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ABSTRACT

The Nova Project of the Department of Secondary Education at California State University, San Diego, is described in this report. This one-year preparation program for secondary school teachers combines school and community experience with the focus on a team approach. Faculty and students work with local school personnel in the joint planning, coordination, and evaluation of the program. Besides this team approach, the special features of the project include flexibility in the use of time, content, and methods; varied and intensive field experiences; and the continuity of the fall and spring program semesters. The students actively participate in team teaching, individualized instruction, student contracts, self-evaluation, and microteaching. Evaluation of the project reveals that Nova students demonstrate a general feeling of self-confidence in themselves and their work. The students have a positive attitude toward teaching and the Nova Project and have developed effective teaching competencies. The report includes a general information booklet on the project, focusing on a description of the field experience, and a calendar for the fall semester. (BRB)

ED 084261

THE NOVA PROJECT

in

Secondary Teacher Education

1970-1973

California State University
San Diego

FACULTY

Dr. Clyde Crum and Dr. Leone' McCoy

SP 007 497

SUMMARY OF SUBMITTED PROGRAM

The Nova Project of the Department of Secondary Education, California State University at San Diego, offers teacher-candidates an alternative program leading to the California secondary teaching credential. Now in its fifth cycle of development, it has been in progress for two and a half years with the initial involvement of a faculty team of six members and a total enrollment since 1970 of 225 students out of approximately one thousand students enrolled in the secondary education program in that time. Successful participation in the project satisfies the department's requirements in psychological and social foundations, directed participation, student teaching, and a seminar in general methods. The student is enrolled for eleven units in the program for the first semester and nine units for the second semester.

The Nova Project's uniqueness and special effectiveness as a teacher education program lie in its highly interfaced pattern of school and community experiences and its focus on a team approach, in which faculty and students, as well as local school personnel, are regarded as members of the same team, with an emphasis on joint planning and evaluation, and extended and varied field work. The basic elements of the Nova model include the most recent innovations and emphasis on teaching/learning strategies. It is the belief of the faculty that students will teach others as they have been taught, and by actively participating in such systems as team teaching, individualized instruction, student contracts, self-evaluation and microteaching, it is predicted that, henceforth, they as teachers will more likely engage their own students and colleagues in such activities. It is these features of the Nova Project which distinguish it from most standard teacher education programs.

Periodic evaluations by and of current students and graduates of the project have revealed several recurring strengths in the program. It has been found that Nova students demonstrate a general feeling of self-confidence in themselves and in their work. Their attitude toward teaching and the Nova Project is very positive, and they have developed effective teaching competencies.

COMPREHENSIVE EXPLANATION AND ANALYSIS OF THE PROGRAM

I. Description and Development of the Nova Project

History of the Nova Project

The Nova Project has a most interesting beginning. It was conceived at a time when colleges and universities across the face of the country were being asked by students to reconsider the effectiveness and relevance of their many programs. Drawing from the strength of a highly cohesive and very supportive Secondary Education Department, the faculty was encouraged to formulate new programs, as considerable effort was made toward evaluation of the existing program. So in the spring of 1970, after much preparation and planning by several committees within the department, a school retreat was held up the California coast in one of the old missions, Mission San Louis Rey, now turned, in part, into a conference center.

As a part of the evaluation process, a number of school principals working with student teachers and with graduates of San Diego State who were then teachers in their schools generously agreed to prepare a videotape for viewing at the retreat. (See Photograph 1.) They sat as a panel and responded to the following and related questions with a view to assisting the faculty assess the secondary education program.

> When you are interviewing teachers as prospective staff members at your school, what do you want to know about their teacher preparation? I.e., what do you look for relative to their preparation as teachers?
>
> What do you believe to be minimum requirements and standards for the preparation of secondary teachers?

> How might San Diego State's teacher education program be modified to prepare its teacher-candidates for the ongoing changes in public school education?

Five graduates of the program, including a first, second, third, fourth, and fifth year teacher, also generously gave of their time to prepare a videotape, discussing among other questions, the following. (See Photograph 2.)

