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ABSTRACT

The Cooperative Services for Teacher Education Projects (Co-Op) program is the 1970 Distinguished Achievement Award Entry from St. Andrews Presbyterian College, Laurinburg, North Carolina. The objectives of the program are a) the provision for a student teaching internship that is an integral part of the cooperating public school units and b) the continuous feedback from student, college, and public school personnel involved in the program. The program achieves these objectives through: a) a brief teaching and observation period in the public schools for junior level students; b) a cooperative effort among college and county staff, instructional specialists, and teacher interns in planning the academic year; c) a summer internship of 8 weeks; and d) a senior-year project involving on- and off-campus public school projects. Within these focused areas, the prospective teacher receives training in individualized, small group and large group instruction; the development of instructional materials; and the coordination of educational programs involving two distinct administrative units. (The appendixes include a list of program objectives, organizational charts, and budgetary and personnel information.) (BRB)

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An Entry for the 1970 Distinguished Achievement Award
of the

American Association of Colleges for Teacher Education

SP 006 420

Teacher Education in Action
St. Andrews Presbyterian College Co-Op Step
Cooperative Services for Teacher Education Projects

The Co-Op Step program at St. Andrews Presbyterian College, Laurinburg, North Carolina was initiated in September 1967 to provide a more effective curriculum answer to:

1. A "block" semester program in a comparatively small college which inevitably created scheduling and course offering problems for the academic sub-divisions.
2. A greater in-depth academic need and a more inclusive internship experience for the teacher education student.
3. A more effective cooperative arrangement with selected public school administrative units whereby planning and feedback would be continuous and of a significant mutual impact.

Co-Op Step, now preparing for its third summer of operation as a Title III, ESEA Project, includes the following functions:

1. Brief Teaching and Observation for junior level students as an integral part of the Methods courses. This activity is carried out with local public school units within commuting distance. Video taping of teaching episodes is made by seniors and jointly reviewed on-campus.
2. Planning with the college and county staff and instructional specialists during the academic year. Teacher interns, upon approval and assignment to a summer project, are involved in the planning. The College also selects a Resident Coordinator for each project and consultants in each subject area.
3. A Summer Internship of eight weeks. The intern-specialist teams at all levels engage in pre-session planning just prior to a six week teaching session. An evaluation period concludes the program. An elementary level program of enrichment and a high school program for credit and enrichment are undertaken. The novice intern in teacher education is a co-teacher in the jointly planned program.
4. A Senior Year Projects emphasis to enhance previous experiences. Both on-campus and off-campus public school projects provide further experiences and insights for the teacher education student.

TEACHER EDUCATION IN ACTION

Co-Op Step at St. Andrews Presbyterian College, Laurinburg, North Carolina means innovation in teacher education. The title identifies the Cooperative Services for Teacher Education Projects and is the result of two curricular transitions that have occurred since St. Andrews opened its doors to students in September, 1961.

The initial student teaching program at St. Andrews was operated concurrently with on-campus classes. This arrangement was inherited from an antecedent woman's senior college which merged with another Presbyterian college in the area to form St. Andrews. A block semester devoted entirely to some professional education courses and full-time student teaching was initiated beginning with the 1964-65 session. This second phase transition took place during the second semester of the senior year, and was continued through the 1967-68 academic year. The Co-Op Step program, providing for an innovative eight week summer student teaching internship, was begun with the junior class during the 1967-68 session.

For more than a year before its implementation, the College's Teacher Education Committee considered alternatives to the "block" program. After conferences with public school county and state level personnel, the Co-Op Step program was recommended to the Faculty at St. Andrews and received its approval and subsequently a strong administrative endorsement. A five year approval of the program by the North Carolina Board of Education followed. A Title III, E.S.E.A. proposal developed with the initial three North Carolina school administrative units cooperating in the project was approved and funded.

