ABSTRACT

This initial systematic management design for Teacher Corps, Cycle V, at the University of Southern California's School of Education covers the entire two years of the program. The document contains objectives stated in measurable terms, graphic representations of activities (flow charts and time sequence charts), key decision points to attain the objectives, and a scheduling of who is responsible for each activity. Among the major objectives for the program are the following: (a) to train interns in depth to understand delinquent youth in the educational process; (b) to acquire accreditation for each intern; (c) to award a master's degree to each intern; (d) to establish learning centers as competency based, experimental modules in the schools; (e) to create community related adjunct groups; (f) to develop new relationships between correctional schools and inner-city schools; and (g) to field-train cooperating teachers to work more effectively with delinquent youth. A list of regularized procedures concludes the model. It is stated that the design is constant in its evaluation and revision and is the first phase of refinement and redevelopment at present.

(Author/JA)
The following represents an initial systematic management design for Teacher Corps, Cycle V, University of Southern California, School of Education. It covers the entire two years of the program and contains objectives stated in measurable terms, graphic representation of activities (flow charts and time sequence charts), key decision points to attain the objectives, and a scheduling of who is responsible for each activity. A list of regularized procedures concludes the model. The design is constant in its evaluation and revisement and is in the first phase of refinement and redevelopment at present.

Annette M. Gromfin, Director
Teacher Corps-Urban
University of Southern California

Nov. 1971
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GENERAL OBJECTIVES

1. To train interns in depth to understand delinquent youth in the educational process.
2. To acquire accreditation for each intern.
3. To award a Master's degree to each intern.
4. To establish learning centers as competency based, experimental modules in the schools.
5. To create community related adjunct groups.
6. To develop new relationships between correctional schools and inner-city schools.
7. To field train cooperating teachers to work more effectively with delinquent youth.
8. To develop adjunct teams within the schools.
9. To develop coordinated planning of broad administrative teams.
10. To train experienced teachers to effectively assume team leader roles.
11. To facilitate corpsmen team development.
12. To develop competency based experimental modules in the university.
13. To develop an inter-disciplinary teacher training program for teachers of delinquent or delinquent-prone youth in correctional schools and high-delinquent public schools.
# OBJECTIVES AND MEASURABLE/OBSERVABLE GOALS

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<td>a. Course: Causation of Delinquency</td>
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<tr>
<td>b. Course: &quot;Curriculum Planning for Troubled Youth&quot;</td>
<td>Instructor</td>
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<tr>
<td>c. EDSP 508: School as a Social System: &quot;Environment for Alienation&quot;</td>
<td>Instructor</td>
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<tr>
<td>d. Field experience</td>
<td>Corpsmen team</td>
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<td>e. Community study</td>
<td>Corpsmen team</td>
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<td>f. Resource file</td>
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<td>g. Course: Delinquency and Family Relations</td>
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<td>h. Teaching with High Delinquent Youth</td>
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<tr>
<td>i. Drug abuse in Public Schools</td>
<td>Corpsmen team</td>
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<tr>
<td>j. Counseling delinquent youth</td>
<td>Instructor/Corpsmen team</td>
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<tr>
<td>k. Counseling families with troubled youth</td>
<td>Instructor/Corpsmen team</td>
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| **2.** | |
| a. Evaluate for credential | |
| b. Application for credential | |
| c. Execute application forms—submit | |
| d. Awarding of credential | |

| **3.** | |
| a. Admission to Graduate School | |
| b. Evaluation for Master's | |
| c. Awarding of Master's degree | |

| **4.** | |
| a. 557 Curriculum Lab | |
| b. Visitation and observation of existing learning centers | |
| c. Developing an initial design | |
| d. Establishing first learning center | |

| **5.** | |
| a. Information meetings with probation staff | |
| b. Plan the design | |
| c. Community study of agencies | |

- 2 -
Functional Unit

5. d. Visitations
   e. First group meetings

6. a. Development of Administrative team concept
   b. Mini-REAL designed
   c. Conduct Mini-REAL
   d. Research present administration procedures between public and correctional schools
   e. Plan liaison between public/correctional schools
   f. Establishing new procedures

7. a. Informing Cooperating teachers about Teacher Corps
   b. USC Class participation/Special Seminars tuition-free
   c. Course: Teacher Corps and the Supervising training role
   d. Special in-district seminars & workshops
   e. Special committee to evolve new Cooperating Teachers & Master's for experienced teacher

