

JOINT LEGISLATIVE COMMITTEE
ON
TEACHER EDUCATION
FINAL REPORT
December 1985



Arizona State Legislature

1700 West Washington
Phoenix, Arizona 85007

December 20, 1985

Dear Speaker Sossaman:

The attached final report is the result of study done by the Joint Legislative Committee on Teacher Education. The report includes several attachments relating to the recommendations.

Sincerely,


Senator Bill DeLong


Representative Jane Dee Hull

TABLE OF CONTENTS

Findings and Recommendations . . . A

List of Attachments. B

Information Requested from
Universities C

Northern Arizona University . . . D

University of Arizona E

Arizona State University F

Grand Canyon College G

Reading Research H

JOINT LEGISLATIVE COMMITTEE ON TEACHER EDUCATION

FINDINGS AND RECOMMENDATIONS

Findings

The Joint Legislative Committee on Teacher Education finds that many changes have recently been made and others proposed to insure that the teachers prepared in this state are highly qualified. The committee supports the efforts of the Board of Regents, the teacher education institutions, the State Board of Education and the educators and community members who have worked with them in undertaking these reforms. The committee urges these groups to continue the evaluation and reform of teacher education in this state.

The committee also finds that the anticipated increase in the number of teaching positions that will need to be filled in the next decade requires an effort to increase the number of well-qualified applicants to teacher education programs.

Recommendations

In order to provide support for the continuing reform efforts in teacher education, and in order to attract more highly-qualified applicants to teacher education programs, the committee makes the following recommendations:

1. The Board of Regents and the Legislature should insure that the level of funding for the Colleges of Education and the Center for Excellence in Education is adequate to support high-quality programs and continue efforts to develop alternative structures to respond to the differing needs of persons in varying circumstances who wish to prepare to become teachers. Examples of groups with differing needs are:

a. Those who have the ability to become good teachers but lack the necessary academic preparation in the basic skills.

b. Those with baccalaureate or higher degrees who wish to prepare to be teachers.

c. Those who have completed teacher education programs but wish to change teaching fields or return to teaching after several years absence.

2. The Legislature should continue to fund the Arizona Teacher Residency Program at a level sufficient to serve all school districts that request to participate.

3. The Legislature should resume funding of loan forgiveness programs for teachers by appropriating \$700,000 to the Board of Regents to reestablish and expand the teacher education loan forgiveness program. This program should provide loans to a variety of persons wishing to prepare to become teachers. The loans should not have to be repaid if the recipients complete a given number of years of teaching in Arizona. The loans should be targeted toward the following groups:

a. Persons with baccalaureate or higher degrees who have not completed teacher education programs.

b. Persons who wish to supplement previous study of education in order to become certified or recertified to teach.

c. Current teachers who wish additional training in order to be able to teach in areas of shortage.

d. Academically talented high school students.

e. Those who have the ability to become good teachers but lack the necessary academic preparation in the basic skills.

4. The Legislature should appropriate \$50,000 to the Board of Regents for staff support and operating expenses for a Professional Education Coordinating Council. The council would consist of representatives from the following groups: Board of Regents, State Board of Education, business and industry, school district administrators, parents, teachers, teacher education students, community college educators, and professors and deans of education. Initial members should be drawn from the membership of the Joint Legislative Committee on Teacher Education. The council would:

a. Monitor the administration of the teacher education loan forgiveness program.

b. Evaluate and make general recommendations to the Board of Regents regarding preservice teacher education programs and postcertification courses offered by teacher education institutions.

c. Receive and review data from the Board of Regents and the State Board of Education relating to examinations utilized for entrance to teacher education programs and teacher certification.

d. Coordinate and communicate with the teacher education advisory councils established by each teacher education institutions (see recommendation 5, below).

5. Each of the teacher education institutions in this state should be encouraged to establish a teacher education advisory council made up of teacher educators from out of state, school district superintendents, experienced teachers and graduates of the teacher education program at the institution, and school board members. The teacher education advisory council would, in coordination with the Professional Education Coordinating Council, advise the institution regarding issues specific to the teacher education programs at that institution.

6. The Professional Education Coordinating Council, the teacher education advisory councils and the teacher education institutions should be encouraged to:

a. Continue efforts to strengthen admission standards while recognizing a potential for pressure resulting from the forecasted shortage of teacher education graduates.

b. Insure that the preparation of teachers in reading instruction continue to include mastery of the essential elements of all of the major approaches to the teaching of reading currently recognized by reading experts.

pm8577

TEACHER EDUCATION ATTACHMENTS

There were many documents prepared and presented to the Joint Legislative Committee on Teacher Education during the course of the study. A copy of each is filed with the minutes.

Those documents relevant to the final recommendation of the committee are attached.

The attachments include:

1. List of questions asked of the Universities.
2. Responses from the universities
 - a. Northern Arizona University
 - b. University of Arizona
 - c. Arizona State University
 - d. Grand Canyon College
3. Reading Research
 - a. Decoding Definition
 - b. 1985 Iowa Basic Skills Test

pm85112

Information Needed for Joint Legislative Committee on Teacher
Education Hearing September 24, 1985
1:30 p.m. House H.R. #3

Please send the following information to Judy Richardson, Arizona State Senate, Phoenix, AZ 85007 by September 20. If you wish clarification, please call Judy at 255-3171 or Beverly Joder at 255-5480. Please make your response as brief as possible.

- A. The following information is needed separately for both the basic elementary and the basic secondary program for undergraduates as they currently exist:
1. The non-education course requirements for a student to be recommended for certification from this institution (general education, major or minor, etc.)
 2. Entrance requirements to the education program.
 3. A list of the methods used to recruit students to the program.
 4. Current enrollment in the program, the percentage of students currently enrolled who actually met all of the entrance requirements, and the percentage who transferred after 2 years at a community college.
 5. Brief description of services available to prospective teachers who fail the proficiency examination.
 6. A list of required courses in the education part of the program with the number of credits and the objectives of each, as well as other pertinent information, such as prerequisites and when it may be taken. Indicate any course that provides actual field experience.
 7. A typical program of study for the junior and senior years for a student in this program.
 8. Additional information on student teaching for each program:
 - a. How long, and how many hours/day?
 - b. How is the student evaluated?
 - c. If a student does not do well, may it be repeated?
 - d. How are the local supervising teachers selected?
To whom are they accountable?
Who trains them?
What is their remuneration?
 9. Description of any guarantee or any follow-up services provided to graduates who have problems.
 10. A list of the professors who are teaching the required courses, with their area of expertise and number of years of public school teaching experience.

11. Approximately what percentage of the students who enroll in this program are eventually recommended for certification? What are the main reasons for non-completion of the program?

B. Do you have a master's program for people with B.A.'s who would like to become an elementary teacher? If so, what is the enrollment and how does it differ from the elementary program for undergraduates?

C. Do you have a master's program for people with B.A.'s who would like to become a secondary teacher? If so, what is the enrollment and how does it differ from the secondary program for undergraduates?

D. Please describe any changes or reforms in your current elementary or secondary teacher training programs that are being considered and the proposed date of implementation.

E. Please provide the name, address, and phone number of the person you would like committee members to contact if they would like to visit your institution.

RESOURCE INFORMATION
FOR
JOINT LEGISLATIVE COMMITTEE ON TEACHER EDUCATION
SEPTEMBER 20, 1985

ELEMENTARY EDUCATION PROGRAMS

Center for Excellence in Education
Northern Arizona University
Flagstaff, Arizona

Dr. David A. Williams
Executive Director

ELEMENTARY EDUCATION PROGRAMS

Table of Contents

	Page
A.1 Non-education Course Requirements	1
I. Liberal Studies Program Requirements	1
II. Major/Minor Course Requirements	1
A.2 Education Program Entrance Requirements	2
A.3 Student Recruitment Methods	3
A.4 Current Program Enrollment Estimates	3
A.5 Remedial Services For Students Who Fail the ATPE/PPST	4
A.6 Required Education Courses	5
I. Elementary Education Major	5
II. Early Childhood Education Major	6
III. Special Education/Elementary Education (Double Major)	7
IV. Special Education/Early Childhood Education (Double Major)	8
A.7 Sample Programs of Study for Students in Junior and Senior Years	9
I. Elementary Education Major	9
II. Early Childhood Major	10
III. Special Education/Elementary Education (Double Major)	11
IV. Special Education/Early Childhood (Double Major)	11
A.8. Student Teaching: Elementary, Early Childhood, Special Education	12
A.9 Description of Follow-Up Services	13
A.10 Professors Teaching Professional Education Courses	13
A.11 Enrollment/Certification Estimates	14
B. Post-Degree Program - Elementary	14
C. Proposed Reforms and Changes	15
D. Contact for Additional Information	16

ELEMENTARY EDUCATION PROGRAM
Center for Excellence in Education
Northern Arizona University

A.1 NON-EDUCATION COURSE REQUIREMENTS

I. Liberal Studies Program Requirements (44 hrs. minimum)

Twelve credit hours of upper division course are chosen from outside the major or minor.

- a. Foundation Studies (9 hrs.)
 - 1. English (6 hrs.)
ENG 101 English Composition
ENG 102 English Composition
 - 2. Mathematics (3 hrs.)
MAT 110 College Algebra or
MAT 112 College Algebra and Trigonometry or
MAT 114 College Math with Applications or
MAT 135 Precalculus Math
- b. Discipline Studies (35 hrs.)
 - 1. Natural Sciences and Mathematics (8 hrs.)
 - 2. Creative Arts (9 hrs.)
 - 3. Letters (9 hrs.)
 - 4. Social and Behavioral Sciences (9 hrs.)

II. Major/Minor Course Requirements

- a. Elementary Education Major
 - 1. Content Emphasis (15 hrs.)

The elementary education major must complete a specialization (content emphasis) requiring a minimum of 15 semester hours of concentrated study in one of the following areas: anthropology, art, science, bilingual/multicultural education, biological science, dance, earth science, English as a second language, environmental studies, French, general science, geography, health, history, home economics, humanities, industrial arts, language arts, library science, mathematics, music, physical education, psychology, sociology, Spanish, special education, and speech communication. Content emphasis programs were developed by the various university departments.
 - 2. Supporting Electives (22 hrs.)

The elementary education major must complete 22 semester hours of supporting electives selected from an approved course list and with the approval of the advisor. These courses are in both content fields and in education: ART 101, ART 310, ART 410, ECI 302, ECI 308, ECI 447, ECI 501, EFD 403, EFD 483, EPS 504, ESE 380, HE 156, HE 280, HE 380, HPR 200, HPR 320, HPR 362, HPR 370, HPR 431, MUS 340, LS 300, LS 301, LS 302, LS 400, PSY 350, SOC 417, SPH 198, SPH 398. Arizona certification also requires the completion of PS 300, or PS 140 and PS 341 to satisfy the Federal/Arizona Constitution requirement.

- b. Early Childhood Education Major
 - 1. Content Emphasis (15 hrs.)
Same options as listed for elementary education major.
 - 2. Supporting electives (17 hrs.)
Selected from options listed for elementary education majors.
- c. Special Education/Elementary Education (Double Major)
 - 1. No content emphasis required; an additional seven hour emphasis in one special education area is required.
 - 2. Number of supporting electives varies.
- d. Special Education/Early Childhood (Double Major)
 - 1. No content emphasis required; an additional seven hour emphasis in one special education area is required.
 - 2. Number of supporting electives varies.

A.2 EDUCATION PROGRAM ENTRANCE REQUIREMENTS

Acceptance into the Teacher Education Program is contingent upon meeting criteria determined by the Teacher Education Admissions Committee. An admissions screening committee recommends admission when an applicant meets the following criteria:

- I. Coursework
Fifty-five hours of coursework, 10 semester hours at NAU.
- II. Grade Point Average
A cumulative GPA of at least 2.50 (computed on both resident and transfer hours). A student who fails to maintain a 2.50 GPA will lose admission status and must reapply for admission.
- III. Foundation Studies Classes
A grade of C or better in English 101 and 102 (Composition) and Math 110 (College Algebra) or acceptable equivalents.
- IV. Speech Class
A grade of C or better in Speech 340 (Communication in the Classroom) or an acceptable equivalent.
- V. ATPE/PPST
An acceptable score on the Arizona Teacher Proficiency Examination. After January 1, 1986, passage of the PPST will be required.

A.3 STUDENT RECRUITMENT METHODS

The admissions and New Student Programs staff at NAU is involved in a variety of recruitment programs which include the dissemination of information on programs in the Center for Excellence in Education. Among the most beneficial programs for the Center are: on-campus information days (held four times per year with approximately 700 students and 400 parents participating annually); escorted campus tours (approximately 1,100 people requesting tours annually); NAU information nights (where "host families" in selected recruitment areas hold information programs). Additionally, the Center is able to recruit students through a scholarship program funded by First Interstate Bank (thirty \$500 scholarships were awarded this year).

A.4 CURRENT PROGRAM ENROLLMENT ESTIMATES

I. Elementary Education Program Enrollment (Sept. 17, 1985)

In addition to the 256 students listed in the elementary education areas below, the registrar's records show 208 students as "Education/undeclared," indicating that these students have not decided which education program to pursue.

FALL ENROLLMENT	
(Education/undecided	208)
Early Childhood	48
Elementary Education	320
Special Education	128
TOTAL	496

(Excluding undecided majors)

All of the students currently enrolled have met the university entrance requirements. Approximately 45 percent of the enrollees have transferred from community colleges.

II. Elementary Education Graduates - 1981-1985

Center for Excellence in Education	Degree	1981	1982	1983	1984	1985
Early Childhood	BSED	44	42	29	33	36
Elementary Education	BSED	101	116	118	104	132
Special Education	BSED	24	28	15	12	65
	TOTAL	169	286	162	149	233

A.5 REMEDIAL SERVICES FOR STUDENTS WHO FAIL THE ATPE/PPST

I. Tracking of Student Performance:

We are instituting a computerized monitoring process which will record a student's status in the teacher preparation program, scores on the three segments of the PPST (and any pretest), and a record of tutoring. This cumulative information will help us work with individual students and plan for a tutoring program which is responsive to the overall needs of NAU's pre-teacher.

II. Identification of a Pretest:

Contact with ETS is being made to identify an appropriate pretest which could be given to students when they apply for admission to the Center for Excellence. This pretest would identify those students with tutoring needs in any of the three areas covered by the PPST, allow time for them to arrange for tutoring, and would enable CEE faculty to meet with and counsel individual students if necessary.

III. Identification of Existing Tutoring Services for PPST:

Universities in states where the PPST is currently required, are being contacted. We are collecting information about their experiences with helping students prepare for the test and with counseling those students who are unable to pass it. Information on these tutoring and counseling programs will be used to help develop a coordinated assistance program at NAU.

IV. Coordinated Tutoring Services:

Efforts are underway to develop a cooperative approach for offering tutoring to those students who do not do well on sections of the pretest and the PPST. CEE advisors will assist students in making a selection of the most appropriate tutoring service for them. Since records will be kept regarding the type of tutoring a student receives, we expect to continually monitor and improve both the quality of the tutoring and the quality of the "match" that is made between the student and the approach used.

a. Computer-assisted Tutoring:

When appropriate computer-assisted instruction is identified, these programs will be made available to students for use in the micro-computing lab in the Center for Excellence.

b. Peer-Tutoring and Counseling:

A number of places currently exist at NAU whereby students can receive direct tutoring or can be referred for the most appropriate services. In cooperation with the Office of Educational Support Programs, the Center for Excellence will involve staff members from the following areas to help students obtain the most effective tutoring and counseling services:

1. Minority Student Center
2. University Advisement Center
3. English Department Writing Center
4. Counseling Center
5. Math Department

A.6 REQUIRED EDUCATION COURSES

I. Elementary Education Major

EFD 200 **Introduction to Education** (2-3) An introduction to the function of education in our society and to the duties and qualifications of those who teach in the public schools. A study of historical forces, educational policies and governance structures affecting public school teaching.

ECI 300 **Arithmetic in the Elementary School** (3) A study of learning activities for arithmetic based on elementary and junior high school students' needs and development, including material on evaluating students' skills, preparing learning experiences, and implementing testing.

ECI 301 **Teaching Reading Decoding Skills** (2-3) An in-depth study of word analysis skills in reading with emphasis upon phonics, including a survey of language development, linguistic principles, and methods of teaching decoding and encoding skills.

ECI 303 **Fundamentals of Reading Instruction** (3) An examination of problems and methods in teaching reading emphasizing major skill areas: decoding, comprehension, vocabulary development, reading rate, study skills and critical analysis. Includes lab experience. Prerequisite: ECI 301.

ECI 304 **Language Arts in the Elementary School** (2-3) A comprehensive study of the principles and methods of teaching language skills with emphasis on oral language, handwriting, spelling, grammar, composition, and creativity.

ECI 306 **Science in the Elementary School** (3) A study of learning activities in science suitable for elementary school students. Includes work on developing appropriate sequences for teaching science processes, relating psychological theories to the planning of science instruction, implementing inquiry techniques.

ECI 307 **Social Studies in the Elementary School** (2-3) A study of the role, objectives, and content of social studies curriculum (role playing, gaming, multicultural emphasis, sexism) with emphasis on selecting appropriate methods, materials, and evaluation strategies for use in classroom settings.

ECI 308 **Teacher Aid Practicum** (1-12) A field experience in an elementary school classroom in order to provide the student with the practical experiences and tasks of the classroom teacher.

ECI 321 **Elementary School Curriculum** (3) A detailed study of classroom management and discipline techniques, curriculum design and evaluation, school and classroom organizational patterns, and the legal rights and responsibilities of elementary school educators.

ECI 324 **Growth and Learning** (3) An examination of the basic principles of growth and development and the ways they relate to human learning with an emphasis on relating knowledge of learning to planning, presenting, and evaluating classroom instruction.

ECI 330 **Evaluation of Learning** (2) An in-depth study of the principles and techniques of the evaluation of achievement in the elementary school. Includes examination of types of tests, types of objectives, the interrelated nature of teaching and evaluating, construction of tests, and applications of tests.

ECI 404 **Diagnosis and Correction of Reading Problems (2-3)** An understanding of the cognitive processes involved in reading, diagnostic procedures, evaluation of published instruments and materials, and development of classroom procedures.

ECI 490 **Supervised Teaching: Elementary (3-12)** Student teaching in early childhood and elementary grades; directed and cooperative preparation, teaching, and evaluation in actual classroom settings. A student must take this or ECI 493.

ECI 493 **Supervised Teaching: Bilingual Education (3-12)** Student teaching in elementary classrooms meeting and emphasizing bilingual needs.

II. Early Childhood Education Major

EFD 200 **Introduction to Education** (see page 5)

ECI 300 **Arithmetic in the Elementary School** (see page 5)

ECI 301 **Teaching Reading Decoding Skills** (see page 5)

ECI 303 **Fundamentals of Reading Instruction** (see page 5)

ECI 304 **Language Arts in the Elementary School** (see page 5)

ECI 305 **Child Study (3)** An examination of the nature of child development and of the exceptional child. Includes basic theoretical research formulation relating to the development of the child from conception through middle childhood.

ECI 306 **Science in the Elementary School** (see page 5)

ECI 307 **Social Studies in the Elementary School** (see page 5)

ECI 308 **Teacher Aid Practicum** (see page 5)

ECI 311 **Activities for Early Childhood Education (2-3)** A study of the nature of creativity in young children and ways to foster creativity in school settings through puppetry and drama, music and dance, movement exploration and play, and arts and crafts.

ECI 320 **Early Childhood Curriculum (3)** A study of the organization of curriculum materials, instructional approaches, classroom management and discipline approaches, and evaluation techniques for use in early childhood educational settings.

ECI 324 **Growth and Learning** (see page 5)

ECI 330 **Evaluation of Learning** (see page 5)

ECI 404 **Diagnosis and Correction of Reading Problems** (see page 6)

ECI 490 **Supervised Teaching: Elementary** (see page 6)

III. Special Education/Elementary Education (Double Major)

EFD 200 **Introduction to Education** (see page 5)

ECI 300 **Arithmetic in the Elementary School** (see page 5)

ECI 301 **Teaching Reading Decoding Skills** (see page 5)

ECI 303 **Fundamentals of Reading Instruction** (see page 5)

ECI 304 **Language Arts in the Elementary School** (see page 5)

ECI 306 **Science in the Elementary School** (see page 5)

ECI 307 **Social Studies in the Elementary School** (see page 5)

ECI 308 **Teacher Aid Practicum** (see page 5)

ECI 321 **Elementary School Curriculum** (see page 5)

ECI 324 **Growth and Learning** (see page 5)

ECI 404 **Diagnosis and Correction of Reading Problems** (see page 6)

ECI 490 **Supervised Teaching: Elementary** (see page 6)

ESE 380 **Introduction to the Education of Exceptional Children (3)** An examination of the professional/ethical responsibilities and the teaching/instructional responsibilities for teachers working with exceptional children. Emphasis on understanding the nature of children requiring special education services, the administrative models used for delivery of services, and techniques for effectively providing instruction.

ESE 423 **Appraisal of Exceptional Children (3)** Detailed study of the diagnostic tools used to identify the exceptional child, covering test selection, construction, administration, and use. Prerequisite: ESE 380.

ESE 424 **Education of Exceptional Children (3)** An in-depth study of the definition, etiology, characteristics, diagnosis, and educational goals of specific and general learning disabilities. Prerequisite: ESE 380.

ESE 460 **Consultative Techniques in Special Education (3)** An introduction to the methods of counseling with parents and their exceptional children; covering individualizing instruction, interactions with regular teachers, and resource room teaching. Also covers material on the affects of cultural, economic, environmental, and language factors on special education decision-making.

ESE 491 **Supervised Teaching-Special Education, Elementary (6-9)** Student teaching in elementary classrooms meeting special education needs; directed and cooperative preparation, teaching, and evaluation in actual classroom setting.

SPH 358 **Speech and Hearing Disorders of School-Age Children (3)** A survey course of speech, language, and hearing problems a teacher may encounter in children in the classroom. Emphasis is on practical aspects of how disorders are evident, how to recognize them, what they mean to the educational/social development of the exceptional child.

A seven hour emphasis in LD (learning disabilities) or MR (mental retardation) or EH (emotionally handicapped) is also required.

IV. Special Education/Early Childhood Education (Double Major)

- EFD 200 **Introduction to Education** (see page 5)
- ECI 300 **Arithmetic in the Elementary School** (see page 5)
- ECI 301 **Teaching Reading Decoding Skills** (see page 5)
- ECI 303 **Fundamentals of Reading Instruction** (see page 5)
- ECI 304 **Language Arts in the Elementary School** (see page 5)
- ECI 305 **Child Study** (see page 6)
- ECI 306 **Science in the Elementary School** (see page 5)
- ECI 307 **Social Studies in the Elementary School** (see page 5)
- ECI 308 **Teacher Aid Practicum** (see page 5)
- ECI 311 **Activities for Early Childhood Education** (see page 6)
- ECI 320 **Early Childhood Curriculum** (see page 6)
- ECI 324 **Growth and Learning** (see page 5)
- ECI 404 **Diagnosis and Correction of Reading Problems** (see page 6)
- ECI 490 **Supervised Teaching: Elementary** (see page 6)
- ESE 380 **Introduction to the Education of Exceptional Children** (see page 7)
- ESE 423 **Appraisal of Exceptional Children** (see page 7)
- ESE 424 **Education of Exceptional Children** (see page 7)
- ESE 460 **Consultative Techniques in Special Education** (see page 7)
- ESE 491 **Supervised Teaching: Elementary** (as above)

SPH 358 Speech and Hearing Disorders of School-Age Children (see page 8)

A seven hour emphasis in LD (learning disabilities) or MR (mental retardation) or EH (emotionally handicapped) is also required.

Note: The program requirements for elementary teachers, specialists, and early childhood teachers exceed those prescribed by the North Central Association Commission on Schools in their Policies and Standards for the Accreditation of Elementary Schools. A summary of the NCA requirements follows:

Elementary Teachers: All elementary teachers shall hold a baccalaureate degree from a regionally accredited institution and shall meet the regular elementary certification standards of the state for their specific assignment.

Specialists: Those specialists working in Elementary Schools shall meet the regular certification requirements of their respective states. A minimum of 15 semester hours is required.

Early Childhood Teachers: Kindergarten teachers shall have a minimum of nine semester hours of course work related to Early Childhood Education, and shall meet the regular certification standards of the state for the specific assignment.

A.7 SAMPLE PROGRAMS OF STUDY FOR STUDENTS IN JUNIOR AND SENIOR YEARS

I. Elementary Education Major

JUNIOR YEAR
Fall Semester

ECI 324 (3) Growth and Learning
SC 340 (3) Communication in the Classroom
PS 300 (3) Federal/Arizona Constitution
(7) Electives in Content Emphasis

16 Total hours

Spring Semester

ECI 301 (2) Teaching Reading Decoding Skills
ECI 303 (3) Fundamentals of Reading Instruction
ECI 304 (2) Language Arts in the Elementary School
ECI 308 (1) Teacher Aid Practicum
ECI 306 (3) Science in the Elementary School
ECI 307 (3) Social Studies in the Elementary School
(2) Electives in Content Emphasis

16 Total hours

S E N I O R Y E A R
Fall Semester

ECI 404	(3)	Diagnosis and Correction of Reading Problems
ECI 300	(3)	Arithmetic in the Elementary Schools
ECI 321	(3)	Elementary School Curriculum
ECI 330	(2)	Evaluation of Learning
	(5)	Electives in Content Emphasis
<hr/>		
16		Total hours

Spring Semester

ECI 490	(12)	Supervised Teaching: Elementary
---------	------	---------------------------------

II. Early Childhood Major

J U N I O R Y E A R
Fall Semester

ECI 324	(3)	Growth and Learning
SC 340	(3)	Communication in the Classroom
PS 300	(3)	Federal/Arizona Constitution
	(7)	Electives in Content Emphasis
<hr/>		
16		Total hours

Spring Semester

ECI 301	(2)	Teaching Reading Decoding Skills
ECI 303	(3)	Fundamentals of Reading Instruction
ECI 304	(2)	Language Arts in the Elementary School
ECI 308	(1)	Teacher Aid Practicum
ECI 306	(3)	Science in the Elementary School
ECI 307	(3)	Social Studies in the Elementary School
ECI 305	(3)	Child Study
<hr/>		
17		Total hours

S E N I O R Y E A R
Fall Semester

ECI 404	(3)	Diagnosis and Correction of Reading Problems
ECI 300	(3)	Arithmetic in the Elementary Schools
ECI 320	(3)	Early Childhood Curriculum
ECI 330	(2)	Evaluation of Learning
ECI 311	(2)	Activities for Early Childhood Education
	(3)	Electives in Content Emphasis
<hr/>		
16		Total hours

Spring Semester

ECI 490	(12)	Supervised Teaching: Elementary
---------	------	---------------------------------

III. Special Education/Elementary Education (Double Major)

JUNIOR YEAR
Fall Semester

- ECI 324 (3) Growth and Learning
- SC 340 (3) Communication in the Classroom
- ESE 423 (3) Appraisal of Exceptional Children
- ECI 306 (3) Science in the Elementary School
- ECI 307 (3) Social Studies in the Elementary School
- (1) Electives in Content Emphasis

16 Total hours

Spring Semester

- ECI 301 (2) Teaching Reading Decoding Skills
- ECI 303 (3) Fundamentals of Reading Instruction
- ECI 304 (2) Language Arts in the Elementary School
- ECI 308 (1) Teacher Aid Practicum
- ESE 424 (3) Education of Exceptional Children
- SPH 358 (3) Speech and Hearing Disorders
- (2) Electives in area of special education emphasis

16 Total hours

SENIOR YEAR
Fall Semester

- ECI 404 (3) Diagnosis and Correction of Reading Problems
- ECI 300 (3) Arithmetic in the Elementary Schools
- ECI 304 (2) Language Arts in the Elementary School
- ECI 321 (3) Elementary School Curriculum
- ESE 460 (3) Consultative Techniques in Special Education
- (3) Electives in area of special education emphasis

17 Total hours

Spring Semester

- ECI 490 (6) Supervised Teaching: Elementary
- ECI 491 (6) Supervised Teaching: Special Education

IV. Special Education/Early Childhood (Double Major)

JUNIOR YEAR
Fall Semester

- ECI 324 (3) Growth and Learning
- ESE 423 (3) Appraisal of Exceptional Children
- ECI 306 (3) Science in the Elementary School
- ECI 307 (3) Social Studies in the Elementary School
- ECI 305 (3) Child Study

18 Total hours

Spring Semester

ECI 301 (3)	Teaching Reading Decoding Skills
ECI 303 (3)	Fundamentals of Reading Instruction
ECI 308 (1)	Teacher Aid Practicum
ECI 311 (3)	Activities for Early Childhood Education
ESE 424 (3)	Education of Exceptional Children
SPH 358 (3)	Speech and Hearing Disorders

16 Total hours

SENIOR YEAR
Fall Semester

ECI 304 (2)	Language Arts in the Elementary School
ECI 404 (3)	Diagnosis and Correction of Reading Problems
ECI 300 (3)	Arithmetic in the Elementary Schools
ECI 320 (3)	Early Childhood Curriculum
ESE 460 (3)	Consultative Techniques in Special Education
(3)	Electives in area of special education emphasis

17 Total hours

Spring Semester

ECI 490 (6)	Supervised Teaching: Elementary
ECI 491 (6)	Supervised Teaching: Special Education

12 Total hours

A.8 STUDENT TEACHING: ELEMENTARY, EARLY CHILDHOOD, SPECIAL EDUCATION

A. How long and how many hours a day?

All university students in these degree programs student teach for a minimum of sixteen weeks. They are assigned for the entire day (approximately 8:00 a.m.-4:00 p.m.) for the weeks they are in the schools. By the end of their student teaching experience, we expect them to be able to manage the teacher's entire schedule. They are also expected to attend late afternoon and evening events with their local cooperating teachers.

B. How is the student evaluated?

All student teachers are evaluated by local cooperating teachers as well as university supervisors. Throughout the student teacher's assignment, the cooperating teacher and the university supervisor meet often with the student teacher. During these conferences, concrete suggestions are made to help the student teacher improve his or her teaching skills. A detailed mid-term evaluation is completed; this same form is used for their final evaluation. This form is placed in the student teacher's placement file. Students are graded on a pass/fail basis. This also includes the option of an incomplete grade. The grade is discussed by the cooperating teacher and the university supervisor; university personnel make the final decision on a grade.

