



STATE OF CONNECTICUT
BOARD OF TRUSTEES
FOR THE STATE COLLEGES

P. O. Box 2008 NEW BRITAIN, CONNECTICUT 06050

TEL. NEW BRITAIN: 203-229-1607

TEL. HARTFORD: 203-566-7373

RESOLUTION

concerning

LICENSURE APPLICATION

for

SIXTH-YEAR PROFESSIONAL DIPLOMA

for

ELEMENTARY CLASSROOM TEACHER SPECIALISTS

at

SOUTHERN CONNECTICUT STATE COLLEGE

November 3, 1978

RESOLVED, Under the authority granted the Board of Trustees in Chapter 164, Section 10-109 of the General Statutes and in Public Act 77-573, Southern Connecticut State College is hereby authorized to seek licensure for and implement a program leading to a Sixth-Year Professional Diploma for Elementary Classroom Teacher Specialists, subject to approval by the Board of Higher Education.

A Certified True Copy:


James A. Frost
Executive Director

SIXTH YEAR GRADUATE PROGRAM

Concentration for the Classroom Teacher Specialist

Southern
Connecticut
State College
Initial proposal

I. PROGRAM CLASSIFICATION

The major purpose of the proposed sixth year program is to prepare experienced and qualified teachers who hold master's degrees to become exemplary models of the teacher who deals directly with pupils in a classroom situation. This would include the preparation needed for team leaders in open classrooms, teachers who cooperated with colleges in preservice training of student teachers, teachers who have no desire to become administrators but wish to enlarge their sphere of influence on the educational and academic community through further study.

II. PROGRAM DESCRIPTION

The proposed sixth year program will be involved with advanced study in areas directly related to the functions of the teacher in the classroom as he/she communicates with, and influences policy and action in the community, the school and the profession.

The program offers greater scope, depth and thoroughness of preparation above the Master's degree. It is intended to provide skills in areas such as: development of values; effecting inter-personal relationships; enhancing modes of cognition and reasoning; teaching decision-making approaches and in other skills related toward positive development of the child, the teenage pupil and the young adult.

III. PROGRAM JUSTIFICATION

A. Pre-planning has been carried on over a period of two years by the department of education with the encouragement of the present chairman and the previous chairman; and with the aid, advice, and support of the entire administrative body of SCSC.

The proposal as presented in a 15 page document contains the results of this pre-planning. (Please review attached copy)

B. Student Demand

Former graduate students who return frequently for refresher courses have indicated strongly that there is a need to provide further opportunities for professional advancement and recognition for those teachers who find their greatest fulfillment in developing the potential of children in a classroom situation. They perceive that their area of expertise is in dealing with children; they desire to instill knowledge, put research into action and refine strategies. At present these professionals have no avenue of advancement unless they leave the classroom. However, school systems served by S.C.S.C. authorize and provide for professional recognition and for salary improvement through advanced study beyond the master's degree.

There are many teachers specializing in Elementary Education (including early childhood) and the number who do not choose to become administrators or curriculum specialists is large. The following set of figures indicate those who have graduated from SCSC with a Master's degree and who have indicated interest in advanced professional study at SCSC. The results are based upon contact with between 10% to 15% of the graduates who still reside in the southern Connecticut area.

| | Early Childhood | | Elementary | | Special Education | Total |
|------|-----------------|------------|------------|------------|--------------------|-------|
| | Graduated | Interested | Graduated | Interested | Graduated | |
| | | | | | 0 | |
| | | | | | Possible of | |
| | | | | | source of students | |
| 1971 | 32 | 5 | 176 | 15 | 0 | 208 |
| 1972 | 33 | 2 | 183 | 19 | 126 | 242 |
| 1973 | 49 | 6 | 214 | 18 | 161 | 324 |
| 1974 | 57 | 3 | 164 | 11 | 168 | 389 |
| 1975 | * 65 | 7 | 141 | 16 | 164 | 370 |
| 1976 | * 83 | 9 | 149 | 21 | 145 | 377 |
| | | <u>32</u> | | <u>100</u> | | |

Possible pool - 1910 - TOTAL
Interested 130
Indicated

* Day Care head teacher and other positions become a factor here.

(At present there is a petition, initiated by one of the students, which has 82 signatures. Whether or not this will be presented to the Commission or the Administratives is not known at this time).

Positions available are those of team leader, subject area expert, head teacher, Day Care center director, inservice consultant (usually a member of a school faculty) and cooperating teacher for guidance of student teacher.

IV. RESOURCE REQUIREMENTS are reported in the attached document as are:

V. TIME SCHEDULE and

VI. LICENSURE AND ACCREDITATION

Sixth Year Program For Classroom Specialist

Rationale

The Education Department of Southern Connecticut State College proposes a Sixth Year Program for a Classroom Teacher Specialist. The concentration offered here is intended to provide skills in areas such as in development of values; in effecting inter-personal relationships; in enhancing modes of cognition and reasoning; in teaching decision-making approaches; and in other skills related toward positive development of the child, teen, and young adult.

The sixth year program of advanced study offers greater scope, depth, and thoroughness of preparation above the Master's degree. Its purpose is to provide the additional specialization necessary to prepare teachers as specialists in the classroom setting.

