Y.: Macmillan Company, 1964.
Montgomery, Chandler,	Art For Teachers of Children, Columbus, Ohio: Charles E. Merrill Publishing Co., 1968.
Jefferson, Blanche,	Teaching Art to Children, Boston: Allyn & Bacon, Inc. 1959.

Music and Dance

Aronoff, Frances W.,	Music and Young Children, N.Y.: Holt, Rinehart and Winston, 1969.
Sheehy, Emma D.,	Children Discover Music and Dance, N.Y.: Henry Holt & Co. 1959.

Creative Dramatics

Siks, Geraldine B.,	Creative Dramatics: An Art For Children, N.Y.: Harper & Bros., 1958.
Ward, Winifred,	Playmaking With Children. New York: Appleton-Century-Crofts, 1967.

Flementary Schools
Education 58.7 Bibliography (Continued)

Films and Videotapes

"Early Expressionists" - Contemporary Films
"Children Who Draw" -- B.C.-A.V. Center
"Clay" -- by Myrtle Craddock -- B.C. T.V. Center
"Creative Dance" -- by Rose Mukerji -- B.C. T.V. Center
"Creative Dramatics" -- Northwestern University A.V. Center
"Building Children's Personality Through Creative Dance" U.C.L.A.
"Looking For Me" -- University of California, Extension Media Center,
    Berkeley, Calif.
"Feeling Spaces," "I Found It," "Sounds of Myself," "To Make A Dance,"
    "You're It!" "Touching The World" -- Bloomington, Indiana:
    National Instructional Television. (Selected titles from TV series,
    RIPPLES.)

Lower Senior Semester

VIII. Catalogue Entry

   a. Education 58.8

   b. Seminar and Supervised Instructional Experience in Elementary School
      Education

   c. 10 credits: 18 class and laboratory hours
                  (2 class and 16 laboratory hours).

   d. Seminar and supervised instructional experience in elementary school
      education designed to develop professional awareness, and to provide
      for reassessment of individualized philosophy and teaching-learning
      behaviors (cognitive, affective, social). Further development of
      those behaviors found to be effective in the study and application
      of self-selected logical systems of teaching-learning. Evaluation
      of commercial materials and construction and evaluation of teacher-
      made materials in order to facilitate and evaluate instruction.

   e. Prerequisites: Education 58.1, 58.2, 58.3, 58.4, 58.5, 58.6,
                     58.7.

Seminar and Supervised Instructional Experience
in Elementary School Education

I. GOALS

  A. To work towards a better understanding of oneself as a professional.

  B. To explore in a teaching situation, the practical implications of
      one's personal and professional philosophy.

  C. To identify alternate models of classroom and school organization.

  D. To determine the suitability of materials and equipment for achieving
      educational and social goals.

  E. To assess teaching-learning behaviors from the cognitive, affective
      and social aspects.

  F. To grow in awareness of those behaviors which are found to be
      effective in the study and application of self-selected logical
      systems of teaching and learning.

  G. To identify areas for more concentrated and continued study and
      possible specialization.

II. SOME REPRESENTATIVE EXPERIENCES RELATED TO THE ABOVE GOALS

  A. The Academic Component
      1. Analyze professional literature
      2. Analyze individual learning styles
      3. Analyze contemporary cultural forms
      4. Study selected proposals for classroom and school organization.

  B. Special Teaching Procedures
      1. The role of the teacher-manager
      2. Planning for the individualization of instruction
      3. Team teaching
      4. Programmed instruction
      5. Language Laboratories
      6. Instructional Television
      7. Open classroom.

  C. Exploration of alternative models
      1. Visit schools and other educating institutions
      2. Meet with proponents of various school forms
      3. Utilize films, tapes and other audio-visual materials
      4. Participation.

Elementary Schools
Course Outline for Education 58.8 (continued)

    D. Professional evaluation of self
       1. Meet with college staff for individual conferences
       2. Meet in seminar to identify individual concerns relevant
          to professional development
       3. Meet with school and community personnel.

    E. Teaching materials and resources
       1. Construction and evaluation of teacher-made and commercial
          materials.
       2. Audio-visual materials
       3. Educational technology
       4. Textbooks; trade books
       5. Professional literature: e.g. periodicals, syllabi, curriculum
          guides.

III. PERSONNEL INVOLVED

    A. College instructional team
    B. Cooperating teachers
    C. School personnel
    D. Community representatives
    E. Para-professionals
    F. College students from different courses

IV. MODES OF OPERATION

    A. Seminars
    B. Conferences
    C. Observations
    D. Demonstration Sessions
    E. Trips
    F. Participation in the classroom, school and community with
       individuals, small and large groups.

. Elementary Schools
Education 58.8

Seminar and Supervised Instructional Experience
in Elementary School Education

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* Available in paperback

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PERFORMANCE-BASED UNDERGRADUATE COURSE SEQUENCE

for the

EDUCATION OF TEACHERS FOR THE MIDDLE SCHOOLS

(Grades 5 through 9)

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The prerequisites other than those in Education
for the courses in this Sequence were mandated by Faculty
Council of Brooklyn College at its meeting of October 19, 1971.

Professional Undergraduate Course Sequence
for the
Education of Teachers for the Middle Schools
(Grades 5 through 9)

Rationale

Throughout the United States a new type of school has emerged in the last few years, known as the Middle School or the Intermediate School. A national survey in 1968 indicated that there were already over 1000 schools of that type in existence in our nation. Today there are more.

In New York City many middle schools exist, more are being planned as the city moves toward a 4-4-4 plan of organization.

These Middle Schools have been developed for a variety of reasons. Among them are the following:

1. Problems of junior high schools as constituted.
2. Evidence of earlier physical maturation of boys and girls.
3. Evidence of changes in the social development of many boys and girls in this age range.
4. The knowledge explosion, with a consequent need for more specialized knowledge on the part of teachers.
5. The desire for more individualized instruction and more independent study by pupils in this age group.
6. The development of educational technology.
7. The desire to lengthen to four years the period spent in an intermediate type of school, thus giving it greater visibility and making it more than a transitional school.
8. The potentialities of team teaching, providing more specialization, without moving toward complete departmentalization at this point.
9. The desire of many educators to develop a unique program for boys and girls in this period of their lives.
10. The need for earlier integration of pupils from various socio-economic and ethnic backgrounds.

Specific Features

It has been the considered opinion of the members of the Committee on Curriculum and Admission to Courses (CIAS) that the emergence of Middle or Intermediate Schools demands a new type of teacher education at Brooklyn College, along with in-service courses for experienced teachers who are transferred to such schools. In planning the professional sequence that follows, several considerations have to be kept in mind. Among them are the following:

1. That the professional sequence for the education of teachers in the Middle Schools begin in the Lower Junior semester, in order to recruit more prospective teachers in this sequence. (There is the possibility that some students will transfer at this point from the Elementary Sequence to the Middle School Sequence.

2. That such prospective teachers concentrate in two major fields of their own choice. This would permit more depth than is possible in the Elementary Sequence and yet be more comprehensive than the education of junior high school or secondary school teachers.

3. That prospective teachers in the Middle Schools take some classes which are taught by teams of instructors, as an essential part of their preparation for teaching.

4. That such prospective teachers learn about the growth and development of boys and girls at various stages, but concentrate upon growth and development in the Middle School years.