- C. If a student does not do well, may it be repeated?
 If a student does not do well in student teaching, yet still shows potential we would give him or her an "I" (incomplete) and require the student teacher to continue student teaching for another semester. Student teachers who appear to have no potential for success as teachers would be given an "F."
- D. How are local supervising teachers selected?
 Local cooperating teachers are selected in one or more of the following ways:
1. most are nominated by district administrators,
 2. a few are nominated by university faculty,
 3. some cooperating teachers volunteer.
- All student teacher assignments are approved by the building principal.
- E. To whom are they accountable?
 Local cooperating teachers are accountable to the coordinator of field experiences through the university supervisors.
- F. Who trains them?
 They will be trained by NAU and will be judged to meet standards as established by the Center for Excellence in Education. This training will begin in the Spring of 1986 and will be completed within two years. Teachers and university personnel are presently designing this training program.
- G. What is their remuneration?
 Cooperating teachers are compensated \$318.00 per semester per student teacher.

A.9 DESCRIPTION OF FOLLOW-UP SERVICES

The Center responds to requests from graduates for assistance in their teaching activities. The response to such requests are channeled through the Division of Educational Services. Sometimes a graduate may make requests for assistance from their former advisor and the advisor responds.

A.10 PROFESSORS TEACHING PROFESSIONAL EDUCATION COURSES

Name	Area of Expertise	Years Experience in Public School Teaching
H. Cannon	Elementary school teaching methods	6
A. Cropper	Field Experiences	5
J. Curtis	Foundations of education	10
A. Danzig	Foundations of education	2
J. Davis	Elementary school teaching methods	6
J. Flores	Evaluation of learning	7
R. Hagelberg	Elementary math/science	6
D. Harper	Special education	6
P. Hayes	Elementary reading	35
M. Horst	Elementary reading	16
T. Jahnke	Elementary science	5

Name	Area of Expertise	Years Experience in Public School Teaching
J. Lepich	Special education	11
M. Miller	Elementary school teaching methods	28
S. Miller	Special education	13
C. Nelson	Elementary school teaching methods	9
D. Peterson	Special education	7
D. Platz	Early childhood education	4
N. Rost	Elementary science	12
P. Staskey	Foundations of education	9
P. Ver Velde	Elementary school teaching methods	9
K. Walker	Language arts instruction	<u>5</u>
Average number of years in public school teaching		10

A.11 ENROLLMENT/CERTIFICATION ESTIMATES

Students are encouraged to register for Introduction to Education (EFD 200) in their sophomore year; at this point they are considered to be a part of the education program.

Formal acceptance into NAU's Teacher Education Program occurs when students have met all entrance requirements described on page 2. Approximately 70 percent of those students taking EFD 200 complete the teacher education program and obtain certification. The 30 percent who do not obtain certification drop from the program for a variety of reasons including personal (financial and family problems), and academic (change of majors, failure to pass examinations, failure to maintain 2.5 GPA).

B. POST-DEGREE PROGRAM - ELEMENTARY

I. Admission Requirements

Post-degree programs in elementary, early childhood, secondary, and special education are available to students who have already earned a Bachelor of Science degree, but who have not prepared for teaching.

- a. The candidate must apply for and be admitted to the Teacher Education Program at NAU.
- b. Candidates for elementary education certificates must have completed or must complete a content emphasis of 15 semester hours in an approved emphasis area.
- c. Minimum Arizona requirements for any teaching certificate require the following academic courses. A post-degree student deficient in any of the areas must take courses to eliminate the deficiencies.

1.	English	2 courses
2.	Speech	1 course
3.	Math	1 course
4.	Science	1 course
5.	Social and Behavioral Sciences (to include a course in general psychology, a course	4 courses

in U. S. History, and a course in Federal and Arizona Constitution)

- d. Professional course work for the early childhood education candidate is 39 semester hours. For the elementary candidate the total is 34 hours. Special education candidates, because of the need to complete dual certification requirements, complete 55-60 semester hours of professional course work. With advisement, a limited number of professional courses within each program may be selected to count towards a Master of Arts in Education degree.

II. Degree Option

Northern Arizona University has a Master's degree program for people with BA's who would like to become elementary teachers. We have 85 students enrolled in post-degree elementary programs; most of those are in Master's degree programs.

C. PROPOSED REFORMS AND CHANGES

During the 1985-86 academic year, the faculty of the Center for Excellence in Education, with input from public school teachers and others, will be engaged in a substantial curriculum development process. It has been agreed that the new curriculum will:

1. Have a substantial experiential base;
2. Be competence based and organized;
3. Incorporate participation by school personnel;
4. Involve and secure support from business and industry;
5. Be visionary in that it will be designed to prepare teachers for the contingencies of today and into the twenty-first century;
6. Be extensively interdisciplinary with full involvement by colleagues across the NAU campus;
7. When possible, be offered in large blocks rather than in piecemeal courses;
8. Call for differentiation of on and off-campus courses and programs;
9. Not affect the program for students enrolled under the current program unless the student chooses to switch;
10. Not be built from the existing program but will start anew;
11. Not be built around current accreditation standards and certification requirements;
12. Involve extensive use of technology in delivering programs.

We are working in cooperation with the State Department of Education on the Teacher Residency Program and are assisting in the evaluation of the Career Ladders Program mandated by the state legislature. A variety of additional programs are being undertaken including the development of a "Great Books" curriculum for honors students pursuing teacher certification, the continued implementation of a post-degree certification program which retrains teachers to teach in critical/high need areas such as science and math, and utilization of seven field sites (each with offices and staff) for off-campus programs in education.

The curriculum development process will conclude at the end of the Spring 1986 semester with implementation of the new curriculum to begin Fall semester of 1986.

D. CONTACT FOR ADDITIONAL INFORMATION

For additional information on the teacher training program, contact Dr. David A. Williams, Executive Director of the Center for Excellence in Education, Box 5774, Northern Arizona University, Flagstaff, AZ 86011. He can be contacted at 523-2611.

RESOURCE INFORMATION
FOR
JOINT LEGISLATIVE COMMITTEE ON TEACHER EDUCATION
SEPTEMBER 20, 1985

SECONDARY EDUCATION PROGRAMS

Center for Excellence in Education
Northern Arizona University
Flagstaff, Arizona

Dr. David A. Williams
Executive Director

SECONDARY EDUCATION PROGRAMS

Table of Contents

	Page
A.1 Non-education Course Requirements	1
I. Liberal Studies Program Requirements	1
II. Major Course Requirements	1
III. Minor Course Requirements	2
A.2 Education Program Entrance Requirements	2
A.3 Student Recruitment Methods	3
A.4 Current Program Enrollment Estimates	3
A.5 Remedial Services For Students Who Fail the ATPE/PPST	5
A.6 Required Education Courses	6
I. Secondary Education Major	6
II. Special Education/Secondary Education (Double Major)	7
A.7 Sample Programs of Study for Students in Junior and Senior Years	8
I. Secondary Education	8
II. Secondary Education/Special Education (Double Major)	9
A.8. Student Teaching: Secondary, Special Education/Secondary	10
A.9 Description of Follow-Up Services	11
A.10 Professors Teaching Professional Education Courses	11
A.11 Enrollment/Certification	11
B. Post-Degree Program - Secondary	12
C. Proposed Reforms and Changes	12
D. Contact for Additional Information	13

SECONDARY EDUCATION PROGRAM
Center for Excellence in Education
Northern Arizona University

A.1 NON-EDUCATION COURSE REQUIREMENTS

I. Liberal Studies Program Requirements (44 hrs. minimum)

Twelve credit hours of upper division course are chosen from outside the major or minor.

- a. Foundation Studies (9 hrs.)
 - 1. English (6 hrs.)
 - ENG 101 English Composition
 - ENG 102 English Composition
 - 2. Mathematics (3 hrs.)
 - MAT 110 College Algebra or
 - MAT 112 College Algebra and Trigonometry or
 - MAT 114 College Math with Applications or
 - MAT 135 Precalculus Math
- b. Discipline Studies (35 hrs.)
 - 1. Natural Sciences and Mathematics (8 hrs.)
 - 2. Creative Arts (9 hrs.)
 - 3. Letters (9 hrs.)
 - 4. Social and Behavioral Sciences (9 hrs.)

II. Major Course Requirements (Varied hours)

Students seeking a Bachelor of Science Degree in Secondary Education require one of the following majors. In some areas, a student may take an extended major rather than a major and minor. Program requirements are set within each of these academic fields.

MAJOR	Credits Required by Major Dept.	Credits Required by North Central for Accreditation	Credits Required by Dept. for Extended Major
Art	40	24	55
Biology	34	24	58
Chemistry	30	24	57
Earth Science	34	24	-
English	36	24	54
French	35	20	-
Geography	35	24	-
Health Education	42	20	53
History	35	24	55
Home Economics			
non-vocational	38	24	-
vocational	45	24	-

MAJOR	Credits Required by Major Dept.	Credits Required by North Central for Accreditation	Credits Required by Dept. for Extended Major
Industrial Arts			
non-vocational	35	20	-
vocational	35	20	-
Journalism	30	24	-
Mathematics	40	20	-
Music (BS-MEd)	53	24	-
(BS-Ed)	35	24	-
Physical Education	35	20	-
Physical Science	34	24	-
Physics	34	24	50
Social Science	35	24	55
Spanish	35	20	-
Speech-Theater	36	24	-

III. Minor Course Requirements (Varied hours)

Students seeking a Bachelor of Science Degree in Secondary Education require either an extended major (which includes extra credits in one's major field) or one of the following minors. Program requirements are set within each of these academic fields.

MINOR	Credits Required	MINOR	Credits Required
Art	24	Humanities	24
Athletic Coaching	24	Industrial Arts	21
Athletic Training	21	Journalism	24
Biology	20	Library Science	20
Chemistry	20	Math	20
Dance	23	Music	24
Earth Science	24	Navajo	20
English	24	Physical Education	21
French	20	Physical Science	19
Geography	18	Physics	19
German	20	Social Science	23
Health	22	Spanish	20
History	24	Speech-Theater	24
Home Economics	24		

A.2 EDUCATION PROGRAM ENTRANCE REQUIREMENTS

Acceptance into the Teacher Education Program is contingent upon meeting criteria determined by the Teacher Education Admissions Committee. An admissions screening committee recommends admission when an applicant has completed the following:

I. Coursework

Fifty-five hours of coursework, 10 semester hours at NAU.

- II. Grade Point Average
A cumulative GPA of at least 2.50 (computed on both resident and transfer hours). A student who fails to maintain a 2.50 GPA will lose admission status and must reapply for admission.
- III. Foundation Studies Classes
A grade of C or better in English 101 and 102 (Composition) and Math 110 (College Algebra) or acceptable equivalents.
- IV. Speech Class
A grade of C or better in Speech 340 (Communication in the Classroom) or an acceptable equivalent.
- V. ATPE/PPST
An acceptable score on the Arizona Teacher Proficiency Examination. After January 1, 1986, passage of the PPST will be required.

A.3 STUDENT RECRUITMENT METHODS

The admissions and New Student Programs staff at NAU is involved in a variety of recruitment programs which include the dissemination of information on programs in the Center for Excellence in Education. Among the most beneficial programs for the Center are: on-campus information days (held four times per year with approximately 700 students and 400 parents participating annually); escorted campus tours (approximately 1,100 people requesting tours annually); NAU information nights (where "host families" in selected recruitment areas hold information programs). Additionally, the Center is able to recruit students through a scholarship program funded by First Interstate Bank (thirty \$500 scholarships were awarded this year).

A.4 CURRENT PROGRAM ENROLLMENT ESTIMATES

I. Secondary Education Program Enrollment (Sept. 17, 1985)

The following enrollment data does not include all majors in secondary education in various disciplines (i.e. biology, mathematics) because it is not available from the academic departments at this time. In addition to the 262 students listed below, the registrar's records show 208 students as "Education/undeclared," indicating that these students have not decided which education program to pursue.

FALL ENROLLMENT MAJORS

(Education/undecided	208)	
Health Education	6	
Physical Educatin	116	
Art Education	16	
Music Education	38	
Home Economics Education	14	
Industrial Arts Education	74	
TOTAL	262	(Excluding undecided majors and some declared majors)

All of the students currently enrolled have met the university entrance requirements. Approximately 45 percent of the enrollees have transferred from community colleges.

II. Secondary Education Graduates by College 1981-1985

Data showing the number of graduates for the past five years is complete and does provide information on graduates in all areas by teaching major.

<u>College of Arts and Science</u>	<u>Degree</u>	<u>1981</u>	<u>1982</u>	<u>1983</u>	<u>1984</u>	<u>1985</u>
Biology	BSED	3	1	2	-	-
Earth Science	BSED	1	2	2	-	-
English	BSED	11	8	3	7	3
History	BSED	2	3	1	0	2
Mathematics	BSED	2	2	0	1	4
Physical Science	BSED	2	0	0	1	-
Social Science	BSED	2	4	3	-	-
Spanish	BSED	4	2	3	2	-
Subtotal		27	22	14	11	9
<u>College of Creative and Communication Arts</u>						
Art	BSED	1	1	1	0	-
Art Education	BSED	14	5	6	8	5
Music Education	BME	11	18	7	9	1
Speech Communication	BSED	1	0	0	0	0
Subtotal		27	14	14	17	6
<u>College of Design and Tech.</u>						
Home Economics	BSED	3	7	2	0	2
Industrial Art	BSED	25	12	10	7	7
Vocational/Industrial	BSED	6	11	6	3	3
Subtotal		34	30	18	10	13
<u>Center for Excellence in Education</u>						
Health Education	BSED	3	3	2	1	2
Physical Education	BSED	48	42	32	31	16
Recreational Leadership	BA	0	1	0	0	NA*
	BS	21	21	19	24	NA*
Subtotal		72	67	53	56	18
GRAND TOTAL		160	133	99	94	46

*The Department of Health, Physical Education and Recreation moved to the School of Health Professions in 1985.

A.5 REMEDIAL SERVICES FOR STUDENTS WHO FAIL THE ATPE/PPST

I. Tracking of Student Performance:

We are instituting a computerized monitoring process which will record a student's status in the teacher preparation program, scores on the three segments of the PPST (and any pretest), and a record of tutoring. This cumulative information will help us work with individual students and plan for a tutoring program which is responsive to the overall needs of NAU's pre-teacher.

II. Identification of a Pretest:

Contact with ETS is being made to identify an appropriate pretest which could be given to students when they apply for admission to the Center for Excellence. This pretest would identify those students with tutoring needs in any of the three areas covered by the PPST, allow time for them to arrange for tutoring, and would enable CEE faculty to meet with and counsel individual students if necessary.

III. Identification of Existing Tutoring Services for PPST:

Universities in states where the PPST is currently required, are being contacted. We are collecting information about their experiences with helping students prepare for the test and with counseling those students who are unable to pass it. Information on these tutoring and counseling programs will be used to help develop a coordinated assistance program at NAU.

IV. Coordinated Tutoring Services:

Efforts are underway to develop a cooperative approach for offering tutoring to those students who do not do well on sections of the pretest and the PPST. CEE advisors will assist students in making a selection of the most appropriate tutoring service for them. Since records will be kept regarding the type of tutoring a student receives, we expect to continually monitor and improve both the quality of the tutoring and the quality of the "match" that is made between the student and the approach used.

a. Computer-assisted Tutoring:

When appropriate computer-assisted instruction is identified, these programs will be made available to students for use in the micro-computing lab in the Center for Excellence.

b. Peer-Tutoring and Counseling:

A number of places currently exist at NAU whereby students can receive direct tutoring or can be referred for the most appropriate services. In cooperation with the Office of Educational Support Programs, the Center for Excellence will involve staff members from the following areas to help students obtain the most effective tutoring and counseling services:

1. Minority Student Center
2. University Advisement Center
3. English Department Writing Center
4. Counseling Center
5. Math Department

A.6 REQUIRED EDUCATION COURSES

I. Secondary Education Major

Departments offering content majors require a minimum of 23 hours of professional education courses. The following required courses are offered in the Center for Excellence.

EFD 200 Introduction to Education (2-3) An introduction to the function of education in our society and to the duties and qualifications of those who teach in the public schools. A study of the historical forces, educational policies, and governance structures affecting public school teaching.

ECI 303 Fundamentals of Reading Instruction (3) An examination of problems and methods in teaching reading emphasizing major skill areas: decoding, comprehension, vocabulary development, reading rate, study skills and critical analysis. Includes lab experience.

ECI 308 Teacher Aid Practicum (1-12) A field experience in an elementary school classroom in order to provide the student with the practical experiences and tasks of the classroom teacher.

ECI 322 Secondary School Curriculum and Principles (2-3) A detailed study of classroom management and discipline techniques, curriculum design and evaluation, school and classroom organizational patterns, and the legal rights and responsibilities of secondary school educators.

ECI 330 Evaluation of Learning (2-3) An in-depth study of the principles and techniques of the evaluation of achievement in the secondary school. Includes examination of types of tests, types of objectives, the interrelated nature of teaching and evaluating, construction of tests, and applications of tests.

ECI 404 Diagnosis and Correction of Reading Problems (2-3) An understanding of the cognitive processes involved in reading, diagnostic procedures, evaluation of published instruments and materials, and development of classroom procedures.

ECI 430 High School Teaching Methods (2-3) A study of methods of classroom management, discipline procedures, ethical and legal responsibilities of teachers, essential elements of secondary school instruction, and adjustment of classroom instruction to meet student skills and performance.

EPS 325 Educational Psychology (3) An examination and application of principles of developmental theory to secondary school teaching. Includes material on Piaget, Kohlberg, operant psychology, individual differences (and approaches to learning), measurement and evaluation.

ECI 495 Supervised Teaching: Secondary (3-12) Student teaching in secondary school content areas; directed and cooperative preparation, teaching, and evaluation in actual classroom settings.

II. Special Education/Secondary Education (Double Major)

EFD 200 **Introduction to Education** (see page 6)

ECI 300 **Arithmetic in the Elementary School (3)** A study of learning activities for arithmetic based on elementary and junior high school students' needs and development, including material on evaluating students' skills, preparing learning experiences, and implementing testing.

ECI 301 **Teaching Reading Decoding Skills (2-3)** An in-depth study of word analysis skills in reading with emphasis upon phonics, including a survey of language development, linguistic principles, and methods of teaching decoding and encoding skills.

ECI 303 **Fundamentals of Reading Instruction** (see page 6)

ECI 304 **Language Arts in the Elementary School (2-3)** A comprehensive study of the principles and methods of teaching language skills with emphasis on oral language, handwriting, spelling, grammar, composition, and creativity.

ECI 306 **Science in the Elementary School (3)** A study of learning activities in science for suitable for elementary school students. Includes work on developing appropriate sequences for teaching science processes, relating psychological theories to the planning of science instruction, implementing inquiry techniques.

ECI 308 **Teacher Aid Practicum (1-12)** (see page 6)

ECI 330 **Evaluation of Learning** (see page 6)

ECI 404 **Diagnosis and Correction of Reading Problems** (see page 6)

ECI 430 **High School Teaching Methods** (see page 6)

EPS 325 **Educational Psychology** (see page 6)

ECI 495 **Supervised Teaching: Secondary** (see page 6)

ESE 491 **Supervised Teaching-Special Education, Elementary (6-9)** Student teaching in elementary classrooms meeting special education needs; directed and cooperative preparation, teaching, and evaluation in actual classroom setting.

ESE 380 **Introduction to the Education of Exceptional Children (3)** An examination of the professional/ethical responsibilities and the teaching/instructional responsibilities for teachers working with exceptional children. Emphasis on understanding the nature of children requiring special education services, the administrative models used for delivery of services, and techniques for effectively providing instruction.

ESE 423 **Appraisal of Exceptional Children (3)** Detailed study of the diagnostic tools used to identify the exceptional child, covering test selection, construction, administration, and use. Prerequisite: ESE 380.

ESE 460 **Consultative Techniques in Special Education (3)** An introduction to the methods of counseling with parents and their exceptional children; covering individualizing instruction, interactions with regular teachers, and resource room teaching. Also covers material on the affects of cultural, economic, environmental, and language factors on special education decision-making. Or student may take SCH 358.

SPH 358 **Speech and Hearing Disorders of School-Age Children (3)** A survey course of speech, language, and hearing problems a teacher may encounter in children in the classroom. Emphasis is on practical aspects of how the disorder is evident, how to recognize them, what they mean to the educational/social development of the child and how and where to get professional help.

A seven hour emphasis in LD (learning disabilities) or MR (mental retardation) or EH (emotionally handicapped) is also required.

A.7 SAMPLE PROGRAMS OF STUDY FOR STUDENTS IN JUNIOR AND SENIOR YEARS

I. Secondary Education

JUNIOR YEAR
Fall Semester

EFD 200 (2)	Introduction to Education
ECI 308 (1)	Teacher Aid Practicum
SC 340 (3)	Communication in the Classroom
(10)	Requirements and electives in content major and minor
<hr/>	
16	Total hours

Spring Semester

PS 300 (3)	Federal/State Constitution
(13)	Requirements and electives in content major and minor
<hr/>	
16	Total hours

SENIOR YEAR
Fall Semester

ECI 325 (3)	Educational Psychology
ECI 303 (3)	Fundamentals of Reading Instruction
ECI 322 (3)	Secondary School Curriculum
(7)	Requirements and electives in content major and minor
<hr/>	
16	Total hours

Spring Semester

First Eight Weeks

- ECI 330 (3) Evaluation of Learning
- ECI 404 (3) Diagnosis and Correction of Reading Problems
- ECI 308 (1) Teacher Aid Practicum
- ECI 430 (3) High School Teaching Methods

Second Eight Weeks

- ECI 495 (6) Supervised Teaching: Secondary

16 Total hours

II. Secondary Education/Special Education (Double Major)

JUNIOR YEAR

Fall Semester

- ECI 325 (3) Educational Psychology
- ECI 303 (3) Fundamentals of Reading Instruction
- ECI 301 (3) Teaching Reading Decoding Skills
- ECI 308 (1) Appraisal of Exceptional Children
- (3) Electives in area of special education emphasis

16 Total hours

Spring Semester

- ECI 304 (3) Language Arts in the Elementary School
- ESE 424 (3) Education of Exceptional Children
- SPH 358 (3) Speech and Hearing Disorders
- (7) Electives in area of special education emphasis

16 Total hours

Summer

- ECI 330 (3) Evaluation of Learning
- ECI 404 (3) Diagnosis and Correction of Reading Problems
- ECI 308 (1) Teacher Aid Practicum
- ECI 430 (3) High School Teaching Methods

10 Total hours

SENIOR YEAR

Fall Semester

- ECI 300 (3) Arithmetic in the Elementary School
- ECI 306 (3) Science in the Elementary School
- ECI 307 (3) Social Studies in the Elementary School
- ESE 460 (3) Consultative Techniques in Special Education
- (4) Electives in area of special education emphasis

16 Total hours

Spring Semester

ECI 495 (6) Supervised Teaching: Secondary
ECI 491 (6) Supervised Teaching: Special Education

12 Total hours

A.8 STUDENT TEACHING: SECONDARY, SPECIAL EDUCATION/SECONDARY

A. How long and how many hours a day?

All university students in a regular secondary degree program student teach for a minimum of eight weeks. Special education/secondary dual majors student teach for a minimum of sixteen weeks. They are assigned for the entire day (approximately 8:00 a.m.-4:00 p.m.) for the weeks they are in the schools. By the end of their student teaching experience, we expect them to be able to manage the teacher's entire schedule. They are also expected to attend late afternoon and evening events with their local cooperating teachers.

B. How is the student evaluated?

All student teachers are evaluated by local cooperating teachers as well as university supervisors. Throughout the student teacher's assignment, the cooperating teacher and the university supervisor meet often with the student teacher. During these conferences, concrete suggestions are made to help the student teacher improve his or her teaching skills. A detailed mid-term evaluation is completed; this same form is used for their final evaluation. This form is placed in the student teacher's placement file. Secondary student teachers are primarily supervised by professors from NAU's academic departments of the students' major. Students are graded on a pass/fail basis. This also includes the option of an incomplete grade. The grade is discussed by the cooperating teacher and the university supervisor; university personnel make the final decision on a grade.

C. If a student does not do well, may it be repeated?

If a student does not do well in student teaching, yet still shows potential we would give him or her an "I" (incomplete) and require the student teacher to continue student teaching for another semester. Student teachers who appear to have no potential for success as teachers would be given an "F".

D. How are local supervising teachers selected?

Local cooperating teachers are selected in one or more of the following ways:

1. most are nominated by district administrators,
2. a few are nominated by university faculty,
3. some cooperating teachers volunteer.

All student teacher assignments are approved by the building principal.

E. To whom are they accountable?

Local cooperating teachers are accountable to the coordinator of field experiences through the university supervisors.

F. Who trains them?

They will be trained by NAU and will be judged to meet standards as established by the Center for Excellence in Education. This training will begin in the Spring of 1986 and will be completed within two years. Teachers and university personnel are presently designing this training program.

What is their remuneration?

Cooperating teachers are compensated \$318.00 per semester per student teacher.

A.9 DESCRIPTION OF FOLLOW-UP SERVICES

The Center responds to requests from graduates for assistance in their teaching activities. The response to such requests are channeled through the Division of Educational Services. Sometimes a graduate may make requests for assistance from their former advisor and the advisor responds.

A.10 PROFESSORS TEACHING PROFESSIONAL EDUCATION COURSES

Name	Area of Expertise	Years Experience in Public School Teaching
A. Cropper	Field Experiences	5
J. Curtis	Foundations of education	10
A. Danzig	Foundations of education	2
J. Eagle	Secondary school teaching methods	22
J. Flores	Evaluation of learning	7
D. Harper	Special education	6
J. Lepich	Special education	11
S. McClanahan	Secondary school teaching methods	11
S. Miller	Special education	13
D. Peterson	Special education	7
E. Sage	Secondary school teaching methods	6
P. Staskey	Foundations of education	9
M. Tanner	Secondary school teaching methods	<u>7</u>
Average number of years in public school teaching		8.9

A.11 ENROLLMENT/CERTIFICATION

Students are encouraged to register for Introduction to Education (EFD 200) in their sophomore year; at this point they are considered to be a part of the education program.

Formal acceptance into NAU's Teacher Education Program occurs when students have met all entrance requirements described on page 2. Approximately 70 percent of those students taking EFD 200 complete the teacher education program and obtain certification. The 30 percent who do not obtain certification drop from the program for a variety of reasons including personal (financial and family problems), and academic (change of majors, failure to pass examinations, failure to maintain 2.5 GPA).

B. POST-DEGREE PROGRAM - SECONDARY

I. Admission Requirements

Post-degree programs in elementary, early childhood, secondary, and special education are available to students who have already earned a Bachelor of Science degree, but who have not prepared for teaching.

- a. The candidate must apply for and be admitted to the Teacher Education Program at NAU.
- b. Candidates for the secondary certificate must have completed an acceptable teaching major and minor in content fields normally taught in public secondary schools.
- c. Minimum Arizona requirements for any teaching certificate require the following academic courses. A post-degree student deficient in any of the areas must take courses to eliminate the deficiencies.

1.	English	2 courses
2.	Speech	1 course
3.	Math	1 course
4.	Science	1 course
5.	Social and Behavioral Sciences (to include a course in general psychology, a course in U. S. History, and a course in Federal and Arizona Constitution)	4 courses

- d. Secondary post-degree students will complete no fewer than 26 semester hours of professional course work. With advisement, a limited number of professional courses within each area may be selected to count towards a Master of Arts in Education degree.

II. Degree Option

Northern Arizona University has a Master's degree program for people with BA's who would like to become a secondary teacher. We have 107 enrolled in post-degree secondary programs; most of those are in Master's degree programs.

C. PROPOSED REFORMS AND CHANGES

During the 1985-86 academic year, the faculty of the Center for Excellence in Education, with input from public school teachers and others, will be engaged in a substantial curriculum development process. It has been agreed that the new curriculum will:

- 1. Have a substantial experiential base;
- 2. Be competence based and organized;
- 3. Incorporate participation by school personnel;
- 4. Involve and secure support from business and industry;
- 5. Be visionary in that it will be designed to prepare teachers for the contingencies of today and into the twenty-first century;

6. Be extensively interdisciplinary with full involvement by colleagues across the NAU campus;
7. When possible, be offered in large blocks rather than in piecemeal courses;
8. Call for differentiation of on and off-campus courses and programs;
9. Not affect the program for students enrolled under the current program unless the student chooses to switch;
10. Not be built from the existing program but will start anew;
11. Not be built around current accreditation standards and certification requirements;
12. Involve extensive use of technology in delivering programs.

We are working in cooperation with the State Department of Education on the Teacher Residency Program and are assisting in the evaluation of the Career Ladders Program mandated by the state legislature. A variety of additional programs are being undertaken including the development of a "Great Books" curriculum for honors students pursuing teacher certification, the continued implementation of a post-degree certification program which retrains teachers to teach in critical/high need areas such as science and math, and utilization of seven field sites (each with offices and staff) for off-campus programs in education.

The curriculum development process will conclude at the end of the Spring 1986 semester with implementation of the new curriculum to begin Fall semester of 1986.

D. CONTACT FOR ADDITIONAL INFORMATION

For additional information on the teacher training program, contact Dr. David A. Williams, Executive Director of the Center for Excellence in Education, Box 5774, Northern Arizona University, Flagstaff, AZ 86011. He can be contacted at 523-2611.

CENTER FOR EXCELLENCE IN EDUCATION

NORTHERN ARIZONA UNIVERSITY

(Prepared for Joint Legislative Committee on Teacher Education, October 1985)

1. Information Regarding Quantity and Quality of Professional Staff Training by School Districts (not involving our University).

Many school districts conduct their own training programs dealing with their own specific curricula or with programs initiated by their local governing bodies. In some cases, they employ consultants from private firms to conduct in-service workshops for their teachers and administrators. Universities from out of Arizona also come into the State to provide these services. Quantity and quality of these programs vary widely, according to the needs and location of various districts.