I. The Co-Op Step Format

From its inception the primary objectives of Co-Op Step have been two-fold: to provide a student teaching internship that was an integral rather than an

incidental part of the planning and programming of the cooperating public school units, and to provide for continuous and all-inclusive feedback among student, college and public school personnel involved in the program. The brief description which follows illustrates the means by which these objectives are attained. A more complete description is found in the accompanying handbook, A Guide to Co-Op Step.

- A. The joint agreement between the public school units and St. Andrews included establishing guidelines for the summer program as well as all the necessary prior conferences to identify the purposes, personnel and resources for the program.
- B. During the junior year at St. Andrews the summer intern applicants are screened, approved and assigned to one of the summer projects. Concurrently these students are enrolled in the appropriate methods course which includes observation and brief teaching in local public school classrooms.
- C. In the summer following the junior year, student teachers report to their assigned Co-Op Step project for an eight week internship. A full-time College Resident Coordinator and the appropriate public school teaching support and supervisory personnel join forces to carry out the program for the public school pupils enrolled. Under the general supervision of a Project Director a week of planning, six weeks of teaching and a final week of evaluation are completed. Elementary and secondary level programs with emphasis on new materials, individualization, enrichment and a variety of organizational patterns are incorporated in the experience.

- D. A one term senior year practicum in Curriculum Organization and Evaluation provides additional professional education experiences and insights. The interns of the previous summer complete on-campus and off-campus projects designed to supplement their other experiences and especially to provide additional regular year public school participation. This course also includes assistance to the juniors in teacher education as well as opportunities for conferences and recommendations to the college staff for modification of the entire program.

II. The Co-Op Step Objectives and Advantages

The objectives established for St. Andrews teacher education students are similar to those found in most internship programs. However, the Co-Op Step Title III E.S.E.A. Project established objectives which are distinctive. A full statement of these objectives appears as Appendix A to this entry. In brief, these objectives emphasize:

- A. An organizational structure featuring small and large group arrangements with flexibility for individualized instruction.
- B. The selection and use of highly qualified public school teacher personnel who will gain leadership experience as team leaders for intern teachers.
- C. The selection and training of teacher education students in an innovative internship program.
- D. The identification, selection and/or development and evaluation of a variety of instructional materials and media appropriate for the pupils in the program.

- E. The active cooperation of personnel and agencies who share joint responsibilities for teacher education--the state department, the public school unit and the teacher education institution.

The experiences of two summer programs, with the intervening conferences and planning sessions, have convinced the participants that there are significant advantages to the Co-Op Step approach to teacher education. Particularly, the advantages include:

- A. The elimination of course offering conflicts for the college's academic divisions where teacher education student majors might require, as in a block program, special scheduling.
- B. A sequential junior-senior year experience which provides three different public school participation experiences, and likewise provides feedback on these experiences to all of the parties involved.
- C. The joint development, implementation and evaluation of an on-going public school oriented project where the summer program serves as a laboratory for new materials, new teaching strategies, and leadership training.
- D. A senior year opportunity for teacher education students to engage in remunerative substitute teaching and to accept early interviews for full time employment upon graduation.

III. The Co-Op Step Personnel and Budget

Tables I and 2 provide statistical summaries of the numbers and kinds of personnel in the programs as well as pertinent budgetary information. Also, charts diagramming the organizational structure of the program are included in Appendices B and C. During the 1968 summer programs 48 St. Andrews teacher interns worked

in three projects with 39 teacher personnel and 761 children and young people. In the 1969 summer program there were 41 interns, 31 teacher personnel and 609 public schools pupils involved.

The Title III budgets for the two fiscal years of operation were approved as \$118,076.00 and \$125,000.00 respectively. The College, in addition, provided a net investment of payments to the interns and to consultative personnel of \$9,789.93 in 1968 and of \$10,755.11 in 1969.

IV. The Co-Op Step Contribution and Evaluation

The many voices who speak with some authority about teacher education today emphasize three points:

- A. Contemporary programs in teacher education have not significantly identified the crucial elements for success.
- B. The internship is generally accepted as the single most important ingredient in teacher education.
- C. All teacher education programs must continue to be evaluated and modified to provide for the realistic demands of today's public schools and tomorrow's world.