5. That prospective teachers be involved from the beginning of their sequence in schools and in community life through direct participation in a wide variety of activities, primarily in School-Community Teaching-Learning Centers in various parts of Brooklyn.

6. That such prospective teachers be encouraged and assisted, in various ways, to reexamine themselves as human beings, their values and their commitments.

7. That prospective teachers in Middle Schools have some teaching experience with children in every semester of their teacher education training, starting with the tutoring of a child or work with a small group of children.

8. That prospective teachers take a Skills Practicum in the first semester they are in the Teacher Education Program, as special preparation for tutoring experiences.

9. That each prospective teacher in the Middle School take a course in the teaching of reading, as an essential part of his pre-service preparation, including some related field experience with boys and girls.

10. That the Middle School sequence include preparation for grades 5 to 9 inclusive, at least at present, so that prospective teachers may serve in junior high schools as well as in Middle Schools.

11. That every effort possible be made by instructors in the Middle School sequence to enlarge the experiential background of prospective teachers through visits and trips in New York City, in the metropolitan area, and to more distant points, including travel abroad wherever possible. Sometimes this would be done as a part of the course work; often it would be done outside the curriculum. Special trips would be arranged from time to time by members of the staff of the Middle Schools Sequence to such places as Philadelphia, Albany and Washington.

12. That prospective teachers for the Middle Schools have some elective courses as part of their professional sequence, even though they may be limited in number.

13. That prospective teachers in the Middle Schools sequence have extensive experiences in the Campus Media Learning Center as well as in the School-Community Teaching-Learning Centers.

14. That prospective teachers in Middle Schools have a series of experiences in teaching, including tutorial work, small group instruction, the development of teaching of at least one full unit with a group, the teaching of a regular group under supervision, and no ''ly full-time responsibility for one group.

In these and other ways it is hoped that rather than react to a movement already underway in many places, the School of Education of Brooklyn College will provide leadership in the Middle School movement in New York City and in other parts of the United States.

SUMMARY: MIDDLE SCHOOL SEQUENCE (GRADES 5 through 9)

Course No. and Title	Semester	Credits	Laboratory Experiences (in Campus Media Learning Center and/or School-Community Teaching-Learning Centers)	... f
Educ. 59.1 Children and Youth in Schools in an Urban Environment	Lower Sopho- more	6 credits: (4 class + 8 lab. hours).	Supervised observation in schools (N-12) and community agencies; Skills Practicum. Learning activities with children of diverse backgrounds.	Teams to be selected from Edu- cation specialists in Psychol- ogy, Sociology-Anthropology, Methods, and Instructional Technology; Cooperative Person- nel from schools, Consultants from other departments in College and from Community.
Educ. 59.2 Learning Theories and Practices.	Upper Sopho- more	4 credits: (2 class + 4 lab. hours).	Individual or small group tutoring of Middle Schools children.	Education specialists in Psychology and in Methods.
Educ. 59.3 The Teaching of Reading in Middle Schools.	Lower Junior	4 credits: (2 class + 4 lab. hours).	Individual or small group tutoring of Middle Schools children.	Methods and Reading specialist. Cooperating Personnel from schools. Consultants from College and Community.
Educ. 59.4 Methods of Teaching in Middle Schools I.	Upper Junior	6 credits: (3 class + 6 lab. hours).	Observation and supervised teaching in Middle Schools.	Teams to be chosen from special- ists in Methods and Curriculum. Cooperating Personnel from schools. Consultants from other departments in College and from Community.
Educ. Elective I One Elective selec- ted from list of Electives on Page 122	Upper Junior	One Elective (2 or 3 credits).	Dependent on Elective selected.	Dependent on Elective selected.
Educ. 59.5 Methods of Teaching in Middle Schools II.	Lower Senior	6 credits: (3 class + 6 lab. hours).	Observation and supervised teaching in Middle Schools.	Teams to be selected from edu- cation specialists in Methods and Curriculum. Cooperating Personnel from schools. Consul-
Educ. 59.3	Lower Junior	4 credits: (2 class +	Individual or small group tutoring of Middle Schools children.	Methods and Reading specialist. Cooperating Personnel from

Course	Level	Credits / Description	Personnel
Educ. 59.3 The Teaching of Reading in Middle Schools.	Lower Junior	4 credits: (2 class + 4 lab. hours). Individual or small group tutoring of Middle Schools children.	Methods and Reading specialist. Cooperating Personnel from schools. Consultants from College and Community.
Educ. 59.4 Methods of Teaching in Middle Schools I.	Upper Junior	6 credits: (3 class + 6 lab. hours). Observation and supervised teaching in Middle Schools.	Teams to be chosen from specialists in Methods and Curriculum. Cooperating Personnel from schools. Consultants from other departments in College and from Community.
Educ. Elective I One Elective selected from list of Electives on Page 122	Upper Junior	One Elective (2 or 3 credits). Dependent on Elective selected.	Dependent on Elective selected.
Educ. 59.5 Methods of Teaching in Middle Schools II.	Lower Senior	6 credits: (3 class + 6 lab. hours). Observation and supervised teaching in Middle Schools.	Teams to be selected from education specialists in Methods and Curriculum. Cooperating Personnel from schools. Consultants from other departments in College and from Community.
Educ. Elective II One Elective from list of Electives on Page 122 excluding the Elective selected as Corequisite of Educ. 59.4	Upper Senior	One Elective (2 or 3 credits). Dependent on Elective selected.	Dependent on Elective selected.

Total: 28 credits
+ 4-6 credits in Electives: Total 32-34 credits.

Lower Sophomore Semester
Catalogue Description

I. Catalogue Entry

   a. Education 59.1

   b. Children and Youth in Schools in an Urban Environment

   c. 8 credits: 12 hours class and laboratory (4 class and 8 laboratory hours).

   d. A study of the reciprocal action between children, adolescents and an urban
      environment. The course will include a study of human growth and develop-
      ment with emphasis on the middle school child; the development of self-
      awareness and awareness of group processes; the philosophical, psychological,
      and sociological components which influence learning; the development of
      strategies for exploring cognitive and affective aspects of learning. Selected
      laboratory experiences in schools and other community agencies. These experi-
      ences will include the development and application of learning skills with
      individuals and small groups.

   e. Prerequisites: None

   f. Exclusion Clause: Not open to students who are enrolled in or have completed
      Education 27.1 27.2 28, 29.5, 30.3, 30.4 35, 48.1, 58.1, 60.1.

Complete Description

I Catalogue Entry

a. Education 59.1

b. Children and Youth in Schools in an Urban Environment

c. 8 credits: 12 hours class and laboratory (4 class and 8 laboratory hours).

d. A study of the reciprocal action between children, adolescents and an urban environment based on an experience-centered program designed to (1) develop an understanding of the urban child from birth to maturity with emphasis on the child of the middle school years; (2) evolve self-awareness and awareness of group processes; (3) analyze the philosophical and sociological components of society which influence learning and organizational patterns in urban schools today; and (4) explore the cognitive and affective aspects of learning with individuals and with small groups. Strategies developed for meeting diverse levels of readiness to learn. Concurrent experiences: (1) selected experiences in schools, community organizations, clinics, early childhood and youth centers; (2) supervised participation in learning activities with children from diverse environments; (3) concentration upon the learning of skills in one specific curriculum area and the application of these skills in a school or community situation.