> What was the biggest surprise - shock - experience- for which you were not prepared when you began to teach full time?
>
> What do you wish you had been prepared for that you felt missing in the basic teacher education program at San Diego State?
>
> Consider recent and likely future changes in the schools. How might these changes be met in the teacher education program at San Diego State?
>
> What phases of the teacher education program at San Diego State were and are of benefit to you in your teaching?
>
> As you assist new members of the faculty in orientation to your school and to teaching there, what do you find you need to help them with most often?

Working from these videotapes, as well as an evaluation made by students then in the program, and their own evaluations and materials, the faculty held open and serious dialogues. In the period of a day and a half spent at the retreat, consensus was reached, and a general spirit of agreement was clearly articulated that the time was at hand and the need imminent for setting new directions as alternatives to the standard program.

Several groups within the faculty agreed to meet soon thereafter to pursue plans for developing new programs. A group of six faculty, some of whom had over the previous three years worked together in teams of two in the standard program, held the same commitment and decided to begin planning an alternative program. From February through June of 1970, the group, soon to adopt the name, the Nova (new) Project, met regularly to frame a new plan. With their many contacts in the field and by conferring again and again with principals vice principals, other administrators and master teachers, and by seeking out those who were graduates of the San Diego State program, the Nova faculty set forth a general model. See Insert 1.

In September 1970 the Nova Project was begun with four faculty and sixty students and eight participating junior and senior high schools in San Diego city and county. The program continues to this date and its success can be measured in part by the impact it may have on the shape of the secondary education program being written by the Department of Secondary Education at San Diego State, as it prepares to meet the requirements of a new credentialing act legislated by the passage of California Assembly Bill 122, the Ryan Bill, to become effective September 1973.

The general development of the Nova Project has followed this schedule:

Nova I	1970-71	See Insert 2
Nova II	1971 (spring and fall)	See Insert 3
Nova III	1971-72	See Insert 4
Nova IV	1972 (spring and fall)	
Nova V	1972-73	See Insert 5

TABLE I

Relationship Between Assumptions about Preparing Teachers and The Basic Elements of the Nova Model

Assumptions	Corresponding Element of the Nova Model
Students should be involved in decisions about their own learning as they prepare to teach.	Student contracts Self-evaluation Student-sponsored workshops Quest projects Faculty and student liason committee for joint planning
Theory becomes practice, and practice becomes theory to the degree that there is an interfacing pattern of experiences between the theoretical and the practical. (Concomitant field work with campus work. Early, varied, and intensive field work.)	Early introduction to field work through Tutorials I and II Matching field work with seminar discussions on campus Enlarging experience in the schools and greater emphasis on field work as the program develops Frequent visits to community agencies and special schools
Students will teach others as they are taught.	Students are active participants in the use of contracts, individualized, independent study, microteaching (use of videotaping and other media), work with fellow students in a team effort
Learning is an interdependent function between and among others.	Faculty and student liason committee Students work with fellow students as tutorial teams, on quest projects, on service projects
There is no one ideal teaching strategy for effecting learning.	Students engage in many learning modes; large and small group instruction; individualized and independent study; integrated field and campus work.

Basic Elements of the Nova Model

The Nova Project features a continuously developing pattern of school and community experiences. It maximizes a team approach with an emphasis on joint planning by faculty and students, flexibility in the use of time and presentation of content, varied and intensive field experiences, and a continuity running through both semesters of the project.

The Nova model includes these features:

- faculty advising to a small group of 15 students
- faculty and student liason committee with weekly meetings
- student contracts and self-evaluation (See Insert 6)
- large and small group instruction
- faculty sponsored dialogues
- student sponsored workshops
- tutorial assignments in the schools (See following page)
- directed teaching, leading without interruption into student teaching which for some students may become a three hour ($\frac{1}{2}$ day) assignment. (See following page)
- microteaching
- quest projects conducted either as individual or team efforts (See Insert 8)
- visits to community agencies and special schools (Insert 7)
- student services to the project (See Insert 9)

Through its many hours of planning and constant evaluation of the project, the Nova faculty has been committed to some basic assumptions about learning and teaching and the preparation of teachers, and the basic elements of the Nova model are direct and applied outgrowths of these assumptions. They are detailed in Table I on the opposite page.