With the funding of the Co-Op Step program, more intensive communication, planning and evaluation has resulted. The evidences of this include The Co-Op Step Pointer, the fall conferences, the winter workshops and the reports for the two summers of operation. Copies of these materials included in the supporting papers provide the reader with both descriptive and statistical analyses of accomplishments. Also, letters from the three key off-campus personnel involved in the program provide additional statements of the contribution Co-Op Step has made.

St. Andrews Presbyterian College, in its short existence, has been recognized already for an integrative, team-taught Christianity and Culture general core

program. Likewise, a unique curriculum and physical plant for the Natural Sciences have received national recognition. It is the conviction of the College that its Teacher Education program, involving to date approximately one-third of its graduates, may merit similar recognition. A 1970 Distinguished Achievement Award by the American Association of Colleges for Teacher Education would provide support for that position.

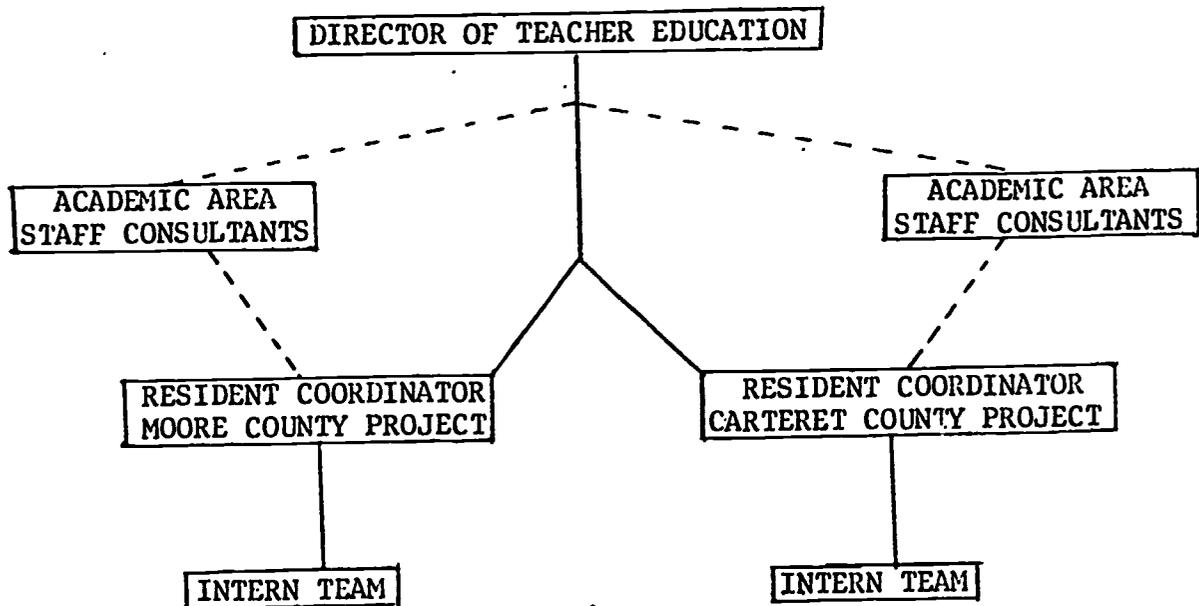
APPENDIX A

CO-OP STEP PROJECT OBJECTIVES

1. To experiment with teaching on the individualized, small group and large group basis in communication and computation skills in a team teaching setting and in an atmosphere conducive to freedom to experiment and innovate involving students from all socio-economic backgrounds.
2. To identify and provide selected master teachers the opportunity to gain leadership experiences in serving as team leaders in the planning and teaching of individualized, small group and large group learning activities and to explore various ways to utilize better the services of assistant teachers and teacher aides.
3. To identify and provide a selected number of assistant teachers and teacher aides an opportunity under the leadership of a master teacher to develop innovative teaching techniques and evaluate his strengths and weaknesses as a potential teacher.
4. To identify, develop and evaluate a variety of materials and media as applied to individualized, small group and large group approaches to teaching.
5. To provide an opportunity for school personnel from two administrative units, the State Department of Public Instruction and institutions of higher learning involved in teacher preparation the opportunity to participate as educational programs involved in cooperative planning, administration and evaluation.