The proposed sixth year program is Southern Connecticut State College's response to a growing demand that it use its considerable and unique resources in the preparation of highly trained classroom teachers.

The focus here is on providing those adults who teach young people a broad professional opportunity with relevant theoretical and practical knowledge about classroom teaching as a complex human activity.

Reflected in pupil attitudes and behavior toward the values of traditional educational programs are the adult dissatisfactions with the social, economic, and political climate of the 60's and 70's.

The rationale here is, stated simply, that students who complete this program will be competent to promote human growth and development through a variety of curriculum ~~and~~ interventions in appropriate settings.

Southwestern Connecticut is the most heavily populated area in the state and has, therefore, the greatest need for highly trained teachers in its various communities. Hundreds of teachers come to Southern Connecticut State College every

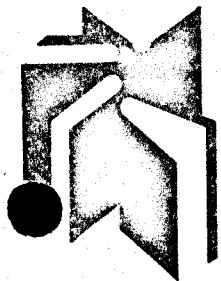
semester for graduate study on the Master's level.

There are currently 8,288 students enrolled in graduate programs of which 7,405 are in Master's programs as compared with 2,869 in 1965. There is a dramatic increase of 280%. This past decade reflects the involvement and interest of the graduate program in education, research, and community services and shows we operate in a climate rich in opportunity for growth. The development of interdepartmental and interdisciplinary programs has attracted approximately 2,000 new graduate students each year and many are potential candidates for the sixth year advanced program for classroom teachers. The steady increase in fall registration is illustrated in the graph (see addendum).

Among the urgent problems facing school systems today is that of providing effective classroom teaching in the complicated areas of sociological, economic, and educational organization, of curriculum development and of improvement of instruction.

Southern Connecticut State College, therefore, proposes to meet these needs through the establishment of a superior, innovative program for elementary and secondary classroom teachers.

The following table indicates that an increasing number of teachers are not interested in areas of specialization. Their strengths and interests lie in their direct, daily influence on the academic and social development of their pupils. Using purely statistical approaches to a need for this program, we may cite the large number of graduates pursuing classroom teacher programs. Southern Connecticut State College has approximately 1,090 potential candidates for the classroom teacher specialist sixth year program.



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file
Office of the
Executive Director

P.O. BOX 2008 NEW BRITAIN, CONNECTICUT 06050

Telephone : (203) 827-7700

October 3, 1978

Dr. Donald W. Skinner
Staff Associate for Accreditation
Board of Higher Education
P. O. Box 1320
Hartford, CT 06101

Dear Dr. Skinner:

I would like to thank you for participating in the evaluation visit by the external consultants for the proposed B.S. degree in Business Administration at Eastern.

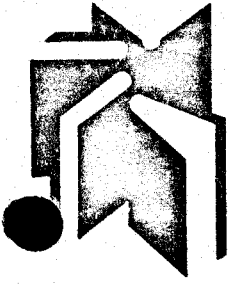
Tom Porter tells me you fitted this into your schedule on very short notice. We appreciate this greatly and promise to try to give you more advanced warning in the future.

Again, many thanks.

Sincerely,

James A. Frost
James A. Frost
Executive Director

jf



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file
Office of the
Executive Director

P.O. BOX 2008 NEW BRITAIN, CONNECTICUT 06050

Telephone : (203) 827-7700

October 2, 1978

Dr. Charles R. Webb, President
Eastern Connecticut State College
83 Windham Street
Willimantic, CT 06226

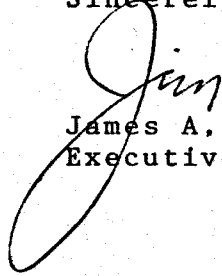
Dear Dick:

I have received the report of Dr. Caldwell, Dr. Ladd, and Dr. Doyle who evaluated Eastern's proposed B.S. in Business Administration. I would like to congratulate you on the very positive and supportive tenor of the report.

Please convey my congratulations to Bill Billingham, Ken Parzych, and Ken's colleagues in the Department of Economics and Business.

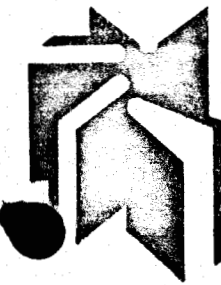
We will press ahead to obtain authorization for the program from the Board of Higher Education as soon as possible,

Sincerely,


James A. Frost
Executive Director

TAP:jf

file



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Office of the
Executive Director

P.O. BOX 2008 NEW BRITAIN, CONNECTICUT 06050

Telephone : (203) 827-7700

October 2, 1978

Dr. Edward L. Caldwell
138 Steele Road
West Hartford, CT 06119

Dear Dr. Caldwell:

I would like to thank you and your colleagues, Dr. Richard Ladd and Dr. John Doyle, for submitting so promptly your report on the proposed B.S. degree program in Business Administration at Eastern Connecticut State College.

We appreciate very much your taking time from busy schedules to undertake this task. We also appreciate your specific suggestions. We will be working to build the library collection as you suggest and will be looking for the specialized faculty talents you mention as we expand the staff.