Laboratory experiences scheduled in half-day blocks.

e. Prerequisites: None

f. Exclusion Clause: Not open to students who are enrolled in or have completed Education 27.1, 27.2, 28, 29.5, 30.3, 30.4, 35, 48.1, 58.1, 60.1.

Laboratory experiences to include specifically:

1. At least one supervised observation at each of the following school levels: early childhood; elementary; middle; and secondary. Supervised observation in schools providing special education programs; in community agencies; in early childhood and youth centers; and in clinics. Emphasis on the analysis of the psychological and sociological components of urban society which influence learning.

2. Supervised participation on the Middle School level for the purpose of engaging in a learning activity with one child or with a small group of children. Students will be expected to develop an awareness of the levels of thought characteristic of children of diverse ages, degrees of maturity and ability within the middle school range and to begin to develop teaching strategies appropriate to these diverse levels of readiness to learn. Interviews with parents, school personnel and community leaders.

3. Skills Practicum: Module of 30 hours concentrated in a short block of time. Concentration upon the learning of skills in one or more specific curriculum areas and the application of those skills in a school or community situation with children of middle school age.

Middle Schools

3. (continued)

Practica selected from the following: (Student must select at least one.)

Audio-Visual Techniques   Music for Small Groups
Games in the Language Arts   Puppetry
Games in Mathematics   Picture Study in Social Studies
Graphic Displays in Schools   Reader's Theater

4. Sessions in School-Community Teaching-Learning Center* and/or the Campus Media Learning Center** devoted to a wide variety of experiences including microteaching, simulation techniques, videotapes, instructional technology, Individually Prescribed Instruction (I.P.I.), and Computer Assisted Instruction (C.A.I.).

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* School-Community Teaching-Learning Centers: facilities in schools and other social agencies in communities which will provide for student instruction and experience in the development of appropriate cognitive, affective and social behaviors in prospective teachers and the children and youth they teach. A complete report on School-Community Teaching-Learning Centers will be found in Appendix A of complete document.

** Campus Media Learning Center: a facility on campus which will provide students with opportunities to study, construct, use and develop, under supervision, the technological aids and resources appropriate for their work with individuals, small groups and classes in the School-Community Teaching-Learning Center. A complete report on the Campus Media Learning Center will be found in Appendix B of complete document.

Children and Youth in Schools in an Urban Environment

I. Objectives

    A. Study the growth and development of the Middle School child.

    B. Evolve self-awareness and awareness of group processes.

    C. Analyze philosophical and sociological components of society
        that influence learning and organizational patterns in urban
        schools.

    D. Explore cognitive and affective aspects of learning with
        individuals and small groups.

II. Study the Growth and Development of the Middle School Child

    A. Experience   B. Application

        1. Visit city and private   1. Compare public and
           hospital nurseries.   private facilities.

        2. Visit various clinics of   2. Compare public and private
           Dept. of Health facilities.   methods used in health care
           Interview pediatricians in   of children.
           private practice.

        3. Observe Child Care Centers   3-4. Describe and discuss how the
                                              needs of the children are
        4. Visit sub rosa nursery school.   dealt with.

        5. Visit a welfare center, to   5. Observe the effects, if any,
           study the services given.   of Welfare Dept. on middle
           Trace the effect of this on   school child.
           the child of middle school age.

        6. Visit a community center.   6-7. List behavior based upon
           Learn the names of at least   personal observation.
           ten children.

        7. Discover what children do most
           frequently at the center.

        8. Learn what children would like 8. Interview children.
           to do.

        9. Learn what the most/least   9. Visit four levels of schools.
           popular activities are in   Observe most/least frequent
           the schools.   activities.

        10. Assist in school library, gym,10. Familiarize Teacher trainee
            and lunchroom.   with ways children function
                                               in different settings.

Course Outline for Education 59.1 (continued)

11. Work with Pupil Personnel Team of a school (may include Attendance Teacher, Counselor, Social Worker, Psychologist). Counsel, escort students, etc.

11. Acquaint student with the nature and quality of service provided for middle school students.

12. Attend lecture by principal describing his functions in the school

12-14. Inform students of bureaucratic structure in the educational system to better equip them to respond to the system inputs on the classroom environment.

13. Attend lecture by school personnel describing nonclassroom operations of a school.

14. Meet with various school personnel, including custodian, secretaries, etc.

15. Observe interaction between two children. Interview family members. Together, the trainee and pupil may observe interview, discuss and analyze what has been mutually experienced.

15. Develop a case study. Particular attention might be paid to similarities and differences between the two pupils chosen.

III. Evolve self-awareness and awareness of group processes.

A. Experience

B. Application

1. Use questionnaires to assess leadership style, level of self-awareness, perceptions of the individual by those around him.

1. Determine the Teacher Trainee's level of self-perception, and how he is perceived by others.

2. Role play and simulation exercises.
   a) Situations dealing with the nature of Teacher-Teacher relationships.
   b) Teacher-Administration
   c) Teacher-Parent
   d) Teacher-auxilliary personnel
   e) Trainee-pupil
   f) Pupil-pupil

2. Develop an understanding of the roles played by personnel in the schools, the interrelationships of these roles, and how they can best be improved.

3. Observe one's own behavior in tutoring.

3. Watch a film of this.

4. Interpret one's activity in S-R terms.

4. Discuss with college instructors and college students.

Course Outline for Education 59.1 (continued)

5. Analyze one's own re-
   sponses to praise and
   criticism.

5. Discuss discussion.

6. Keep a written or taped
   diary.

6. Describe emotional responses.

7. Participate in group
   dynamics workshop.

7-8. Analyze the group process as
   such, independent of content.

8. Readings in group
   dynamics.

9. Attend and participate in
   meetings of: Peer groups
      Teachers
      Parents
      Middle School Pupils
      College Instructors.

9. Analyze the behaviors of
   people in the group. Is more
   objective about one's self
   as to strengths and weak-
   nesses.

10. Participate in regularly
    scheduled sessions of
    sensitivity training.

10. Indicate awareness, objec-
    tivity, openness, and an
    ability to express these.

11. Guide group of children
    through a task. Analysis
    of group work is made re:
    the building and main-
    taining of a group.

11. Develop an understanding of
    task roles. Develop criteria
    for more effective ways of
    functioning as a group.
    Discuss own strengths and
    weaknesses.

12. Visit the Moreno Institute.

12. Participate in a psychodrama.

IV. Analyze philosophical and sociological components of society that
influence learning and organizational patterns in urban schools.

A. Experiences

B. Application

1. Discuss in seminar papers
   presented on the postulate:
   "Middle managers in the
   education system such as
   principals and supervisors
   are rewarded for maintaining
   the system, and therefore,
   are not likely to challenge
   the system, or reward sub-
   ordinates who do". What do
   students need to know in
   order to prove or disprove
   this postulate?

1. Ascertain trainees' abi-
   lities to express their
   knowledge of the bureau-
   cratic structure of the
   educational system.

Course Outline for Education 59.1 (continued)

A. Experiences

2. Trainee does a film study
   of the school-community,
   stressing aspects that
   influence learning and
   organizational patterns.