APPENDIX B

ST. ANDREWS ORGANIZATION
for
CO-OP STEP

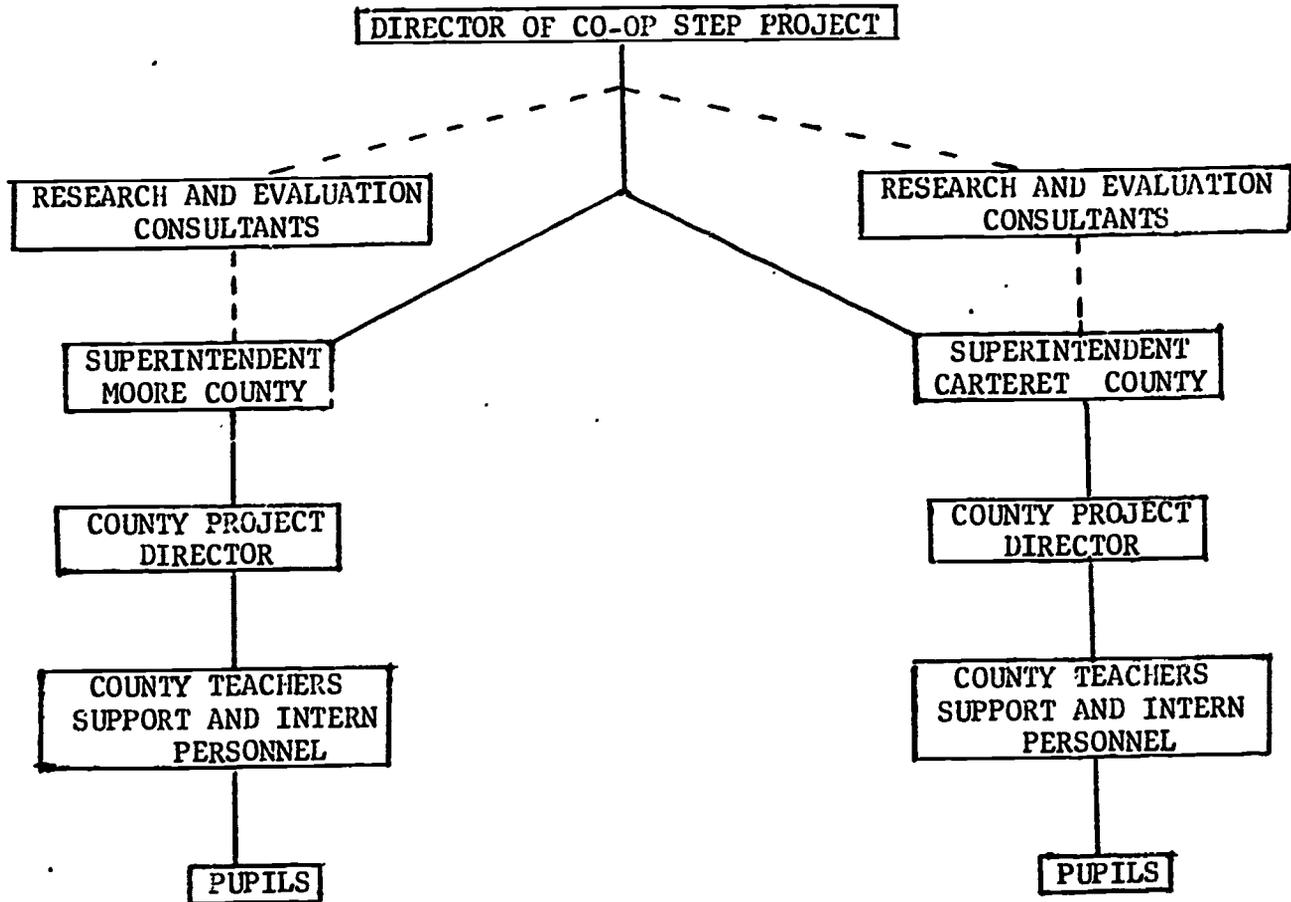


NOTE:

The Director of Teacher Education is a member of the Faculty's Educational Policy Committee and has academic rank in the Division of Behavioral Sciences.