2. Nature of Our Collaboration with School Districts:

The Center for Excellence in Education has a mission to work closely, and in a team spirit, with all schools in Arizona.

a. Professional Teacher Pre-Service:

1. The Center has established seven regional sites throughout Arizona, where pre-service training is provided for students of education. Coordinators at these sites are school-oriented professionals who serve as liaison between the local schools and the Center. Input from the school districts is sought and considered in the planning and revision of all Center teacher-training programs. Pre-service programs in these regional sites include advising, certification programs for teacher aides and specific training of pre-service teachers in such programs as Essential Elements of Instruction and Assertive Discipline.
2. The Center also collaborates with school districts in such on-site programs as the "Program for Learning Competent Teaching," a cooperative venture of Flagstaff Schools and the Center. A mobile unit has been set up at one of the district's elementary schools, where pre-service education students study and teach in classrooms prior to student-teaching. Teachers and administrators from Flagstaff and other districts work as a team with Center faculty to conduct lectures and seminars for the pre-service students in this program.
3. We work with the school principals and/or the district offices in the selection of outstanding cooperating teachers for all student teachers. Frequently these teachers have special skills in areas such as Essential Elements of Instruction and Assertive Discipline.

4. Districts are providing additional training for our students while they are student teaching by including them in teacher in-service training and having district curriculum supervisors observe and conference with the student teachers.
5. Four districts (Washington Elementary, Peoria, Prescott, and Hopi) have agreed to become "Student Teacher Centers." We will place 6-12 student teachers in their schools with specially selected teachers. NAU will provide 1/4-1/2 time professorial supervisors to those districts for observations and seminar classes. NAU will also provide in-service training for teachers as requested. All districts have agreed to provide special additional training to these student teachers (Essential Elements of Instruction, special education teaching techniques, Native American history and customs). These four districts came to our campus in early October to "recruit" student teachers for their schools. Our student response was very positive. We expect to have 40 of our students involved in these new programs in January, 1986. Three additional districts have proposed starting these centers for the Fall, 1986. The eagerness and cooperation of school districts in this effort has been very positive.
6. The training of cooperating teachers is another priority for Northern Arizona University. Within the next two years, all NAU cooperating teachers must demonstrate a set of supervisory skills before student teachers are assigned to them. These skills are being outlined in cooperation with school districts. The Center for Excellence in Education will provide seminars for cooperating teachers in which they will learn and/or demonstrate these skills.
7. In cooperation with Tucson Unified School District and Amphitheater School District, two runners up for Arizona Teacher of the Year are currently teaching classes and supervising student teachers at NAU. Pat Hays (a first grade teacher at Mesa Verde Elementary School in Tucson) and Jan Eagle (an English teacher at Sahuaro High School in Tucson) have one year positions as "Teachers in Residence."

Teacher In-Service and Graduate Training:

In-Service training programs tailored to each school's specific needs are provided on a low cost or no-cost basis to schools in Arizona. These programs are planned cooperatively by school personnel and Center personnel, and consist of a great variety of special projects. Since the Center was established in July of 1984, many school districts have been served. Set forth below are some examples of this work.

In-Service Workshops:

Listed below are some examples of projects carried out for schools at their requests:

Outcomes Accreditation Training Sessions
Motivation and Reading
Assertive Discipline
Essential Elements of Instruction
Library and Literature
Special Education Evaluation on Techniques
Math, Science, and Reading, K-3
In-Service for Parents with Special Education Children
Improvement of School Climate

2. School Evaluation and Improvement: Activities and Projects:

The Center assists school districts across the State in initiating and implementing school self-study projects for accreditation and school improvement. Following is a partial list of schools using Center resources and assistance for these projects:

Mayer High School
Ash Fork High School
Chinle High School
Pinon Elementary School
Teec Nos Pos Elementary School
East Flagstaff Jr. High School
Flagstaff Jr. High School
Safford Jr. High School
Leupp Boarding School
Peoria School District
Apache Junction School District
Nogales School District

3. Conferences, Seminars, and Retreats for School Districts:

The Center sponsors Conferences, Retreats, and Seminars for educational organizations and school districts. Below is a partial list of these activities:

Name of Conference
Academic Decathlon
North Central Association - Fall Conference
Career Ladders Conference
Conference for Reservation Public Schools
"Outcomes Accreditation" gathering of educators
who have served on NCA teams.
Principals' Academy
Finance Workshop
Arizona School Board Association
NCA Summer Conference with Ball State University

4. Individual Courses Offered by Request from School Districts:

A listing of off-campus courses offered by requests during Fall semester, 1985, gives an overview of the variety of graduate-level educational experiences provided through the Center.

Workshop: Computer Level II
 Innovative Ideas for Teachers
 Learning Competent Teaching
 In-Service Workshop: Essential Elements
 Modern Elementary School Science
 Educational Psychology
 In-Service: Survival Skills
 Classroom Microcomputer Applications
 Children's Literature
 Reading Decoding
 Reading Practicum
 Teaching Basic Skills w/Learning Centers
 The Teacher and the Bilingual Student
 The Role of Education in Society
 Computer Literacy Seminar

3. Nature of Collaboration with Other Education Units

- a. In July, 1985, the Coordinator of Field Experiences visited the campuses of University of Arizona and Arizona State University to initiate informal discussions with teacher education personnel. The University of Arizona has offered to help supervise our student teachers placed in Tucson. We are presently supervising one of their student teachers placed in Flagstaff. These initial discussions were informative and exploratory; the positive, cooperative attitudes of all may well lead to more formal collaboration in the future.
- b. Substantial collaboration between the educational units of the universities occurs through the accreditation/evaluation procedures of the North Central Association. Faculty members from all universities frequently serve on evaluation teams together for accreditation of schools.
- c. The Center for Excellence in Education has experienced some collaborative arrangements with other education units at ASU and the U of A, generally through professional organizations such as ASA, Inc., AASC, among others. Joint conferences and articulation efforts also have been undertaken like the High School/College Articulation in Writing Conference sponsored by the Andrew W. Mellon Foundation that was held at ASU in 1985 and will be held at NAU in 1986. The CEE has involved professors from the U of A in teaching courses in bilingual/multicultural education in the Master's degree program we offer in Nogales. We have also employed ASU and U of A professors to teach in our summer schools. Examples of this activity are Bob Grant, U of A, and Barney Moore of ASU.
- d. The Center for Excellence in Education is in close touch with many American and international universities in regard to professional teacher training. For Example,

we are a co-sponsor (along with Ball State University in Muncie, Indiana) of the North Central Teacher Education Project. This workshop brings together every summer the leading teacher educators in the United States to do research and publish reports on the crucial educational issues of the day. At present, this is the most prestigious teacher training project in the country.

- e. Two visiting professors from other teacher training institutions are spending one semester in residence at CEE this year. The first is Ronald Eugene Butchart, who is an Associate Professor in the College of Education at State University of New York, Cortland. Dr. Butchart is in residence now and meets daily with our faculty and graduate students to brief them on teacher training in New England. He will be followed in January by Shirley L. Haworth, who is Coordinator of Teacher Education at the University of North Carolina, Greensboro. Dr. Haworth is a renowned specialist on teacher education in the South and an officer in many professional associations that are involved in upgrading teacher preparation programs.
- f. Clair Keller, Distinguished Professor of History Education, Iowa State University, will be on the NAU campus in mid-October to assist a task force with reorganizing secondary history education programs at NAU.
- g. A Comparative Education Tour, co-sponsored with the National Institute of Education and the University of Massachusetts, takes some of our pre- and in-service teachers to leading teacher training institutes in Europe, such as the Froebel Institute in London. Then, too, we have an informal alliance with the Education Research Bureau at Hebrew University in Jerusalem. We are also developing international ties with the National Institute of Pedagogy in Mexico City in connection with our Bilingual/Multicultural Educational Program.
- h. Finally, the Blue Ribbon Lecture Series is committed to bringing every major figure in American education to our campus during a three year period. To illustrate, the appended list of individuals have been here over the last fifteen months (Appendix A).

4. Employee Qualifications

a. Supervision of Student Teachers

1. Professors: a) most of our secondary student teachers are supervised by professors from their academic major/minor areas of study. The only exceptions are those student teachers placed in remote areas (Salome, Nogales, Show Low, etc.) who are supervised by NAU Center for Excellence in Education site coordinators in that region. b) Education professors supervise approximately 1/3 of the elementary and special education student teachers. In both cases, these full-time professors are highly qualified faculty members.
2. Center for Excellence in Education site coordinators supervise approximately 1/4 of the elementary and special education student teachers. They are experienced teachers and administrators who have demonstrated professional competence in the schools in Arizona.
3. Graduate students supervise the remainder of our elementary and special

education student teachers. They have been accepted into NAU's graduate program on the basis of strong academic backgrounds and successful experience in schools.

4. A list of current student teacher supervisors is attached (Appendix B). The list includes details on their qualifications and years of public school experience.
- b. Instruction of regular undergraduate courses is conducted by individuals selected on the basis of:
 1. experience as a teacher or other professional in schools;
 2. advanced graduate work (the doctorate is desired but not required);
 3. professional activity (organizations, service to schools, etc.);
 4. scholarly endeavors.
 - c. Instruction of graduate courses is conducted by individuals selected on the basis of:
 1. experience as a teacher or other professional in schools;
 2. doctorate is required unless waived by virtue of the need in a particular discipline or by experience;
 3. scholarly endeavor with demonstrated research and publication effort;
 4. professional activity.
 - d. Instructors of In-Service Courses for University Credit:

Instructors must meet the requirements that the Board of Regents has established for full-time University faculty. Fewer than 10 percent of our courses are taught by faculty without the Doctorate. In all cases, instructors have proven expertise in their areas. All instructors must submit a complete vita, letters of recommendation, and documentation of their educational and experiential background. In planning the coursework, the following steps must be followed.

 1. A course of study (syllabus, course outline) must be submitted to Center.
 2. Center Curriculum Committee reviews course content to determine if it is rigorous enough to award University credit, and if it is a duplication of any other course.
 3. Instructor must be approved by the Center, meeting the requirements described above.
 4. All coursework and instructors must, in the final analysis, be approved by the Center Coordinating Council, and the Division of Continuing Education.
 - e. Background and Selection Process for Part-Time Staff
 1. Part-time faculty in the CEE fall into four categories: graduate assistants, part-time faculty on campus during the academic year, part-time faculty on campus during the summer, and part-time faculty who teach in our field-based programs and other off-campus courses.

2. We use very few graduate assistants for teaching courses. The courses they do teach are all on campus during the academic year. Usually they teach sections of EPS 100 (a study methods course, basically, which does not count as credit toward a degree) or EFD 200, Introduction to Education. Occasionally, a promising doctoral level graduate assistant will teach upper division courses. Graduate assistants are selected on the basis of letters of recommendation, GRE scores, an interview by a faculty panel, and the student's statement of purpose for pursuing an advanced degree. Those who teach EPS 100 are students in the master's and doctoral degree programs in Educational Psychology who are being prepared in counseling, school psychology, etc. Those who teach EFD 200 are selected on the basis of the experience as a teacher in schools.
3. All other part-time faculty are selected on the basis of experience in their professional area (teacher, counselor, psychologist, administrator, etc.), advanced degrees, and service to the profession. They are selected on the basis of their application, the extent to which they are recognized and accepted as high quality professionals, recommendations, and, in most cases, an interview with either a faculty panel or an administrator from the CEE. The attached draft policy (Appendix C) for selection of adjunct and part-time faculty is being implemented.
4. A list of part-time faculty currently on campus is attached (Appendix D). The list includes details on their qualifications and years of public school experience.

5. Basic Skills Test Information

- a. Because of the frequent turnover of directors in the office of student teaching, our records have not been kept in a consistent format for the past 3-5 years. One year ago, we received our first computer printout on NAU students' ATPE scores. They were not identified by minority group. We are receiving ATPE scores for past years from the Arizona Department of Education. An analysis will be completed to determine our students' test history on the ATPE by minority group. Because most of our students will now be taking the PPST, we will keep complete and separate records on this test. The NAU University Counseling and Testing Center is already working with us to establish timely and detailed reports of student scores.
- b. A comprehensive plan for providing assistance to students preparing to take the PPST for both the first time and for retakes has been developed. The complete plan is attached (Appendix E). The current schedule of support workshops available to students is also attached (Appendix F).

APPENDIX A
CEE LECTURE SERIES

<u>Date</u>	<u>Speaker</u>	<u>Topic</u>
10/30/84	Michael Kirst Stanford University	Reform in Education
11/14-15/85	Paul Resta University of New Mexico	The Impact of Technology on School Curriculum
12/10/84	Fenwick English Lehigh University	Significant Curriculum Reform Strategies and Issues
1/24-25/85	Daniel Huden University of Maryland	The Need for Lasting Constituencies in Education
1/24-25/85	Suzanne Shaffer Arizona State University	Imports and Exports in Education
1/24-25/85	Franklin Parker University of West Virginia	Minorities Education: Some International Comparisons
2/6/85	Jorge Amarilla Association of Teachers of Guarani	Discussion on the Guarani Language and Bilingual Issues in Paraguay
2/11/85	Wilson Riles Former State Superintendent of Education in California	Black Heritage in Education
2/13/85	Morrison Warren Arizona State University	Black Heritage in Education
2/19/85	Neil Postman New York University	Amusing Ourselves to Death
3/25/85	Rosemary Caffarella Virginia Commonwealth University	Women in Their Thirties: The In-Between Generation
3/28/85	Roach Van Allen University of Arizona	Helping Elementary Teachers Use Writing
3/29/85	Julian Stanley Johns Hopkins University	Youth Who Reason Extremely Well Mathematically: How to Find Them and How to Help Them
4/15/85	John Vaughn Executive Director, North Central Association	Outcomes Accreditation: A New Concept in School Evaluation
4/26/85	John Goodlad University of Washington	Good Schools and How to Get Them
5/9/85	Nolan Estes University of Texas	New Horizons in Education

CEE LECTURE SERIES (CONT'D.)

<u>Date</u>	<u>Speaker</u>	<u>Topic</u>
9/3/85	Lorin Hollander Concert Pianist	Arts in Education Through the '90's
9/13/85	Terrel Bell University of Utah	Excellence in Education
9/23/85	Avima Lombard Hebrew University	An International Perspective on Parent Involvement in Education
10/10/85	Madeline Hunter University of California, Los Angeles	Essentials of Good Schooling

APPENDIX BSTUDENT TEACHER SUPERVISOR INFORMATION

<u>SUPERVISORS</u>	<u>DEGREE</u>	<u>PUBLIC SCHOOL EXPERIENCE</u>
Rita Ashcraft	Ph.D.	.5 year
Ed Becker (GA)	Ed.S.	12.5 years
Dee Cannon	Ph.D.	13 years
Paul Denham	MA	13 years
Steve Fargo (GA)	Ed.S.	4 years
Luther Flick	MA	34 years
Al Flitcraft	MS	0 years
Pat Hays	MA	35 years
Mary Horst	Ed.D.	16 years
Ed Hubbard	MA	25 years
Patricia Hutchinson (GA)	BFA	4(full-time), 12(pt-t
LeeAnne Jaime	MA	8 years
Gordon Johnson	Ph.D.	11 years
Jim Lepich	Ed.D.	11 years
Laurie Levy (GA)	MA	3 years
John Micklich	Ed.D.	0 years(11 -t NM Military Inst
Margaret Miller	MA	17 years
Connie Mullinaux	Ph.D.	7 years
Dick Packard	Ed.D.	3 years
Ralston Pitts	Ph.D.	22 years
Skip Rau	Ed.D.	6 years
Jane Reukema (GA)	BA	5 years
Robert Rhodes	Ed.D.	21 years
Sharon Ritt	Ed.D.	5 years

SUPERVISORS

DEGREE

PUBLIC SCHOOL
EXPERIENCE

Phil Rulon

Ed.D

22 years

Ray Tamppari

Ph.D.

11 years

Peggy VerVelde

Ed.D.

10 years

Kay Walker

Ed.D.

3 years

Donna Winch

MA

12 years

APPENDIX C

SELECTION OF ADJUNCT AND PART-TIME FACULTY

D R A F T

Adjunct faculty and part-time faculty are two separate categories of faculty associated with the university. Part-time faculty are persons hired usually to teach one or more courses on a semester to semester basis. Adjunct faculty is a faculty status defined on page 3 of Chapter 2, Section 1 of the Faculty Handbook. Adjunct faculty function in a variety of ways within the university. In most cases adjunct faculty are not on the university payroll. They are proposed for this special status by an academic unit to the Vice President for Academic Affairs and receive a formal appointment from the President. They become part of the faculty whether compensated or not. They, more often than not, are involved in non-classroom activities serving as thesis advisors, members of doctoral committees or collaborating with our full-time faculty on research or service projects.

Selection and Appointment of Teaching Faculty

Anyone to be appointed as a teaching faculty must go through an approval process by the academic unit in which they are to teach. This review process should be similar to that used to select full-time faculty. It should be made very clear that review of the credentials and the recommendation of a person to teach a course is the responsibility of the chair, director, and dean responsible for the academic program. This is not the responsibility of the Office of Continuing Education or the Graduate Dean. Further, it is not the responsibility of the Office of Continuing Education to identify potential part-time or adjunct faculty, although they often can help by suggesting potential instructors.

Beginning with the Fall Semester, 1985, for each part-time teacher or adjunct faculty member there must be a personnel file in the academic unit along with the files kept for our regular faculty. This file should contain the information on which a decision was based to hire this person. Correspondence with this person on his/her duties and what is expected of instructors by this academic unit should also be included. Further, student evaluations of the teacher and other documented evaluative information

should be included. Once each semester the Office of the Vice President for Academic Affairs will send someone to review these files to make sure the files do exist and that the files are properly maintained.

What Information is Required for Hiring?

Information required for hiring part-time and adjunct faculty may vary. However, we must have a reasonably current resume and letters of recommendation. Such letters should outline the background of the candidate to teach specific courses and attest to the person's ability to teach effectively. In some cases it may be appropriate to ask for a transcript from the prospective instructor if that information documents that the person has the course work background to teach a particular course. Transcripts may be most appropriate for persons who are young in their careers, i.e., recent recipients of doctoral degrees. On the other hand, asking for a transcript which is ten or twenty years old may not be helpful at all. There may be other ways to provide input on the qualifications of part-time instructors. We need to make sensible judgments on what is needed to document a person's qualifications to teach a particular course.

For graduate courses, normally the instructor should have the doctoral degree. However, some people may have the expertise to teach at the graduate level because their accomplishments over time make them expert in the subject matter of the course and also because they have demonstrated ability as a teacher. The people best able to judge this are usually in the academic unit.

APPENDIX D

PART-TIME FACULTY

<u>NAME</u>	<u>HIGHEST DEGREE</u>	<u>DEGREE FROM</u>	<u>AREA TEACHING</u>	<u>YEARS OF PUBLIC SCHOOL EXPERIENCE</u>
L. Bierlein	MA	Univ. of AZ	EFD	5
T. Browne	MA	Nor. AZ Univ.	ECI	10
H. Brush	Ed.D.	Univ. of Mass.	EPS	15
D. Cady	Ed.D.	Nor. AZ Univ.	EPS	0
B. Cummings	MA	Nor. AZ Univ.	ECI	30
J. Curtis	MA	Nor. AZ Univ.	EFD/EAD	11
P. Jahnke	MA	Nor. AZ Univ.	ECI	6
K. Karol	BA	Mont Marty College	EFD	16
C. Nelson	Ed.D.	Nor. AZ Univ.	ECI	11
S. Oliver	MA	Southern ILL	ECI/ESE	13
S. Ritt	Ed.D.	Nor. AZ Univ.	ECI	5
M. Shimasaki	MA	Northwestern Univ.	EFD/ECI	10
K. Staires	Ed.D.	Nor. AZ Univ.	ECI	21
K. Walker	Ed.D.	Okla. St. Univ.	ECI	5

**PRE-PROFESSIONAL SKILLS TEST
PLANS FOR PREPARATION AND REMEDIATION
NORTHERN ARIZONA UNIVERSITY**

Identification of Students: Following the end of each registration deadline, the Testing and Counseling Center will send a list of those students registered for the next administration of the PPST to the Advising Center in the Center for Excellence in Education. CEE personnel will send these students a list of options available for test-orientation and preparation. Following the report of test scores (the Testing and Counseling Center will provide this information to the CEE Advising Center), notes outlining options available for remediation and test re-taking will be sent to all students who have failed one or more sections of the test.

Beginning spring semester, the taking of the PPST will be required in EFD 200, "Introduction to Education." Students (usually sophomores) take this course in order to explore career options within education. As a part of this course students will be given an orientation to the exam and will be required to register for it. This will enable us to reach a large number of the students who will now be required to pass the exam before acceptance into the program.

Options Available for Test Preparation: Materials to help students prepare for the test are being made available in the following ways:

A. Self-paced Materials

1. The Testing and Counseling Center is distributing copies of the PPST bulletin to all students who register.
2. Copies of the commercially published handbook, Teacher Competency Testing (Arco Publishing, NY) will be available at the NAU Learning Assistance Center, the CEE Advising Center, and through the NAU bookstore.
3. The Learning Assistance Center is developing PPST orientation and study materials based on the Educational Testing Service's information bulletin.
4. Video-cassette recordings of test-orientation sessions will be made available to students who are unable to attend the group sessions.

B. Individual Tutoring

1. Tutors in the NAU Learning Assistance Center are available for individual sessions with students who want to discuss how to prepare for the PPST.
2. The NAU English Department has a writing lab where students can go to get individual help to prepare for the composition and grammar sections of the test.

C. Group Workshops

1. The NAU Learning Assistance Center is scheduling sessions on writing essays, test anxiety, and PPST orientation prior to each test date. Sessions will be conducted by graduate students at NAU (many of them with classroom teaching experience) and will be available free of charge.
2. Faculty and staff members in the Center for Excellence will collaborate on development of test-orientation sessions to be conducted in the Center prior to each test date. These sessions will be held in a classroom equipped for video-taping. Video tapes will be made available to off-campus students through the offices of NAU field site coordinators.

Options Available for Test Remediation: Students failing one or more sections of the exam will receive letters outlining the following options available to them. Remediation programs are being developed along similar lines for each of the three sections of the exam.

A. Self-paced material

1. Computer-aided materials are currently available in NAU's Learning Assistance Center and the English Department's writing lab. Additional programs are being reviewed for purchase by the Center for Excellence and will be made available through the CEE Advising Center and the CEE computer lab.
2. The Learning Assistance Center has a wide variety of programmed learning booklets available in math, grammar, and reading. A tutor works with a student

to select the most appropriate materials based on the PPST (and ATPE) score reports.

B. Individual Tutoring

1. Tutors in the Learning Assistance Center are available to set up a series of work sessions with individual students on math, reading, grammar, and writing. Tutors who diagnose needs for in-depth work refer students to services within individual departments at NAU.
2. The writing lab in the English Department is able to provide individual tutoring programs for students with major problems in writing. Many of the tutors have backgrounds in English as a Second Language programs and can supplement the help provided in the Learning Assistance Center.
3. The Counseling Center can provide specific help to those students with severe problems with test anxiety and to those students who may need to consider career options outside of teaching.

C. Group Workshops

1. The Learning Assistance Center will provide specific remediation/review sessions for each of the three parts of the PPST. Materials are being developed within the Learning Assistance Center and will be reviewed by representatives of the Center for Excellence in Education, the English Department, the Math Department, and the Testing and Counseling Center.
2. Group workshops will also attempt to set up student study groups which, will have an assigned "advisor" to whom questions and requests for additional help or materials can be referred.

Future Plans: Educational Testing Service is making two new services available next spring: a revised score report form and an expanded test information booklet. Both of these services will enable NAU to improve their assistance to students who are preparing either for the initial exam or for a re-take. Currently the PPST score report form indicates the test score but does not give any information about the specific competencies the student can not demonstrate. Next spring the score report form will be revised to include this data. Remediation materials can then be developed related to each competency, and students will be able to get specific help directed at their area of weakness.

The ETS test preparation guide (also to be made available next spring) will use the exam format and sample questions to familiarize students with both the approach and the content of the PPST. The Assistant to the PPST Program Administrator at ETS has indicated that the booklet will not only identify correct answers to sample questions, but will also explain why alternate answers are incorrect. This booklet will be made available to students (for both individual sessions and group sessions) and will serve as a model for further development of remediation materials (including computer-assisted instruction).

Follow-up and Evaluation Plans: The CEE Advising Center is computerizing student records; test scores and tutoring records will be a part of the file. This cumulative information will be used to develop an ongoing plan for preparation and remediation which is responsive to student needs and which reflects the most successful aspects of the program.

16 October 1985

SCHEDULE FOR PPST ASSISTANCE and Workshops on Related Topics

Monday	Oct. 28	Noon	Deadline for Registering for Nov. 23 PPST
Tuesday	Oct. 29	3:30-4:30	Test Anxiety (L.A.C.)*
Wednesday	Oct. 30	3:30-4:30	Test Anxiety (L.A.C.)
Thursday	Oct. 31	4:00-5:00	PPST Preparation: Math (E.E.C.)#
Monday	Nov. 4	4:30-6:00	PPST Orientation (L.A.C.)
Tuesday	Nov. 5	3:30-4:30	Time Management (L.A.C.)
Wednesday	Nov. 6	3:30-4:30	Time Management (L.A.C.)
Wednesday	Nov. 6	6:30-8:00	PPST Orientation (L.A.C.)
Thursday	Nov. 7	4:00-5:00	PPST Preparation: Reading and Writing (E.E.C.)
Saturday	Nov. 9	PPST Examination	
Thursday	Nov. 14	4:00-5:00	PPST Preparation: Math (E.E.C.)
Monday	Nov. 18	4:30-6:00	PPST Orientation (L.A.C.)
Tuesday	Nov. 19	3:30-4:30	Writing Papers & Essays (L.A.C.)
Wednesday	Nov. 20	3:30-4:30	Writing Papers & Essays (L.A.C.)
Wednesday	Nov. 20	6:30-8:00	PPST Orientation (L.A.C.)
Thursday	Nov. 21	4:00-5:00	PPST Preparation: Reading and Writing (E.E.C.)
Saturday	Nov. 23	PPST Examination	

* LAC workshops will be held in the Learning Assistance Center on the second floor of the North Activity Building.

EEC workshops will be held in Eastburn Education Center room 221.

OUTLINE OF REMARKS PREPARED FOR
 JOINT LEGISLATIVE COMMITTEE ON TEACHER EDUCATION
 OCTOBER 31, 1985
 CENTER FOR EXCELLENCE IN EDUCATION NORTHERN ARIZONA UNIVERSITY

Planned Changes or Reforms in Teacher Education Program

During the 1985-86 academic year the faculty of the Center for Excellence in Education are engaged in a substantial curriculum development process. Proposals for change are being discussed with faculty and administrators from throughout NAU, with representatives from public school districts, with students, and with community members. The following guidelines are being used as a framework for this development work; in many instances, pilot programs are already underway.

Guidelines	Selected Pilot Programs
<i>The new curriculum will</i>	<i>Current pilot projects include</i>
1. Have a substantial experiential base;	a. Christensen School Project (See Appendix A); b. Practicum requirement with courses;
2. Be competency based ;	a. Current undergraduate course syllabi (See samples in Appendix B);
3. Incorporate participation by school personnel;	a. Teacher of the Year Program; b. EFD 200 - Introduction to Education; c. Student Teaching Centers; d. Teacher Residency Program;
4. Involve and secure support from business and industry;	a. Telecommunications network; b. State Advisory Board (Ken Carpenter, Branch Manager for IBM and William Schaefer, Superintendent of Madison Unified District are co-chair); c. Program and scholarship support provided by business and industry;
5. Be visionary in preparing teachers for the 21st century;	a. Technology adaptation for classrooms; b. Analysis of course competencies; c. Research projects (for Board of Regents, Arizona Legislature and State Board of Education) which focus on educational problems;
6. Be extensively interdisciplinary;	a. Great Books proposal; b. Decentralized secondary education programs; c. Interdisciplinary Curriculum Committee; d. History Education Task Force;
7. When possible, be offered in blocks rather than in piecemeal courses;	a. Christensen School Project; b. Professional Semester;
8. Differentiate between on and off campus programs.	a. Seven field sites with coordinators; b. Extensive and varied in-service programs.

APPENDIX A

PROGRAM FOR LEARNING COMPETENT TEACHING

Philosophy and Rationale

This field-based, experiential, integrated, program in teacher education erases traditional boundaries--

boundaries between--traditional certification courses for teachers;

- the language arts;
- the public school and the university;
- education students and schoolchildren;
- research and classroom practice.

To accomplish these erasures, the program combines all language arts and reading coursework into integrated curriculum for students of elementary education, and delivers this coursework within the context of an elementary school environment. Students earn fourteen credit hours, attending classes and teaching in classrooms on-site at the elementary school from 8:00 A.M. to noon, five days a week for one semester. Two NAU students work in each participating classroom, teaming closely with the teacher. Students spend eight weeks working in a primary grade and eight weeks at an intermediate grade level.

The program incorporates four components:

- (1) Academic background - information about the field of education, such as learning theory, child development and statistics.

(This material can be taught in a traditional college classroom, but it becomes more relevant in a field setting.)

- (2) Methods content - techniques, strategies, and approaches to teaching various skills, abilities, concepts, and subject matter to elementary grade children.

(This content may be partially taught in a traditional on-campus setting, but it is more efficiently learned by education students if they can immediately apply these methods in the elementary classroom.)

- (3) Skills of teaching - interacting with children, communicating clearly, managing the classroom, planning, making decisions, and general "with-it-ness."

(These skills must be learned in a real classroom with real children.)

- (4) Personal development - social and personal aspects of being a professional.

(This enrichment component is relevant for our students because they must behave as professionals every day. Guest presenters from business, industry, the arts, and other colleges shared information about a multitude of topics.)

Because at least three out of four of these components require on-site opportunities for students to apply their learning, the program must take place in the arena of the school and classroom.

Distinctives of the Program

The following aspects of the program are unique, and contribute to the efficiency and power of the project:

1. The program is totally on-site, in a self-contained laboratory facility adjacent to an elementary school. Students study and prepare in the lab (a 12' x 40' trailer) and then go into the school to teach their daily lessons to elementary schoolchildren.
2. Classroom teaching applications are carried out within a carefully-planned structure. NAU students are accountable for children's learning. Their lessons must fit the classroom program, the district curriculum, and the daily schedule of the school.
3. All University-level course content in the teaching of reading and language arts is integrated, thus eliminating redundancies and overlap. A copy of the modular curriculum program, covering the entire semester, is included in the Appendix.
4. Students are recruited during their Sophomore year. This is important because they need to test the waters of teaching as early as possible in their University career.
5. The program is competency-based, requiring the NAU students to show their grasp of academic background, methods content, teaching skills, and professional behaviors within the context of actually planning and teaching lessons in the elementary classroom. A list of all competencies and performance indicators is included in the Appendix.
6. School-university teamwork is strong. Members of the Center faculty team are at the school every day, actively teaching, observing, and solving problems. Monday afternoon seminars with Center faculty and teachers help everyone communicate and plan together. Teachers also conduct seminars for NAU students, while their classes are covered by University personnel.