3. Attend, and where possible,
   participate in some of the
   following meetings.
   a) Grade Conference
   b) Faculty Conference
   c) Paraprofessional
      Conference
   d) Community School Board
   e) P.T.A.
   f) Community Action Agencies
   g) Board of Education
   h) Mayor's Office
   i) City Council
   j) Department of Corrections
   k) Courts

4. Visit Narcotics
   Rehabilitation Center,
   Welfare Center.

5. Investigate "How are
   curriculum and organi-
   zational changes brought
   about in the Middle Schools?"

6. Observe a class in progress.
   Observe one teacher in two
   different periods.

7. Interview parents as to their
   expectations and hopes for
   their children. How do these
   coexist with statements by
   school personnel?

8. See films, such as "Tommy
   Knight Series", "Child of the
   Future", "Marked for Failure".

9. Study works by the following
   appropriate in the segment
   described above:

B. Application

2. Discern the aspects of the
   pupils world that bear on
   his education.

3. Use a checklist to describe
   a) Analyze one bureaucracy
   b) Identify bureaucratic
      structure
   c) Propose change
   d) Analyze the political
      forces that influence
      local educational efforts
   e) Develop Trainee's techni-
      ques in observing and
      interviewing as a basis
      for gathering information
      and opinions
   f) Inform trainees of the
      impact of classroom en-
      vironments and dynamics
      beyond teacher inputs.

4. Analyze the structure of the
   organization with particular
   attention to the way clients
   are treated.

5. Understand the philosophical
   and sociological components
   of society that help bring
   about change.

6. Analyze the philosophical
   assumptions that undergird
   the classroom organization
   and activities.

7. Interview persons and analyze
   the philosophical implica-
   tions of their responses.

9. Make a philosophical or
   sociological analysis of
   .various bureaucratic
   structures.

Course Outline for Education 59.1 (continued)

A. <u>Experiences</u>

Weber, Etzioni, C. Wright
Mills, Lerone Bennett,
John Dewey, Kenneth Clark,
Jerome Bruner.

B. <u>Application</u>

10. Analyze a new book, such
as Charles Silberman's
<u>Crisis in the Classroom</u>,
as to the philosophic
position.

11. Write a study of the school
as a system.

V. Explore cognitive and affective aspects of learning with individuals
and with small groups.

A. <u>Experiences</u>

1. Learn what teachers find
is their greatest problem
in teaching. Discover
what ways they suggest they
can change these.

2. Compare teacher's analyses
with those of parents and
children.

3. Serve as aides on trips.

4. Train students in the use of
the following audio-visual
equipment:
a) transparencies
b) tapes (video and audio)
c) pictures
d) slides filmstrips
e) Cuisenaire Rods
f) Geo Boards
g) Portable T.V. camera

5. Submit proposal for educa-
tional activity with outline
of steps necessary to im-
plement the plan.

6. Use video-tape in a series of
micro-teaching sessions.

B. <u>Application</u>

1. Use a questionnaire.

2. Assess similarities and
differences in group
sessions.

3. Gain experience in viewing
children in a different
setting.

4. Record and review lessons
with pupils.

5. Help trainees develop and
implement educational acti-
vities in conjunction with
the educational bureaucracy.

6. Use media as a tool in eval-
uation. Reinforce trainee's
strengths. Analyze social
management skills. Sharpen
learning management skills.

Middle Schools

Course Outline for Education 59.1 (continued)

A. Experiences

B. Application

7. Familiarize students with Aschner's four types of questioning.

7. Identify teaching behaviors in using a questioning strategy in an inductive lesson.

8. Observe lessons in which film loops, overhead projectors, lectures, and tape are used.

8. Demonstrate ability to use these in small group tutoring.

9. Observe in schools.

9. Analyze cognitive and affective behavior components.

10. Plan cooperatively with trainees, pupils, college instructors, teachers.

10. Produce materials that are suitable for use with individual, or small groups of children.

11. Establish skills sessions with trainees.

11. Use these with pupils. Demonstrate familiarity with the literature.

12. Work with pupils in realistic situations, such as vi-'+ing, shopping.

12. Pupils demonstrate ability to identify, relate, and organize research skills.

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                              New York: Dover, 1962.(First published
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Middle Schools

Upper Sophomore Semester

II. Catalogue Entry

a. Education 59.2

b. Learning Theories and Practices

c. 4 credits: 6 class and laboratory hours
(2 class and 4 laboratory hours).

d. Emphasis upon learning concepts and theories and their application.

Laboratory: Individual or small-group tutoring in the Campus Media Learning Center and/or the School-Community Teaching-Learning Center will be required.

e. Prerequisite: Education 59.1

Corequisite: Education 59.3

Middle Schools

Course Outline for Education 59.2

Learning Theories and Practices

I. Objectives

    In the class section, the student should demonstrate his knowledge
    of S-R and cognitive theories of learning in the following ways:

    A. Derive practical applications to teaching.

    B. Discuss learning situations in the psychological dimensions
        of motivation and skill.

    C. Analyze any learning or discipline situation into a stimulus-
        response-consequence framework.

    D. Assess the adequacy of any theory to deal with practical
        problems of learning and motivation of children in schools.

    In the laboratory section, the student should put into
    practice a derivation of at least one theory. The objective
    is to improve the motivation and skills of one child or small
    group of children in at least one academic area. This will
    entail:

            a) the establishment of instructional objectives.
            b) setting up an instructional procedure.
            c) the evaluation of students' behavior before,
               during and after the procedure is implemented.
            d) assessment of implementation.

Education 59.2   - Learning Theories and Practices

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Mager, R.F. & Pipe, P.   Analyzing Performance Problems or 'You Really Oughta Wanna'. Fearon, 1970.

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Millenson, J.R.   Principles of Behavioral Analysis. New York: Macmillan, 1968.

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National Society for the Study of Education Yearbook, 1964, 63, Part I, Theories of Learning and Instruction. University of Chicago Press.

Lower Junior Semester

III. Catalogue Entry

   a. Education 59.3

   b. **The Teaching of Reading in Middle Schools**

   c. 4 credits: 4 class and laboratory hours
                    (2 class and 4 laboratory hours).

   d. Principles and practices in the teaching of reading in Middle Schools
       and/or Junior High Schools.

       Laboratory: Related laboratory experiences in the teaching of reading
       to one pupil and/or to a small group of pupils.

   e. Prerequisites: Education 59.1 and at least one course in literature.

       Corequisite: Education 59.2.

Middle Schools

Course Outline for Education 59.3

The Teaching of Reading in the Middle Schools

  I.   Definition and Philosophy of Reading

 II.   Scope and Sequence of Reading Program

III.   Relation of Reading Readiness To Child Development

       A. Stages of Reading Development
       B. Pre-reading Program
       C. Readiness

 IV.   Basic Methods of Teaching Reading

       A. Language Experience
       B. Basal Reader Approach
           1. Grouping
       C. Individualized Reading
       D. Eclectic Approach

  V.   Decoding Techniques

       A. Sight Vocabulary
       B. Phonics
       C. Linguistics
       D. Structural Analysis
       E. I.T.A.
       F. Morphologic-Algebraic Approach

 VI.   Skills for Reading

       A. Vocabulary Development
       B. Comprehension
       C. Oral Reading

VII.   Sources and Uses of Reading Materials

       A. Basal Readers
       B. Textbook in content fields
       C. Workbooks
       D. Programmed materials
       E. Games

VIII. Reading for Meaning In Content Areas

       A. Subject Areas
          1. English
          2. Social Studies
          3. Science
          4. Mathematics
          5. Other Subjects
       B. Study Techniques

Course Outline of Education 59.3 (continued).