Again, thank you for your help in the development of this important program for our students at Eastern,

Sincerely,

James A. Frost
James A. Frost
Executive Director

TAP:jf
cc: Dr. Richard Ladd
Dr. John Doyle
bc: President Webb

Degrees Awarded at S.C.S.C.
Master of Science, Specialist, and Sixth Year Program
Arranged by Numbers and Concentrations
from 1973-1975

| Year | Total No. | Specializations* | <u>Classroom Teachers</u> <u>Elementary & Secondary</u> |
|------|-----------|------------------|--|
| 1973 | 890 | 610 | 280 |
| 1974 | 874 | 517 | 357 |
| 1975 | 930 | 477 | 453 |
| | | | <u>1090 potential 6th</u> Year Candidates |

*Areas of specialization included counseling, reading consultants, speech therapists, library science, special education, etc..

Objectives

Stated broadly, among objectives which graduates will be competent to achieve are:

- A. Apply concepts of humanistic education in classroom and group settings.
- B. Apply methods of "infusion" areas of humanistic education into appropriate on-going learning situations.
- C. Develop and employ with expertise, group methods, and teaching strategies (role playing, simulation, values clarification strategies, decision-making exercise) to facilitate discussion and involvement with aspects of personal and interpersonal development.
- D. Utilize the wealth of resources recently made available for helping children, teens, and young adults deal with their concerns on appropriate levels of:
 1. Social development
 2. Career development
 3. Cognitive ego development
 4. Emotional development
 5. Conscience development
 6. Physical development (health, drugs, alcohol, etc.)
- E. Evaluate the effectiveness of their work in terms of pupil growth.
- F. Provide leadership through example and consultation with their colleagues.
- G. Provide classroom teachers with the knowledge and skills necessary to implement accepted research findings in the area of child development, human relations, learning theory, and alternative approaches to teaching strategies.

Program Content and its Organization

The following program of advanced study has been designed for preparation of master teachers in the classroom. The innovative features are too numerous to describe. However, some examples are:

The use of a "systems approach" to curriculum development to eliminate redundancy in all courses with open-loop feedback for continuous improvement.

Utilization of the psychological principle of spiral learning.

Flexibility in modular sequence and up-dating of designs in "modules" of instruction.

Integration of the contributions of behavioral and social sciences in all courses thus recognizing the concepts and theories of psychology and sociology.

Prerequisites

To be eligible for the program the student must give evidence that he/she:

1. Has completed an approved program of preparation to his area of teaching.
2. Holds at least a master's degree.
3. Possesses an appropriate teacher's certificate.

The insights and skills of teaching, psychology, and philosophy become the core around which classroom teachers are enabled to employ a variety of didactic, ~~clinical~~ clinical, and experiential learning activities to stimulate both cognitive and emotional development in children and youth.

The program described in detail below builds on the competencies teachers have already developed but concentrates on removing the notorious lag between research and practice in the classroom. A minimum of six³ credit core offerings, two three credit culminating courses and two three credit electives selected in terms of student interests and needs will complete the requirements for the advanced diploma.

The core offerings designed to attain the major objectives of the program are:

General & Professional Requirements for Admission

ADMISSION

Master's degree in teacher education from an accredited college or university.

Personal interview with department chairman or designated adviser in area of interest.

Successful previous field performance attended to by qualified school personnel.

Review of academic credentials to insure candidate has sufficient background to pursue core program. (Additional work beyond the 30 hours indicated may be necessary for some candidates).

A conceptual framework for summarizing the organization of the major blocks of content within the classroom teachers' Sixth Year Program. (The program builds on the competencies teachers have developed).

CORE

Required 18 hrs.

Mastery of knowledge of school and society; the quality of interrelations among taxpayers, parents, students. (see Ed. 601)

Comparative study of teaching strategies to meet the academic needs of multi-ethnic groups attending public schools. (see Ed. 602)

Alternative classroom organizational models: open-space schools, team teaching, modular organization, non-gradedness. (see Ed. 603)

Application of learning theory to classroom procedures: Alternative modes of learning. (see Ed. 604)

Culminating In

CULMINATING PHASE 6 credits

Field studies under the direction of faculty advisers and qualified school personnel. (see Ed. 605) (Field Study)

Capstone seminar to integrate total program. (see Ed. 606) (Seminar for Classroom Teachers)

Electives

6 credits

Select under advisement from courses listed on pages 7-8.

Ed. 601 School and Society

3 semester hours

The quality of the interrelationships among taxpayers, parents, students and the educational professional staff become the basis for determining educational policy and decision making. Emphasis in this course will be placed on ways in which the classroom teacher is an integral part of the school-society team and functions as a change agent to develop harmonious relationships with the various publics.

Ed. 602 Comparative Study of Teaching Strategies

3 semester hours

This course will center on the development of various teaching strategies to meet the academic needs of the multi-ethnic groups attending public schools. Emphasis will be placed on the use of assessment tools for determining the academic level and potential of the pupil; and devising appropriate teaching strategies for his optimum growth and development.

Ed. 603 Alternative Classroom Organizational Models

3 semester hours

Open-space Schools, Team Teaching, Non-gradedness, Vertical Grouping have all been proposed and experimented with as alternative classroom organizational units. An in-depth study of these various models in terms of their philosophy, objectives, and potential for alleviating some of the existing problems in the students classrooms will constitute the content of this course.

Ed. 604 Application of Learning Theory to Classroom Procedures

3 semester hours

Research studies within the last decade indicate that there are many alternative modes of learning. This course will provide teachers with the cognitive skills necessary to apply them to specific instructional models for their classrooms.