**TEACHING AND LEARNING LANGUAGE ARTS IN THE ELEMENTARY CLASSROOM: PROGRAM
FOR LEARNING COMPETENT TEACHING**

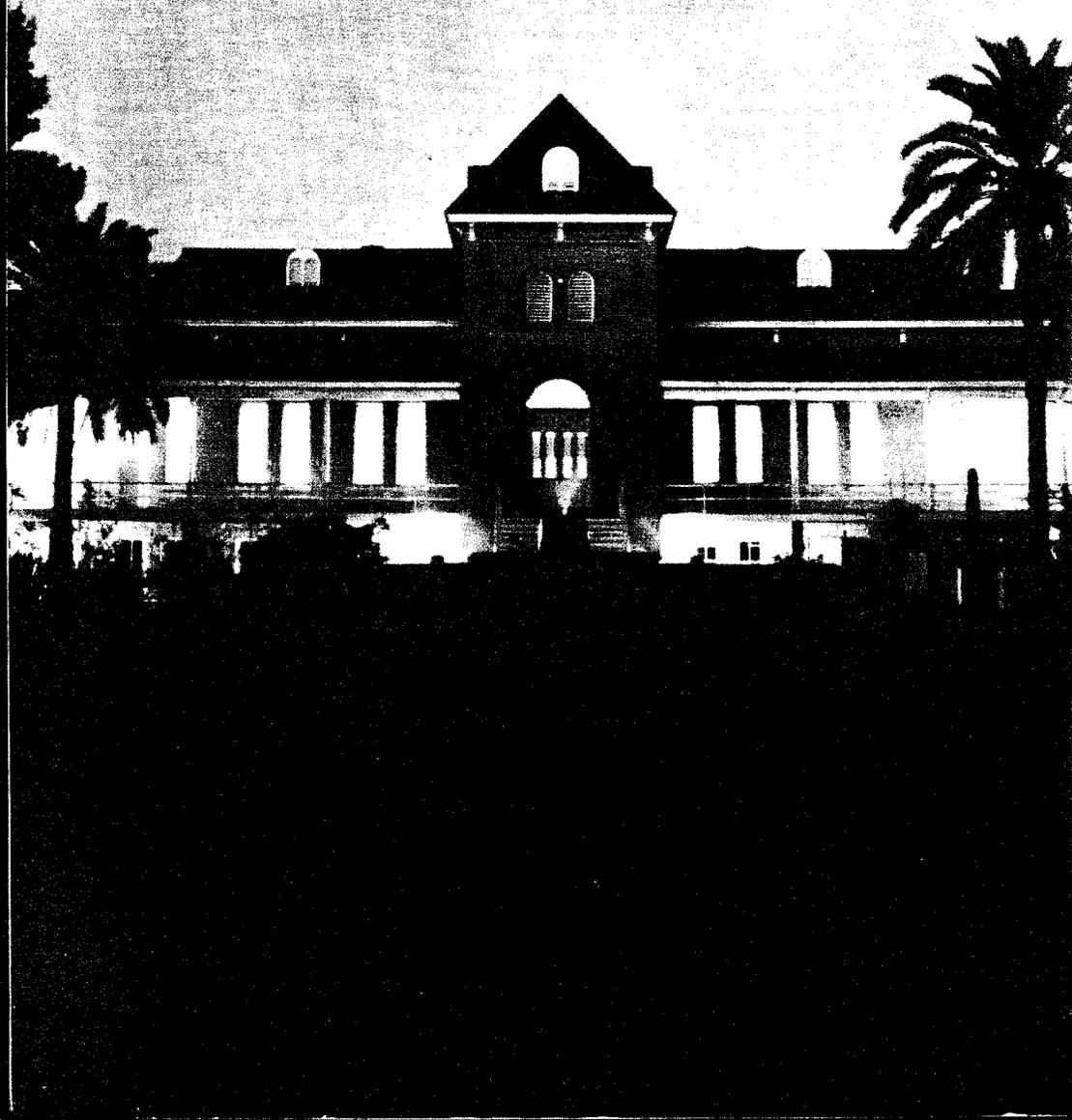
Master List of Competencies and Performance Indicators:

Competencies	Performance Indicators
I. Skill in classroom observation and description of learning environments.	I.1 Conduct daily classroom observations through use of observation report format.
II. Understanding of nature of language.	II.1 List universals of language. II.2 Describe components of language II.3 Prepare and teach small-group lesson on word origins or history of language.
III. Understanding of the language learning/teaching processes.	III.1 Explain role of rule induction in language learning. III.2 Describe language attributes of child as he/she begins school. III.3 Analyze spelling errors according to apparent generalizations. III.4 Plan and carry out a story dictation session for primary grade children. III.5 Use lesson planning format which includes --statement of purpose(s) --materials and resources needed --specific procedures --evaluation and follow-up
IV. Understanding relationships among the language arts.	IV.1 Describe functional relationships among the language arts. IV.2 Plan and teach language lessons which incorporate more than one language art area. IV.3 Asssist children in writing, editing, and publishing student-authored materials.

- V. Application of language arts skills and abilities to other curriculum areas.
- V.1 Plan an integrated mini-unit on a content-area topic.
 - V.2 Design and field-test a study guide or guides for content-area reading.
 - V.3 Design and field-test a cloze procedure on a selection from content-area reading.
 - V.4 Teach study skills lessons on the following topics:
 - surveying, skimming, and scanning;
 - researching
 - note-taking
 - reporting
 - V.5 Design and carry out a learning contract on a topic in skills or content learning.
- VI. Development of a variety of activities for teaching language in the elementary classroom.
- VI.1 Prepare and teach small-group lessons on the following topics:
 - listening skills
 - oral language skills
 - dictionary skills.
 - recognition of letter names
 - using the senses in language learning
 - concepts such as same/different, classification, cause-and-effect, sequence.
 - following directions
- VII. Evaluation of language arts curriculum materials.
- VII.1 Evaluate language arts and reading textbooks and curriculum guides according to philosophy, scope and sequence, activities, adaptability.
 - VII.2 Critique textbook lessons on topics such as phonics, structural analysis, spelling skills, comprehension, handwriting skills, grammar and composition.
 - VII.3 Describe a sequence of instruction for teaching structural analysis.

The University of Arizona

RECORD



INFORMATION FOR JOINT LEGISLATIVE COMMITTEE ON TEACHER EDUCATION

COLLEGE OF EDUCATION, UNIVERSITY OF ARIZONA

A.1 Non-Education Course Requirements

Elementary Education

<u>Course</u>	<u>Units</u>
English	6
U.S. History	3
General Psychology	3
Linguistics	3
U.S./Ariz. Constitution	3
Social Science Elective	3
Lab Science	12
Mathematics	6
Health Education	2
Humanities	6
Academic Minor	20

Secondary Education

<u>Course</u>	<u>Units</u>
English	6
General Psychology	3
U.S. History	3
Social Science Elective	3
U.S./Ariz. Constitution	3
Lab Science	4
Mathematics	3
Humanities	6
Academic Subject Major	30-36
Academic Subject Minor	20-24

A.2 Entrance Requirements

Students admitted to the College of Education must meet the following entrance requirements.

1. must have 56 units applicable toward a baccalaureate degree
2. must present a cumulative grade point average of 2.5000 or better
3. must have passed all three parts of the Pre-Professional Skills Test (PPST)

A.3 Methods Used to Recruit Students

The following methods are currently used to recruit able students into the College of Education.

1. All freshmen and sophomores in the University who have identified themselves as interested in Education are academically advised by the Pre-Education Advisor.
2. Regular recruiting and advising trips are made twice each year to many of the Arizona Community College campuses. Our visits include: Pima College, Arizona Western College, Eastern Arizona College, Cochise College, Central Arizona College, Glendale Community College, Scottsdale Community College and other Maricopa District campuses as needed.
3. Mailing labels obtained from the tapes of ACT/SAT for the top ten percent who indicated ARizona as a choice and Education as an area of interest are mailed recruiting materials.
4. University of Arizona Pre-College Program
5. University Outreach Programs
6. High School Visitations - through the regular University program and through visits from the Pre-Education Advisor.

A.4 At this date we do not have an official count of students enrolled for the Fall Semester 1985. Our best estimate is 875 with 4 students being specially admitted through our Committee on Admissions, Credentials and Standards. That would give us 99.095 percent who have met all entrance requirements.

The University does not keep retrievable records concerning community college transfers. The following is our best estimate from sample studies undertaken in the past.

University of Arizona, College of Education Enrollments

*Post-Baccalaureate Teacher Certification Students	30%
*Students having completed one or more semesters at a community college	25%
*Transfers from other four-year institutions	10%
*Original matriculated students at the University of Arizona	35%

A.5 Under the direction of the Student Resource Center, the University has a campus committee planning the activities for helping those students who fail portions of the basic skills proficiency examination. The exact nature of the activities have not been finalized at this point in time.

A.6 See attached State Certification Programs in Teacher Education for listings of course objectives. The objectives are stated in terms of knowledges and skills to be learned in the professional education course sequence.

A.6 Required Courses for Elementary Education

Group I

<u>Course</u>	<u>Units</u>	<u>Prerequisites</u>	<u>Field Experiences</u>
Child Development	3	none	no
Learning in the Schools	3	none	no
Foundations of Education	3	none	no
Decoding Skills in the Elementary School	2	none	no
Reading Decoding Practicum	1	none	yes
Music Materials and Activities for the Elementary Classroom Teacher	2	none	no
Visual Arts in Elementary Education	3	none	no
Literature for Children	3	none	no
Elementary School Physical Education	3	none	no

Group II

Teaching Language Arts in the Elementary School	3	All of Group I Listed Above	no
Teaching Reading in the Elementary School	3	"	no
Teaching Science in the Elementary School	3	"	no
Teaching Mathematics in the Elementary School	3	"	no
Teaching Social Studies in the Elementary School	3	"	no

Group III

Classroom Management	2	All of Group I	yes
Multicultural Education	1	and II listed	yes
Mainstreaming	1	above	yes
Internship (Student Teaching)	11	"	yes

A.6 Required Courses for Secondary Education

Group I

<u>Course</u>	<u>Units</u>	<u>Prerequisites</u>	<u>Field Experience</u>
Introduction to Teaching (sophomore year)	3	none	no
Learning and Development in Secondary Schools	3	none	no
Curricula and Methods in Secondary Schools	4	none	no
Teaching in Secondary Schools	3	none	no
Teaching of Secondary School Subjects	3	none	no
Secondary School Reading in the Classroom	3	none	no
Media in Instruction	3	none	no

Group II

Reading Decoding Practicum	1	Group I	yes
Internship (Student Teaching)	10	Group I	yes

A.7 Typical Program of Study for Junior/Senior Year

Elementary Education

<u>Semester I</u>	<u>Units</u>	<u>Semester II</u>	<u>Units</u>
Child Development	(3)	Music for Elementary Teachers	(2)
Learning in the Schools	(3)	Visual Arts in Elementary	
Foundations of Education	(3)	Education	(3)
Reading Decoding/Practicum	(3)	Literature for Children	(3)
Electives and Subject		Elementary School Physical	
Matter Minor	(3-6)	Education	(3)
	<u>15-18</u>	Electives and Subject	
		Matter Minor	(3-6)
			<u>11-17</u>

Semester III

Teaching Language Arts	
in Elementary Schools	(3)
Teaching Reading in	
Elementary Schools	(3)
Teaching Science in	
Elementary Schools	(3)
Teaching Mathematics	
in Elementary Schools	(3)
Teaching Social Studies	
in Elementary Schools	(3)
Elective	(3)
	<u>18</u>

Semester IV

Classroom Management	(2)
Multicultural Education	(1)
Mainstreaming	(1)
Student Teaching	(11)
	<u>15</u>

Secondary Education

Semester I

Learning and Development	
in Secondary Schools	(3)
Secondary School	
Reading	(3)
Electives/Major/Minor	
Subjects	(6-12)
	<u>18</u>

Semester II

Curricula and Methods in	
Secondary Education	(4)
Media In Instruction	(3)
Electives/Major/Minor	
Subjects	(6-12)
	<u>18-19</u>

Semester III

Teaching Secondary	
School Subjects	(3)
Teaching in Secondary	
Schools	(3)
Electives/Major/Minor	
Subejcts	(6-12)
	<u>18</u>

Semester IV

Internship (Student	
Teaching)	(10)
Electives	(3-6)
	<u>10-16</u>

A.8 Student Teaching Programs

The typical student teaching program consists of:

- a. 15 weeks at the cooperating school.
minimum hours - 4 hours per day, 5 days per week.

Other arrangements are available depending upon the availability of classrooms, cooperating teachers and schedule of the student. The same number of minimum contact hours are maintained in all internship experiences.

- b. The student is evaluated formally and informally by the cooperating teacher, building Principal, and the University Supervisor.

- c. Students who do not do well are normally removed from the student teaching internship when it is deemed in the best interest of the student, the classroom and the University. These students are counseled to pursue other discipline areas. They are allowed to graduate and complete their degree in Education without student teaching. Their transcripts will read, Bachelor of Arts in Education, Non-Teaching.

Once a student is removed from Student Teaching, students are rarely allowed to repeat the experience.

- d. The local cooperating teachers are selected with the advice, counsel and recommendation of the local school principal. They are accountable to the principal and are trained by University Supervisors with the help of the school administration. Each cooperating teacher is given a \$318.00 stipend as remuneration for the assistance given in the student teaching experience.

- A.9 At the present time, the College of Education at the University of Arizona does not provide a blanket guarantee or specific follow-up service for its graduates. Our faculty meet with and consult with those working on advanced degrees as they return for summer session classes or regular evening classes during regular semesters and at individual school district sites when faculty are there.

A.10 TEACHING FACULTY -- COLLEGE OF EDUCATION

Program	Faculty	Degree	Public Schools: Number of years of service
EdPsy	David Berliner	Ph.D.	none
	Robert Calmes	Ed.D.	3 years
Elem	Carol Larson	Ph.D.	6 years
	Lupe Romero	Ph.D.	18 years
	Willis Horak	Ph.D.	8 years
	Ruth Beeker	Ed.D.	8½ years
	Edward Brown	Ed.D.	12 years
	Bill Ranniger	Ed.D.	5 years
	Joseph Fillerup	Ed.D.	2 years
	Yetta Goodman	Ed.D.	10 years
	Richard Lopez	Ed.D.	10 years
	Alice Paul	Ed.D.	10 years
	Vivian Cox	Ed.D.	10 years
	Ken Goodman	Ed.D.	11 years
	EdFA	Frank Saunders	Ph.D.
Sec Ed	Paul Allen	Ph.D.	12 tch/4 admin
	George Babich	Ed.D.	12 tch/4 admin
	Kathy Carter	Ph.D.	6 years
	Don Clark	Ed.D.	6 tch/6 admin
	Sally Clark	Ed.D.	6 years
	Walter Doyle	Ph.D.	3 years
	Margaret Fleming	Ph.D.	2 years
	Richard Kidwell	Ed.D.	4 years
	Jacqueline McMahon	Ph.D.	3 years
	Glenn Pate	Ph.D.	9 years
	James Rankin	Ph.D.	5½ years
	Paul Robinson	Ph.D.	3 years
	Janice Streitmatter	Ph.D.	3½ years
LibSci	Ronald VandeVoorde	M.LS	9 years
	Elizabeth Antley	Ed.D.	13 years
Read	Bill Ames	Ed.D.	-0-
	John Bradley	Ed.D.	6 years
	Adela Allen	Ph.D.	4 years
	Amelia Melnik	Ed.D.	4 years
	Deborah Tidwell	M.A.	8 years
	Warren Anderson	Ph.D.	5 years
Art 430	Vincent Lanier	Ed.D.	9 years
	Jean Rush	Ph.D.	none
	Wesley D. Greer	Ph.D.	14 years
Mus 361	Donald Hayes	M.M., M.Ed.	12 years
ExSS 351	Boyd Baker	Ed.D.	6 years
	Patricia Fairchild	Ph.D.	4 years
	Bruce Larson	M.S.	none

A.11 The College of Education does not keep a record which can provide this data at the present time. Our best estimate, derived from sample studies in the past, would be that approximately 90 percent of the students who enroll in teacher certification programs eventually complete the program and are recommended for certification.

There are several reasons for non-completion of our prescribed program for teacher certification.

1. Many of our post-baccalaureate students do not finish the entire program before they leave to pursue certification and jobs in other states.
2. Some students transfer to other institutions before they complete their program here. This is usually between the junior and senior year. This is the largest group of non-finishers.
3. There are two or three students per year who are removed from student teaching for various reasons.
4. At any one time, many of those who have stopped-out for a year or two, return to complete their programs. They have previously been counted as those who did not complete.

B. At the present time we do not have a master's program in our Elementary Teacher Certification Program which provides a master's degree and teacher certification at the same time.

C. We do have a master's program in Secondary Education which also culminates in teacher certification. The enrollment in this program is 25 students per academic year. This program includes 24 units at an advanced level of coursework and is in addition to the basic teacher certification sequence. The program uses on-site instruction at a local high school campus. There are many contact and field experiences in this program which require two full summer and two regular semesters of study to complete.

- D. A number of changes are contemplated or underway in the current elementary and secondary teacher training programs:
1. The elementary and secondary programs are now separate with separate faculty, separate curricula and separate leadership. The two programs will merge at the end of this academic year, forming a single unit in teacher education. We will continue to offer preparation programs in elementary and secondary education, but with a combined faculty, a unified curriculum, and highly focused leadership.
 2. Intensive planning is underway to develop the teacher education program in ways that permit extensive research and careful evaluation. The College of Education now has one of the finest research on teaching faculties in the nation. This faculty is committed to participation in and improvement of the teacher education program. Our interest is not simply that of training teachers (though we plan to continue doing that well), but in studying the training of teachers so that all may benefit from new knowledge and research in this critical area.
 3. The College of Education is a member of the Holmes Group, a consortium of senior research universities committed to the development of teacher education as a scholarly endeavor, and to the preparation of highly talented and trained teachers.
 4. The College of Education has been invited by John Goodlad and Associates to become the lead institution in the Southwest for the formation of a School-University Partnership for the improvement of school and community education. In its Partnership endeavors, the College will be experimenting with new ways of linking with schools so that there is a more effective transfer of knowledge and experience between the schools and the University.
 5. Plans are being developed for Distinguished Clinical Professor of Education positions, wherein the University recruits the finest school practitioners in the nation to assist in the preparation of teachers and administrators at the University. Persons selected as DCPs would come to the University at an attractive salary, and remain part of the program for two to five years, then return to their home sites. It is anticipated that the DCPs would staff approximately 20 to 25 percent of the teacher training program, especially very early coursework and terminal student teaching experience. The College of Education at the University of Arizona is contemplating a decision package request to launch this new type of appointment.
 6. In our program plans, the College is considering better ways to link the preparation of teachers and administrators, so that the two may work on common goals with a shared technical language and the skills needed to help each other be most effective.
 7. The College of Education has a strong commitment to education as a means to freedom and hope for all children, regardless of race, sex, ethnicity, and other factors that serve more to separate than unite. To this end, we seek better ways to prepare teachers who can help each child gain equal access to what John Dewey called "the funded capital of civilization". Thus we will continue to expand our knowledge of and applications in bilingual-bicultural education, computer-assisted instruction, expert systems, school reform, special education, and testing and assessment.

9. Finally, we share the pervasive concern for the linguistic and literary skills of our classroom teachers. We seek to prepare teachers who read, write, and speak clearly, correctly, and thoughtfully. Our interests over the next few years will be in how we can contribute to the literacy and linguistic proficiency of classroom teachers, so that these teachers may serve as proper models for their students.

E. Elementary Education

Dr. Edward Brown, Head
Elementary Program
College of Education
621-1286

Secondary Education

Dr. Margaret Fleming, Head
Secondary Program
College of Education
621-1344

Student Personnel and Services

Dr. Roy M. Claridge
Director of Student Services
College of Education
621-7866

Programs and Future Planning

Dr. Gary Fenstermacher, Dean
College of Education
621-1461

ASU BULLETIN

ARIZONA STATE UNIVERSITY/1885-1985



EXCELLENCE FOR A NEW CENTURY

Requested Information on Professional Teacher Preparation

as requested by

The Joint Legislative Committee on Teacher Education

ARIZONA STATE UNIVERSITY

September 1985

Introduction

The presentation which follows is the official Arizona State University response to the request for information on basic teacher preparation (baccalaureate and post-baccalaureate). The request suggests that information relevant to "current" and "planned" programs be separately presented. After more than two years of planning, Arizona State University's College of Education has revised its professional teacher preparation program. Hence, all comments are framed in terms of the new program, except where background data from the old program provides important information.

A. BASIC PROFESSIONAL PREPARATION PROGRAM (UNDERGRADUATE)

The basic professional preparation program at Arizona State University is a single program with opportunities to specialize in teaching of pre-school/primary, elementary, secondary or special education. Therefore, unless specified otherwise the information that follows is true of both elementary and secondary teacher preparation.

1. Non-Education Course Requirements

The professional teacher preparation program at ASU is viewed as a 4-year (126 semester hour) program where specific professional preparation is concentrated in the third and fourth years. There are three broad components to this program: general studies, academic specialization and professional studies. The first two of these components are non-education requirements.

The General Studies requirement is based upon the principle that all teachers, regardless of the specific population (e.g., elementary or secondary) they wish to teach, need a broad, rigorous education in the arts and sciences. Therefore, all students in the professional teacher preparation program are required to take 54 semester hours of coursework in the areas of:

english composition	social and behavioral science
humanities and fine arts	science and mathematics

Since the minimum general studies requirement in the University is currently 36 semester hours, the requirement in Education represents a commitment to a general content background for prospective teachers. (None of these courses are

specifically designed for teachers.)

The College of Education plans to adopt completely the new General Studies requirements of the University as soon as these requirements are approved and available.

The academic specialization requirement is based upon the principle that, besides the broad content preparation provided by the general studies requirement, prospective teachers should study at least one academic area in depth. For the student intending to teach in the secondary school, a teaching major of 36 semester hours (minimum) in one subject field is required. Required coursework is set by faculty in the appropriate non-education department.

For the student intending to teach pre-school/primary, elementary and exceptional children, 36 semester hours are required across two subject fields. One of these fields must be human development and learning, while the second is in a traditional academic area (e.g., mathematics or history). To ensure depth of knowledge, survey courses are generally disallowed and approximately half of the coursework must be upper division.

2. Entrance Requirements

There are three official points of admission for students interested in professional teacher preparation at Arizona State University--admission to the University, admission to the College and admission to the Professional Teacher Preparation (PTP) program. For admission to the Professional Teacher Preparation program, students must have:

- a) completed at least 56 semester hours of coursework;
- b) a 2.5 grade point average (on a 4-point scale); and
- c) a passing score on the Pre-Professional Skills Test (PPST) (beginning Spring 1986).

Once admitted, students must maintain a 2.5 GPA in order to maintain enrollment. In addition, the students' progress in the professional sequence is reviewed each semester and those judged to be making inadequate progress are counseled into another major.

3. Recruitment Methods

The College of Education participates in the various recruitment activities sponsored by ASU under the direction of the Assistant Vice President and Director of Undergraduate Admissions. Recruitment is for both general, and for specifically targeted populations. Representatives from the College of Education take part in the following events:

High School Leaders Day	Approx. 600 students
Senior Scholars Day	400
Junior Scholars Day	500
Adult Re-entry Workshop	100
Transfer Information Day	200

Workshops for all high school counselors in the Fall and all community colleges in the Spring are conducted by personnel from the College.

In addition, an ASU team visits most high schools in the Fall, community colleges in Maricopa County on a monthly basis and other community colleges once a year. The visitation teams are equipped with teacher education checksheets and other recruiting

materials.

Ms. Josie Solis has been designated to carry out minority recruitment efforts for the College of Education. She represents the College in minority affairs, and is advisor to the Hispanic Education Council, promotional representative over KVVA (Spanish radio), a member of the ASU Hispanic Graduation Committee, and advisor to students seeking certification in Bilingual Education and English as a Second Language.

Finally, Dr. Nancy Coolidge has been appointed as Public Relations advisor to the College. She has scheduled visits to various clubs and organizations in the state, and is presently preparing a video presentation promoting the College of Education and a career in public school teaching.

In addition to the efforts of Ms. Solis on minority recruitment, the placement of several teaching centers (see #6) in predominantly minority areas serves as a recruiting device for pupils, parent aides and others in the community.

4. Current Enrollment: ASU College of Education

	<u>Old Program</u>	<u>New Program</u>
a) No. Enrolled	1577	346
b) % Meeting Entrance Requirements	Figures Unavailable	(2 persons ineligible; 99%)
c) % Transferred from Community Colleges in Arizona after 2 years	26%	26%
% Transferred from Community Colleges in Arizona after <u>less than 2 years.</u>	44%	44%

% Transferred from other Universities or non-Arizona Community Colleges	10%	10%
	<hr/>	<hr/>
% Transferred from all institutions	80%	80%

5. PPST System

Three types of remediation will be provided for students who fail one or more of the Pre-Professional Skills Tests on the September 28th administration.

First, the Maricopa Community College District will provide intensive, three week, PPST remediation courses on the ASU campus and on District campuses. Since test scores will not be mailed from ETS until October 19-23, less than one month is available for remediation for students who wish to retake one or more tests in order to qualify for January 1985 admission to College of Education Teacher Preparation Program. Those students will register to be retested on November 23. Short courses specific to each test will last 16-20 hours and will include instruction in test taking, assessment of specific knowledge and skill deficits, and instruction and homework to remediate specific basic skills. Students will need to register and pay for these short courses (\$16.00 tuition, approximately \$8.00 materials).

Second, University and community college tutorial and instructional programs will be prepared to provide individual assistance to students who fail one or more of the tests. ASU

campus resources include: the Writing Center of the Department of English, and the Educational Support Program of Student Life (mathematics and writing).

Third, the College of Education will provide information and resources staff to assist students in: understanding what their test scores mean, selecting appropriate remedial programs, obtaining materials for independent study. In addition, staff will identify gaps in remedial programs and define additional program needs for students who fail a test on the September 28 administration. (The COE may elect to provide an additional remedial/tutorial site for Reading.) A decision on this option will follow review of PPST program development in the Writing Center and the Educational Support Program (deadline: September 15). If a COE site is developed, it will be an open laboratory with materials and tutorial assistance in Reading and Mathematics.

November 1985 Through December 1986 Testings

Over the next two years a number of factors should lead to a decrease in the number of students requiring remedial assistance. Admission requirements are increasing. High school English and Mathematics course requirements have been increased, and the grade point average requirement for COE teacher preparation admissions has been raised and is being consistently administered. ASU is beginning screening testing in Mathematics and English for all undergraduates at the time of enrollment, and no-credit remedial courses are being made available on campus in collaboration with the Maricopa Community College District.

It is our intent that students register for the PPST as

early as possible in their lower division work. Early identification of deficit areas will allow registration for remedial course work prior to registration for retesting and application for admission to a COE teacher preparation program.

A COE program to assist students who fail one or more of the Pre-Professional Skills Tests will still be needed. The College of Education will provide: staff to meet with students who fail the PPST, a program of screening testing to identify specific skill deficits, information about materials for independent study, and small group tutorial assistance to students who cannot be served by campus-wide tutorial or instructional services.

Program Evaluation

The effectiveness of PPST remedial assistance programs will be independently evaluated by the SPELL Laboratory in the College of Education. Students will evaluate programs in which they participate, and test-retest data will be examined for each program and for the total PPST assistance effort. The first evaluation report will be available by February 1, 1986.

6. Required Courses and Related Field Experiences

The Professional Studies component of the PTP program prepares students to become professional educators. This component occurs in the junior and senior years of the students' program. Rather than separate programs for preparing individuals to teach different groups of children (e.g., elementary or secondary), PTP at ASU is a single program with opportunities to specialize in the teaching of:

adolescents
elementary school-age children
pre-school/primary age children or
exceptional children.

Thus portions of the program are generic to teaching, irrespective of the population, and portions are specific to teaching a particular population of children.

The content of the program, broadly speaking, is designed around three areas of emphasis:

Contexts of Learning: understanding the educational system in American society, its politics and laws.

Developmental Studies: applying knowledge of human development to classroom instruction and learning.

Professional Decision Making: identifying appropriate instructional methodology for delivering specific content to children.

Hence, teachers are trained to make professional decisions based upon their knowledge of children, the educational system, the subject matter and the appropriate instructional techniques.

Coursework. Coursework in Professional Studies is separated into a sequence of four 6-11 semester hour courses, each taught by faculty teams. Course designations for these block courses are listed in Appendix A. Examining course/block content by semester, the content is generally as follows:

Block/Semester I - emphasizes knowledge/techniques appropriate to teaching all children.
- students select a professional specialization (pre-school/primary, secondary, etc.).

Block/Semester II - continues to emphasize generic knowledge and techniques for teaching all children.
- emphasizes generic knowledge and techniques within the professional

specialization.

Block/Semester III - emphasizes specialized knowledge and techniques within the specialization.
- emphasizes generic knowledge and techniques within the professional specialization.

Block/Semester IV - continues emphasis on specialized knowledge and techniques.
- dedicated principally to a supervised internship in a school setting.

Objectives. Appendix B presents the general program objectives for each professional area. Professional Decision Making objectives were based upon an analysis of the Arizona Department of Education's teacher education skills list (R7-2-605), competencies listed in the Teacher Residency Program, competencies identified by the American Association of Colleges of Teacher Education and objectives identified by previous efforts of College curriculum committees. These were then corroborated against items in teacher evaluation documents of a variety of Arizona school districts. Their objectives were organized around six broad domains:

assessment and evaluation	classroom management
instruction	communication
curriculum planning	professional development

Content/objectives for Blocks III and IV are currently under development, but generally extend knowledge and techniques in the six PDM domains (i.e., instruction, assessment and evaluation, etc.) to working with specific populations. For example, in the elementary specialization, knowledge/skills about curricular planning specific to the elementary school are presented, as well as specific methodologies for teaching mathematics, science, social studies, and communication at this level.