NOVA PROJECT

Module E - Field Experience

1970-71 Schedule	Practicum I 3rd - 8th Week	Practicum II 9th - 15th Week	Practicum III 16th - 30th Week
Phases of the field work	TUTORIAL TERMS (building to→) at two city and/or county schools for three weeks at each school.	DIRECTED TEACHING (building to→) at one school other than the two at which the student served as tutor.	HALF-DAY STUDENT TEACHING at one or two schools for a total of three period assignments.
Operation of each phase	Two students will be assigned as a team to one master teacher. It is hoped that the master teacher will act as the students' professional advisor and contact at the school. The team should be asked to observe, serve as group leaders, conduct tutorials, visit the library, counselors' offices, nurse's office, cafeteria and mail. The assignment is less one of student to class and more one of student to master teacher. <u>It is requested that the students not be asked to teach the entire class.</u>	Each student will be assigned to one master teacher. The assignment will begin as a directed teaching assignment (presently equivalent to SDSC's pre-cadet program) and may become the student's first student teaching assignment.	The student will resume his Practicum II assignment, now as student teacher to the class and, at the same, commence a second hour of student teaching. By the 22nd week the student will be given a third student assignment, probably teamed with another student teacher.
Master Teacher's Role	<u>Professional Advisor and contact in the school.</u> A liaison person who helps sensitize and make the student more aware of junior and senior high schools and their students	<u>Mentor and guide</u> who will initiate the student into the teacher's role and provide him with increasing responsibilities for the class.	<u>Mentor and supervisor</u> who will advise and direct the student teacher permitting him to assume full responsibility for the classes in his student teaching assignment.

General Course Structure of the Nova Project

The Nova Project offers teacher-candidates an alternative program leading to the California standard secondary teaching credential. It is a one year program, in which the student enrolls for eleven units in the first semester and nine units in the second semester. Although administrative necessities require course labels and course numbers as follows:

First Semester	Education 100	Social Foundations of Secondary Schools
	Education 110	Psychological Foundations of Teaching
	Education 180A Education 180B	Directed Observation and Participation in the Schools
Second Semester	Education 180C Education 180D	Two hours daily of Student Teaching
	Education 252	Seminar in general methods to accompany student teaching

the Nova model was developed to maximize the total integration of course work and field experiences and to avoid discretely isolated and segmented courses and class activities, unless deemed appropriate to the student's learning, and if they would generally facilitate the teaching/learning process. So Nova students were committed to a daily time block from 8 - 12 noon, in their first semester, for experiences appropriate to their entry into teaching, and from two to three hours daily in their second semester for student teaching and an additional two and one half hours for seminar meetings. See schedule, page 7 of this report.

Format and General Schedule of the Nova Project

The general pattern of campus and field experiences of the Nova Project is best depicted in the diagrammatic representation of the one year program, "Nova Project at a Glance," opposite this page. The schedule which has evolved through the first four cycles of the project and which is now in effect in Nova V may be represented in the following way:

	Order of Weeks	Time Schedule: 8 a.m. 9 a.m.	10 a.m. 11 a.m.
First Semester	1st	campus activities	→
One morning devoted to community field visit every other week	2	campus activities	→
	3	campus activities	→
	4	campus activities	Tutorial I
	5	campus activities	Tutorial I
	6	campus --Microteaching Sessions	
	7	campus activities	Tutorial II
	8	campus activities	Tutorial II
	9	campus --Microteaching Sessions	
Two - four community field visits during the 10th - 15th weeks	10 . . 15th	Twice a week meet on campus 8-10 for campus-based activities, including Quest Reports.	Directed Teaching daily in a local junior or senior high school; likely to become one of the two student-teaching assignments.
Second Semester	16th . . . 30th	Required two hours daily of student teaching; approximately, 15 per cent of each Nova group assumed an optional third hour of teaching or school related activity, such as assisting in the counseling offices. The students also participate in a weekly two and one half hour seminar tied to the student teaching.	