APPENDIX C

PUBLIC SCHOOLS ORGANIZATION
for
CO-OP STEP



NOTE:

The Co-Op STEP Director is under the authority of the North Carolina State Department of Public Instruction, Title III Director. Moore County is the project's fiscal agent.

TABLE I
 NUMBERS OF PERSONNEL - BY COUNTY
 CO-OP STEP PROJECT
 1968, 1969

I. CARTERET COUNTY	<u>Master Teachers</u>		<u>Interns</u>		<u>Pupils</u>	
	<u>'68</u>	<u>'69</u>		<u>'69</u>	<u>'68</u>	<u>'69</u>
Primary Level	5	4	5	5	109	122
Elementary Level	7	4	7	5	130	88
Secondary Level:						
Biology	1		1		8	
Chemistry	2*		1		6	
English	3	3	3	4	75	82
French	1	1	1	3	13	10***
History, U.S.	1	1	2	2	10	15
Typing and Business Math	1		1		22	
TOTALS	<u>21</u>	<u>13</u>	<u>21</u>	<u>19</u>	<u>373</u>	<u>317</u>
II. MOORE COUNTY						
Elementary Level, including Music	7	9	8	10	196	157
Secondary Level:						
English	2**	4	4	5	50	46
French and Spanish	1**	2	2	3	7***	11***
History, U.S.	1	2	2	2	20	52
Music, Instrumental	-	-	1	-	24	-
Sciences	-	1	-	2	-	26
TOTALS	<u>10</u>	<u>18</u>	<u>16</u>	<u>22</u>	<u>297</u>	<u>292</u>

TABLE I (Continued)

DALLAS COUNTY	<u>Master Teachers</u>		<u>Interns</u>		<u>Pupils</u>	
	<u>'68</u>	<u>'69</u>	<u>'68</u>	<u>'69</u>	<u>'68</u>	<u>'69</u>
Elementary Level, Including Music	5	-	7	-	83	-
Secondary Level: English	2	-	3	-	21	-
History	1	-	1	-	7	-
TOTALS	<u>8</u>	<u>-</u>	<u>11</u>	<u>-</u>	<u>111</u>	<u>-</u>
GRAND TOTALS	<u>39</u>	<u>31</u>	<u>48</u>	<u>41</u>	<u>781</u>	<u>609</u>

*One person 4 weeks each.

**Master Teacher in French also supervised an intern in English.

***Does not include elementary exploratory French activity.

TABLE 2
 BUDGETARY INFORMATION - ST. ANDREWS
 1968, 1969

	<u>1968</u>	<u>1969</u>
Tuition Income from Interns	\$ <u>7,200.00</u>	\$ <u>8,200.00</u>
St. Andrews Supplemental Payments to Interns	10,800.00	13,106.90
St. Andrews Resident Coordinator Payments	5,000.00	4,200.00
Travel and Consultative Fees to St. Andrews Staff	<u>1,189.93</u>	<u>1,648.21</u>
Total Payments	\$ <u>16,989.93</u>	\$ <u>18,955.11</u>

NOTE: The Title III funding provided additional payments to the interns of \$18,000.00 in 1968 and \$11,250.00 in 1969.