Prerequisites. It is presumed that before students enter Professional Studies, they have essentially completed general studies and have several courses in the academic specialization(s). Only two courses, one in psychology and one in history, are specific prerequisites to coursework in Professional Studies.

Field Experience. It is critical that prospective teachers are able to have firsthand contact with the teaching-learning process, and that they have a chance to try specific techniques and observe master teachers. Thus, field experiences are required throughout all coursework in Professional Studies.

The new PTP includes a group of teaching centers, which are set up to provide the setting for apprenticeship activity. The faculty team for each instructional block has one member who is a liason to a teaching center, and on-site classroom teachers provide models for PTP students. Through collaborative agreements, teaching centers provide a setting for field experiences where the instructional process is constantly monitored by the PTP faculty.

7. Typical Junior/Senior Program of Study

The new PTP program is designed to give the following general coursework patterns within various teaching specialties.

	<u>ECD/EED/SPE</u>		
	<u>Fro-Soph.</u>	<u>Junior</u>	<u>Senior</u>
General Studies	48	6	0

Academic Specialization

1) Subject Field	6	6	6
2) Human Development	9	6 ¹	3 ²
Professional Studies	0	15	21

Grand Total 126 sem. hrs.

SED

	<u>Fro-Soph.</u>	<u>Junior</u>	<u>Senior</u>
General Studies	45	6	3
Academic Specialization	15+	12 ¹	9 ²
Professional Studies	0	15	15

Grand Total 126 sem. hrs.

- Notes: 1. Blocks/Semesters I and II
 2. Blocks/Semesters III and IV

8. Student Teaching

Student Teaching officially occurs during the fourth (and final) semester of Professional Studies. Because of the high level of field involvement throughout Professional Studies, student teaching is planned to occur for eight weeks at full-days or a full semester at half-days. Although ASU faculty supervise the process, the primary responsibility for supervision is given to the cooperating classroom teacher. Because student teaching occurs in the same teaching centers involved in prior semesters of the program, teachers will have received specific training as part of the on-going program.

As part of the collaborative arrangement in setting up teaching centers, each center has established a governance committee. Among other tasks, this committee sets policy for the selection and remuneration of supervising teachers. Presently supervising teachers receive a specific stipend; however, governance committees receive funds from the College which they may use to augment stipends or to provide other kinds of support.

Primary responsibility for student teaching rests with the College. However, under the PTP program, the responsibility is shared with the teaching centers. Hence, supervising teachers become accountable to both the teaching center and the college, and the joint performance expectations allow two sources of input for students completing the PTP program.

In addition to the supervisory teacher, evaluation of student teachers is done by an independent team consisting of both school personnel and College faculty.

Past experience suggests that few students repeat student

teaching. Rather, students experiencing difficulty either are moved mid-term to a different environment for a second opportunity or are counseled into other appropriate coursework, which can be followed by another student teaching opportunity.

9. Follow-Up Services

For several semesters it has been the procedure of the College to send letters to first-time employers of basic program graduates. Essentially in that letter employers are informed that, should such a graduate fail to perform up to the expectancies for a first-year teacher, the College would work together with the employer to identify the source of difficulty and, should such difficulty be related to shortcomings in the basic preparation, provide specific assistance.

10. PTP Program Professors

<u>NAME</u>	<u>Area of Expertise</u>	<u>Prior Public School Teaching Experience</u>	<u>Public School Involvement while at ASU</u>
W. Abraham	Gifted Education Parent Education Issues in Educ. of Exceptional Children Special Educ.	s-5	* (yes)
G. Anderson	Reading Education Diagnosis of Rdg. Problems Remediation of Rdg. Problems	E-2 JH-1	*
N. Appleton	Ed. Philosophy Cultural Pluralism Legal Education Sociology of Ed.	E-4 JH-3	*
R. Armstrong	Tests & Measurement Research Curriculum	S-16	*

	Instruction		
J.W. Bell	Instruction Tests & Measurement Curriculum Field Supervision	S-7	*
J.E. Bell	Curriculum/Methods	S-6	*
R. Carrasco	Bilingual Ed. Teacher as Researcher	E/JH-10	*
R. Christine	Curriculum Field Supervision		
H. Cohen ³	Science Education	JH-3 S-5	
P. Cook	Methods Curriculum Human Relations	S-12	*
S. Cummings	Human Relations Curriculum Methods	E-5 CC-5	*
R. Doyle	Human Development	E-5 JH-4	*
C. Edelsky	Educational Linguistics Language Arts/Reading Language Acquisition Bilingual Education/ESL	E-3	*
M. Eeds	Reading Education Children's Literature Research in Reading & Writing	E-2 JH-3	*
J. Engelhardt	Mathematics Education Diagnosis/Remediation of Math Problems	E/JH-3	*
L. Faas	Learning Disabilities Educational Diagnosis Special Education	E/S-4 S-1	*
N. Finer	Multicultural Education	S-6	*
B. Flores	Language/Literacy Development	E-1 S-6	*

	Bilingual Education	A-3	
J. Frasier	Curriculum Ed. History School Administration	JH-6 S-1	*
R. Gomez	Early Childhood Education Bilingual Education	P-1 E-2 S-5	*
B. Greathouse	Child Development	E-7 P-1	*
L. Griffith	Curriculum Evaluation Field Supervision	E/S-7	
A. Hardt	Multicultural Education Ed. Foundations	E-9 1/2	*
N. Higgins	Curriculum Alignment Lesson Planning Media Selection & Use	JH-7	*
K. Hoover	Instruction Measurement & Evaluation	S-3	*
B. Hunt	Social Studies Educ. Curriculum Foundations of Ed.	P-1 E-1 S-5	*
D. Jacobs	Reading Education	E/JH-3	*
M. Kamins	Mathematics Education	E-11	
J. Knaupp	Mathematics Education	JH/S-3	
W. Kniep	Social Studies Education		
K. McCoy	Learning Disabilities Evaluation Elementary Basic Methods Special Education	E-4 1/2	*
C. Malone	Curriculum Home-School Communications Evaluation Administrative Leadership	E-16	*
B. Manera	Instruction	E-1	*

Materials Design
Clinical Supervision

F. Staley	Science Education Environmental/Outdoor Education Teacher Education	E-3 S-1	*
R. Strom	Child/Human Development	E/JH-3	
C. Vallejo	Bilingual/Multicultural Education Foundations of Ed. Curriculum	E-3 JH-3 S-3	*
C. Wallen	Reading Education Classroom Management Instruction	E-4	*
D. Wiseman	Learning Disabilities Emotionally Handicapped Educable Mentally Handicapped Public School Administration	E/S-12	*
S. Wurster	Curriculum Measurement & Evaluation	S-10	*

B. Faculty Carrying major instructional responsibilities outside the basic professional program, but serving as a resource instructor, sharing their expertise in the basic program.

<u>NAME</u>	<u>Area of Expertise</u>	<u>Prior Public School Teaching Experience</u>	<u>Public School Involvement while at ASU</u>
G. Bitter	Mathematics Education Computer Education	E-1 JH-1 S-3	*
E. Garcia	Human Development Bilingual/Multicultural Education	P-3 CC-1	*
J. Helmstadter	Educational Measurement Effective Schooling Research	S-.5	*
K. Howell	Evaluation	E-6	*

	Essential Elements of Instruction	also school psychologist	
E. Nelson	Human Development Classroom Performance Evaluation Program Evaluation Educational Psychology	none	*
A. Prieto	Behavioral Disorders Bilingual Special Education	E-1	*
J. Red Horse ¹	American Indian Educ.	JH/S-3 CC-1.5	*
T. Roberts	Mental Retardation Severely Handicapped Special Education	S-5	*
R. Rutherford	Behavioral Disorders Discipline Applied Behavior Analysis Special Education	E/S-3	*
. Sattler	Educational Psychology Behavior Modification Human Development	none	*
. Thomas	Reading Research	JH-1 S-7 CC-1	*
J. Tippeconnic	Am. Indian Education Multicultural Education Bilingual Education Administration/Management	E-1 JH-5	*
. Womacks	Curriculum Ed. Sociology Adolescent Special Ed.	S-3	*
. Zacker	Mental Retardation Learning Disabilities Curriculum Behavior Management	P-1.5 E/JH-2	

11. Program Completion

National statistics show 46% of all students who enter college never get a degree (about 1/2 drop out during their freshman year). The College of Education Teacher Preparation

B. BASIC PROFESSIONAL PREPARATION PROGRAM (GRADUATE)

Elementary

The need for post-baccalaureate preparation which leads to basic elementary certification is becoming increasingly apparent. Not only do these students typically come to a basic preparation program with a strong academic background, but typically they are determined to become a professional educator, and often have some significant teaching-related experience. In short, the assumptions made about these students are not the same as the assumptions made about the typical undergraduate. Therefore, a specially designed program is warranted.

A survey in the Fall 1984 term at ASU revealed 75 students in the elementary (undergraduate) preparation program that fit the above profile. In May of 1985 the faculty initiated a pilot program leading to a masters degree. An outline of that program is presented in Appendix C. Briefly, the pilot was a 30 semester hour masters degree, modified to meet basic certification requirements and specifying an additional 15 semester hours of undergraduate deficiencies. Unlike the revised undergraduate program, in this program coursework is neither blocked nor team taught. Coursework is loosely sequenced--moving from basic preparation in learning and human development to general curriculum to specialized methodology courses. To maintain the professional masters degree focus, courses in research and foundations and a final comprehensive examination are required.

Currently there are over 30 students in this program. Since not all such students meet the admission requirements for the

masters degree, work has begun on designing a similar program that only leads to basic certification.

C. BASIC PROFESSIONAL PREPARATION PROGRAM (GRADUATE)

Secondary

Most of the information presented under the elementary education graduate program (B.) is true of secondary education as well. After some initial planning during the 1984-85 academic year, a pilot program (leading to a masters degree) was initiated in secondary education. Currently there are 3 students in this program.

In the summer of 1985, a second program was initiated which addressed the preparation of math and science teachers, K-12. Called the Partners Project, this program was specifically offered in connection with the Governor's office and Glendale District. Currently there are 22 students in this program. An outline of this program is shown in Appendix D.

D. REFORMS IN CURRENT TEACHER TRAINING PROGRAMS

As of August 1985, the College of Education at ASU has implemented the following elements of reform in its' professional teacher preparation program.

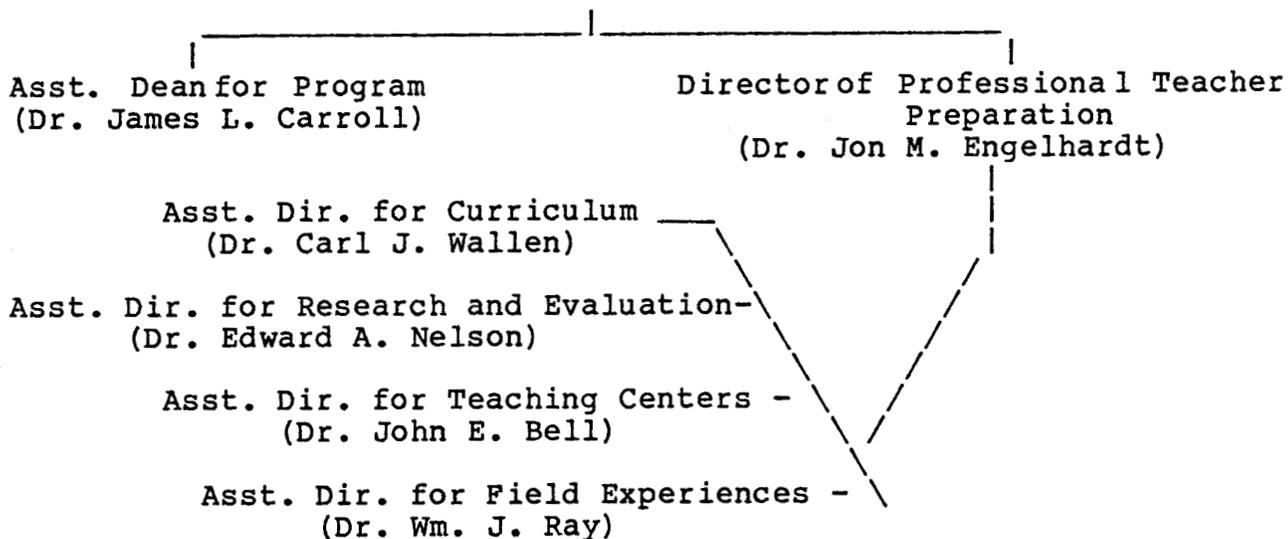
1. Duplication in content across professional education courses has been eliminated.
2. The amount of school-based apprenticeship has been substantially increased. Students now enter the Teaching Centers and begin spending time in schools during their first semester of PTP. This direct contact is continued throughout the two years of the program, and cumulates in the formal student teaching component during the last semester.
3. The College has increased its emphasis on coursework in Liberal Arts and Sciences and Fine Arts for all students entering PTP. The new General Studies program in Liberal and Fine Arts has been adopted wholeheartedly for all students who hope to enter PTP. In addition, all students are actively encouraged to take additional content-based coursework, and a part of the Human Development component of the PTP will be taught by faculty from Liberal Arts and Sciences.
4. Because of the increase in school apprenticeship time and in Liberal and Fine Arts requirements, there will be less emphasis in the PTP program on coursework in teaching theory and pedagogy at the undergraduate level.
5. The College is rigorously enforcing the 2.5 GPA requirement for admission and retention in PTP. The 2.5 GPA standard and the increased Liberal and Fine Arts requirements, when combined with

the PPST standards will do much to insure that prospective teachers entering the PTP have adequate preparation and skills to begin the professional education sequence.

E. CONTACT PERSON

With reference to professional teacher preparation, the College of Education at Arizona State University is organized as follows:

Acting Dean
(Dr. Raymond W. Kulhavy)



For purposes of visitation, contact should be made with:

Dean Raymond W. Kulhavy
965-3306

APPENDIX A

Course Designations for Professional Sequence Blocks

Block I	EDF 494	ST:	First Semester Professional Sequence	9 sem. hrs.
Block II	EDF 494	ST:	Second Semester Professional Sequence	6 sem. hrs.
Block III	EDF 494	ST:	Third Semester Professional Sequence	11 sem. hrs.
			OR	
	EED 494	ST:	Third Semester Professional Sequence	11 sem. hrs.
			OR	
	SPE 494	ST:	Third Semester Professional Sequence	11 sem. hrs.
			OR	
	SED 494	ST:	Third Semester Professional Sequence	8 sem. hrs.
Block IV	ECD 494	ST:	Fourth Semester Professional Sequence	10 sem. hrs.
			OR	
	EED 494	ST:	Fourth Semester Professional Sequence	10 sem. hrs.
			OR	
	SPE 494	ST:	Fourth Semester Professional Sequence	10 sem. hrs.
			OR	
	SED 494	ST:	Fourth Semester Professional Sequence	7 sem. hrs.

Note: The EDF prefix refers to educational foundations and designates the generic portion of the program. ECD/EED/SPE/SED prefixes designate the professional specialization portions of the program, such as early childhood (pre-school/primary), elementary, special and secondary education.

Appendix B

Professional Studies Program Objectives By Area of Emphasis

I. CONTEXTS OF LEARNING

Upon completion of the Professional Teacher Preparation program, a student will be able to:

A. Cultural Contexts of Education

1. Describe the way in which education in the United States reflects and reinforces American culture.
2. Explain the relationship of the school to the political, economic, and social characteristics of the community.
3. Describe variants in culture and language that are reflected in the multi-cultural realities of the contemporary world.
4. Give examples of cultural change and social change in the contemporary world.

B. Historical Contexts of Education

1. Outline the growth of the American educational system.
2. Explain the emergence of local control and (later) state enforcement.
3. Identify the reasons for the separation of church and state.
4. Identify past stumbling blocks to the attainment of equality of education and equality of access to education.

C. Political Contexts of Education

1. Explain the process of educational decision-making in a democratic society including the role of the U.S. Supreme Court.
2. Identify the civil rights of parents and teachers in the United States.
3. Explain the role and rights of students, including:
 - a. Defining "tort liability," "negligence" and "due process" as they apply to the teacher-student relationship.
 - b. Explaining what the Arizona statutes say about disruptive school behavior.

c. Describing students' rights in regard to due process, personal appearance, and equal treatment in the classroom.

5. Identifying the role of the school in the political socialization of youth.

6. Summarize the pros and cons of major educational issues, i.e. cultural pluralism, bilingual education, accountability, busing, the voucher system, curriculum issues, etc.

D. Economic Contexts of Education

1. Explain how public education is financed.

2. Identify funding issues such as federal contributions, return on taxpayer's investment, free textbooks.

E. Social Contexts of Education

1. The school as a social system

a. Describe the organization of elementary schools, secondary schools, and the roles of ancillary personnel.

b. Describe the purpose and effects of the formal and informal relationships in the classroom and in the school per se.

2. Social Stratification

a. Explain how differences in language proficiency achievement, race, sex, ethnicity, income, occupation, age, place of residence, and handicap may exacerbate social stratification.

b. Identify the major legislation that now seeks to ensure greater equity (Civil Rights Act, 1964; Title IX; PL 94-142; Bilingual Act, 1967; etc.).

c. Explain how the curriculum indirectly provides for social mobility.

3. Social Control

a. Describe the family's role in the socialization of children and youth as well as the school's, the community's, and in the case of adolescents, the peer group's role.

b. Describe the mechanisms of social control which exist in schools.

c. Describe forms of sex bias in schools including those often found in classroom activities and in textbooks.

- d. Describe the cost of sex bias in schools for males and females from the following perspectives: academic, psychological and physical, career and family.
- e. Identify the steps of the referral process as set forth in PL 94-142.
- f. Name roles of persons required for staffing for an IEP.
- g. Use observation skills in recording classroom behaviors.
- h. Identify school districts and community resources available to teachers.
- i. Describe the teacher's role in dealing with child abuse as it appears in the school setting.

F. Philosophic Contexts of Education

1. Write an essay that philosophically discusses the concept of education and its goals and purposes in American society.
2. Identify the philosophy of education of the school and district of assigned field experience.
3. Explain the links between political ideology and education as demonstrated in a democratic state and in an authoritarian one.
4. Explain the school's contribution to the moral development of students.

II. PROFESSIONAL DECISION MAKING

Upon the completion of the Professional Teacher Preparation program, a successful student will be able to:

A. Assessment and Evaluation

1. Select and construct assessment materials and procedures (e.g., norm-referenced, criterion-referenced, informal, attitudinal, anecdotal, interview, observation) that:
 - a. are for various assessment purposes,
 - b. take into account learner individual differences (e.g., cultural language, handicap, ability, interest, rate of learning, needs, learning style),
 - c. are suitable for measuring learner outcomes (e.g., knowledge, skill, attitudes, social behavior),
 - d. are suitable for assessing learner attitudes and feelings about the educational environment, the teacher, peers, and so forth.
2. Interpret assessment data for the purpose of determining progress and grades, and preparing and maintaining such records.
3. Interpret assessment data for the purpose of identifying the most suitable curriculum and instruction.
4. Make ethical decisions about the proper use of assessment and evaluation.

B. Instruction

1. Use various teaching procedures that are matched to individual and group learner outcomes.
2. Give clear directions, definitions, and explanations.
3. Use a variety of resources that are appropriate to learners, content areas, and goals, for example:
 - a. human resources, including paid and volunteer aides, peer and cross-age tutors, auxiliary professional staff, and people from the community;
 - b. technological aids and equipment, including audi-visual materials and computer hardware and software; and
 - c. commercial and teacher-made materials.
4. Motivate learners to become involved in the instructional process.

5. Use instructional processes that:

- a. encourage learner attention and active participation,
- b. provide productive verbal and nonverbal cues and feedback,
- c. accept and use responses and questions from learners, and
- d. maintain adequate time on task.

C. Curriculum Planning Skills

1. Write broad goals and consistent objectives of various types (cognitive, affective, psychomotor).
2. Sequence goals and objectives.
3. Select teaching procedures and learning activities, including both teacher-centered and learner-centered approaches and reference them to objectives.
4. Identify content, materials and media (including computer software) that are appropriate to specific subject matter and that are referenced to learning activities.
5. Organize instruction to take into account individual differences among learners (i.e. their capabilities, rates of learning, prior experiences, and cultural backgrounds).
6. Plan instruction at a variety of levels.
7. Identify materials and procedures for assessing learning progress on the objectives.
8. Prepare individual education plans (IEP) for appropriate students.

D. Classroom Management

1. Establish and maintain a positive, social, emotional, and psychological climate in the classroom.
2. Manage disruptive students in ways that facilitate the attainment of learner outcomes.
3. Manage the behavior of individuals and groups in ways that both enhance relationships in the classroom and facilitate learning.
4. Manage the physical environment.
5. Manage time.

- E. 1. Demonstrate understanding of models related to developing effective communication.
2. Use acceptable communication skills (reading, writing, speaking, listening) with learners, parents public and colleagues.
- F. Professional Development
1. Appraise own teaching/learning styles after receiving results from assessment instruments.
2. Formulate a career option in elementary, secondary, or special education.
3. Identify professional journals and materials.
4. Identify major professional organizations.
5. Plan a program for future professional and personal development
6. Demonstrate and promote professional understanding and action.
7. Identify teacher legal responsibilities.
8. Analyze and modify teaching performance.

III. DEVELOPMENTAL STUDIES

Upon completion of the Professional Teacher Preparation program, students will be able to:

1. Identify factors that make students alike as well as unique and their implications for learning and instruction.
2. Become familiar with the factors that influence motivation in school settings.
3. Facilitate the conditions in schools which support appropriate personal development.
4. Understand the issues related to the assessment of intelligence and its use in education.
5. Comprehend ways to include parents in the educational process.
6. State the major assumptions which underlie current childrearing practices.
7. Identify nonpunitive alternatives for maintaining order in the classroom.
8. Understand implications of prominent theories and principles that impact on cognition and learning.
9. Identify developmental aspects of language and communication and their impact on instruction and curriculum planning.

10. Demonstrate ways to help children acquire the social competence necessary for living and working successfully with others.
11. Identify schooling implications of universal sequences in behavior and diverse patterns that are related to culture.
12. Understand the development of moral character and ethical behavior and their implications for schooling.

APPENDIX C

M.Ed/Elementary Certification Program
 (This program is for students who have a Bachelor's Degree
 in fields other than Elementary Education.)

Admission: Same as regular M.Ed. applicants

Retention: Same as regular M.Ed. students

Program: 30-semester-hour M.Ed. program plus 15-hours of
 deficiencies required to certification. Thus,
 45-semester-hours are required as a minimum.

Program of Study

UNDERGRADUATE	<u>EED</u>	<u>ECD</u>	<u>Hours</u>
<u>Methods</u>			
Science	EED 320	EED 320	3
Communications Arts	EED 333	ECD 322	3
Social Studies	EED 355	ECD 311	3
Math	EED 380	EED 380	3
Reading	RDG 314	RDG 314	3

			15 Hours
<u>GRADUATE</u>			
<u>Foundations Core</u>			
Curriculum	EED 511	EED 555	3
Educational Psychology	EDP 510	EDP 510	3
Educational Foundations (Choose 1)	SPF 544 SPF 511 SPF 566	SPF 544 SPF 511 SPF 566	3
Research (Choose 1)	EDP 454 EDF 500	EDP 454 EDF 500	3

			12 Hours
<u>Elementary Education Core</u>			
Child Development	EED 513	EED 513	3
Reading Practicum	RDG 481	RDG 481	3
Reading Methods	RDG Elective		3

			9 Hours
STUDENT TEACHING	EED 478	EED 478	9 Hours

Electives:

Graduate education hours to replace any required coursework credit that has been waived because of previous appropriate coursework or waiver of student teaching.

(Highly recommended electives: Children's Literature, Computer Education, Communication Arts, Special Education)

Advisors:

Ray Christine	EED (General Elementary)
Joan Moyer	ECD (Early Childhood Development)

APPENDIX D

Curriculum Outline: Partners Project

Summer Session 1985

- SED 522 Secondary School Curriculum Development (3)
- SED 598 Designing Instruction (3)
- SED 533 Improving Instruction in Secondary Schools (3)

Fall 1985

- EDF 598 Human Growth and Development (3)
- RDG 507 Reading in the Content Areas (2)
- RDG 580 Reading Practicum (1)

Spring 1986

- SPF 511 School and Society (3)
- SED 591 Seminar , Evaluation and Assessment (3)
- SED 584 Internship (6)

Summer Session 1986

- EDF 500 Educational Research (3)

Electives (6-9)

Written Comprehensive Exam

Total 45 semester hours (minimum) leading to certification and the M.Ed.

J L C T E

ARIZONA STATE UNIVERSITY
College of Education

I. Current Reforms

- a) Reduction in content duplication due to generic course plan
- b) Increase in school-based apprenticeship activity
- c) Increase in Liberal Arts & Sciences and Fine Arts requirements, with complete adoption of University General Studies Program
- d) Increased requirement for professional course work in Liberal Arts & Sciences, especially Human Development courses
- e) Hours required for (b), (c), and (d) above lead to reduction of course work devoted specifically to method and theory in pedagogy
- f) PPST combined with strict enforcement of 2.50 GPA insure basic levels of initial student preparation

II. In-Process Reforms

- a) Reorganization of Student Services and Field Experiences to insure that program requirements are monitored, and that student teaching is closely supervised by faculty
- b) Basic PTP curriculum to be based in good part on publically specified competencies. Competencies now gathered, to be sorted by priority, and submitted to quality circle consisting of faculty and members from the field
- c) Final list of competencies to be implemented by January 1986.
- d) Competencies to be evaluated by "external auditor" following each semester of program. Auditor not a part of PTP, but reports directly to Dean
- e) Performance feedback from each external audit used to modify and extend curriculum content. Constant quality control loop in place by June 1986.

III. Planned Reforms

- a) College will create emphasis on postbaccalaureate programs
 - 1) First program now nearing completion will emphasize effective instruction content. Ready to offer by June 1986
 - 2) Two additional programs now in planning stage
 - 3) Programs will be in addition to Partners program
 - 4) All PB programs targeted for content areas in which shortage of teachers now exists

- b) College will emphasize urban education programs
 - 1) Early Childhood program in preliminary planning stage
 - 2) Will possibly establish on-site training programs in urban areas, especially within inner city complex

REPORT TO
THE JOINT LEGISLATIVE COMMITTEE ON
TEACHER EDUCATION

Arizona State Legislature
Phoenix, Arizona
September 20, 1985

Submitted by
Patty J. Horn, Chairman, Department of Education
Grand Canyon College
Phoenix, Arizona

A.1 NON-EDUCATION COURSE REQUIREMENTS

- a. **ELEMENTARY EDUCATION:** 128 academic hours are required in the bachelor's degree program

General Education: 45 hours

English 101, 102 (6)
Humanities Elective: Art, Music, Literature
Theater, Philosophy, Performing Arts (3)
Speech 113 (3)
American History 213, 223 (6)
Federal and Arizona Government 203 (3)
General Psychology 213 (3)
Child Psychology 353 (3)
Lab Science (4)
Mathematics (3)
Mathematics, Science, or Computer Science (3)
Activity PE (2)
Bible 113, 123 (6)

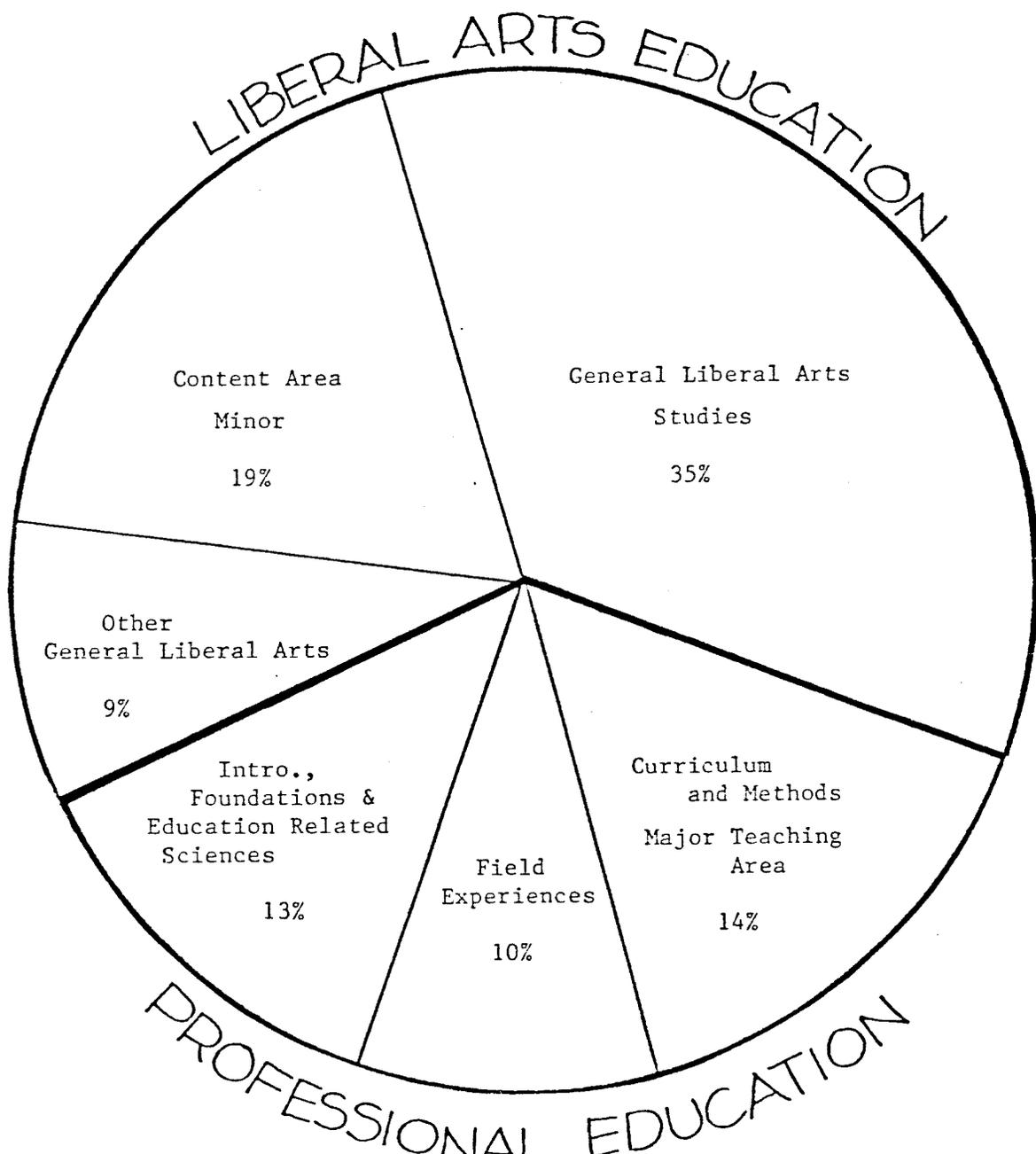
Minor in a Content Area: 18-24 hours designed and monitored by the respective academic department

Art
Biology
Chemistry
Communications
Computer Science
Economics
English
French
General Science
German
Government
Health Education
History
Mathematics
Musical Drama
Music Education
Physical Education
Psychology
Sociology
Social Science
Spanish
Speech
Theater

ELEMENTARY EDUCATION IS A MAJOR.