Sample daily agendas for weekly schedules are included in Insert 10)

The Nova Project offers twenty of the thirty postgraduate units required in California for the standard secondary teaching credential. In both semesters of the program, students typically would be enrolled in an additional three to six units of other courses, usually in their major or minor area of study.

Nova Students

To be admitted to the program, students in the Nova Project must have met admission requirements set for all secondary teacher candidates intending to enroll in the Department of Secondary Education. They enter either as second semester seniors or as graduate students. Once admitted, they may elect any introductory section, the Nova Project being one of six, acceptance therein contingent upon available space. In the case of Nova I and II, students meeting at a general pre-registration were given an orientation to the Nova Project, as well as to the standard program. At that time leaflets were distributed to describe the program in greater detail. (See Inserts 11 & 12 Thereafter, for successive cycles of the Nova Project, information about the program was informally available from faculty and current students and graduates.

The ratio of faculty to students in the introductory sections in the first semester of the program is one to fifteen. Faculty also have other teaching assignments, in addition to the introductory section, as well as their committee and consulting responsibilities. Since 1970, the Nova Project has had a total enrollment of 225 students. See Inserts 2 & 3 and Inserts 4 & 5 for documentation about the Nova students and their activities.

II. Objectives of the Nova Project

It was the desire and intention of the Nova faculty to prepare effective, flexible, and responsive teachers who had demonstrated teaching competencies in the classroom and whose awareness of their learning modes and teaching styles would permit them varied means by which they could come to know their own students and communicate with them. The faculty involved the students in experiences which permitted them to test and find the value of student and self-initiated learning and evaluation on the one hand, and the value of team and group endeavors which could produce a sense of faculty, on the other. Generally,the activities of the project were designed to tap and develop the human resources which were represented by the pool of talent in each Nova group of students and to launch them into seeking to develop a life-time desire to grow as a person and as a teacher and to promote that growth in others.

Specific performance objectives were set by each student in individual conferences with his advisor, modified if necessary during the course of the program, and mutually evaluated by student and advisor periodically during the program. A sample of performance objectives proposed to Nova I students by the Nova faculty is presented in Insert 13. Selected objectives were presented by each student in a contract to which he committed himself for one semester of the program. See Insert 6 for samples of student contracts. A general framework for the ccourse was first proposed by the student liason committee, presented to the faculty, and later ratified, usually with some modification by faculty guidance and/or decision by the entire Nova group. See Insert 14 for "Nova II Student Liason Committee Suggestions for Program Ideas and Criteria for Student Evaluation." Also see Insert 15 for the "Program Proposed by Nova III."

III. Personnel Involved in the Nova Project

The initial planning for the Nova Project in the spring of 1970 was undertaken by six faculty members who volunteered to plan and serve together.

Dr. Clyde Crum
Dr. H. Earl Heusser, Jr.
Dr. Leone' D. McCoy
Dr. Robert B. Pehrson
Dr. Paul T. Richman
Dr. Sigurd Stautland

IV. Budget

There was no additional or special funding for the Nova Project. It was assumed as a regular part of the teaching assignment of the participating faculty. Hence, all the initial planning and subsequent time spent during each session of the Project in organizing and coordinating the various activities planned was given by the Nova faculty without any compensation other than basic salary.

V. Evaluation Procedures and Data

An over-all review and evaluation of the purposes, structure, and effects of the Nova Project are reported on audio tape by current and former students, faculty, principals, and master teachers. The audio tape is enclosed in the front pocket of this binder.

The Nova Project has undergone constant evaluation since its inception in 1970. In Nova I, during the first semester, from September 1970 through January 1971, three evaluations were made for the explicit purpose of improving the program as it was developing for the benefit of the students then enrolled and also for subsequent groups of students. The fourth evaluation of Nova I was conducted in May 1971. See Insert 16 for evaluation forms used for Nova I.

From the outset, the over-all reaction to the Nova Project was highly positive. By their own admission, students were "challenged by the freedom to learn, to take responsibility for oneself." By the same token, they wished to have had more immediate guidance and less responsibility for the initial planning. Generally, the students' comments reflected comments such as these. "Our group unity, spontaneity, and concern made the program a really meaningful experience. This program offered varied opportunities. It was flexible and made for the student. We had a voice in all decisions." Many reported having drawn valuable experiences from the quest reports and from small group meetings, particularly, those held at the schools. After having had field assignments at three different schools, a number of students noted finding great value in "the material which dealt directly with teacher preparation, such as lesson planning, Taba strategies, and orientation to the schools, as presented by outside speakers."