Ed. 605 Culminating Field Study

3 semester hours

An independent study project focusing on the application of the learning theories studied in previous courses to the solution of a specific problem or the development of a new program in the students' classroom.

Ed. 606 Seminar for Classroom Teachers

3 semester hours

A capstone experience designed to interface theory and practice into action. Case study analyses, situational material and audio-visual materials of the student's field experiences will serve as the basis for seminar discussions.

The following courses represent a sampling of current graduate offerings which a student may select, under advisement, from a total of 695 graduate courses and interdisciplinary institutes for elementary and secondary teachers to broaden his professional background and competency or to enrich his liberal education. Enrollment in 600 level courses are generally limited to candidates for the Specialist in Education Diploma.

- Adm. 651 - The Open Elementary School: Organization and Operation
- Adm. 652 - The Middle School: Organization and Operation
- CD 570 - Speech and Language Disorders of Disadvantaged & Culturally Different Children
- Cns. 569 - Humanistic Counseling
- Cns. 673 - The Counselor and the Exceptional Child
- E.S. 550 - Energy Resources
- Econ. 560 - Urban Economic Problems
- Ed. 514 - Education of the Gifted
- ID 573 - Creativity
- Psy. 526 - Theories of Personality
- Psy. 539 - Mental Health in the Classroom
- R.M. 591 - Educational Measurement for the Classroom Teacher: Methods of Research in Behavioral Sciences
- Soc. 567 - Comparative Family Institutions
- Urb. 551 - Urbanization and the American Culture
- Ed. 529 - Piaget for Teachers
- H.E. 550 - Drug Abuse Education
- H.E. 559 - Programs of Community Health
- ID 520 - Science and the Environment
- ID 546 - Environmental Studies Institute
- ID 550 - Workshop in the Dynamics of Intergroup Conflict
- Rdg. 565 - Reading in the Secondary School
- Rdg. 660 - Issues and Innovations in the Teaching of Reading
- S.Ed. 533 - Developmental Processes and the Exceptional Learning Disabled Child
- S.Ed. 621 - Interpersonal Skills

In addition, classroom teachers in secondary education may select advanced courses offered by the following departments: English, Mathematics, Data Processing, Earth Science, Economics, Educational Foundations and Research, Geography, Health, History, Foreign Language, Philosophy, Political Science, Physical Education, Rec-

reaction and Leisure, Psychology, Sociology and Anthropology, Special Education, Theater, Reading, Instructional Technology, Art, Biology, Environmental Education, Administration and Supervision.

Professional Staff

A strong feature of the program is the classroom teaching experience and professional expertise of the faculty, some of whom have earned national recognition in their fields.

Florence Plato, Ed. D.

B.S., Southern Connecticut State College

M.A., Fairfield University

Ed. D., New York University

Theories of Learning, Diagnoses and Remediation in Mathematics, Teaching of Metrication, Cuisenaire

Rudolph Pohl, Ed. D.

A.B., Rutgers University

M.S., Syracuse University

M.A., University of Colorado

Ed. D., University of Illinois

Child Development, Early Childhood Education, Education of the Gifted

Carol Shea, Ph.D.

A.B., Albertus Magnus

M.A., Southern Connecticut State College

Ph.D., University of Connecticut

Methods in Reading and Language Arts

Reading Curriculum

Early Childhood Reading Approaches

Virginia Wright, Ed. D.

B.S., Wilson Teachers College

M.A., George Washington University

Ed. D., University of Missouri

Child Development

Curriculum

Guidance

Thomas Pond, Ed. D.

B.S., Southern Connecticut State College

M.A., Ed. D., University of Minnesota

Methods in Mathematics

Curriculum

School and Community Relationships

Rossalie Pinkham, Ph.D.

B.S., University of Lowell

M.S., Southern Connecticut State College

Ph.D., University of Connecticut

Methods in Reading and Language Arts

Curriculum Planning

Oscar Wiegand, Ed. D.
B.S., Glassboro State College
M.A., Montclair State College
Ed. D., Columbia University
Secondary Curriculum
Secondary Teaching Methods

Adding to the strength of the program, instructors from other disciplines are to offer courses in their areas.

Benjamin Levy, Ph.D.
B.A., M.A., Ph.D., New York University
Urban Studies, Human Relations

Shawky F. Karas, Ed. D.
B.S., Cairo University
M.A., Ed. D. Columbia University
M.S., Rutgers University
Research and Measurement

Phyllis Gelineau, Ph.D.
B. Mus., Boston University
M. Ed., University of New Hampshire
Ph.D., University of Connecticut
Methods in Music
Integration of the Arts in the Curriculum

Working closely with the faculty will be the Dean of Graduate Studies, The Dean of Professional Studies, the Dean of Arts and Sciences, and Chairmen and Coordinators of disciplines and programs in all secondary areas. The program will be coordinated and supervised by the Chairman of the Department of Education.

Institutional Resources and Facilities Contributing to the Education Specialists Program

The convenient location of Southern Connecticut State College with its modern facilities and buildings and easy access to the modern Connecticut highway systems will enable teachers from all areas, to travel to the college within the hour. Southern Connecticut State College is located in the hub of large urban centers -- New Haven, Bridgeport, Waterbury.