ELEMENTARY EDUCATION

63%



37%

128 hours

b. **SECONDARY EDUCATION:** 128 hours are required in the bachelor's degree program

General Education: 45 hours

English 101, 102 (6)
Humanities Elective: Art, Music, Literature,
Theater, Philosophy, Performing Arts (3)
Speech 113 (3)
American History or History of Civilization (6)
Federal and Arizona Government 203 (3)
General Psychology 213 (3)
Adolescent Psychology 373 (3)
Lab Science (4)
Mathematics (3)
Mathematics, Science or Computer Science (3)
Activity PE (2)
Bible 113, 123 (6)

Major in a Content Area: at least 30 semester hours designed and monitored by the respective academic department

Accounting
Biology
Business
Chemistry
Computer Science
English
General Art
History
Mathematics
Music
Physical Education
Psychology
Sociology
Theater/Speech

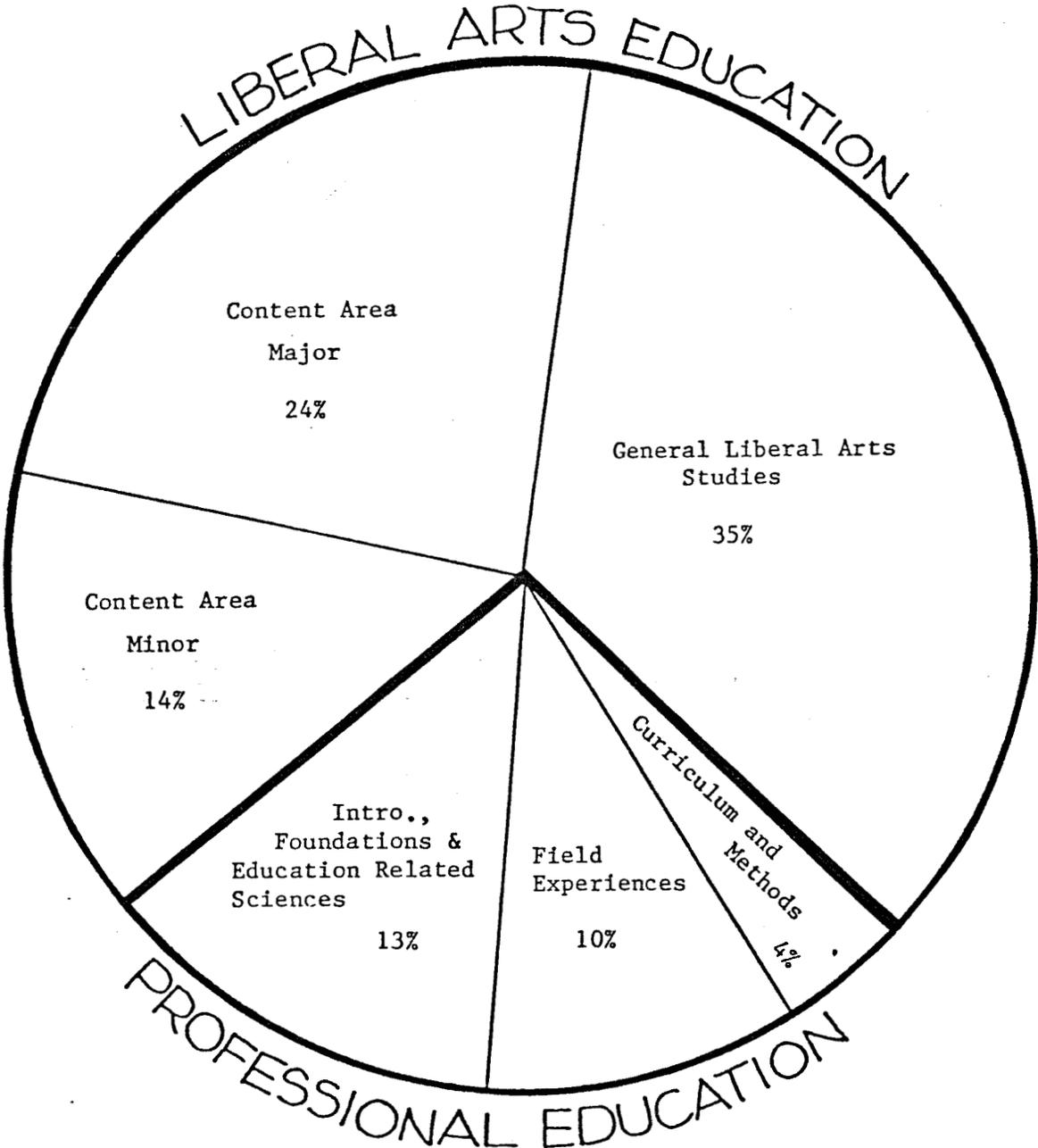
Minor in a Content Area: 18-24 hours designed and monitored by the respective academic department

Art	History
Biology	Mathematics
Chemistry	Musical Drama
Communications	Music Education
Computer Science	Physical Education
Economics	Psychology
English	Sociology
French	Social Science
General Science	Spanish
German	Speech
Government	Theater
Health Education	

SECONDARY EDUCATION IS NOT A MAJOR OR A MINOR.

SECONDARY EDUCATION

73%



27%

128 hours

A.2 ENTRANCE REQUIREMENTS TO THE EDUCATION PROGRAM ARE THE SAME FOR ELEMENTARY EDUCATION AND SECONDARY EDUCATION

- a. Completion of 45 hours
- b. 2.50/4.00 GPA on all work taken
- c. 2.50 GPA in residence at Grand Canyon College
- d. 2.50 GPA in the major field of study
- e. Three letters of recommendation pertaining to candidate's suitability for teaching
- f. Passage of the Writing Proficiency Exam
- g. Passage of the Basic Skills Component of the Arizona Teacher Proficiency Exam (ATPE)

A.3 RECRUITMENT PROCESS IS THE SAME FOR ELEMENTARY EDUCATION AND SECONDARY EDUCATION

- a. Criteria involves GPA requirement for entrance into the Education Program for transfer students or high ranking of ACT/SAT scores or high ranking in high school class
- b. Identificaton of prospective students comes from high school/junior college counselors, alumni of Grand Canyon College, and college recruiters
- c. Procedures for recruitment involve information solicited from college admissions and a banking of names of prospective students. Those students are then notified by the Education Department Chairman/faculty through a personalized letter inviting them on campus for an interview, a weekend visit, and an invitation to visit classes while they are in session. During this time, applications are completed and scholarships are offered.

A.4 CURRENT ENROLLMENT in the Program

	Total	Elementary	Secondary
a. Total number of students:	240	155	85
b. Percentage of students currently enrolled who met entrance requirements:		91%	78%
c. Percentage of students who transferred from community colleges:	34%	38%	22%

The percentage of students enrolled in Education who have not been accepted into the Teacher Preparation Program reflects the number of people with existing bachelor's degrees who decided to change careers and return to school in August. They were allowed to enroll in courses for one semester. At the end of that semester, they must be accepted into the program in order to continue.

A.5 SERVICES AVAILABLE to prospective teachers who fail the proficiency examination include tutoring, instruction session with education professor to overcome reading, math, or grammar deficiency, or programmed learning packets for re-mediation.

A.6

COURSES REQUIRED FOR BOTH ELEMENTARY AND SECONDARY CERTIFICATION:

- EDU 303 Foundations of Education
- EDU 313 Educational Psychology
- EDU 363 Instructional Media
- EDU 413 Tests and Measurements
- EDU 420 Orientation to Student Teaching
- EDU 430 Classroom Management
- SPE 323 Orientation to the Exceptional Child
- EED 480/SED 480 Student Teaching

COURSE: EDU 303 Foundations of Education

CREDIT: 3

OBJECTIVES: The student will:

1. Demonstrate knowledge of the history and philosophy of foundations of education.
2. Demonstrate knowledge of the major issues in social and historical foundations of education.
3. Demonstrate knowledge about the structure of American educational systems.
4. Demonstrate knowledge regarding the act of teaching.
5. Identify the major purposes of public education and the major educational theorists.
6. Demonstrate skills needed for working with students with various cultural backgrounds and to allow for individual differences among learners.
7. Demonstrate knowledge of procedures necessary for achieving staff support and rapport in the school environment.
8. Understand responsibilities for professional tasks performed outside the classroom.
9. Demonstrate knowledge of methods to involve parents in the school environment.
10. Demonstrate knowledge of professional growth activities.

PREREQUISITES:

REQUIRED

FIELD EXPERIENCE: 4 hours (Attendance at a School Board Meeting)

COURSE: EDU 313 Educational Psychology

CREDIT: 3

OBJECTIVES: By the end of this course the student will:

1. Demonstrate knowledge of psychological foundations and principles of educational psychology and apply that knowledge to the teaching-learning process.
2. Understand the various stages in the development of the cognitive, emotional, and social functioning of the learner.
3. Be aware of the influence of physical and psychological development on the learning process and how vastly different individuals are.
4. Differentiate between behavioral and cognitive views of learning and how these impact teaching strategies.
5. Understand appropriate strategies to promote concept learning, problem solving, transfer, and creativity.
6. Demonstrate knowledge of the basic principles, problems, and practices of motivation and classroom management.
7. Demonstrate understanding of procedures for setting learner objectives and which strategies to use to achieve those objectives.
8. Identify an educational environment in order to provide the students with exceptional needs - handicapped, gifted, retarded, or bilingual/bicultural students.
9. Understand the methods and problems involved in the measurement and evaluation of classroom outcomes.
10. Identify knowledge of the emotional and physical causes for changes in student behavior.
11. Demonstrate knowledge of current principles of learning.

PREREQUISITES: General Psychology
Child or Adolescent Psychology

REQUIRED

FIELD EXPERIENCE: 4 hours minimum (Piagetian Projects)

COURSE: EDU 363 Instructional Media

CREDIT: 3

OBJECTIVES: The student will:

1. Demonstrate the ability to use instructional equipment and other instructional aids including the use of the computer.
2. Develop the ability to integrate graphic materials into the school curriculum.
3. Develop the ability to integrate graphic skills and curriculum ideas into daily lesson plans and units of study.
4. Develop the ability to critique commercially produced games/activities and computer software.
5. Design a field trip, conference, or seminar.

PREREQUISITES:

REQUIRED
FIELD EXPERIENCE:

COURSE: EDU 413 Tests and Measurements

CREDIT: 2

OBJECTIVES: The student will:

1. Demonstrate skill in writing behavioral objectives.
2. Demonstrate an understanding of the statistical principles which relate to measurement and evaluation including: statistical symbols, measures of central tendency, mean, mode, median, reliability, variability, standard deviation, skewness, positive and negative correlations, raw score, percentile, grade equivalents, stanine, correlation coefficient.
3. Select and construct test items to measure written objectives.
4. Demonstrate proper utilization of evaluation and measurement devices.
5. Obtain and use information regarding the needs and progress of individual learners.
6. Demonstrate knowledge of appropriate standardized tests and other assessment instruments.
7. Demonstrate the purposes of assessment and evaluation.
8. Demonstrate effective communication skills with non-student publics.
9. Demonstrate knowledge of methods involved in presenting student performance results to appropriate publics.

PREREQUISITES: Communication Arts in the Elementary School
Mathematics for Elementary Teachers or Secondary Methods
Secondary Curriculum Development

REQUIRED
FIELD EXPERIENCE:

COURSE: EDU 420 Orientation to Student Teaching

CREDIT: 2

OBJECTIVES: The student will:

1. Become acclimated to the school environment in which he/she will complete student teaching.
2. Demonstrate knowledge of the policies and procedures of the school in which he/she will student teach.
3. Develop a professional resume.
4. Identify interview techniques that are helpful in finding a teaching position.
5. Be aware of communication skills.
6. Be aware of the services of the Grand Canyon College Education Placement Office.
7. Gain knowledge of the teacher certification process.
8. Develop goals for the student teaching process.
9. Be aware of the expectations within the context of student teaching.
10. Acquire knowledge of the application process for teaching positions.

PREREQUISITES: All required courses for certification except Tests and Measurements, Secondary Curriculum and Student Teaching.

REQUIRED

FIELD EXPERIENCE: 24 hours

COURSE: EDU 430 Classroom Management

CREDIT: 3

OBJECTIVES: At the end of this course, the student will be able to:

1. Identify and apply a practical theory of human behavior and misbehavior.
2. Apply procedures for basing education on systematic encouragement.
3. Acquire skills for listening, responding, exploring alternatives, and resolving conflicts.
4. Establish a workable system of discipline based on prevention and natural and logical consequences.
5. Acquire an understanding of group dynamics, group leadership, and group procedures.
6. Provide helpful approaches to students with special needs.
7. Promote methods of involving parents in their children's education.
8. Identify discipline appropriate to the infraction.

PREREQUISITES:

REQUIRED
FIELD EXPERIENCE:

COURSE: SPE 323 Orientation to the Exceptional Child

CREDIT: 3

OBJECTIVES: The student will:

1. Become familiar with all categories of exceptional children, including the gifted and talented.
2. Learn about the history of special education and the philosophy of the teaching of exceptional students.
3. Gain some familiarity with the techniques of teaching exceptional children.
4. Learn about PL 94-192, the law concerning the education of the handicapped.
5. Explore ways that special educators and general educators can work together for the benefit of the handicapped.
6. Develop an appreciation of the desire to work with exceptional children and use appropriate techniques for delivering services to handicapped children.
7. Demonstrate and identify methods to promote student's self-image.
8. Demonstrate ability to use an Individual Education Plan (IEP).

PREREQUISITES:

REQUIRED
FIELD EXPERIENCE:

COURSE: EED 480 and SED 480 Student Teaching

CREDIT: 8

OBJECTIVES: The student will:

1. Demonstrate the ability to organize time, space, materials, and equipment for instruction.
2. Demonstrate a commitment and a positive attitude toward teaching and learning and the subject being taught.
3. Demonstrate the ability to manage classroom interactions and maximize use of instructional time.
4. Demonstrate the ability to communicate with learners and create a climate to promote self-motivation.
5. Demonstrate a knowledge of the school subject being taught and demonstrate its relevance to the curriculum.
6. Demonstrate ability to effectively use a prepared lesson plan.
7. Demonstrate knowledge of and apply effective time-on-task principles.
8. Demonstrate ability to work with individuals, small groups, and large groups.
9. Reinforce and encourage learner involvement in instruction.
10. Demonstrate methods for involving students in the decision-making process.
11. Identify and demonstrate discipline appropriate to the infraction.
12. Provide appropriate assessment feedback on student performance.
13. Demonstrate alternative techniques for corrective instruction when a goal or objective has not been achieved.
14. Develop positive self-concepts in learners.

PREREQUISITES: EED 480 - 2.5 GPA and Admission to the Teacher Preparation Program
SED 480 - 23 hours of required courses for a secondary certificate completed major, 2.5 GPA and Admission to the Teacher Preparation Program

REQUIRED

FIELD EXPERIENCE: 360 hours (full-time for nine [9] weeks)

A.6

COURSES REQUIRED FOR ELEMENTARY CERTIFICATION:

- EED 312 Decoding
- EED 323 Curriculum and Methods: Science
- EED 343 Communication Arts in the Elementary School
- EED 363 Curriculum and Methods: Social Studies
- EED 403 Mathematics for Elementary Teachers
- EED 433 Reading in the Elementary School
- EED 443 Reading Practicum in Elementary School

COURSE: EED 312 Decoding

CREDIT: 3

OBJECTIVES: The student will be able to:

1. Develop activities for the classroom in presenting decoding skills through a variety of relevant teaching methods, instructional techniques, and media.
2. Define procedures for diagnosis and evaluation in relation to a student's ability to decode a work.
3. Identify the generalizations and rules utilized in the phonics classroom and define their rate of utility as documented through research.
4. Prepare a variety of materials to enhance the student's thinking abilities in relation to their ability to decode a word.
5. Compare commercial materials in relationship to their use in the classroom.
6. Define the vocabulary terms inherent in the teaching of phonics: grapheme, phoneme, graphophonics, syntax, encoding, decoding, morphology, digraph, blend, etc.
7. Utilize diacritical marks in decoding consonants and vowels in a word.

PREREQUISITES: Foundations of Education
Admission to the Teacher Preparation Program

REQUIRED

FIELD EXPERIENCE: 9 hours minimum

COURSE: EED 323 Curriculum and Methods: Science

CREDIT: 3

OBJECTIVES: The student will be able to:

1. Utilize the processes of science in conducting a science lesson in the classroom.
2. Compare the science curriculum textbooks and laboratory experience kits available in the current market.
3. Describe the students thinking ability in relationship to activities that are compatible with that ability.
4. Create an organized file of teaching ideas in order to provide a "science" experience for elementary students.
5. Read and understand the current professional literature and its relationship to classroom science activities.
6. Demonstrate organized classroom lessons in utilizing curriculum materials, questioning skills, wait-time responses and evaluation procedures for effective student management.
7. Understand and exemplify a variety of teaching styles and methodology in order to achieve selected objectives.
8. Distinguish between appropriate learning experiences according to the research conducted by Piaget.
9. Establish a learning environment for science activities.
10. Compile a list of resources and programs in science that will be useful in teaching students science.
11. Define a personal philosophy concerning "sciencing" in the classroom and state the implications of that philosophy for science instruction.
12. Demonstrate knowledge through the use of skills in the appropriate content area in which one is teaching.

PREREQUISITES: Foundations of Education
Lab Science Experience
Educational Psychology
Admission to the Teacher Preparation Program

REQUIRED
FIELD EXPERIENCE:

COURSE: EED 343 Communication Arts in the Elementary School

CREDIT: 3

OBJECTIVES: The student will:

1. Determine general procedures for assessment of communication arts skills in order to be able to select appropriate materials.
2. Understand the importance of language as a means of communication, as a means of learning and thinking, as a means of passing on our learning and culture.
3. Write objectives and lesson plans and select instructional materials to implement objectives.
4. Be familiar with and demonstrate basic skills/teaching techniques in grammar and language usage, speaking abilities, listening, written expression, form and convention in writing, handwriting, spelling, kinesics, reading, literature, and study.
5. Prepare a variety of materials to involve students actively and directly in communication arts.
6. Construct centers using a variety of multi-media instructional resources and develop a system to evaluate student progress and communicate the results to the appropriate audiences.
7. Use acceptable written and oral expression with learners.
8. Demonstrate effective teacher listening and communication skills.

PREREQUISITES: Foundations of Education

REQUIRED

FIELD EXPERIENCE: 9 hours minimum

COURSE: EED 363 Curriculum and Methods: Social Studies

CREDIT: 3

OBJECTIVES: The student will be able to:

1. Prepare an integrated thematic unit that organizes and translates content area skills into resources that are usable, manageable and understandable to pupils in order to facilitate the achievement of goals and objectives.
2. Prepare and implement a lesson plan that demonstrates knowledge of appropriate time management techniques.
3. Prepare a variety of materials/activities to involve students actively and directly in specific goals and objectives in social studies.
4. Present an interdisciplinary center using a variety of instructional resources wisely in order to share professional ideas as well as achieve stated objectives.
5. Demonstrate ability to work with individuals, small groups, and large groups.

PREREQUISITES: Foundations of Education
Admission to the Teacher Preparation Program

REQUIRED
FIELD EXPERIENCE:

COURSE: EED 403 Mathematics for Elementary Teachers

CREDIT: 3

OBJECTIVES: The student will be able to:

1. Diagnose and prescribe an individualized math program for each student in the classroom in order to account for individual differences among learners and their rates of learning.
2. Prepare classroom math activities that will involve all levels of Bloom's Taxonomy.
3. Compare the different learning theories of Piaget, Gagne, and Dienes.
4. Define a personal philosophy of learning and teaching and state the implications of those definitions for mathematics instruction.
5. Construct an individualized math program utilizing a variety of materials in order to achieve stated objectives.
6. Compile a list of resources and programs in math that will be useful in the classroom.
7. Compile a file of teaching ideas utilizing a variety of teaching methods.
8. Construct a learning center and list its essential parts.
9. Identify error patterns, hypothesize probable causes and suggest appropriate remediation procedures.
10. Describe classroom management procedures.
11. List and describe the various uses of manipulative materials which will enhance a student's understanding of computations.
12. Demonstrate a knowledge of the major methods of teaching and the various content topics of mathematics through a developmental sequence.
13. Differentiate between student, teacher, and subject centered strategies for teaching and learning.
14. Demonstrate content area skills in mathematics through each assignment.

PREREQUISITES: Foundations of Education
Liberal Arts Mathematics
Educational Psychology
Admission to the Teacher Preparation Program

REQUIRED

FIELD EXPERIENCE: 9 hours minimum

COURSE: EED 433 Reading in the Elementary School

CREDIT: 3

OBJECTIVES: The student will be able to:

1. Identify the purposes for which children learn to read and establish programs to foster the need for reading.
2. Identify the prerequisites for learning to read as well as the basic skills and strategies for decoding development, vocabulary building, and comprehension development.
3. Describe current approaches to teaching reading and state the advantages and limitations of each approach.
4. Understand the importance of having interesting, relevant material for children to read, thus developing a love for reading.
5. Determine general procedures for assessment of reading skills to be able to select appropriate reading materials.
6. Write objectives and lesson plans and select instructional materials to implement objectives.
7. Evaluate the effectiveness of the various parts of the instructional program and revise where necessary.
8. Informally determine the reader's background, interests, and attitude toward reading.
9. Develop a system to evaluate student progress and communicate the results to the appropriate people.
10. Describe techniques for preventing and handling discipline problems to ensure the safety and success of children in the reading program.
11. State the roles of parents and colleagues in the reading program and how to work effectively with these resource people to provide for individual differences of your students.
12. Be familiar with special issues as related to reading instruction such as: gifted readers, second language learners, remedial reading, and the reading-writing connection.

PREREQUISITES: Foundations of Education
Communication Arts in the Elementary School
Decoding
Admission to the Teacher Preparation Program

REQUIRED
FIELD EXPERIENCE:

COURSE: EED 443 Reading Practicum in the Elementary School

CREDIT: 2

OBJECTIVES: The student will be able to:

1. Identify the components of a reading program as discussed in Elementary Education 433, Reading in the Elementary School.
2. Utilize the basic components of a reading program in the preparation of lesson plans.
3. Execute a lesson plan under the guidance of the cooperating teacher.
4. Summarize the outcomes and reactions of the children.
5. Implement learning activities in a logical sequence.
6. Organize and implement a reading program for an individual, small groups, or entire class.

PREREQUISITES: Foundations of Education
Communication Arts in the Elementary School
Decoding
Admission to the Teacher Preparation Program

REQUIRED
FIELD EXPERIENCE: 90 hours

A.6

COURSES REQUIRED FOR SECONDARY CERTIFICATION:

SED 442 Secondary Methods

SED 443 Secondary Curriculum Development

SED 452 Reading in the Secondary School

SED 462 Reading Practicum in Secondary School

COURSE: SED 442 Secondary Methods

CREDIT: 2

OBJECTIVES: On completing the course the student will be able to:

1. Recognize different teaching/learning styles.
2. Identify their own preferred teaching/learning style.
3. Differentiate between student, teacher, and subject centered strategies for teaching and learning.
4. Identify methods for creating and maintaining a climate that promotes student self-motivation.
5. Recognize a democratic classroom environment and appreciate the difficulties inherent in establishing and maintaining that environment.
6. Develop verbal and nonverbal communication skills.
7. Prepare and deliver effective lectures.
8. Recognize teaching methodology which encourages problem solving and active participation, realizing when experiential learning is the appropriate mode.
9. Differentiate between goals and objectives.
10. Plan instruction to achieve selected or specified objectives.
11. Demonstrate ability to use relevant and varied instructional techniques to achieve goals and objectives.
12. Demonstrate ability to work with individuals, small groups, and large group.

PREREQUISITE: Foundations of Education
Educational Psychology

REQUIRED
FIELD EXPERIENCE:

COURSE: SED 443 Secondary Curriculum Development

CREDIT: 2

OBJECTIVES: The student will be able to:

1. Identify the four major classifications of curriculum.
2. Write objectives for a unit of study.
3. Demonstrate knowledge of unit and lesson planning and effective use of these to achieve selected objectives.
4. Demonstrate knowledge of appropriate time management techniques in planning.
5. Utilize instructional techniques, a variety of teaching methods and media related to the objectives.
6. Demonstrate knowledge of time management in planning to ensure that individual skill mastery occurs.
7. Demonstrate knowledge of teaching/learning styles and the importance of this in an instructional setting.
8. Organize instruction to take into account differences among learners in their rates of learning.
9. Demonstrate skill in selection/use of resources and identify activities to reach specific goals and objectives.
10. Implement learning activities in a logical sequence.
11. Demonstrate the ability to use interdisciplinary approach to school curriculum.

PREREQUISITES: Foundations of Education
Educational Psychology
Secondary Methods
Admission to the Teacher Preparation Program

**REQUIRED
FIELD EXPERIENCE:**

COURSE: SED 452 Reading in the Secondary School

CREDIT: 3

OBJECTIVES: On completing this course the student should be able to:

1. List the reasons for helping students to read and learn effectively from their textbooks.
2. Describe the psychological factors that influence reading comprehension in content areas.
3. List and define the linguistic factors that influence reading comprehension.
4. Explain the role of decoding in content area instruction.
5. Define and utilize three levels of text comprehension.
6. Explain what quantitative and qualitative factors make a textbook easily understood.
7. Apply a readability formula to a textbook.
8. Understand the need for assessment in a content classroom.
9. Realize the importance of attitude in learning.
10. Plan instruction to achieve selected or specified objectives for lessons.
11. Describe how to use direct vocabulary instruction as an essential component in each content area.
12. Implement a variety of instructional strategies for introducing and reinforcing new vocabulary.
13. Construct at least two (2) teaching strategies for guiding students comprehension of content area reading.
14. Demonstrate knowledge of skills for teaching students how to listen.
15. Guide students toward effective study strategies.
16. Define individualization as it pertains to the content classroom.
17. Understand the general principles behind accommodating individual differences.
18. Recognize various types of secondary school reading programs.
19. Use acceptable written and oral expression with learners demonstrating effective teacher listening and communication skills.

SED 452 Reading in the Secondary School continued . . .

PREREQUISITES: Foundations of Education
Educational Psychology
Secondary Methods
Admission to the Teacher Preparation Program

REQUIRED

FIELD EXPERIENCE:

COURSE: SED 462 Reading Practicum in the Secondary School

CREDIT: 2

OBJECTIVES: During this course the student will:

1. Gain personal insights into the secondary school environment.
2. Observe and participate in classes in the secondary setting.
3. Acquire basic first hand understanding of the supportive reading/learning skills necessary to function successfully in the various content areas.
4. Demonstrate an awareness of the total school curriculum including: textbooks, testing, and remediation procedures.
5. Develop an awareness of the necessity of a healthy classroom atmosphere and be able to identify the elements that lead to such an environment.
6. Identify elements of productive classroom management.
7. Become acclimated to the secondary school environment.

PREREQUISITES: Foundations of Education
Educational Psychology
Reading in the Secondary School

**REQUIRED
FIELD EXPERIENCE:** 90 hours (45 hours in Reading Lab and 45 hours in Content Area)

A.7 PROGRAM OF STUDY

a. **ELEMENTARY EDUCATION**

Sophomore Year

EED 303 Foundations of Education
PSY 353 Child Psychology
EED 312 Decoding
EDU 313 Educational Psychology
General Education Requirements

January Term

EDU 430 Classroom Management

Acceptance into Teacher Preparation Program

Junior Year

SPE 323 Orientation to the Exceptional Child
EED 343 Communication Arts in the Elementary School
EED 363 Curriculum and Methods: Social Studies
EDU 363 Instructional Media
EED 323 Curriculum and Methods: Science
Complete General Education Requirements
Minor Course Work

Senior Year

EED 403 Mathematics for Elementary Teachers
EED 433 Reading in the Elementary School
EED 443 Reading Practicum in Elementary School
EDU 413 Tests and Measurements
EDU 420 Orientation to Student Teaching
EED 480 Student Teaching in the Elementary School
Complete Minor Course Work

A.7 PROGRAM OF STUDY continued . . .

b. **SECONDARY EDUCATION**

Sophomore Year

EDU 303 Foundations of Education
PSY 373 Adolescent Psychology
Complete General Education Requirements
Major Course Work

Junior Year

EDU 313 Educational Psychology
SPE 323 Orientation to the Exceptional Child
SED 442 Secondary Methods
EDU 363 Instructional Media
Major and Minor Course Work

January Term

EDU 430 Classroom Management

Acceptance into Teacher Preparation Program

Senior Year

SED 452 Reading in the Secondary School
SED 462 Reading Practicum in Secondary School
SED 443 Secondary Curriculum
EDU 413 Tests and Measurements
EDU 420 Orientation to Student Teaching
SED 480 Student Teaching in the Secondary School
Complete Major and Minor Course Work

A.8 THE GUIDELINES FOR THE STUDENT TEACHING PROGRAM ARE THE SAME FOR ELEMENTARY EDUCATION AND SECONDARY EDUCATION STUDENTS

- a. The Student Teacher spends **nine weeks full-time** in the public school for **eight semester hours** of credit (360 clock hours).
- b. **Evaluation** of Student Teachers will be a continuous and cooperative process. It will involve the Student Teacher, the Cooperating Teacher, and the College Supervisor. The Principal is included in the evaluation process on a voluntary basis.