BUDGET
Title III Co-Op STEP
1968 - 69

Series 100 - Administration

Salaries
Professional
Non-Professional
Materials and Supplies
Travel
Contracted Services
TOTAL 100 SERIES ----- 20,753.55

Series 200 - Instruction

Salaries
Professional
30 Assistant (Intern Teachers) 18,000.00
Non-Professional
Materials and Supplies
Contracted Services
Travel
TOTAL 200 SERIES ----- 79,762.45

Series 500 - Transportation Services

Salaries
Non-Professional
Contracted Services
Other Expense
TOTAL 500 SERIES ----- 5,638.00

Series 600 - Operation of Plant

Salaries
Non-Professional
Materials and Supplies
Other Expense
TOTAL 600 SERIES ----- 3,220.00

Series 800 - Fixed Charges

Fixed Charges
State Retirement
Social Security
Workman's Comp.
TOTAL 800 SERIES ----- 5,393.00

Series 1200 - Equipment

Equipment for
Administration
TOTAL 1200 SERIES ----- 3,309.00

GRAND TOTAL

\$118,076.00

BUDGET
 Title III, Co-Op STEP
 1969 - 70

Series 100 - Administration

Salaries
 Professional
 Non-Professional
 Materials and Supplies
 Travel
 Contracted Services 20,352.34
 TOTAL 100 SERIES -----

Series 200 - Instruction

Salaries
 Professional
 30 Teacher Interns --- 11,250.00
 Non-Professional
 Materials and Supplies
 Contracted Services
 Travel
 TOTAL 200 SERIES ----- 87,711.00

Series 500 - Transportation

Salaries
 Non-Professional
 Contracted Services
 Other Expense
 TOTAL 500 SERIES ----- 5,907.34

Series 600 Operation of Plant

Salaries
 Non-Professional
 Materials and Supplies
 Other Expense
 TOTAL 600 SERIES ----- 2,820.00

Series 700 - Maintenance of Plant

Repair
 TOTAL 700 SERIES ----- 100.00

Series 800 - Fixed Charges

Fixed Charges
 State Retirement
 Social Security
 Workman's Compensation
 TOTAL 800 SERIES ----- 7,309.32

Series 900 - Food Services

Other Expense
 TOTAL 900 SERIES ----- 800.00

TOTAL PROJECT

\$125,000.00

Co - Op STEP Project

Title III, Elementary and Secondary Educational Act
Carteret, Moore County
Boards of Education

T. L. Lee, Superintendent, Carteret Co. Schools
R. E. Lee, Superintendent, Moore Co. Schools

Mrs. A. C. Trivette, Project Director
Box 977, Carthage, N. C. 28327
Phone: 919 - 947 - 2976

November 24, 1969

Dr. John P. Daughtrey
St. Andrews College
Laurinburg, North Carolina

Dear Dr. Daughtrey:

As I evaluate the work of Title III, ESEA, Co-Op STEP for the two years of its operation it is apparent that much has been going on that is innovative.

The research indicates that significant gains as measured by pre and post standardized test were made by the children in the areas of reading and arithmetic at the elementary level. In the high school English classes where the progress of a control group using traditional classroom organization methods, and instructional materials was compared with that of an experimental group using teacher interns in a team teaching flexible scheduling, and individualized instruction program, the learning as measured by pre and post standardized tests was considerably more by students in the experimental group. The analysis of covariance was applied to reduce the likelihood that the significant gains were due to the two variants: pre test score and I.Q., and increase the chances that gains were due to the treatment factors, namely team teaching and individualized instruction. I am convinced that much of the academic improvement can be attributed to the zeal and creativity of the teacher interns.

It has been my privilege to be associated with the student teaching in five colleges and a university. I find St. Andrews' program superior to them all. It is stimulating to me to be associated with a college teacher training program that encourages experimentation, research, and creativity among the interns under the supervision of the best classroom teachers and college consultants available.