Another form was developed for evaluating Nova II. See Insert 15. It was prepared by a student in Nova II as her quest project. To prepare for the evaluation she kept a journal of her observations and thoughts about the project and her experiences in it. See Insert 16 for an excerpt from her journal. An early journal entry she made reveals her concern over the impact of the program, for she wrote, "What we need to go through the Department of Education is not (1) self-evaluation, (2) peer evaluation, (3) advisor evaluation. What we need is (1) humility, (2) a sense of group discipline, and (3) gods for advisors." Read Insert 16 for her notion of these conditions. Again, the findings were used further to shape and sharpen the focus, structure, and activities of Nova III.

Some of the strongest evidence of the general success of the Nova Project is reported in the newspaper article copied on the following page. It was reported in the Aztec, student newspaper at San Diego State and was the result of students' desire to communicate the value of the program so that others might know about it and consider enrolling in it. As one student was quoted as saying, when talking about the Quest Fair and reception planned by the students, "We want to show people Nova is working."

Evaluations were made of Nova III and Nova IV, using the departmental evaluation forms. See Inserts 16 . Generally, students responded favorably to setting their own objectives in student contracts, being able to enter the schools in field work early in the first semester, to visit community agencies and special schools, participate in individualized and independent learning and meet in conferences with their faculty advisor, and in small gorups with their peers. They had suggestions about changing the early observation (tutorial) schedule to include more schools, for a shorter period of observation at each school. Such an arrangement had been considered by the faculty, but rejected because of the number of contacts necessary to set up such a schedule and the possible inconvenience to principals and master teachers who would have to accommodate so many students on a quickly rotating schedule.

Although reactions did vary on the same point, some wishing to maintain the schedule of observation and participation as originally set, there was a general agreement with the basic Nova model. In the words of one student, when asked, "what were the least valuable aspects of this course?" he noted, "As an experimental program nothing was of <u>least</u> value." Still others found it to be "an open learning experience where many different views were exchanged."

Ostensibly, periodic evaluations by and of current students and graduates of the Nova Project have revealed several recurring strengths in the program. It has been found that Nova students demonstrate a general feeling of self-confidence in themselves and in their work. Their attitudes toward teaching and the Nova Project are very positive, and they have developed effective teaching competencies. The graduates of the program have shown a sustained interest in the Nova Project, for they have been willing to interest others in it and, if called upon, return to San Diego State to help in later evaluations. There has been an equally enthusiastic response from administrators and master teachers. Refer to audio tape (enclosed in this binder) of comments by current and former students, faculty, administrators, and master teachers involved in the Nova Project.

VI. The Nova Project's Contribution to the Improvement of Teacher Education

Basically, the Nova Project may be said to have created student trust in a process designed to prepare them as teachers. Their trust was vindicated as they found self-confidence in their teaching, and as they were received by master teachers and by their own students. They found that they could teach, and they liked it.

It has been the purpose of this program to generate within the awareness of those people concerned an appreciation of the fact that the education of the human being is a challenge relevant to that being within the framework and context of the time and conditions in which he lives and that the commitment of the teacher is constantly to recognize, analyze, and meet this challenge.

We, the faculty of the Nova Project, believe ourselves successful in degrees of meeting this challenge. It is our hope that our students as teachers will assume this challenge as their own.

SDSC
School of Education

1970-.

NOVA PROJECT

GENERAL INFORMATION BOOKLET

Contents

* The enclosed materials are subject to revision as the project develops.

SDSC
School of Education

1970-71

NOVA PROJECT

Special Features of the Nova Project

This one-year experimental project for the preparation of secondary school teachers will feature a continually building program of school and community experiences to be developed through a team effort of faculty and students. Every effort will be made to maximize a team-approach with an emphasis on joint planning by faculty and students, flexibility in the use of time, content, and methods, varied and intensive field experiences, and a continuity running through both fall and spring semesters.