Student Teachers are to arrange a formal mid-term evaluation session with the Cooperating Teacher. At the same time, the Student Teacher is to complete a self-evaluation. If possible, this should be done prior to one of the visits by the College Supervisor. It is the responsibility of the College Supervisor to collect these mid-term evaluations. It will be the responsibility of the Student Teacher to secure the evaluation forms.

A list of definitions will be provided so that each evaluator will have a consistent interpretation of the ranking portion of the evaluation form. At the end of the Student Teaching experience, the Cooperating Teacher is to fill out another formal evaluation form and mail it to the College Supervisor.

Informal evaluation between the Student Teacher, the Cooperating Teacher, and the College Supervisor is continuous throughout the nine week period.

- c. If a Student Teacher is **not** successful during the nine week period, the student teaching experience cannot be repeated without approval of the entire Education Department faculty. The student must submit a written petition to the Education Department Chairman. Within the context of that petition, the student must explain why he feels he should be allowed to repeat the student teaching experience. The Education Department faculty will then determine the disposition of that petition.
- d. **The Local Supervising (Cooperating) Teachers** are selected by the school district personnel or by the principal of the school. This selection process is **unique** due to the individuality of each school district. The local school personnel have the right to place a student teacher in any position they determine. The college has the privilege of requesting a specific grade level for a specific student teacher or even a specific cooperating teacher. These requests and assignments are usually determined cooperatively between the local school personnel and the Director of Student Teaching at Grand Canyon College.

The qualifications for the selection of a cooperating teacher are mutually agreed upon between the college and the school. Those qualifications include being a Master Teacher, completion of three years of successful teaching experience, and evidence of human relations skills.

The **local Cooperating Teacher** is not legally **accountable** to anyone except to the local school district representative as an employee of the district. Professionally, the Cooperating Teacher is accountable to the Student Teacher, to the College Supervisor, and to the Principal. If a conflict arises, the Director of Student Teaching is also involved in the resolution of that conflict.

At this time, no one is responsible for the **training** of the Cooperating Teacher. A policy handbook is provided by the college and open communication is encouraged by the College Supervisor.

The students at Grand Canyon College provide the additional funds for the **remuneration** is \$80.00.



GRAND CANYON COLLEGE
STUDENT TEACHER EVALUATION

Grand Canyon College
 3300 West Camelback Road
 Phoenix, Arizona 85017

Please see INFORMATION FOR COOPERATING TEACHERS prior to completing this form. Since this document will become a part of the student's permanent file, please type.

Student _____

School District: _____ School Building: _____

Evaluator: _____ Title: _____

Evaluator's Signature _____ Date _____

Personal Characteristics	Excellent	Above Average	Average	Fair	Not Known
1. Professional Attitude and Conduct	_____	_____	_____	_____	_____
2. Tact and Judgment	_____	_____	_____	_____	_____
3. Dependability	_____	_____	_____	_____	_____
4. Cooperation	_____	_____	_____	_____	_____
5. Appearance	_____	_____	_____	_____	_____
6. Mental Alertness	_____	_____	_____	_____	_____
7. Poise and Personality	_____	_____	_____	_____	_____
8. Enthusiasm	_____	_____	_____	_____	_____
9. Health and Energy	_____	_____	_____	_____	_____
10. Emotional Stability	_____	_____	_____	_____	_____
11. Desire to Improve	_____	_____	_____	_____	_____
12. Rapport with Students	_____	_____	_____	_____	_____
Management Procedures					
13. Classroom Control Skills	_____	_____	_____	_____	_____
14. Diagnosing Pupil Needs and Assessing Pupil Progress	_____	_____	_____	_____	_____
15. Learning Environment	_____	_____	_____	_____	_____
Instructional Process					
16. Mastery of Subject Matter	_____	_____	_____	_____	_____
17. Provides for Individuals	_____	_____	_____	_____	_____
18. Understanding Pupils	_____	_____	_____	_____	_____
19. Lesson Planning Ability	_____	_____	_____	_____	_____
20. Teaching Skills	_____	_____	_____	_____	_____
21. Pupil Motivation Skills	_____	_____	_____	_____	_____
22. Innovativeness	_____	_____	_____	_____	_____
23. Communication Skills	_____	_____	_____	_____	_____

Narrative Evaluation: To include a description of the teaching situation such as: grade level, subjects, grouping of students, community, etc., as well as additional comments regarding the competencies of the student as a prospective teacher.

DEFINITIONS FOR RANKING CATEGORIES ON THE EVALUATION FORM
USE THE UNBROKEN LINE AS A CONTINUUM RATHER THAN AS FIVE ABSOLUTE VALUES

1. **PROFESSIONAL ATTITUDE AND CONDUCT** - accepts the position of teaching seriously; is vitally interested in the quality of education and aims toward it within the classroom; uses discretion and has a firm commitment to successfully meet the challenges and demands of each day and each student.
2. **TACT AND JUDGMENT** - keen sensitive perception of what to do or say in order to maintain good relations with students, parents, faculty and staff or to avoid offense.
3. **DEPENDABILITY** - makes every effort to follow through on undertakings and commitments; reliable; on time.
4. **COOPERATION** - works effectively with others; shares ideas and resources.
5. **APPEARANCE** - neatness, posture, grooming, and appropriate/professional dress.
6. **MENTAL ALERTNESS** - quick to perceive the classroom situation, analyze it, and act positively.
7. **POISE AND PERSONALITY** - friendly and sincere in working with others; exemplifies mature behavior and appears at ease even in difficult situations; sense of humor.
8. **ENTHUSIASM** - initiative, concern, eagerness, shows excitement.
9. **HEALTH AND ENERGY** - minimum absence; exhibits physical stamina, vigor, soundness of mind and body; and vitality.
10. **EMOTIONAL STABILITY** - confident; approaches classroom situations positively; able to provide a growing, learning environment.
11. **DESIRE TO IMPROVE** - accepts constructive criticism; evaluates own teaching; approaches new or different ideas with an open mind.
12. **RAPPORT WITH STUDENTS** - approachable; develops desirable personal and interpersonal relations; students respect him as a teacher and trust his judgment on personal matters.
13. **CLASSROOM CONTROL SKILLS** - skillfully manages classroom affairs so that a learning environment is maintained; maintains proper student behavior.
14. **DIAGNOSING PUPIL NEEDS AND ASSESSING PUPIL PROGRESS** - focuses upon their process of obtaining valuable information about the classroom; knowledge of construction and administration data instruments and techniques both teacher and commercially produced; maintains accurate records as needed.
15. **LEARNING ENVIRONMENT** - provides an attractive learning environment including learning centers and educational displays
16. **MASTERY OF SUBJECT MATTER** - has a firm grasp of the subject matter beyond the text so that different, interesting, and current information can be related to the students.
17. **PROVIDES FOR INDIVIDUALS** - adjust plans and procedures to meet individual differences and needs; provides meaningful material consistent with child's environment, educational background, maturation level, emotional development, and learning style.
18. **UNDERSTANDING PUPILS** - sensitive to the needs and interests of the students; helps each student set and achieve own goals and interests.
19. **LESSON PLANNING ABILITY** - ability to design and organize interesting and effective lessons, taking into account the needs and abilities of students; specifies learning objectives in daily lesson plans; ability to realistically set and achieve long range goals.
20. **TEACHING SKILLS** - uses a variety of teaching methods, activities, and media aids; uses class time economically, and makes learning concrete and meaningful to pupils; competent in the use of discussion skills, questioning strategy, and other teaching techniques; demonstrates an ability to manipulate the classroom learning environment to achieve the lesson objective.
21. **PUPIL MOTIVATIONAL SKILLS** - inspires each child with the desire to learn and to develop a cooperative attitude; holds the interest of the class.
22. **INNOVATIVENESS** - has the ability to integrate learning; is resourceful and inventive; devises creative approaches to present traditional topics and is aware of new trends in education and integrates them when beneficial to the students.
23. **COMMUNICATION SKILLS** - conveys written and verbal ideas clearly, correctly, and effectively; possesses an excellent command of English; has no annoying gestures or mannerisms.

A.9 GUARANTEE STATEMENT

Grand Canyon College will GUARANTEE assistance to any teacher graduate who is experiencing difficulty in the first year of teaching. Believing in the excellence of our program, we will provide assistance to any graduate recommended by Grand Canyon for teacher certification in the state of Arizona at the elementary or secondary level.

This assistance will continue through the graduate's first year of teaching at no expense to the school district or to the teacher graduate.

Faculty from Grand Canyon College will support the new teacher by acting as consultants in such areas as:

- * Curriculum planning and design
- * Classroom management
- * Content presentation
- * Individualized instruction

The need for assistance may be determined by the Grand Canyon graduate or by the principal or superintendent. The Education Department of Grand Canyon will respond to such requests by providing faculty with appropriate expertise, either from Education or other disciplines.

For example, if the teacher graduate is having difficulty in music education classes, faculty from both the Education and Music Departments would act as consultants. Whereas, if the difficulty involved is in the preparation of lesson plans at the elementary level in teaching science, faculty from both the Elementary Education and Science Departments might respond.

The method of assistance will depend upon the individual needs of the teacher graduate. These methods might include:

- * On-site classroom visitations
- * Telephone conferences
- * Small group sessions at the district level
- * Additional instruction at Grand Canyon College
- * Identification of resource personnel and materials
- * Last but not least - the promise of a friendly word of encouragement and support.

This guarantee began with the 1984, December graduates. At this time, Grand Canyon College has not received any calls for assistance.

A.10.

<u>PROFESSORS</u>	<u>COURSES</u>	<u>EXPERTISE</u>	<u>PUBLIC SCHOOL TEACHING</u>	
Dr. Patty Horn Professor of Education	EED 403	Mathematics for Elementary Teachers	Ed.D. - Elementary Education with emphasis in math and science	10 years Elementary Teacher
	EED 323	Curriculum and Methods: Science		
	EDU 420	Orientation to Student Teaching		
	EDU 430	Classroom Management		
	EED 480	Student Teaching		
Dr. Beverly Taylor Professor of Educational Psychology	EDU 313	Educational Psychology	Ph.D. - Educational Psychology with emphasis in Child Development	3½ years Elementary Teacher
Dr. J. Clayton Hurd Associate Professor of Education	EDU 303	Foundations of Education	Ed.D. - Secondary Education with emphasis in Counseling Course work includes: Instructional Media History and Philosophy of Education Research in Tests and Measurements	9 years Secondary Teacher
	EDU 363	Instructional Media		
	EDU 413	Tests and Measurements		
Dr. Jeanne Siebenman Associate Professor of Education	SED 442	Secondary Methods	Ed.D. - Secondary Education M.A. - Secondary Education with emphasis in Reading K-12	9 years Secondary/ 11 years Elementary Teacher
	SED 452	Reading in the Secondary School		
	SED 462	Reading Practicum		
	SED 443	Secondary Curriculum and Methods		
	SED 480	Student Teaching		
Jamie Everett Assistant Professor of Education	EED 312	Decoding	B.S. - Elementary Education with minor in Social Studies Masters in Library Science, Doctoral Program with emphasis in Language Arts	6 years Elementary Teacher
	EED 343	Communication Arts in the Elementary School		
	EED 363	Curriculum and Methods: Social Studies		
Cathy Stafford Assistant Professor of Education	EED 433	Reading in the Elementary School	B.A. - Elementary Education M.A. - Elementary Education with emphasis in Reading Doctoral Program with emphasis in Reading and Language Arts	10 years Elementary Teacher
	EED 443	Reading Practicum		
	EDU 103/ 113	College Reading Skills		

<u>PROFESSORS</u>	<u>COURSES</u>	<u>EXPERTISE</u>	<u>PUBLIC SCHOOL TEACHING</u>
Dr. Bette Eden Adjunct Professor of Education	SPE 323 Orientation to the Exceptional Child	Ed.D. - Elementary Education and Psychology M.A. - Psychology M.A. - Counseling	7 years Secondary Teacher, 7 years Reading Consultant, 3 years School Psychologist, 13 years Administrator
Duane Givens Adjunct Instructor of Education	EDU 303 Foundations of Education	M.Ed. - School Administration	13 years Secondary Principal, 6 years Secondary Teacher
Leo Hallahan Adjunct Instructor of Education	EED 480 Student Teaching	M.Ed. - School Administration	34 years Elementary Principal, 1 year Elementary Teacher

- A.11 Approximately 96% of the students who enroll and are accepted in this program are recommended for certification.

The main reasons for non-completion of the program include non-mastery of teaching skills, personal problems, and unprofessional behavior.

- B. Grand Canyon College does not have a master's degree program at this time.

- D. Grand Canyon College is currently involved in conducting a feasibility study regarding a Master of Arts in Teaching (M.A.T.) degree for people with B.A. degrees that would like to become either an elementary or secondary teacher. The proposed date of implementation for the M.A.T. would be July, 1987.

Concurrent with this feasibility study, the Education faculty at Grand Canyon College is developing collegiality between the academic departments on campus and the secondary classroom teacher in the field by a series of planned dialogues. The outcome of these dialogues to date has been an establishment of a Science Teaching Major for the junior high teacher, the planning of a Science Teaching Major for the secondary teacher, and the planning of a Business Administration Major with an emphasis in Education. The projected date for implementation is January, 1986.

Scholarship Funds for math, science, and computer science majors who plan on teaching in grades 7-12 was developed and implemented in September, 1985.

The faculty at Grand Canyon College will continue their efforts to examine the Teacher Education Program for redundancy and relevance.

- E. Dr. Patty J. Horn
Chairman
Department of Education and Psychology
Grand Canyon College
3300 West Camelback Road
Phoenix, Arizona 85017-1097
249-3300, extension 270

THE JOINT LEGISLATIVE COMMITTEE ON
TEACHER EDUCATION

Arizona State Legislature
Phoenix, Arizona
October 31, 1985

Submitted by
Patty J. Horn, Chairman, Department of Education
Grand Canyon College
Phoenix, Arizona

Of the public polled in 1984 (Gallup, 1984), 82% of the public stated that schools are extremely important to one's future success. If schools and education are perceived as being this important, then the quality of our present and future teachers must be excellent, not mediocre. The responsibility of education for excellence in regard to teacher education is that of the Colleges of Education.

Excellence in any program is not easily obtainable. It takes commitment and accountability. In order to accomplish that, one has to raise the conscious level of teacher educators to respond to the growing concern of the public. I feel that is being accomplished. You do have our attention! A survey conducted by the American Association of Colleges for Teacher Education (1985) reported how routes to certification differ from past years (see Document 1). Content has been increased and programs are more experientially based. How many hours should be in that program should be determined by the competencies required of the prospective teacher. Grand Canyon College did not always require 48 hours for Elementary Education or 36 hours for Secondary Education. Those number of hours came about because of two reasons:

1. Beginning teachers in the field relayed their deficiencies to the college and the number of hours increased to meet their demand.
2. The school districts told the college what areas in which their graduates were deficient and the number of hours increased to meet their demands.

Perhaps we responded too quickly and, therefore, at times, a redundancy did exist. However, with our teacher guarantee comes the fact that we will be

held accountable to our graduates, to the schools, and to the public. The redundancy will disappear; standards will be held at a higher level. A more qualified teacher will be produced! I have had the opportunity to advise students and teach students who were in an approved program of 30 to 45 hours and students who were only acquiring certification requirements under the old system of 22 to 24 hours. The difference in teacher competencies was astonishing! The teacher who had the 30 to 45 hour approved program was at a higher level of competency. You would have wanted your child to be taught by that teacher. Certification requirements just changed on October 1, 1985. The committee was represented by all aspects of the school environment. Since we had no other way to measure competencies, the committee decided to instigate the 30 to 45 hour minimum. Originally, the competencies were to be measured by a residency program. Until you find a rigorous measurement devise such as the residency program, the higher standards can be measured by the grades acquired in the number of hours only when the colleges are held accountable for its product. We are currently working jointly in trying to establish a pilot residency program within the context of student teaching. This is a beginning but not an end because all of the teacher competencies cannot be measured during student teaching.

I personally urge you to hold us accountable for the teacher competencies and allow the number of hours we worked so hard to instigate to stand as a form of measurement until such a time as to document a purpose for fewer hours.

We have already functioned under the sanction of fewer hours. Allow the new certification requirements the opportunity to produce the quality

teacher you are demanding and provide the opportunity for the school districts to reinstate a rigorous measurement devise such as the residency program and the career ladder plans. Together we can accomplish much - as separate entities we will fail.

You would not propose to go into a business such as DuPont and tell their chemical engineer how many hours he/she should have taken in college. You would have allowed the academic institution to establish those guidelines.

The reason you would not dictate their curriculum is twofold:

1. Free enterprise operates within the context of business. If the chemist is not performing his job, he is given a two week notice.
2. You would be afraid for the safety of others if the chemist only had 20 hours of chemistry because he might blow up the laboratory.

I propose to you that schools are beginning to operate on a minimal free enterprise system with the career ladder plan. I also propose to you that your main concern is still for the safety of the children. Just because you cannot "see" a teacher blow up a child's mind does not mean it can not happen.

What you want is a professional in the classroom. Professionals such as lawyers and accountants do not become professionals with 20 hours in their field. You, also, are assured of the quality of that professional with the bar exam and the CPA exam. The quality of a teacher is more difficult to measure because you not only have to measure what is in the knowledge framework of the teacher's cognitive structure but also have to measure the quality of the interaction between the teacher and the child in the context

of a classroom.

We now have a substantial amount of research that can begin to allow us to implement a measurement device for that interaction. That device has already been implemented in Arizona in a pilot program. The residency plan can work and can give you the information you are seeking. If 100 Grand Canyon College graduate enter the field and 90 fail the residency, you have a right to tell me I am not producing the quality teacher that you demand. As we enter an age of teacher shortages, let us not lower standards or we well still be having this same discussion in ten years. Rather let us begin to attract candidates to the field through career ladder plans and measure their quality through a cooperative student residency plan.

TABLE 8

Percentage of Institutions Reporting How Routes to Certification During
1983-84 Academic Year Differ from Past Years (N = 251)

<i>Differentiating Factor</i>	<i>Percent</i>
Requires more academic content	38
Is more experientially based	38
Is aimed at a different student population	37
Extends program beyond 4 years	29
Promotes use of alternative state certification requirements	26
Reduces amount of pedagogical content	13
Offers dual degree with arts and sciences	9
Does not meet traditional state certification requirements	7
Does not require student teaching	5
Administered by arts and sciences	3
Other	36

"1985 Report to the Profession: Data Show . . ." AACTE Briefs. American
Association of Colleges for Teacher Education, Autumn, 1985.

READING RESEARCH TESTIMONY

by

Mary E. Strother, Ph. D.

prepared for the Joint Legislative Committee on Teacher Education

I commend this Committee for studying the subject of teacher education. You have the opportunity to recommend changes that, IF IMPLEMENTED, would...

1. Increase student achievement
2. Enhance adult literacy
3. Save tax dollars, and
4. Reduce the personal suffering of children and adults caused by the inability to read and write.

CHANGES IN TEACHER EDUCATION ARE IMPERATIVE BECAUSE ...

Inadequate teacher preparation, especially in the areas of reading and writing, has been identified as a primary cause of illiteracy.

HOW SERIOUS IS THE PROBLEM?

A Congressional Quarterly reprint says:

"Each year 850,000 students drop out of school. Most of them cannot read well enough to follow TV dinner instructions; they are too weak in math to compute sales tax. Thousands more who do manage to graduate are no better off; their diplomas mock the system. Together they swell the ranks of an almost invisible underclass of functional illiterates."

While this has been happening, our literacy needs have risen to the highest level in our nation's history--even an auto mechanic's manual requires a tenth grade reading level. Reading and writing are still our primary means for knowing and learning. Yet, an estimated 1 million adults

read below the 4th-grade-level; 27 million below the eighth-grade-level and 52 million read below a 12th-grade level. For the INFORMATION AGE, this level is considered imperative.

HOW DOES ILLITERACY AFFECT OUR SOCIETY? Consider these statistics:

1. The Department of Education reports that 75% of the unemployed have inadequate reading and writing skills.
2. More than 50% of those in prison are functionally illiterate at a cost to our nation of \$6.6 billion for custodial care, not counting the cost to the victims of the criminal activity.
3. Private sector employee errors in reading, writing and math have forced companies to establish basic skills programs at an estimated nationwide price tag exceeding \$10 billion.
4. In 1980, over 210, 000 military personnel enrolled in reading-oriented basic skills classes at a cost in excess of \$70 million. There are also reports of multi-million dollar losses in equipment due to the failure to either read or comprehend technical instructions.

THUS, functionally illiterate adults cost us over \$224 billion every year in welfare payments, crime, incompetent job performance, lost tax revenues and remedial education.

ARE WE GAINING ON THE PROBLEM?

U.S. Department of Education statistics in 1985 show that the pool of adult illiterates is growing by about 2.2 million persons each year through dropouts, pushouts, immigrants and refugees. About the same number are completing programs each year. We are just about breaking even.

Therefore, we cannot just attack symptoms. We must address the causes of illiteracy—teacher education being one.

WHAT IS BEING DONE ABOUT THE PROBLEM LOCALLY?

1. University committees are studying their teacher preparation programs

and implementing inhouse improvements.

2. Governor Babbitt and Superintendent Warner established a Task Force Tuesday to address the issues of adult illiteracy. I feel fortunate to have been asked to serve on that task force.

3. Your committee is taking testimony and studying all the issues involved in improving teacher preparation.

4. Districts are expanding teacher inservice-training programs.

NATIONAL CHANGES ARE ALSO OCCURRING:

1. Fourteen national organizations have formed a Coalition for Literacy to raise public awareness and recruit volunteer reading tutors.

2. Senators Zorinsky, Goldwater, and others have sponsored a **Literacy Initiative** to investigate teacher preparation courses throughout the NATION.

3. THE NATIONAL INSTITUTE OF EDUCATION AND THE NATIONAL ACADEMY OF EDUCATION COSPONSORED A TWO YEAR STUDY ON READING "to survey, interpret and synthesize research findings". Dr. Richard C. Anderson, Director of the Center for the Study of Reading at the University of Illinois and Chairman of this Commission on Reading, had this to say when presenting the report, *BECOMING A NATION OF READERS*, to the Secretary of Education in May, 1985.

'AMERICA CAN BECOME 'A NATION OF READERS' IF EXISTING KNOWLEDGE

ABOUT HOW CHILDREN LEARN TO READ IS SIMPLY PUT INTO PRACTICE. IT'S NOT THAT WE DON'T KNOW WHAT TO DO--IT'S THAT IN TOO MANY CASES WE'RE NOT MAKING IT HAPPEN. AMERICA WILL BECOME A NATION OF READERS WHEN THE VERIFIED PRACTICES OF THE BEST TEACHERS IN THE BEST SCHOOLS CAN BE INTRODUCED THROUGHOUT THE COUNTRY. WE DON'T THINK WE HAVE ALL OF THE ANSWERS. WE'VE LEARNED A GREAT DEAL AND NO DOUBT THERE IS A GREAT DEAL MORE TO BE LEARNED. BUT WE CAN BE ABSOLUTELY SURE THAT IF WHAT WE ALREADY KNOW WERE PUT INTO PRACTICE,

THERE WOULD BE A BIG PRACTICAL PAYOFF."

WHY IS IT THAT WHAT WE ALREADY KNOW IS NOT BEING PUT INTO PRACTICE?

One reason is the time lag between discovery of new information and implementation in the classroom and in textbooks. Student teachers tell us that another reason is that research results have not been emphasized and both sides of current issues and theories have not been presented. Thus, Districts wishing to implement new research findings, must establish expensive and time-consuming inservice training classes to expose teachers to topics that should have been introduced in the undergraduate program.

TODAY, my OBJECTIVES will be to . . .

1. Compare two competing strands of READING theory and demonstrate why prospective teachers should be exposed to both strands
2. Share the recommendations of the Commission on Reading's two-year study, and finally . . .
3. Propose specific improvements in teacher preparation that would help implement the COMMISSION'S RECOMMENDATIONS, AND THEREBY ASSIST in making AMERICA a NATION OF LITERATES instead of A NATION AT RISK.

TWO STRANDS OF READING THEORY

READING AS LANGUAGE

READING AS TRANSLATION

VIEW OF READING

READING IS NATURALLY ACQUIRED IN THE SAME WAY AND FOR THE SAME REASON AS SPEECH. - GOODMAN

THE WAY: ENCOUNTER LANGUAGE IN USE.

BASIC PREMISES

1. SINGLE PROCESS

BEGINNER - MATURE READERS
SAME PROCESS, DIFFERENT CONTROL - GOODMAN

2. WHOLE BEFORE PARTS

GESTALT PSYCHOLOGY
CATTELL EXPERIMENT

3. NOT AN EXACT PROCESS

PSYCHOLINGUISTIC GUESSING GAME - MISCUE ANALYSIS FOR HIGH OR LOW QUALITY ERRORS

INSTRUCTIONAL MATERIALS

LEARNER-GENERATED MATERIALS
PREDICTABLE BOOKS
INCIDENTAL PHONIC BASALS

TYPE OF INSTRUCTION

CHILD CENTERED
INQUIRY & STRATEGY-ORIENTED
TEACHER IS A FACILITATOR OF LEARNING

VIEW OF READING

READING IS NOT NATURALLY ACQUIRED. ALL SOCIETIES HAVE SPEECH BUT NOT ALL SOCIETIES ARE LITERATE. - SAMUELS

THE WAY: TRANSLATE THE CODE

BASIC PREMISES

1. DEVELOPMENTAL PROCESS

READING IS A COMPLEX SKILL
MANY PROCESSES, DIFFERENT LEVELS OF PROFICIENCY - FISCHER

2. PARTS BEFORE WHOLE

INFORMATION PROCESSING
GOFF EXPERIMENT

3. EXACT PROCESS

START READING WHAT IS THERE.
LATER, LEARN TO SKIM AND SCAN FOR SPECIFIC PURPOSES.

INSTRUCTIONAL MATERIALS

SKILL-ORIENTED MATERIALS
PHONETIC BASELS
TOTAL LANGUAGE ARTS PROGRAMS

TYPE OF INSTRUCTION

DIRECT INSTRUCTION
TEACHER DIRECTED USE OF TIME
TEACHER IS AN IMPARTER OF KNOWLEDGE

COMPARISON

WHAT ARE THE TWO MAIN STRANDS OF THEORY THAT HAVE BEEN BATTLING FOR THE LAST CENTURY? SIGHT VS. PHONICS, OR MEANING VS. CODE

I' LL BRIEFLY COMPARE THOSE TWO THEORIES TO IDENTIFY COMPONENTS NECESSARY FOR SUCCESS IN READING.

LAUREN RESNICK, UNIVERSITY OF PITTSBURG, described these two theories along a continuum because there is much diversity within each strand. She labeled the strands **READING AS LANGUAGE** and **READING AS TRANSLATION** to emphasize the **FOCUS** of each strand. THE "SIGHT," WHOLE WORD, AND LANGUAGE EXPERIENCE METHODS OF TEACHING READING ARE BASED IN THE LANGUAGE STRAND OF THEORY.

SOME LEADING PROPONENTS OF THIS STRAND ARE **DRS. KEN AND YETTA GOODMAN**, EDUCATION PROFESSORS, UNIVERSITY OF ARIZONA, **FRANK SMITH, AND VAN ALLEN**.

WHAT IS THEIR VIEW OF READING?

THE **GOODMANS** SAY, IN "LEARNING TO READ IS NATURAL," THAT. . .

READING IS NATURALLY ACQUIRED IN THE SAME WAY AND FOR THE SAME REASON AS SPEECH.

"THE WAY IS TO ENCOUNTER LANGUAGE IN USE AS A VEHICLE OF COMMUNICATING MEANING. THE REASON IS NEED."

WHAT ARE THE . . .

BASIC PREMISES OF THIS STRAND OF THEORY?

1. **READING IS A SINGLE PROCESS**

GOODMAN SAYS: "THERE IS ONLY ONE READING PROCESS."

Therefore, the beginning reader and the mature reader are using the same process, only skilled readers are more adept than beginners.

2. WHOLE BEFORE PARTS

Gestalt psychology gave rise to this premise which says that one sees the whole before the part. Take a picture on the wall—one sees the whole and then looks for the details.

In 1885, Cattell, a psychologist, observed that skilled readers saw whole words as fast as single letters. Therefore, he concluded that it was pointless to teach children to sound out single letters. This study provided the experimental base for the WHOLE WORD METHOD of teaching READING.

A third premise is that READING IS . . .

3. NOT AN EXACT PROCESS

THE GOODMANS SAY:

"WE SEE BOTH ORAL AND WRITTEN LANGUAGE AS LEARNED IN THE SAME WAY. IN NEITHER CASE IS THE LEARNER REQUIRED BY THE NATURE OF THE TASK TO HAVE A HIGH LEVEL OF CONSCIOUS AWARENESS OF THE UNITS AND SYSTEM."

In fact, Goodman labels his method of learning to read, a **psycholinguistic guessing game**, because the reader hypothesizes what the author is going to tell him, and pays only enough attention to the letters and grammar to confirm or reject the hypothesis.

TEACHERS CHECK STUDENTS' SKILL BY PERFORMING A MISCUE ANALYSIS. A miscue is an error which can be of either HIGH or LOW QUALITY.

A HIGH QUALITY ERROR CHANGES MEANING AND SHOULD BE CORRECTED, BUT LOW QUALITY ERRORS DO NOT CHANGE MEANING AND ARE THEREFORE NOT CORRECTED. Goodman has stated that it is not necessary to change "pony"

for "horse" because the meaning is there.

WHAT TYPE OF INSTRUCTIONAL MATERIALS ARE RECOMMENDED?

Because, in their **VIEW**, children learn to read by encountering language in print, they recommend functional, learner-generated print, such as language experience stories, signs, logos, and predictable books, like The House that Jack Built.

WHAT TYPE OF INSTRUCTION IS BASED IN THIS THEORY?