Sincerely,

Mrs. A. C. Trivette

Mrs. A. C. Trivette
Project Director

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SUPERINTENDENT PUBLIC INSTRUCTION
CARTERET COUNTY
BEAUFORT, N. C. 28516

November 6, 1969

Dr. John P. Daughtrey
Director, Teacher Education Programs
St. Andrews Presbyterian College
Laurinburg, North Carolina 28352

Dear Dr. Daughtrey:

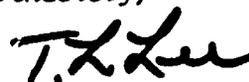
Among the distinguishing features of the Co-Op Step approach to student-teaching, I would note the following:

- (1) The student intern is a vital participant in a live and experimental approach, not just an appendage to a rigid - pre-determined program, so often characteristic of the traditional student-teaching experience.
- (2) The co-operating systems select the best possible master teachers available to lead the teams. This is her sole responsibility allowing adequate time for planning, execution, and evaluation during the summer period.
- (3) The teacher-intern is involved in the total planning process, which means her role is much more active in shaping the nature of her participation than in the traditional program. She shares in the decision making continuum.
- (4) The environment is unusually rich in materials and resources from which she learns to select the best suited for the individual student.
- (5) The total approach purposely avoids rigid structuring in organizational patterns, grouping, and techniques. It focuses the forces on the child.

These are certainly not the sum of the distinctive features of the Co-Op Step Program, but I think they are characteristic of an approach that is viable and much more in keeping with the demands placed on a beginning teacher in the schools of today.

I am very pleased that our unit can participate in a project, the design of which so enhances the probable success of the student-teacher, and which at the same time, affords excellent leadership opportunities for our staff and a stimulating environment for many of our students.

Sincerely,



T. L. Lee
Superintendent

TLL:mbs

Co - Op STEP Project

Title III, Elementary and Secondary Educational Act
Carteret, Moore County
Boards of Education

T. L. Lee, Superintendent, Carteret Co. Schools
R. E. Lee, Superintendent, Moore Co. Schools

Mrs. A. C. Trivette, Project Director
Box 977, Carthage, N. C. 28327
Phone: 919 - 947 - 2976

November 13, 1969

Dr. John P. Daughtrey
St. Andrews Presbyterian College
Laurinburg, North Carolina

Dear Dr. Daughtrey:

Many times we become so involved in the day-to-day demands upon our time that we fail to stop and give much deserved recognition to those whose ingenuity and energy have spawned a plan from which we so richly benefit. Such is the case with respect to the Co-Op STEP project for teacher education developed by you and your staff at St. Andrews Presbyterian College.

We are pleased with the wide scope (K-12) of this program and with the arrangement which enables the teacher intern to receive brief teaching in a traditional school before coming into our team teaching, flexible scheduling, ungraded program of enrichment, experimentation, and exploration. So the intern is prepared for whatever organizational arrangement he may find in his regular employment.

As you know, the emphasis here is upon the diagnosis of learning difficulties, upon the defining of behavioral objectives and the development of learning activity (LAPs) packages to meet the identified needs of individual pupils. This gives the intern valuable laboratory and clinical training while he works as a member of a professional team.

One objective of our enrichment program is to identify, develop and evaluate a variety of instructional media, materials and techniques as applied to individualized, small group and large group approaches to teaching. These materials and techniques are evaluated through a carefully designed research project in which the teacher interns contribute much and receive valuable training seldom available to the new teacher.

We think that the summer school setting enables the intern to experience the opening and closing of a school term and affords a fair sampling of most situations a new teacher might encounter. In addition to having the help of other team members, we appreciate the fact that the college coordinator and consultants are in almost daily contact with the teams to assist through the evaluation of their video tapes and the discussion of case studies.

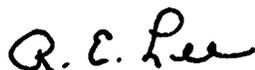
November 13, 1969

Having these interns with us at the end of their Junior year in college is good. It helps them to make up their minds about their vocational choice prior to their last year of college and provides them early exploratory experience to give them confidence and a motivation for their Senior year. It gives us an added source of teacher recruits at an earlier date than would be possible under the former arrangement.

We are pleased with the St. Andrews' plan of teacher education; it is innovative, distinctive, and valuable for beginning teachers. It is a genuine pleasure to work with St. Andrews Presbyterian College in a situation of mutual gain.

Sincerely,

MOORE COUNTY SCHOOLS



R. E. Lee
Superintendent

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