A Reading Center, Urban Studies Center, and Clinical Services Center offer increased opportunities for study and research. International areas studies, interdisciplinary, and interdepartmental programs are available to classroom teachers to broaden experiences adopted to the classroom situation.

Southern Connecticut State College is excellently equipped to provide the training for which this new program is designed. Its library and other instructional services have a long history of contributing to developing the training of thousands of Connecticut's teachers. The new program will more fully utilize, but not overtax, such facilities as multi-media, audio-visual, independent study lab, small-group discussion rooms, one-way viewing rooms, microfilm readers, and other facilities.

Physical Facilities

Scientific and technical equipment and laboratories provide excellent opportunities for study and research.

The College's Hilton C. Buley Library contains over 500,000 books, periodicals, documents, microfilm, and microcards. Other available resources include Connecticut memorabilia and history in the Connecticut Room and a unique collection of children's historical literature in the Carolyn Sherwin Bailey collection.

The Library is air-conditioned, and with its study carrels and reading rooms, is a comfortable, convenient place for study and research. High fidelity listening equipment of both console and earphone type is available.

An important facility is the Curriculum Center where students will find a wide range of the most up-to-date instructional and curriculum materials.

Instructional facilities pertinent to the preparation of classroom specialists include:

- (a) A collection of teaching video-tapes is available for analysis.
- (b) A multi-media presentation system, employing open and closed circuit television, and electronic aids to teaching and research.
- (c) The Reading Center of the Department of Reading, utilizing the most up-to-date techniques not only in connection with the Reading Clinic but also in the process of preparing competent classroom teachers.

Staffed by nationally known specialists in the field, the Reading Center has received acclaim as a model for colleges and school systems planning to establish reading services. In recognition of the Center's significant contributions the federal government has supported a number of Reading Institutes at the College.

- (d) Computer Center used in advanced research.
- (e) Specialized psychological laboratories.
- (f) Language laboratories.
- (g) Child Development Center which serves as a model for potential sixth year classroom teachers to observe and evaluate appropriate programs and effective use of learning materials.
- (h) Center for Urban Studies offers courses and curricula specifically designed for those interested in community action programs, community development, and community relations. It provides a challenge to teachers for inner city schools to broaden their backgrounds in human growth and development.
- (i) Center for Education Research facilities are available to teachers in the sixth year program and will be invaluable in the evaluation and appraisal components of the program.

Provision for Program Evaluation and Follow-Up

1. A final evaluative experience for students will be provided. This may take the form of a field study or major culminating project.
2. Graduates of the program will be followed up after two years and the feed-back will be used in program evaluation and revision.
3. Faculty involved in the program will meet to discuss innovative procedures and evaluate students' appraisals.
4. Graduates of the program will be invited to return to the college to participate in seminars to discuss various facets of the program and recommendations for change if needed.

Summary

Number of Students

It is estimated that there would be 40-50 students enrolled the first year. If approved, it is anticipated the program will begin in the Fall of 1976. The first degree will be awarded May 1979.

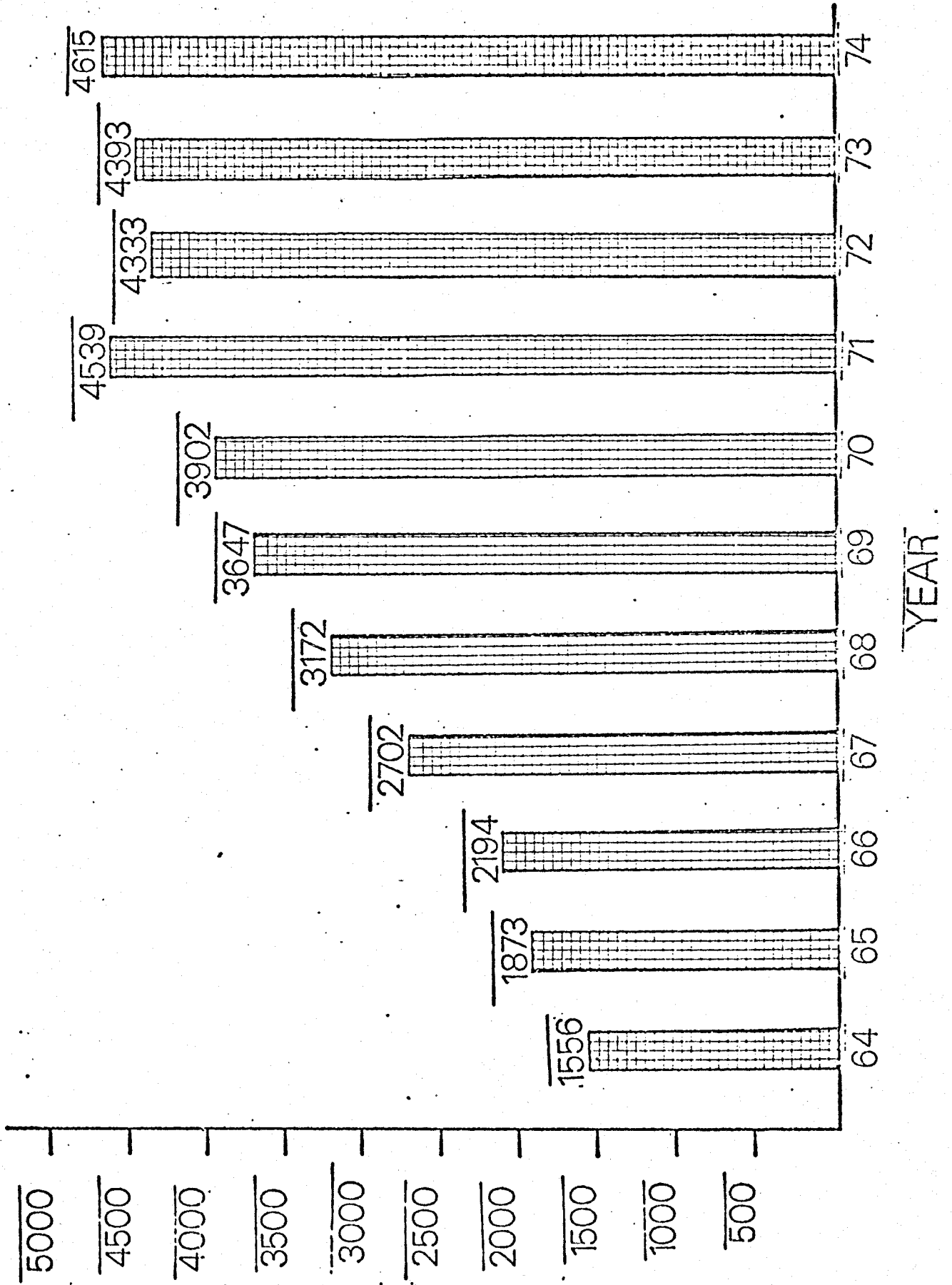
- A. Institutional approval - April 5, 1976
- B. Constituent unit board approval - September 1976
- C. May 1979