IN *A WHOLE-LANGUAGE COMPREHENSION-CENTERED VIEW OF READING DEVELOPMENT*, GOODMAN SAYS THAT HIS METHOD FOR DEVELOPING READING, LITERACY AND ALL LEARNING IS ROOTED IN JOHN DEWEY'S POSITIVE, HUMANISTIC, CHILD-CENTERED VIEW OF THE LEARNER. THEREFORE, INSTRUCTION IS CHILD-CENTERED, INQUIRY ORIENTED.

DOES THE TEACHER DIRECTLY TEACH READING SKILLS?

THE GOODMAN SAYS:

"INSTRUCTION DOES NOT TEACH CHILDREN TO READ. CHILDREN ARE IN NO MORE NEED OF BEING TAUGHT TO READ THAN THEY ARE OF BEING TAUGHT TO LISTEN."

"SKILLS DISPLAYED BY THE PROFICIENT READER DERIVE FROM MEANINGFUL USE OF WRITTEN LANGUAGE AND . . . SEQUENTIAL INSTRUCTION IN THOSE SKILLS IS AS POINTLESS AND FRUITLESS AS INSTRUCTION IN THE SKILLS OF A PROFICIENT LISTENER WOULD BE TO TEACH INFANTS TO COMPREHEND SPEECH."

IF TEACHERS ARE NOT TEACHING SKILLS WHAT ARE THEY DOING?

GOODMAN SAYS:

"THE TEACHER MOTIVATES, ARRANGES THE ENVIRONMENT, MONITORS DEVELOPMENT, PROVIDES RELEVANT APPROPRIATE

MATERIALS, AND PROVIDES TIMELY EXPERIENCES TO EXTRACT WHAT IS MOST MEANINGFUL TO BE LEARNED FROM THAT ENVIRONMENT."

THUS, THE TEACHER IS A FACILITATOR OF LEARNING.

WHAT ABOUT THE READING AS TRANSLATION STRAND OF THEORY?

SOME PROPONENTS OF THIS VIEW ARE **JAY SAMUELS**, UNIVERSITY OF MINNESOTA, **ISABEL BECK**, UNIVERSITY OF PITTSBURG, **JEANNE CHALL**, HARVARD. WHAT IS THEIR...

VIEW OF READING

JAY SAMUELS, takes exception to the notion that reading is naturally acquired. He notes that 'ALL HUMANS HAVE DEVELOPED LANGUAGE SYSTEMS, BUT NOT ALL SOCIETIES ARE LITERATE'. THUS, he says **learning to read is different than learning to speak.**

Because English is based on an alphabet, symbols represent sounds, rather than meaning units as in languages such as Chinese. Sounds must be put together to create meaning units, i.e., words. For this reason, these researchers say that the **first step in learning to read must be learning an arbitrary set of letters and letter combinations and the sounds they represent in speech. So from their view, children must be taught to translate the code.**

WHAT ARE THEIR BASIC PREMISES?

ELEANOR GIBSON, psychologist, disagrees with the Goodmans that reading is a single process. She points out in the classic work, *PSYCHOLOGY OF READING* that the Goodmans' research used skilled readers. Rather, her research supports the premise that **READING IS A COMPLEX SKILL that DEVELOPS THROUGH MANY DIFFERENT PROCESSES.**

JEANNE CHALL, Harvard reading professor, as long ago as 1967, published an analysis of 50 years of reading research in the classic volume, *READING: THE GREAT DEBATE*. She concluded that...

"EARLY STRESS ON CODE LEARNING, NOT ONLY PRODUCED BETTER WORD RECOGNITION AND SPELLING, BUT ALSO MAKES IT EASIER FOR THE CHILD EVENTUALLY TO READ WITH UNDERSTANDING."

The research results made no sense until she viewed **READING AS A DEVELOPMENTAL PROCESS MADE UP OF STAGES** SIMILAR TO PIAGET'S STAGES OF CHILD DEVELOPMENT.

She suggests 5 **stages of reading**: The first stage is **DECODING** followed by **FLUENCY**. **THESE TWO STAGES SHOULD BE MASTERED IN GRADES 1 - 3.** She calls this the **LEARNING TO READ PHASE**, which is followed by the **READING TO LEARN** PHASE WHICH GOES ON A LIFETIME.

FISCHER, a psychologist at the University of Colorado, expands Chall's view of **fluency**. **Every** subskill, not just decoding and word recognition, must go through levels of proficiency. First, the skill must be learned accurately, then fast, or automatically, so attention is not needed. If attention is needed, **the reader cannot concentrate on meaning but must attend to decoding.**

Basketball is an example. YOU WOULD NOT LEARN TO DRIBBLE, PASS, & SHOOT ALL IN ONE LESSON. YOU'D LEARN EACH SKILL ACCURATELY FIRST, THEN RAPIDLY, SO THAT YOU COULD PERFORM ALL AUTOMATICALLY.

DR. BARBARA BATEMAN, Univ. of Oregon, compares **reading** to driving a car. You would not have a beginner drive to the airport in 5:00 P.M. traffic. They would have quite enough to do learning the **mechanics of driving**. So with learning to read. The **mechanics of reading--decoding and word recognition--must be automatic so that attention can be on comprehending the message.**

DO BEGINNERS SEE THE PARTS BEFORE THE WHOLE?

PHIL GOFF, University of TEXAS, tested the whole word theory by replicating Cattell's famous experiment. REMEMBER, Cattell had used skilled readers.

THEORIZING that if reading were a developmental process there would be a difference between skilled and beginning readers, he used 2nd-, 4th-, 6th-graders and graduate students. Second-graders spent more time reading longer words than shorter ones. But, sixth-graders and graduate students read short and long words in the same amount of time.

GOFF'S EXPERIMENT SUPPORTED THE PREMISE THAT READING IS A DEVELOPMENTAL PROCESS. IT ALSO SUPPORTED THE CONCEPT THAT BEGINNERS DO SINGLE LETTER PROCESSING, BUT SKILLED READERS PROCESS WHOLE WORDS!

THESE RESEARCHERS VIEW READING AS AN EXACT PROCESS.

For beginners, reading what is there is a more concrete skill, than inferring from context. Beginners do not know enough words in the paragraph to infer from context. Once accuracy is achieved then students are taught to skim and scan for SPECIFIC purposes.

WHAT INSTRUCTIONAL MATERIALS WOULD THESE RESEARCHERS RECOMMEND?

SKILL ORIENTED MATERIALS that teach the sound-symbol relationship (decoding)

PHONETIC BASELS that practice the sound-symbols introduced.

TOTAL LANGUAGE ARTS PROGRAMS that integrate speech, reading, spelling, and writing.

TYPE OF INSTRUCTION is the FINAL CONTRAST.

Because these theorists believe there are concepts and skills that must be taught, they recommend **direct instruction of skills, and teacher directed use of time.**

THUS, THE TEACHER IS CONSIDERED AN **IMPARTER OF KNOWLEDGE, RATHER THAN A FACILITATOR OF LEARNING.**

WHAT TYPE OF INSTRUCTION IS MOST EFFECTIVE?

RESNICK SUMMARIZES:

"DIRECT INSTRUCTION, TEACHER-CONTROLLED USE OF TIME, AND WELL-STRUCTURED CURRICULA HAVE A CLEAR EDGE-AGAIN ESPECIALLY FOR LOW ACHIEVING OR LOW SES GROUPS."

WHAT ARE THE NECESSARY COMPONENTS OF READING INSTRUCTION AND WHAT ARE THE COMMISSION'S RECOMMENDATIONS CONCERNING EACH?

1. ORAL LANGUAGE DEVELOPMENT

Oral language develops first, informally, in the home, as the child listens to and then reproduces sounds, simple words, phrases, and finally complete sentences. As children mature, the desire to produce and read written language emerges as they are exposed to reading and writing.

IF CHILDREN HAVE NOT ACQUIRED A REASONABLE RANGE OF CONCEPTS AND ORAL VOCABULARY AT HOME, PRESCHOOL OR THROUGH SESAME STREET, THESE MUST BE TAUGHT IN KINDERGARTEN AND THE PRIMARY GRADES. Thus, the COMMISSION ON READING'S REPORT RECOMMENDS THAT . . .

"PRESCHOOL AND KINDERGARTEN READING READINESS PROGRAMS SHOULD FOCUS ON READING, WRITING, AND ORAL LANGUAGE."

2. PHONICS INSTRUCTION

The REPORT STATES THAT...

"THE PURPOSE OF PHONICS INSTRUCTION IS TO TEACH CHILDREN THE ALPHABETIC PRINCIPLE. THE GOAL IS FOR THIS TO BECOME AN *OPERATING PRINCIPLE* SO THAT YOUNG READERS CONSISTENTLY USE INFORMATION ABOUT THE RELATIONSHIP BETWEEN LETTERS AND SOUNDS AND LETTERS AND MEANINGS TO ASSIST IN THE

IDENTIFICATION OF KNOWN WORDS AND TO INDEPENDENTLY FIGURE OUT UNFAMILIAR WORDS." CHILDREN AND ADULTS ALSO USE IT TO SPELL.

THEREFORE, THEY RECOMMEND:

"TEACHERS OF BEGINNING READING SHOULD PRESENT WELL-DESIGNED PHONICS INSTRUCTION."

THEY EXPLAIN:

"KNOWLEDGE ABOUT THE INTRICACIES OF THE READING PROCESS LAY TO REST ONCE AND FOR ALL SOME OF THE OLD DEBATES ABOUT THE ROLES OF PHONICS AND COMPREHENSION. WE NOW KNOW THAT LEARNING EFFICIENT WORD RECOGNITION AND GRASPING MEANING ARE COMPANION SKILLS FROM THE TIME A CHILD FIRST READS."

RESNICK POINTS OUT THAT . . .

"THERE IS NO EMPIRICAL EVIDENCE THAT TOO EARLY OR TOO MUCH EMPHASIS ON THE CODE DEPRESSES LATER COMPREHENSION."

"NO ONE HAS YET DEMONSTRATED EMPIRICALLY, WITH A COMPENSATORY EDUCATION POPULATION, A SUCCESSFUL WAY OF TEACHING THE CODE ENTIRELY ON THE BASIS OF STUDENT GENERATED STORIES OR WORDS DRAWN FROM THE STUDENTS' NATURAL ENVIRONMENTS."

3. READING COMPREHENSION

The REPORT states:

"READING INSTRUCTION SHOULD MEET THE CHALLENGE OF BUILDING FROM THE KNOWLEDGE THAT CHILDREN BRING TO THE SCHOOL EXPERIENCE, BY OFFERING THE RICHEST TEXTS THAT THEY ARE ABLE TO UNDERSTAND. "

THUS, THE COMMISSION RECOMMENDS:

"READING PRIMERS SHOULD BE INTERESTING, COMPREHENSIBLE,
AND GIVE CHILDREN OPPORTUNITIES TO APPLY PHONICS."

DR. RICHARD VENEZKY, UNIVERSITY OF DELAWARE, ANALYSED THE FOUR MOST-USED BASAL READING PROGRAMS FROM THE LATE 1970'S. HE FOUND THAT . . .

"APPROXIMATELY 80 TO 90 PERCENT OF THE CHILDREN IN THE UNITED STATES TODAY ARE TAUGHT WITH PROGRAMS THAT ARE NOT INSTRUCTIONAL PROGRAMS FOR READING. . . NEVER ONCE IN THE DECODING PROGRAM DO THEY EVER GET TO THE POINT OF APPLYING DECODING'

RESEARCH HAS SHOWN THAT TEACHERS SPEND THE MAJORITY OF THE INSTRUCTIONAL TIME ASSESSING COMPREHENSION USING WORKBOOKS AND SKILL SHEETS, RATHER THAN TEACHING COMPREHENSION USING RICH READING SELECTIONS. THEREFORE, THE COMMISSION RECOMMENDS THAT . . .

"TEACHERS SHOULD DEVOTE MORE TIME TO COMPREHENSION INSTRUCTION. CHILDREN SHOULD SPEND LESS TIME COMPLETING WORKBOOKS AND SKILL SHEETS. . . AND MORE TIME IN INDEPENDENT READING."

ANOTHER NECESSARY COMPONENT IS . . .

4. WRITING

The REPORT states. . .

"WRITING IS IMPORTANT IN ITS OWN RIGHT. BECAUSE OF THE INTERRELATEDNESS OF LANGUAGE, LEARNING TO WRITE ALSO AIDS IN READING DEVELOPMENT."

IT HAS CLEARLY BEEN ESTABLISHED THAT STUDENTS UNDERSTAND CONCEPTUAL MATERIAL BETTER IF THEY HAVE TO WRITE ABOUT IT.

THUS, THE COMMISSION RECOMMENDS . . .

"CHILDREN SHOULD SPEND MORE TIME WRITING."

WHAT RECOMMENDATIONS SPECIFICALLY DEAL WITH TEACHER
EDUCATION?

"TEACHER EDUCATION PROGRAMS SHOULD BE LENGTHENED AND
IMPROVED IN QUALITY."

THE COMMISSION WAS QUITE SPECIFIC THAT BEGINNING
READERS SHOULD HAVE SYSTEMATIC INSTRUCTION IN PHONICS.
YET, CONSIDER THIS STUDY:

DR. ALFRED MAZURKIEWICZ SURVEYED 300 TEACHERS IN 26
SCHOOL DISTRICTS ABOUT THE MEANING OF TERMS ASSOCIATED
WITH PHONICS INSTRUCTION AS WELL AS THEIR KNOWLEDGE OF
PHONIC GENERALIZATIONS. HE CONCLUDED THAT. . .

"TEACHERS EXHIBIT A LOW LEVEL OF PHONIC KNOWLEDGE AS THIS
WAS MEASURED BY THE COMPETENCY EXAMINATION. WEAKNESSES
NOT ONLY INCLUDE A LACK OF KNOWLEDGE OF CONSONANT AND
VOWEL LETTERS, BUT ALSO THE VOWEL AND CONSONANT SOUNDS,
PHONIC KNOWLEDGE AS REFLECTED IN GENERALIZATIONS. . ."

CONCERNED WHY THIS SHOULD BE SO, HE SURVEYED PROFESSORS
FROM ACROSS THE COUNTRY. OF THE 222 WHO PARTICIPATED,
61.7% HELD A PH.D. OR ED.D. DEGREE, 26.1% HELD A MA, AND 3.2% A
BA DEGREE. TEACHING EXPERIENCE RANGED FROM 1 TO 45 YEARS AT
THE SCHOOL DISTRICT LEVEL AND FROM 1 TO 30 YEARS AT THE
COLLEGE OR UNIVERSITY LEVEL.

HIS FINDINGS EXONERATED THE TEACHERS.

"COLLEGE PROFESSORS WHO TEACH TEACHERS TO TEACH READING DO
NOT AGREE ON WHAT READING TERMS SHOULD BE TAUGHT, THEIR
DEFINITIONS, OR ON THE GENERALIZATIONS TO BE USED IN PHONIC
ANALYSIS."

THE EVIDENCE FURTHER INDICATED THAT ONLY A SMALL PERCENTAGE OF THE SAMPLE HAD A SATISFACTORY KNOWLEDGE OF THOSE DECODING ELEMENTS IMPORTANT FOR TEACHERS TO KNOW, THAT GROSS MISINFORMATION CHARACTERIZED INSTRUCTION TO TEACHERS, THAT CONTRADICTORY INFORMATION IS SUPPLIED TEACHERS AND THAT COLLEGE PROFESSORS, AS REFLECTED IN THIS SAMPLE, ARE GENERALLY POORLY INSTRUCTED ABOUT, OR MEAGERLY CONVERSANT WITH THOSE ELEMENTS WHICH ARE BASIC TO READING INSTRUCTION.

HE CONCLUDED:

"THE IMPLICATION IS CLEAR THAT TEACHERS OF READING ARE INADEQUATELY PREPARED AND, AS A CONSEQUENCE, TEACH CHILDREN WITH FAR LESS THAN A GOOD UNDERSTANDING OF PRINCIPLES INVOLVED IN PHONICS AND WORD ANALYSIS."

TO SUMMARIZE . . .

AMERICA HAS BEEN A NATION AT RISK. . . OUR CITIZENS HAVE BEEN UNDEREDUCATED AND HAVE SUFFERED THE EMBARRASSMENT OF NOT BEING ABLE TO READ AND WRITE WELL ENOUGH TO FUNCTION EFFECTIVELY IN SOCIETY. THE COST TO OUR COUNTRY HAS BEEN PHENOMENAL. ALTHOUGH READING HAS BEEN DIFFICULT TO STUDY BECAUSE IT IS A COVERT PROCESS, RESEARCH SINCE THE 70'S HAS CLEARLY ESTABLISHED COMPONENTS THAT MUST BE INCLUDED IN READING INSTRUCTION FOR CHILDREN OR ADULTS. THESE INCLUDE ORAL LANGUAGE DEVELOPMENT, PHONICS, READING COMPREHENSION, AND WRITING.

THE COMMISSION ON READING'S REPORT IS "SOMETHING LIKE A SURGEON GENERAL'S REPORT ON READING." IT IS THE FIRST OF ITS KIND. IT SUMMARIZES KNOWLEDGE ACQUIRED FROM RECENT RESEARCH IN HOMES AND SCHOOLS, DRAWS INFERENCES, AND MAKES RECOMMENDATIONS FOR IMPROVING READING INSTRUCTION. IT EMPHASIZES THAT READING IS . . .

"A CORNERSTONE FOR A CHILD'S SUCCESS IN SCHOOL AND, INDEED, THROUGHOUT LIFE. . . THE RESEARCH REVEALS THAT THE RETURNS ARE HIGHEST FROM THE EARLY YEARS OF SCHOOLING WHEN CHILDREN ARE FIRST LEARNING TO READ. . . THE EARLY YEARS SET THE STAGE FOR LATER LEARNING. WITHOUT THE ABILITY TO READ, EXCELLENCE IN HIGH SCHOOL AND BEYOND IS UNATTAINABLE."

THIS COMMITTEE HAS THE OPPORTUNITY TO RECOMMEND CHANGES IN TEACHER PREPARATION THAT WOULD INCREASE STUDENT ACHIEVEMENT AT EVERY LEVEL, ENHANCE ADULT LITERACY, SAVE TAX DOLLARS, AND REDUCE THE PERSONAL SUFFERING OF CHILDREN AND ADULTS CAUSED BY THE INABILITY TO READ AND WRITE.

Illiteracy and the law

Police reports not quite words of prose



Chet Barfield

Commentary

A story in a Valley paper the other day caught my attention. It said more than a fourth of the applicants to the Mesa Police Department — 74 out of 285 — had failed a written communications test administered recently.

"Police officers have to have a good command of the English language," said Sgt. Mike Hayes, department spokesman.

I took note of Hayes' remark because of something I'd received in the mail the previous day. It was a thick envelope from a man who felt he'd been treated unfairly during an arrest at Roosevelt Lake last summer.

His tale of woe, however, wasn't nearly as interesting as one of the items he sent along — a "witness statement" from a Gila County Sheriff reserve officer.

Now pretend you're the judge in this case, and you've been given the following report:

"On July 4, 1985 my self and forest service employe Lane Hulbert was in the Horse Pature area around 9:30 p.m. when we heard fire work going off. So my self and (Lane) forest service employe went in the way of the sound. Myself and Lane stop and I heard loud blust.

"Then we enter the camp I noticed their was anoter forrest employe writing a ticket at the camp. The Geno Carter, is also a forest service employe approached me with the subject. So I ask the subject (Doug) what seem to be the problem. He (Doug) jump back and said that I had the problem. At that time I had then identify myself as Gila County Deputy Sheriff. Then the subject had said their no problem.

"Then (Geno Carter) said that the subject (Doug) was start to upset the camp next to them. That when (Doug) the subject look like he was going to give me a problem, so I call for back up. That when Officer John Huffman pull up. Then

(Geno Carter) told John what was happening. Then forest service employe ask for a driver lic. and Officer John Huffman ask to see som I.D. Then (Doug) said he did under stand way the forest service was writing the ticket and John was ask for his I.D. So finally he said I dont have one, so John ask his address, SSN, the zip code. Then (Doug) the subject was saying that he didn't have to tell to us.

"The officer, finally he give it to us & the forest service, then he start getting angry with the forest service man and ask if they saw him lite the fire work, and said yes we did. Then he (Doug) said I also want your name and place were you work. They gave it to him and finish the ticket, and they walk back to their truck.

"Then officer John and officer (Lanney Cline) and my self were still their. Then office John told the subject if we get call back down their that he (officer John) would come to him (Doug subject) frist to talk, then (Doug) subject said that he was not responeadle for every body. Then officer (John) said to just keep the peace and no problem. Then John said that will be all.

"The subject (Doug) just stud there John said I told you I was though and to go back to his camp. Then the subject (Doug) said I am in my camp. Then John and Lanney & my self went up the road about 2 hundred yard. We where listing for a sort time when the subject (Doug) started yelling out foul word as the —ing camper and the way the officer where.

"That when officer John said the he was going to arrest him. John had walk down to were the subject was standing and ask him to come around the boat that he was under arrest for disturbing the peace. Officer John told him to put his hand on top of his head and to spread his feet apart. When (John) the officer told him to spread his feet the subject (Doug) didnt so officer John said again your under arrest and spread your feet. That when the subject said no and start struggling with the officer.

"Then officer John try to put the hand cuff's on the subject (Doug) and (Doug) said your not putting the cuff's on me, that this hole thing was crazy that he was starting to get p— off. Then he said that he would go but not with the hand cuff's and not with officer (John).

"Officer (Lanney Cline) had the subject to go over to the truck to talk with him. Myself stay with the rest of the people. Then (John) the officer said that it the rule that any time a officer make

arrest that the subject have to be cuff. Then th subject said that he had been beatin up by 2 othe. cops and it was not going to happen a gain. So about 35 to 45 min. later after Lanney talk to him the subject that he would go with Lanney with the cuff.

"When officer Lanney Cline ielf officer John Huffman a myself stay to get other statemen from the camp where it started. From time I fris. arrived it was ovrious that subject (Doug) was intoxicated, argumentative & obnoxious with the camp site. Officer Huffman finally arrest the subject about 1: pm."

Terrified at the thought of this man carrying a badge and gun, I called the Gila County Sheriff's Office headquarters in Globe to find out how he possibly could have gotten on the force.

Chief Deputy Charles Barron told me the officer who wrote that report no longer was with the department and had been on the reserve force only a few months.

But I was amazed when Barron acknowledged he had passed the same written exam all reserve officers and regular deputies must pass.

"Are there any essay questions on the exam?" I asked.

"It's mostly multiple choice," said Barron. "I don't believe there was too much on English or language on that. About the only thing that would come close was the word definition part."

"What kind of words are the applicants asked to define?"

"Words like 'judicial.' Just general words. Ten or 12 words. They're given two or three definitions, and they have to pick the right one."

Barron said the test has been changed, as of last month. It now includes some questions to be answered in sentences.

"We've had a few (officers) like that slip in," he said. "We're making it tougher and tougher for them."

I felt reassured.

Until I remembered something else Barron told me. Every applicant to the Gila County Sheriff's Office must have a high school diploma.

The author of the sparkling prose above is a graduate of Miami High School, Class of '82.

So please, Sgt. Hayes, keep flunking those applicants. Others along the line aren't being as diligent.

DECODING DEFINITION

ISABEL BECK AND ELLEN MCCASLIN, LEARNING RESEARCH AND DEVELOPMENT CENTER,
UNIVERSITY OF PITTSBURGH, IN AN ANALYSIS OF DIMENSIONS THAT AFFECT THE
DEVELOPMENT OF CODE-BREAKING ABILITY IN EIGHT BEGINNING READING PROGRAMS,
DEFINE DECODING AS FOLLOWS:

"DECODING IS THE TRANSLATION OF PRINT TO SPEECH (either overt or covert), with meaning implicit in the translation. . . .We have labeled two subdivisions of decoding: 'word attack' and 'word recognition.' We will use the phrase 'word attack' to represent that aspect of decoding where the learner brings into action (either overtly or covertly) implicit or explicit 'rules' of pronunciation to unlock the pronunciation of a word. The term 'word recognition' will be used to describe that aspect of decoding where the learner recognizes words instantly. Both word attack and word recognition are decoding. Phonics are instructional methods that teach procedures for word attack."

(1978, p. 2)

TWO STRANDS OF READING THEORY

READING AS LANGUAGE

READING AS TRANSLATION

VIEW OF READING

READING IS NATURALLY ACQUIRED IN THE SAME WAY AND FOR THE SAME REASON AS SPEECH. - GOODMAN

THE WAY: ENCOUNTER LANGUAGE IN USE.

BASIC PREMISES

1. SINGLE PROCESS

BEGINNER - MATURE READERS
SAME PROCESS, DIFFERENT CONTROL - GOODMAN

2. WHOLE BEFORE PARTS

GESTALT PSYCHOLOGY
CATTELL EXPERIMENT

3. NOT AN EXACT PROCESS

PSYCHOLINGUISTIC GUESSING GAME - MISCUE ANALYSIS FOR HIGH OR LOW QUALITY ERRORS

INSTRUCTIONAL MATERIALS

LEARNER-GENERATED MATERIALS
PREDICTABLE BOOKS
INCIDENTAL PHONIC BASALS

TYPE OF INSTRUCTION

CHILD CENTERED
INQUIRY & STRATEGY-ORIENTED
TEACHER IS A FACILITATOR OF LEARNING

VIEW OF READING

READING IS NOT NATURALLY ACQUIRED. ALL SOCIETIES HAVE SPEECH BUT NOT ALL SOCIETIES ARE LITERATE. - SAMUELS

THE WAY: TRANSLATE THE CODE

BASIC PREMISES

1. DEVELOPMENTAL PROCESS

READING IS A COMPLEX SKILL
MANY PROCESSES, DIFFERENT LEVELS OF PROFICIENCY - FISCHER

2. PARTS BEFORE WHOLE

INFORMATION PROCESSING
GOFF EXPERIMENT

3. EXACT PROCESS

START READING WHAT IS THERE.
LATER, LEARN TO SKIM AND SCAN FOR SPECIFIC PURPOSES.

INSTRUCTIONAL MATERIALS

SKILL-ORIENTED MATERIALS
PHONETIC BASELS
TOTAL LANGUAGE ARTS PROGRAMS

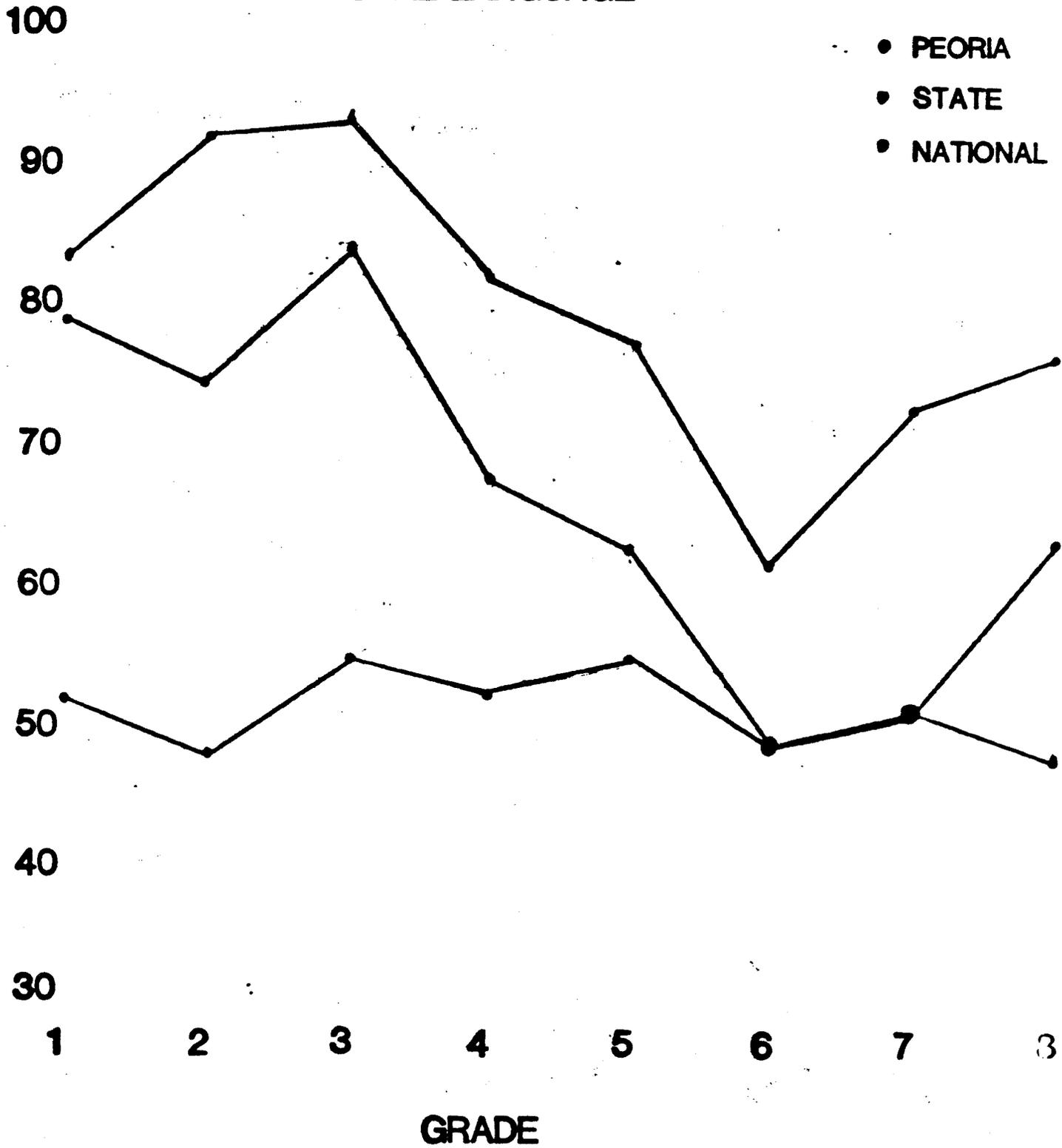
TYPE OF INSTRUCTION

DIRECT INSTRUCTION
TEACHER DIRECTED USE OF TIME
TEACHER IS AN IMPARTER OF KNOWLEDGE

1985 IOWA TEST OF BASIC SKILLS

Comparison of Peoria, Arizona, & National Percentile Rank Scores

TOTAL LANGUAGE



1985 IOWA TEST OF BASIC SKILLS

Comparison of Peoria, Arizona, & National Percentile Rank Scores

TOTAL READING