8. Development adjunct teams within schools
   a. Meetings with special school personnel working with troubled youth
   b. Working with special personnel-counselor-nurse, etc.
   c. Form planning group
   d. Develop procedures for adjunct teams
   e. Formalize human services in school adjunct team committees

9. Develop coordinate planning of broad inter-project administrative teams
Functional Unit

9. Continued....

a. Mini-REAL - Admin. training program goals of Teacher Corps

b. Mini-REAL - Admin. training effort - Administrative roles

c. Periodic administrative team meetings for new administrative procedures

Teacher Corps Staff USC and in-school staff

Teacher Corps Staff USC and in-school staff

Teacher Corps Staff USC

In-school staff

10. Training experienced teachers for affectively assume team leader roles

a. Participate in Mini-REAL - All meetings

b. Begin team leader training track-semi-monthly special meetings

c. Participate as co-team instructors in courses

d. Begin competency-based team goals

e. Plan and participate in special Supervision Course

f. Plan in-service training workshop with District Curriculum Specialist

g. Participate in in-service training workshops

Team Leaders/in-district staff

Team Leaders/Teacher Corps staff

Team Leaders/instructors

Team Leaders & intern teams

Team Leaders & Instructor

Team Leaders and district Coord. Personnel

Team Leaders and in-district Personnel

11. a. Participate in team development workshops Team Leaders USC and Teacher Corps staff

b. Develop criteria for team selection Corpsmen teams

c. Begin team projects - preservice inservice Corpsmen teams

d. Develop team plans Corpsmen teams

e. Develop team feedback procedures Corpsmen teams

12. Development of competency-based module in University. (Curriculum re: Learning Centers)

a. Begin curriculum development Teacher Corps staff USC & Corpsmen teams

b. Reviewed competency-based concepts Teacher Corps Staff USC & Corpsmen teams

c. Developed elements of competency-based in curriculum course Teacher Corps Staff USC & Corpsmen teams

d. Evaluate first effort Teacher Corps Staff USC & Corpsmen teams
12. e. Develop curriculum - competency-based committee
   f. Initiate design for in-service competency-based learning centers
   g. Begin refining competency-based design
   h. Implementation of relevant innovative designs in the process
   i. Periodic revision
   j. Periodic evaluation - Final Evaluation
   k. Feedback to Teacher Education of process and findings
   l. Presentation to curriculum committee

13. a. Form inter-disciplinary curriculum planning Committee meeting
    b. Review of inter-disciplinary meeting
    c. Planning and Design of inter-related concepts
    d. Initiate inter-disciplinary design
    e. Evaluation of inter-disciplinary design
    f. Revision of inter-disciplinary design
    g. Repetition of process: Refinement
    h. Presentation to Teacher Education, USC

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<table>
<thead>
<tr>
<th>Objective</th>
<th>Pre-Service</th>
<th>In-Service I</th>
<th>In-Service II</th>
<th>Interim</th>
<th>Summer</th>
<th>In-Service III</th>
<th>In-Service IV</th>
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</table>
IV. Regularized procedures for problem solving the basic management and problem-solving in the program is based upon a participative management design. This design defines basic decision-making responsibilities at the same time involves active involvement of all levels of the program in feedback and problem-solving committees. The previous flow charts show the process of involvement of this committee structure. It is an on-going process which allows for the constant emergence of problems or discrepancies in the program and allows immediate problem-solving to begin as the problem is identified. It involves constant and consistent participation by all members of the project. The following are the committee structures in the program with major areas of responsibility.

A short series of training meetings are built into each semester. All levels of the project attend the meetings and their purpose is to enhance communication.

Through problem-solving techniques, also, it is an effort to develop a comprehensive team process which diminishes status problems and emphasizes flexibility to involve many facets of the program in problem resolution.

**ADMINISTRATIVE TEAMS**

- Regular monthly meetings primarily involving administrators who are responsible for the functioning of the program. Revolves among school districts.

Involves:

1. University Teacher Education & Teacher Corps - Staff
2. School District Administrators - Team Leaders
3. Periodic involvement of others
ADMINISTRATIVE TEAM DEVELOPMENT FLOW

LEGEND:
- USC staff planning completed
- USC staff planning started
- Joint Inter-project staff meeting on experienced teachers masters' program
- Enlisting adjunct team
- Initiate inter-district planning
- Mini-real session I
- Mini-real session II
- Contact adjunct team
- Initiate in-district meetings
- Contact adjunct team
- Initiate in-district meeting I
- Contact adjunct team
- Initiate in-district meeting II
- Contact adjunct team
- Mini-real session III

Flow chart fulfills objectives 6, 8, 9.
These events are refined and developed throughout the program until institutionalizing, and course work and the new adjunct teams are final activities.