The previous pages indicate the Education Department's recognition of the fact that a potential market for advanced graduate study exists in Connecticut for classroom teachers whose primary interest is in the classroom.

Focusing on the application of research to teaching strategies, human relations skills, and organizational models the program seeks to develop a Classroom Teacher Specialist with dynamic skills to improve the quality of education.

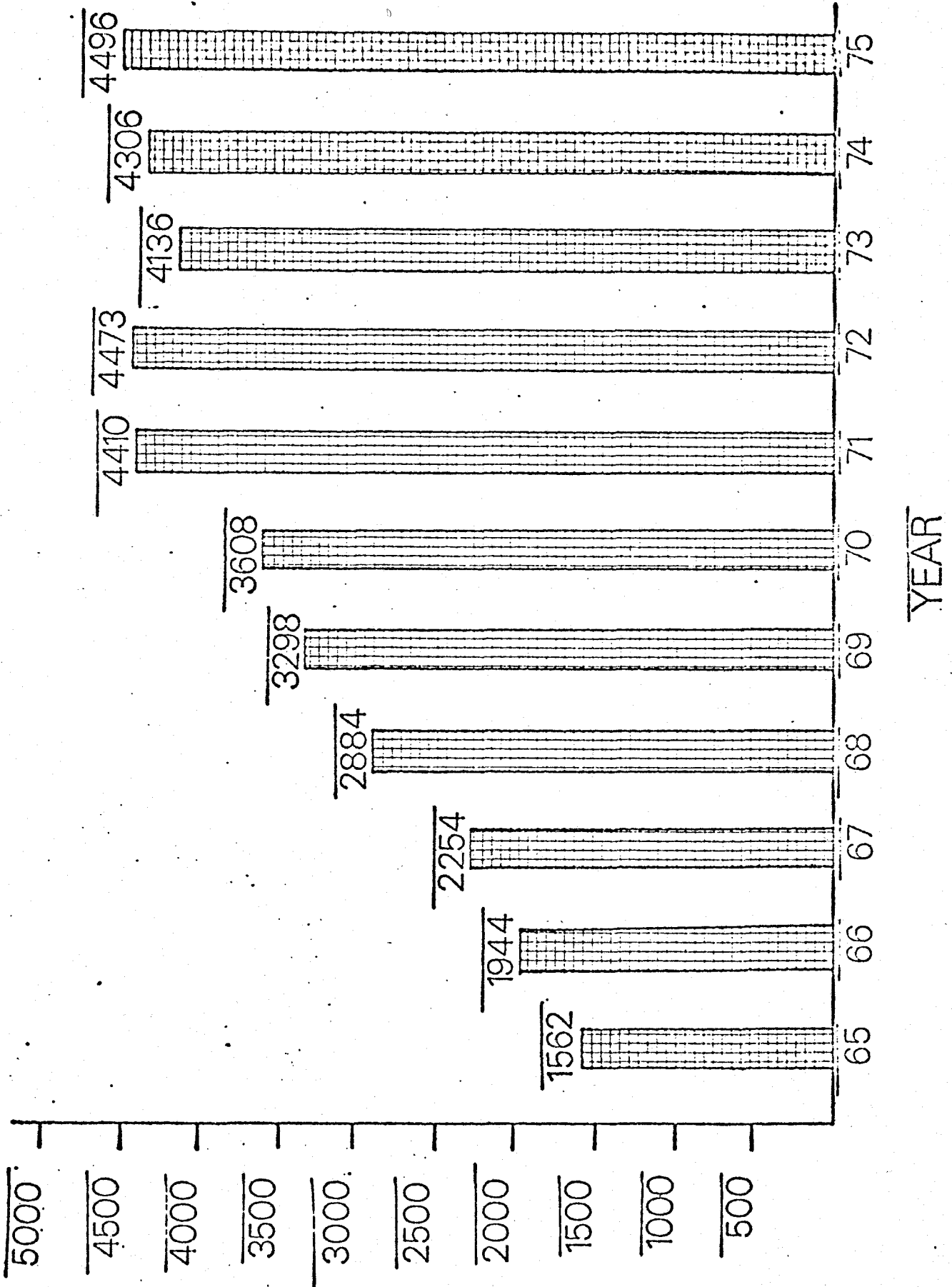
S.C.S.C. - GRADUATE REGISTRATION

FALL SEMESTER HEAD COUNT TOTALS BY YEARS



S.C.S.C. GRADUATE REGISTRATION

SPRING SEMESTER HEAD COUNT TOTALS BY YEARS



TAB II

TOTAL NUMBER OF STUDENTS IN GRADUATE PROGRAMS 1974-75

| Program | Cont'd 1974 | +Accepted 1974-75 | | | | -Graduated May 1975 | | | -Completed 5th or Certi. Yr. | -Withdrawn Outdated | Cont June |
|-----------------|----------------|----------------------|--------------|------------|------------|------------------------|------|--------------|------------------------------------|------------------------|--------------|
| | | M.S. | M.A. M.S. | 6th Yr. | 5th Yr. | Certi. | M.S. | M.A. M.S. | | | |
| Adult Educators | | 2 | | | | | | | | 2 | |
| Art | 404 | 38 | | | 3 | 17 | | 31 | 7 | 57 | 367 |
| Edm./Super. | 446 | | | 169 | | 4 | | | 1 | 2 | 530 |
| E-Lingual | 19 | 18 | | | | | | 4 | | | 33 |
| En. Dis. | 189 | 84 | | 3 | | 1 | | 33 | | 33 | 211 |
| Counseling | 273 | 93 | | 15 | | 1 | | 60 | | 39 | 276 |
| Gen. Ed. | 1648 | 160 | | | 18 | 25 | | 141 | 13 | 183 | 1509 |
| E. Child. | 380 | 87 | | | 10 | 2 | | 65 | 3 | 28 | 383 |
| Mrs. Tchr. | 18 | 1 | | | | | | 1 | | | 18 |
| Econ. | 11 | 4 | | | | | | 3 | | 8 | 4 |
| Eng. | 512 | 26 | 8 | | 2 | 19 | | 18 | 11 | 7 | 499 |
| For. Lang. | 262 | 25 | 2 | | | 6 | | 10 | 1 | 12 | 259 |
| L.P.E. | 263 | 97 | | | 5 | 9 | | 55 | | 3 | 289 |