IX. Recreational Reading

    A. Children's Interests
    B. Materials
    C. Sharing

 X. Appraisal in Reading

    A. Informal Classroom Techniques
       1. Word Lists
       2. Teacher evaluation
       3. Cumulative Reading Folder

    B. Standardized Tests
       1. Description
       2. Purposes
       3. Interpretations

 XI. Remediation

    A. Identifying, Analyzing and Basic Causes of Retardation
    B. Principles of Remediation

XII. Reading Problems

    A. The Disadvantaged
    B. The Gifted
    C. The Bilingual Child
    D. Range of Abilius
    E. Dyslexic Child

Middle Schools

Education 59.3   - The Teaching of Reading in the Middle Schools

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                                        School. Danville, Ill.: The Interstate
                                        Printers and Publishers, 1959.

Upper Junior Semester

IV. Catalogue Entry

a. Education 59.4

b. <u>Methods of Teaching in Middle Schools - I</u>

c. 6 credits: 3 class hours and 6 laboratory hours of observation and
                supervised teaching in a Middle School and/or Junior High
                School.

d. Objectives, curricular practices, methods, special problems, and
    evaluation of learning in one of the special subject matter fields
    specified below, together with observation and supervised teaching
    in that subject in schools.

    Subject fields from which each student is to select <u>one</u> area.

            Art   Modern Languages
            English   Music
            Health Sciences   Physical Education
            Home Economics   Science
            Industrial Arts   Social Studies
            Mathematics

e. Prerequisites: Education 59.1, 59.2, 59.3

    Corequisite: Education 36.1, or 36.2, or 719 or 725.

Lower Senior Semester

V. Catalogue Entry

a. Education 59.5

b. Methods of Teaching in Middle Schools - II

c. 6 credits: 3 class hours and 6 laboratory hours of observation and supervised teaching in a Middle School and/or Junior High School.

d. Objectives, curricular practices, methods, special problems, and evaluation of learning in a second subject matter field selected from the specified list below, together with observation and supervised teaching in that subject in the Middle and/or Junior High School.

Art	Modern Languages
English	Music
Health Sciences	Physical Education
Home Economics	Science
Industrial Arts	Social Studies
Mathematics	

e. Prerequisites: Education 59.1, 59.2, 59.3, 59.4

Corequisite: Education 36.1, or 36.2, or 719, or 725 (exclusive of elective selected as prerequisite for Education 59.4).

Middle Schools

COURSE OUTLINE

EDUCATION 59.4 AND 59.5

METHODS OF TEACHING IN MIDDLE SCHOOLS - I AND II

I. OBJECTIVES

A. Understanding the Teacher Role.

1. Facilitator of learning
2. Team teaching
3. Working with paraprofessionals
4. Relating to staff administration
5. Developing self and community awareness through analysis techniques, T. V., etc.

B. Scope and Content of Middle Schools
1. Aims and objectives
2. Philosophy
3. Background materials
    a. Current trends
    b. Unsolved problems

II. CURRICULAR PRACTICES

A. Organization of Curriculum
1. Subject centered curriculum
2. The unit method
3. Core curriculum
4. Individualized contract materials
5. Projects
6. Field trips

B. Materials for Instruction
1. Rationale for selection
2. Producing materials
3. A. V. resources
4. Using the textbook
5. Programed instruction

C. Creating the Classroom Environment
1. Room arrangement
2. Open classroom
3. Discipline and intervention techniques
4. Motivation
5. Scheduling, flexible and otherwise

III. METHODS

    A. Teacher-Centered Procedures
        1. Demonstrations
        2. Question-techniques
        3. Review and drill

    B. Student-Centered Procedures
        1. Problem solving
        2. Discovery techniques

    C. Planning and Preparing for Teaching
        1. Writing instructional objectives
        2. Daily lesson plans
        3. Long range planning

IV. SPECIAL PROBLEMS

    A. Individual Differences

    B. Remedial Problems and Procedures

    C. Bi-lingualism

    D. Implications of Ethnicity in School Programs

V. EVALUATION

    A. Analyzing Pupil Progress

    B. Reporting Pupil Progress

    C. Teacher Accountability

EDUCATION 59.4 AND 59.5

METHODS OF TEACHING IN MIDDLE SCHOOLS - I AND II

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SUMMARY OF DEPARTMENTAL COURSE PRESCRIPTIONS

Undergraduate Middle Schools Sequence (Grades 5 through 9)

A. Departmental Prescriptions

1. Education   59.1, 59.2, 59.3, 59.4, 59.5

2. Corequisite with Education 55.X3. Complete one of the following courses:

Education 36.1:	The Afro-American Heritage and the Schools of the United States
Education 36.2:	Puerto Rican and Hispanic Heritage and the Schools of the United States
Education 719:	Education and Theories of Mind
Education 725:	The Education of the Gifted Child

Notes on additional recommended electives:

The Department of Education is planning a group of additional electives which will meet the interests and needs of students in the Middle Schools Sequence. Among the titles of courses being planned are the following: Children and Youth with Learning Disabilities; Conversational Puerto Rican Spanish; The Education of Physically Handicapped Children and Youth; The Community as a Laboratory of Learning; The Teaching Profession; Special Applications of Instructional Technology; Historical Perspectives in Education. Philosophical Perspectives in Education.

3. Corequisite with Education 59.5. Complete one of the following courses, (excluding the elective selected as co-requisite of Education 59.4):

Education 36.1:	The Afro-American Heritage and the Schools of the United States
Education 36.2:	Puerto Rican and Hispanic Heritage and the Schools of the United States
Education 719:	Education and Theories of Mind
Education 725:	The Education of the Gifted Child

Notes on additional recommended electives:

The Department of Education is planning a group of additional electives which will meet the interests and needs of students in the Middle Schools sequence. Among the titles of courses being planned are the folowing:

3. Corequisite with Education 59.5 (cont'd.)

Children and Youth with Learning Disabilities; Conversational Puerto Rican Spanish; The Education of Physically Handicapped Children and Youth; The Community as a Laboratory of Learning; The Teaching Profession; Special Applications of Instructional Technology; Historical Perspectives in Education; Philosophical Perspectives in Education.

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PERFORMANCE-BASED UNDERGRADUATE COURSE SEQUENCE

for the

EDUCATION OF TEACHERS FOR SECONDARY SCHOOLS

(Grades 9 through 12)

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Proposed Professional Undergraduate Course Sequence
for the
Preparation of Teachers for Secondary Schools
(Grades 9 through 12)

Introduction

Undergraduate students, electing to prepare for teaching in secondary schools, differ in one significant respect from all other education students. The pre-service secondary school teacher is a major in one of the liberal arts departments of the College and takes as electives the professional sequence in Education.

The plans for the proposed professional sequence for the preparation of teachers for secondary schools were designed in constant view or four processes of polarization operative today: black versus white; young versus old; poor versus rich; formally educated versus formally uneducated. The four processes constantly affect both the young teachers of teenagers and the teenagers themselves. Accelerated changes in the composition of both the school and the College population becoming more dramatic, and the gap between conventional abstract learning and actual experiences becoming wider and wider, the content of studies for prospective teachers cannot be predetermined as it used to be. It seems that the only constants to build on in a sea of variables are the actual experiences (in school, family, and community) a college student has had previous to college. He is not an expert in interpreting these experiences, but he is a provider of experiences he actually has had.