Initiate in-district adjunct team

Meetings
district planning
and staff of in-
district
board

Initiate in-district meeting

Initiate in-district
adjunct team

Initiate in-district
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Meetings
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Project R-E-A-L (Resources for Education and Adult Leadership) was a training program conducted by the University of Southern California Teacher Corps at the request of the National Teacher Corps Office of the Bureau of Research, Office of Education, Washington, D.C.
MINI R-E-A-L (Ministry of Education and Adult Leadership) was a training program conducted by the U.S. Army Corps at the request of the National Teacher Corps Office and the Department of Education and Adult Leadership, Washington, D.C.
These six events are repeated and developed throughout the program until institutionalized. Community adjunct teams, learning centers, and related school/community projects are final events.
<table>
<thead>
<tr>
<th>Event</th>
<th>Start Date</th>
<th>Estimated Date of Institutionalization</th>
<th>Institutionalization Date</th>
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</thead>
</table>

**Legend for Key Events:**

- Represents the initiation of the activity to achieve the objective.
- Indicates when the activity will be self-sustaining without special teacher support.
- Number of weeks required to refine the objective.
- Three numbers on the activity line indicate the most optimistic (O), most pessimistic (P) number of weeks required to refine the objective.
the activity to achieve the objective.

The three numbers on the activity line indicate most optimistic (o) - estimated (e) - most pessimistic (p) number of weeks required to refine that objective.

The activity will be self-sustaining without special Teacher Corps support either ram or external to the program.
GENERAL OBJECTIVES

1. To train interns in depth in the educational process.
2. To acquire accreditation.
3. To award a Master's degree.
4. To establish learning centers in the school system.
5. To create community related projects.
6. To develop new curricula.
7. To establish new educational programs.
8. To develop a cooperative education program.
9. To develop new educational programs.
10. To establish new educational centers.
11. To facilitate corpsmen teams.
12. To develop competency based programs.
13. To develop an interdisciplinary approach to teaching and learning.
14. To establish new educational centers.
15. To train experienced teachers in new roles.
16. To facilitate corpsmen teams.
17. To develop new educational programs.
18. To establish new educational centers.
19. To train experienced teachers in new roles.
20. To facilitate corpsmen teams.

INITIATION OF OBJECTIVES

1. To train interns in depth.
2. To acquire accreditation.
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GENERAL OBJECTIVES

1. To train interns in depth to understand delinquent youth in the educational process.
2. To acquire certification for each intern.
3. To award a Master's degree to each intern.
4. To establish learning centers as competency-based modules in the schools.
5. To create community-based adjunct groups.
6. To develop new extracurricular programs between correctional schools and inner-city schools.
7. To field train cooperating teachers to work more effectively with delinquent youth.
8. To develop adjunct teams within the schools.
9. To develop coordinated planning of broad administrative teams.
10. To train experienced teachers to effectively assume team leader roles.
11. To facilitate cooperative team development.
12. To develop competency-based experimental modules in the university.

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CURRICULUM PLANNING AND DESIGN

MODULE PLOWS 

CHART

Start multi-disciplinary integrated curriculum component including:
1. Causation of delinquency.
2. Learning and delinquency.
3. School as a social system.
4. Team concepts.

Faculty.
Interns team leaders interdisciplinary.

Designing a competency based educational experimental learning center.

Complete third module.

Community orientation to competency based education.

Meeting.

Competency Based curriculum component consisting.

CSC competency based experimental module.

Complete fifth module.

Community counseling groups.

Troubled groups and families.

Cultural utterances and delinquency.

Development of learning models and outcomes.

Counseling groups.

Multi-disciplinary curriculum component.

An experimental learning center.

Community counseling groups.

Complete fifth module.

Community counseling groups.

Cultural utterances and delinquency.

Development of learning models and outcomes.

Counseling groups.

Multi-disciplinary curriculum component.

An experimental learning center.

Community counseling groups.

Complete fifth module.

Community counseling groups.

Cultural utterances and delinquency.

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