| P.E.Rec.Hand. | 25 | 9 | | | 1 | | | 11 | | | 24 |
| Rec./Leisure | 2 | 24 | | | | | | 6 | | | 20 |
| History | 251 | 23 | 15 | | 1 | 16 | | 13 | 8 | 5 | 236 |
| Inst.Tech. | 30 | 29 | | | 1 | | | 12 | | | 48 |
| Lib.Sci. | 646 | 163 | | | | 10 | | 101 | | 1 | 649 |
| Math | 181 | 14 | | | | 2 | | 3 | | 3 | 170 |
| Psych.(M.A.) | 21 | | 12 | | | | | | 6 | | 27 |
| Reading | 427 | 116 | | 31 | | 1 | | 87 | | 11 | 444 |
| Res./Measure. | 36 | 19 | | | | | | 8 | | 4 | 43 |
| Safety Ed. | 39 | 16 | | | 1 | | | 8 | | 3 | 45 |
| Sch. Psych. | 292 | 39 | | 24 | | 7 | | 20 | | 17 | 309 |
| Sci.-Bio. | 65 | 15 | 10 | | 2 | | | 10 | 12 | 25 | 45 |
| Sci.-Chem. | 2 | 6 | 3 | | | | | | 5 | 4 | 2 |
| Sci.-E.Sci. | 3 | | | | | | | | | | 3 |
| Sci.Ed./Env.Ed. | 378 | 42 | | | 2 | 12 | | 23 | | 10 | 383 |
| Soc.Sciences | 303 | 28 | | | 1 | 3 | | 19 | | 18 | 293 |
| Sp. Ed. | 955 | 158 | | | 2 | 115 | | 164 | | 9 | 959 |
| Ed.Mngg.Imp. | 4 | 8 | | | | 3 | | | | | 15 |
| Urban Studies | 187 | 42 | | | 1 | | | 24 | | 1 | 183 |
| Totals | 5252 | 1356 | 50 | 242 | 50 | 253 | | 930 | 43 | 130 | 8283 |
| | | 1678 | | + | 303 | | | 1103 | | | |
| Ex-Cap. | *8282 | + | | *1981 | | | | | | | 8283 |
| | | | | | | | | 1975 | | | |
| Peak Load | | *10263 | | | | | | | | | |

872

1975

=

8283

REPORT OF THE CONSULTANTS TO SOUTHERN CONNECTICUT
STATE COLLEGE ON THE PROPOSED SIXTH YEAR PROGRAM
FOR CLASSROOM TEACHER SPECIALIST

The consulting team of Dr. Mario D. Fantini, Dean, School of Education, University of Massachusetts, Dr. John A. Santini, Chairperson, Department of Education, Connecticut College, and Dr. Ralph J. Yulo, Jr., Professor of Science Education, Eastern Connecticut State College, endorse with enthusiasm the Southern Connecticut State College idea of a Sixth Year Program for Classroom Teacher Specialists.