The objectives of the courses proposed for this sequence are:

1. To develop self-awareness and professional awareness;

2. To develop an understanding of the growth and development of the adol scent (physical, intellectual, emotional, personal, social);

3. To generate and elicit a cognitive-affective grasp of the nature of learning and interpersonal relations;

4. To analyze objectives and variations in secondary school curriculum construction and methodology;

5. To develop teaching styles and skills which will lead to successful teaching/learning encounters in secondary schools.

An assumption underlying this proposed sequence is that the acquisition of self-awareness and professional awareness as well as appropriate teaching styles and strategies is both a gradual and an individual process. Therefore, the approach and methods utilized in this growth-stimulating process will proceed along two converging pathways:

(a) the prospective teacher himself as object of his investigations; and

(b) the community in all its social, personal, and technical ramifications as the field for the prospective teacher's involvement, as object of his investigations and study.

A problem-solving approach will be used in the exploration of specific tasks within the courses. The prospective teachers will be involved in a planned series of work-study experiences. Special emphasis will be directed toward the place of reading in teaching at the secondary school level. Study projects and assignments will be developed for the prospective teachers, as a whole group, in small groups, or individually by a team of instructors and the prospective teachers themselves. These tasks will be determined by the needs and levels of performance of the pre-service teachers. The teams of instructors for this proposed sequence will involve sociologists, psychologists, curriculum and methods specialists, cooperating school personnel, and consultants from other departments of the College and from the community.

Course No. and Title	Semester	Credits	Laboratory Experiences (in Campus Media Learning Center and/or School-Community Teaching-Learning Center)	Staff
Educ. 60.1 Children and Youth in an Urban Environ-ment.	Lower Junior or Upper Junior	8 Credits: 12 Class and laboratory hours (4 class and 8 laboratory hours).	Supervised Observation in schools (K-12). Community Agencies, Early Childhood and Youth Centers, and clinics; development of self-awareness and awareness of group processes. Skills Practicum; Instructional Technology related to a wide variety of experiences, including diagnostic and remedial techniques in reading. Observation and participation in supervised learning activities (in major curriculum area and other areas) with individuals or small groups of students; development of learning strategies appropriate to the needs of the students.	Teams to be selected which will include Education specialists in: a) Sociology; b) Psychology; c) Instructional Tech-nology; d) Philosophy; e) Methods; f) Curriculum; and g) Consultants from other departments in Col-lege and from Community.
Educ. 65.01 65.16	Lower Senior	6 credits: 4 class and 4 lab. hours per week. Daily supervised in-structional experience (pre-apprentice teach-ing and apprentice teaching; 2 grade levels in secondary schools).	Pre-apprentice teaching: Supervised instructional experience in schools; a minimum of 2 hours per day for the semester; includes observing and teaching under supervision; curriculum development and study arising out of observations and teaching experiences. Apprentice teaching: assigned to a minimum of 2 classes with cooperating teacher (s) in a team teaching role where the apprentice teacher has the major responsibility for at least one class. Tasks include major responsibilities of regular teacher.	Teams to be selected which will include: a) Curriculum Specialists; b) Methods Specialists; c) Cooperating School Personnel; d) Consultants from other departments in Col-lege and from Community.
Educ. 66.01 66.16 Seminar in Secondary Education I and II.	Upper Senior	6 credits: 4 class and 4 lab. hours per week. Daily supervised in-structional experience (pre-apprentice teaching and apprentice teaching; 2 grade levels in secondary schools.)		

Total: 20 credits

Lower and Upper Junior Semesters
Catalogue Description

1. Catalogue Entry

   a. Education 60.1

   b. Children and Youth in Schools in an Urban Environment

   Ed. 60.1 - to be completed in lower junior (501) semester
   or upper junior (601) semester.

   c. 8 credits: 12 class and laboratory hours per week. (4 class
      and 8 laboratory hours).

   d. A problem-solving approach to a study of the reciprocal action between
      children, adolescents and an urban environment based on an experience-
      centered program designed to (1) develop an understanding of the urban
      child from birth to maturity, with emphasis on the adolescent of secon-
      dary school years; (2) evolve self-awareness and awareness of group
      processes; (3) analyze the psychological and sociological components of
      society which influence learning and organizational patterns in urban
      schools; (4) explore the cognitive and affective aspects of learning
      with individuals and with small groups; and (5) develop strategies for
      meeting diverse levels of readiness to learn with emphasis on reading.

      Sequence of work-study experiences to include selected laboratory ex-
      periences on campus and in schools, community organizations, clinics,
      early childhood and youth centers; supervised participation in learning
      activities with adolescents from diverse environments; development of
      teaching and learning skills in specific curriculum areas and the appli-
      cation of these skills in school or community situations.

      Laboratory experiences scheduled in half-day blocks. [**]

      Taught by a team of instructors. [*]

   e. Prerequisite: None.

   f. Exclusion clause: Not open to students who have completed Education 27.2,
      28, 29.5, 30.3, 48.1, 58.1, 59.1.

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[*] Instruction involves a team of faculty (same team both semesters) including a
sociologist, psychologist, methods specialist(s), and consultants from other
departments of the College and from the community.

[**] Laboratory experiences to include specifically:

1. Supervised observation in wide range of schools (K-12), community agencies,
   early childhood and youth centers, and clinics. Emphasis on the analysis of
   the psychological and sociological components of urban society which influence
   learning. Continuous development of self-awareness and awareness of group
   processes.

Laboratory experiences to include specifically: (continued)

2. Sessions in the Campus Media Learning Center[1] and the School-Community Teaching-Learning Centers[2] devoted to a wide variety of experiences including application of diagnostic and remedial techniques of reading, skills practicum, micro-teaching, simulation techniques, video-tapes, group dynamic skills, technology to individualize instruction, e.g., Individually Prescribed Instruction (I.P.I.) and Computer Assisted Instruction (C.A.I.).

3. Through observation and participation in supervised learning activities with individuals or small groups of students, prospective teachers will be expected to develop awareness of the levels of thought characteristic of adolescents of diverse degrees of maturity within the secondary school range, and to learn to develop strategies appropriate to these diverse levels of readiness to learn. Some of the observation and participation in supervised learning activities should be in curriculum areas outside of prospective teacher's major to provide a broad view of the secondary school curriculum.

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[1] Campus Media Learning Center: a facility on Campus which will provide students with opportunities to study, construct, use and develop under supervision, the technological aids and resources appropriate for their work with individuals, small groups, and classes in the School-Community Teaching-Learning Center. A complete report on the Campus Media Learning Center will be found in Appendix B of complete document.

[2] School-Community Teaching-Learning Center: facilities in schools and other social agencies in communities which will provide for student instruction and experience in the development of appropriate cognitive, affective and social behaviors in prospective teachers and the children and youth they teach. A complete report on School-Community Teaching-Learning Center will be found in Appendix A of complete document.

Children and Youth in Schools in an Urban Environment

I. The goal of the initial course in the secondary sequence (Education 60.1)
    is to develop in the Brooklyn College student the broad concept of
    learning, both formal and informal. Because the involvement of the
    student is a necessary component in the learning process, he must
    be a participant who is directly involved in the observation and
    analysis of the teaching-learning process. The student must be
    cognizant of his own role, of the role(s) of those observed, and
    of their interactions.