WHO

- 60 students
- 6 faculty members of the SDSC Department of Secondary Education
- 8 participating junior and senior high schools in the city and county

WHAT

- Students will be teamed. They will be asked to serve as tutorial teams in the fall and should serve part of their student teaching as a team in the spring.
- SDSC faculty will be teamed to develop and participate in the modular units of the project. (See p. 2)
- Faculty and students will be teamed. Ten students will be teamed with one faculty member as their advisor for the year.
- Students will be invited to elect a student liaison team - a communication group - to inform and advise both the faculty and students.

WHEN

-	Fall Semester	M-F	8 a.m.-12 noon	On-campus sessions and field work
-	Spring Semester	M-F	8 a.m.-12 noon	Student teaching
		TBA		Seminar in student teaching

NOVA PROJECT

Basic Features of the Fall Semester

Five modular units will be offered. Some of the modules will be conducted concurrently.

Module A Critical Themes	Module B Mini-Courses	Module C Quest Cycles	Module D Community Lab.	Module E Field Experience
Lectures, discussions, guests, films, etc., <u>focusing</u> on major contemporary issues, so that students may identify and assess their own attitudes, information and points of view.	Self-contained and discrete units of study, <u>focusing</u> on developing and assessing the students' teaching skills and competencies.	Open choices, <u>focusing</u> on independent and small group studies.	Experience <u>focusing</u> on contact with agencies outside the school.	Experiences <u>focusing</u> on involvement in school programs and activities.
I. The Emerging Role of the Teacher as a Professional II. Innovations in Education etc.	I. Interaction Analysis II. Micro-Teaching Lab. etc.	To be developed with the Student Liaison Committee	I. Field Trips II. Meetings with service agencies	I. Tutorial Teams (see p. 4) II. Directed Teaching (see p. 4)

likely to become seminar topics . . .

to continue whenever time and practicalities permit

to become half-day student teaching

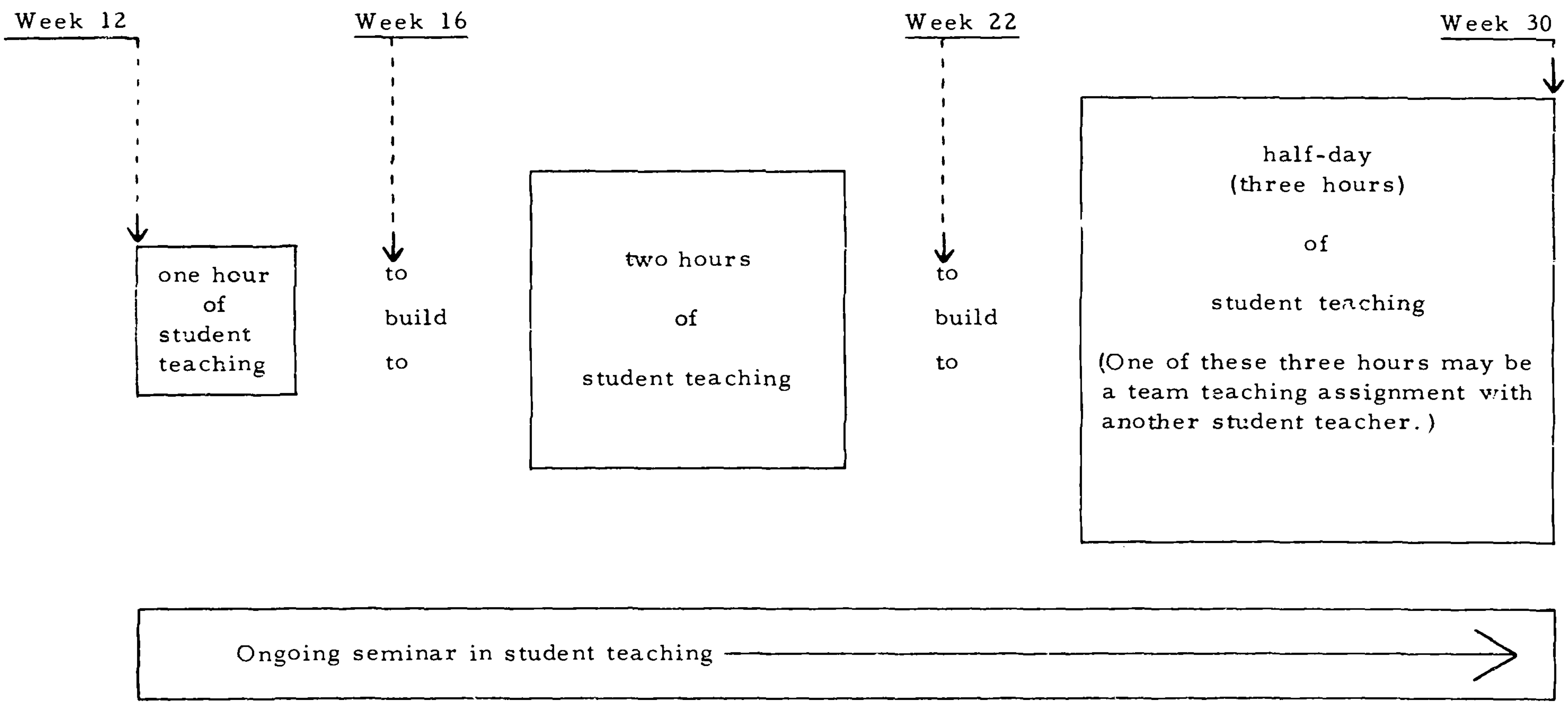
in......the......Spring......Semester (See p. 3)