    In Phase I of the program, a set of objectives has been developed
    together with parallel experiences and focuses. The outline is a
    basic plan of operation. The focus, throughout, is process-oriented;
    and, therefore, its implementation will seek the participation of
    school people and students.

II. Methods of Operation

    A. Protocol materials (e.g. audio tapes and video tapes) which have been
        developed by previous secondary school student-teachers will be studied
        by students in Education 60.1 of the new program. One of the objectives
        will be to develop skills in the techniques of involved observation
        and to become participant observers.

    B. Identification of problems observed in schools and communities.

    C. Analyses of observed methods of meeting these problems.

    D. Formulation of hypotheses for alternate methods of meeting these
        problems (based on course content - readings and discussions).

    E. Testing hypotheses under supervision with similar problems in
        schools and communities. (Development of protocol materials)

    F. Evaluation of protocol materials (based on course content) and
        further improvement and development of procedures.

III. Major Factors Involved:

    A. Supervised, involved observation.
    P. Formulation of hypotheses.
    C. Testing of hypotheses.
    D. Evaluation and continuation of the process.

IV. **OVERALL PROCEDURES FOR IMPLEMENTATION** -- Education 60.1

OBJECTIVE

A. To illustrate the extent to which the strengths and problems of the community are reflected in the school and the strengths and problems of the school are reflected in the community.

EXPERIENCE

A. Part of the student group (A) will make initial acquaintance with the community; the other part of the student groups (B), (C), (D) will make initial acquaintance with the school organizations. This procedure will enable several student groups to analyze the various components that feed into a school and to formulate tentative hypotheses of the relationships between school and community, aiming at an understanding of the learner with his environment.

COMMUNITY
Group A

Suggested list of visits, conversations, and other means for formulating views of community situations:

a. Youth Centers

b. Welfare Centers

c. Borough Hall

d. Community Progress Centers

e. Criminal Court

f. Police, Fire, and

FOCUS: How does each situation facilitate/hamper learning and development?

A. How do the school and the community interrelate/influence each other?

B. What are the basic factors determining the development of students?

C. What is learning: objectives, process, means of implementation, evaluation?

SCHOOLS
Groups B,C,D

Suggested list of visits, conferences, and other means for formulating views of school situations as they affect:

a. students

b. teachers

c. administrative

d. paraprofessionals

e. custodial staff

f. secretarial staff

g. school board

COMMUNITY
Group A

Suggested list of visits, conversations, and other means for formulating views of community situations:

a. Youth Centers

b. Welfare Centers

c. Borough Hall

d. Community Progress Centers

e. Criminal Court

f. Police, Fire, and Sanitation Depts.

g. Churches

h. Local stores

i. Finance companies

j. Drug Rehabilitation Centers

k. Hospitals

l. Through these ac-
quaintances, it is
to be hoped that
mutual contacts a
will ... be with more
for les for greats
... insight into
... he the ...
in to ... ...

SCHOOLS
Groups B,C,D

Suggested list of visits, conferences, and other means for formulating views of school situations as they affect:

a. students

b. teachers

c. administrative

d. paraprofessionals

e. custodial staff

f. secretarial staff

g. school board

h. parents associations

V. SPECIFIC PROCEDURES FOR IMPLEMENTATION -- Education 60.1

OBJECTIVES, EXPERIENCES, AND FOCUS

OBJECTIVE	**EXPERIENCE**	**FOCUS:** How does each situation facilitate/hamper learning and development?

A. Preliminary Development of Observational Skills
To develop skills for general and specific observation and analysis of particular situations related to human development and learning:

1. school

2. community

A. Protocol materials to be used on and off campus:

exposure to a familiar medium and content (e.g., T.V. commercials) to provide the student with an opportunity to see for himself the untapped levels of observation. Use of these familiar, prepared materials will lead to sequential exposure to materials (e.g., prepared video tapes and audio tapes) which reflect local school and community conditions.

A. How do the school and the community interrelate/influence each other?

What are the basic factors determining development?

What is learning: process and objective?

B. Self-Awareness of Teacher-Trainees
To develop skills for articulation of beliefs, feelings, values, perceptions, persistent dispositions, in order to heighten consciousness of particular slices of reality.

B. Slices of reality (protocol materials: existing or developed by the student participants e.g., audio and video tapes) of brief duration (90 - 120 seconds) to enable the student participant to articulate changes in h's perceptions.

B. Discussions centering around illustrations of the influence of experience on cognition and affect.

C. Interaction with Students
(Learning Tasks)
To develop the ability to interact with students on a one-to-one or small group basis in school and out of school through analysis of and assistance with learning tasks.

C. Assistance in learning tasks, e.g., reading. This will involve helping the classroom teacher to individualize learning in various forms, e.g., small group instruction, choice of greater variety of content and media, development of content and media. Assistance in play rehearsal, sports activities, etc.

C. Analysis of the suitability of teaching styles, content, and media to the cognitive level and affective conditions of the learner.

D. Continued Interaction with Students
(Group process)
To develop the ability to observe and analyze the dynamics within the peer group, and relate impressions to the teacher-trainee's own experiences.

D. Same as Experience C. The observation, analysis, and translation will evolve from the teacher-trainee's participation with small student groups. In addition, role playing, sociometric devices and free association techniques will be employed.

D. What are the patterns of behavior, the styles, the modes of communication (verbal and non-verbal) and how do these compare with the observer's background of experiences? At different points:

  a. How did the observer feel?
  b. Was he comfortable in the situation?
  c. Did the observer feel affinity?

tance in play rehearsal, sports activities, etc.

tance in play rehearsal, sports
activities, etc.

D. Continued Interaction with Students
(Group process)
To develop the ability to observe and
analyze the dynamics within the peer
group, and relate impressions to the
teacher-trainee's own experiences.

D. Same as Experience C. The
observation, analysis, and
translation will evolve from
the teacher-trainee's par-
ticipation with small stu-
dent groups. In addition,
role playing, sociometric
devices and free association
techniques will be employed.

D. What are the patterns of
behavior, the styles, the
modes of communication
(verbal and non-verbal) and
how do these compare with
the observer's background
of experiences? At different
points:
    a. How did the observer feel?
    b. Was he comfortable in the
        situation?
    c. Did the observer feel
        affinity?
    d. Did the observer feel
        distance/alienation?
    e. Did the observer wish
        to leave the situation?

E. Analysis of Teaching Roles and
Styles
To develop the ability to observe and
analyze teaching roles and other
relate impressions to the teacher
trainee's own experiences

E. Conferences with teachers;
opportunities to observe
actual teaching situations;
and, dependent on teacher-
trainee readiness and incli-
nation provide opportunities
to articulate and reflect the
depth and quality of his
learning; for example, to
translate his learning through
a variety of media (musi-
cal and graphic and visual
arts, writing, etc.

E. What is the relationship of
teacher background to student
background? What is the role
of teaching styles on student
personalities of learners
are the self-perceptions of
teacher and what are his
perceptions of his roles?
(Congruence of self-concept);
the teacher

Secondary Schools

Education 60.1 Children and Youth in Schools in an Urban Environment

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Location of Seminar sessions: It is expected that many of the Seminar sessions will be conducted in the schools and at the Campus Media Learning Centers. Where possible, School-Community Teaching-Learning Centers should be set up in high schools and clusters of pre-apprentice and apprentice teachers (5 or 6) assigned to each subject area.