SDSC 1970-71

NOVA PROJECT

Basic Features of the Spring Semester

Two modular units will be offered, student teaching and a seminar in student teaching.



NOVA PROJECT

Module E - Field Experience

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NOVA PROJECT
Proposed Calendar for Fall Semester

	8 am – 10 am	10 am – 12:00	F
Sep. 21 (WEEK 1)	Orientation (M–T); Interaction Analysis (W–Th)	Orientation (M–T); Critical Theme 1 "Role" (W–Th)	Community Lab
Sep. 28 (WEEK 2)	Interaction Analysis	Critical Theme 1 "Role"	Community Lab
Oct. 5 (WEEK 3)	Theme 2 Innovations	Tutorial Teams in School 1	Seminar
Oct. 12 (WEEK 4)	Theme 3 Learning Values and Philosophy	Tutorial Teams in School 1	Seminar
Oct. 19 (WEEK 5)	Theme 4 The Student and Society	Tutorial Teams in School 1	Community Lab
Oct. 26 (WEEK 6)	Theme 4 The Student and Society (Minority Concerns)	Tutorial Teams in School 2	Seminar
Nov. 2 (WEEK 7)	Theme 5 Evaluation - Behav. Obj. - Planning	Tutorial Teams in School 2	Seminar
Nov. 9 (WEEK 8)	Instructional Media (M–T); HOLIDAY (W); Instr. Media (Th)	Tutorial Teams in School 2 (M–T); HOLIDAY (W); Teams School 2 (Th)	Community Lab
Nov. 16 (WEEK 9)	Instructional Media	Quest Cycles; Directed Teaching	Directed Teaching
Nov. 23 (WEEK 10)	Quest Cycles; Directed Teaching (M–W); HOLIDAYS (Th–F)	Quest Cycles; Directed Teaching (M–W); HOLIDAYS (Th–F)	HOLIDAYS
Nov. 30 (WEEK 11)	Some Quest Reports; Micro-Teaching Lab	Micro-Teaching Lab; Directed Teaching	Directed Teaching
Dec. 7 (WEEK 12)	Directed Teaching	Micro-Teaching Lab	Seminar
Dec. 14 (WEEK 13)	Directed Teaching	Micro-Teaching Lab	Seminar
(WINTER RECESS) Dec. 21 - Jan. 2			
Jan. 4 (WEEK 14)	Directed Teaching	Micro-Teaching Lab	Seminar
Jan. 11 (WEEK 15)	Directed Teaching	Micro-Teaching Lab	Seminar

End of Fall Semester - January 16