Taught by a team of instructors: Instruction in the Seminar involves a team including curriculum and methods specialist(s), cooperating school personnel and consultants from other departments in the College and from the community.

e. Prerequisites: Education 60.1 and 12 credits in advance electives in major subject department.

f. Exclusion clause: Not open to students who have completed Education 35, 61.01 - 61.16, 62.01 - 62.16. No credit will be allowed for Education 65.01 - 65.16 unless Education 66.01 - 66.16 is completed.

II. Catalogue Entry

   a. Education 65.01 - 65.16; 66.01 - 66.16.

   b. <u>Seminar in Secondary Education - I and II</u>

      (I - Education 65.01 - 65.16 to be completed in lower senior (701) semester)·
      (II - Education 66.01 - 66.16 to be completed in upper senior (801) semester).

   c. 6 credits (each semester): 4 class hours and 4 laboratory hours per week.
      Daily supervised instructional experience (pre-apprentice teaching,
      2 grade levels in secondary schools).

   d. Analysis of objectives, variations in methodology and curriculum construction, evaluation, role of materials and resources as applied to teaching in secondary schools; selection of supervised instructional experiences structured to evolve professional awareness; development of teaching styles and skills designed to enable the adolescent to succeed; consideration of reading disabilities and remedial treatment in relation to specific subject areas. The course numbers for specific subject areas are as follows:

<u>Semester I</u> - 65.01 (English); 65.02 (Social Studies); 65.03 (Mathematics); 65.04 (Science); 65.05 (Home Economics); 65.07 (Hebrew); 65.08 (Latin); 65.09 (German); 65.11 (Romance Languages); 65.12 (Music); 65.13 (Physical Education - M or W); 65.14 (Speech); 65.15 (Russian); 65.16 (Health Education) and <u>Semester II</u> - 66.01 (English); 66.02 (Social Studies); 66.03 (Mathematics); 66.04 (Science); 66.05 (Home Economics; 66.07 (Hebrew); 66.08 (Latin); 66.09 German; 65.11 (Romance Languages); 65.12 (Music); 66.13 (Physical Education - M or W); 66.14 (Speech); 66.15 (Russian); 66.16 (Health Education). Open only to students who have obtained recommendation from major subject department, and who have met the standards of the Education Department with respect to Speech, Health, Personality and general scholarship.

<u>Supervised instructional experience, pre-apprentice teaching and apprentice teaching:</u>
1. Supervised instructional experience in the schools shall be for a minimum of 2 hours per day for the semester.

2. The role of the pre-apprentice teacher shall include: teaching under supervision, observation in the schools, curriculum development and curriculum study arising from the teaching experiences and observations.

3. In the second semester the apprentice teacher shall assume the added responsibility of being assigned to a minimum of two classes with cooperating teacher(s) in a team teaching role where the apprentice teacher has the major responsibility for at least one class. This shall include preparing lesson plans, providing and guiding learning experiences, giving tests and grades, handling classroom management, providing supplementary work, making assignments, previewing and using audio-visual materials, handling homeroom activities, and accepting the other responsibilities of a regular teacher.

Secondary Schools
Course Outline for Education 65.01-65.16; 66.01-66.16.

Seminar in Secondary Education - I and II.

I. Curriculum
    A. Basic to curriculum development
        1. Current philosophical issues having a direct influence
           on educational practice
        2. Cultural issues
        3. Factors external to the school which affect curriculum
           development.
    B. Nature of curriculum
        1. Aims and objectives
        2. Scope and content

II. Methods of teaching for implementation of curricula
    A. General methodology
        1. Nature of activities
        2. Classroom management
        3. Motivation
        4. Group dynamics
        5. Teacher attitudes
    B. Special teaching procedures
        1. Lesson planning; unit planning
        2. Questioning; discussion
        3. Teacher demonstration
        4. Laboratory approach
        5. Home assignments
    C. Teaching materials and resources
        1. Audio-visual materials
        2. Educational technology
        3. Textbooks; other books
        4. Professional literature; supplementary publications
        5. State and city syllabi and curriculum guides
        6. Teacher backgrounds
    D. Cocurricular activities: projects, reports, field trips,
        clubs, recreations, hobbies, ...
    E. Special problems
        1. Provision for individual differences: slow learner, special
           aptitudes
        2. Reading disabilities
        3. Remedial instruction
        4. Creativity
        5. Curriculum organization
        6. Correlation of one subject area with other subject areas
    F. Differentiation of instruction
        1. Individualization of instruction
        2. Team teaching
        3. Programmed instruction; computer assisted instruction
        4. Instructional television
        5. Open classroom
    G. Current research on teaching methodology

Secondary Schools
Course Outline for Education 65.01-65.16; 66.01-66.16.

III. Evaluation
   A. Function of evaluation
      1. Facilitation of learning
      2. Improvement of instruction
   B. Evaluation and curriculum
      1. General techniques of assessing or studying defined
         behavioral changes which have been stated as specific
         subject matter outcomes based on curricular objectives
      2. Connections between evaluation techniques and the curri-
         culum
         a. Informal: day-to-day evaluation of individual student
            or whole class or the plan of teaching with respect
            to learning
         b. Formal: teacher-made tests or standardized tests
         c. Types of learning inherent in curriculum
   C. Teacher-constructed evaluation instruments
      1. Basic characteristics of evaluation techniques
      2. Essay questions
      3. Objective questions
   D. Standardized measuring instruments
   E. Evaluation of current programs (in various subject areas)
   F. Diagnosis and evaluation of teacher's competence and
      effectiveness

IV. Other professional considerations
   A. License examinations and certification
   B. Role of the teacher in guidance, curriculum revision,
      school administration, parent-teacher groups, community
   C. Professional organizations

Secondary Schools
Education 65.01-65.16; 66.01-66.16.

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III. Reading in Secondary Schools

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SUMMARY OF DEPARTMENTAL COURSE PRESCRIPTIONS

Undergraduate Secondary Schools Sequence (Grades 9 through 12)

A. Departmental Prescriptions

1. Education 60.1; 65.01 - 65.16; 66.01 - 66.16.

2. Recommended Electives:

Education 36.1:	The Afro-American Heritage and the Schools of the United States
Education 36.2:	Puerto Rican and Hispanic Heritage and the Schools of the United States
Education 725:	The Education of the Gifted Child

Notes on additional recommended electives:

The Department of Education is planning a group of Elective Courses which will meet the interests and needs of the students in the Secondary School Sequence. Among the titles of courses which are being planned are the following: Reading in the Secondary Schools; Children and Youth with Learning Disabilities; The Education of Physically Handicapped Children and Youth; The Community as a Laboratory of Learning; Historical Perspectives in Education; Philosophical Perspectives in Education; Honors: Research in Education.

S E C T I O N   III

SELECTED REFERENCES

SELECTED REFERENCES

The members of the Committee on Curriculum and Admission to Courses (CLAS) have utilized the following writings in their consideration of curriculum revision for teacher education at Brooklyn College. The Committee has given special attention to the Comprehensive Elementary Teacher Education Models developed by the nine institutions of higher education and research laboratories during 1968. In the study of these Models, the Committee found the emphasis on performance criteria, teaching-learning behaviors, direct experience in the field locations, and instructional technology as particularly relevant for Brooklyn College. The items preceded by an * are suggested for the study of observation systems. The reader is referred to the bibliographies attached to the position papers in the appendices of this document for readings concerned with the titles of the papers.

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