The proposal is timely because it emphasizes the in-service training of career teachers. Anyone who is familiar with school systems realizes that there is a need to reach a segment of the teacher population whose members usually are tenured and have been in the schools for a sustained period of time. These individuals, by and large, are not seeking professional development in such areas as supervision, administration and research, but in programs which will enable them to do advanced work in teaching. This focus on the continued development of career teachers satisfies a clear contemporary need in today's educational arena and should be strongly supported by the school district leadership. It is thus an appropriate role for a college with an established track record in dealing with teacher preparation.

The proposal has the potential for serving as the framework for an exemplary and innovative program for career teachers. It reflects a high level of foresight and thoughtfulness regarding the desirable components of such a program. We are impressed by the balance between a solid theoretical foundation, as reflected in the core courses, and the opportunity to meet individual needs and interests through field study and applied research.

Consultants report (Continued)

Similarly, we applaud the opportunities for flexibility and individualization made possible by the inclusion of several electives.

In making these comments, we are operating under the assumption that Southern Connecticut State College has the resources to mount the effort outlined in the proposal. In other words, our report is in reaction to the proposal itself and should not be construed as a commentary or judgment on the means of delivery.

We believe the proposal contains many of the ingredients for an important new direction in the continuing education of career teachers. In its present form, however, the proposal does not clearly manifest the unique potential so evident to us from our conversations with the proposal writers. We offer the following suggestions to strengthen the proposal:

1. A major deficiency is the lack of an explicit statement of the goals of the program.
 - (a) What is your conception of the professional career teacher?
 - (b) What assumptions does Southern Connecticut State College make about his/her understandings, knowledge, skills, and values?
 - (c) What qualities does the Southern Connecticut State College staff stand for that they hope the teachers will represent after participating in the program?
 - (d) What does a career teacher look like, and act like, and what competencies does he/she possess?

Consultants report (Continued)

2. We encourage the idea presented during our conference that the program as implemented, as well as each of its courses, will exemplify the values, skills, and conceptual framework for which the program stands.

3. An important implementation aspect of the previous recommendation is to be sure that the program is individualized to meet the unique needs of each participant. In order to facilitate this, we suggest that each candidate be provided a clear statement of the program's goals and conceptual framework designed in such a way that it can be used as a self-assessment inventory. We mean by this a "picture" of the professional career teacher, as envisioned by Southern Connecticut State College, which can be used as a frame of reference. This should help the teacher and his/her advisor to determine existing strengths and needs as a basis for program planning.

4. A closely related recommendation is to require the candidate to secure the perceptions of a third party (e.g. principal), using an inventory identical to, or similar to, that used for self-assessment. Our anticipation would then be that the teacher's program would be based on the integration of the input from the self-assessment, the third party assessment, and the advice of the faculty advisor.

5. The idea of a Sixth Year Program for Classroom Teacher Specialists may well be unique, but it still seems advisable to make a thorough search of the literature to see if other such programs presently exist and, if so, what might be learned from them.

6. We believe that free electives are a crucial aspect of any program that strives to be responsive to teachers as individuals. Thus, we endorse the generous opportunity for electives in the proposal. We are concerned,

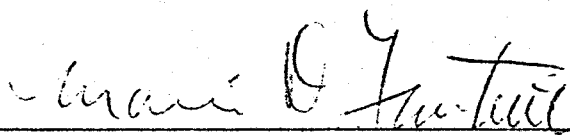
Consultants report (Continued)

however, that the electives appear to be limited to the field of education. If the college's vision of a career teacher includes the ideals of a liberally educated person, it is conceivable that some candidates may need to opt for courses outside the field of education.

7. The capstone course ("Current Issues....") seems to be well conceived. We hope an important goal of this seminar will be to have teachers become aware of their potential as change agents and educational leaders in their schools, in the profession, and in their communities.

8. Our conception of a professional teacher includes the notion that he/she is capable of continuing self-growth. If teachers are to assume an increasing level of responsibility for their own development and growth, they must possess or be provided with skills and tools for self-analysis and self-enrichment.

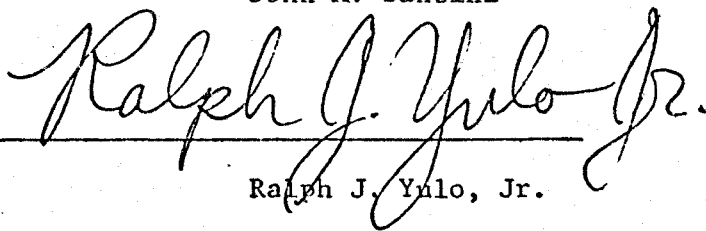
In sum, we wish to reiterate our enthusiasm and support for Southern Connecticut State College's idea of a Sixth Year Program for Classroom Teacher Specialist. We agree that it is an idea whose time has come, and we sincerely applaud the efforts and vision of the proposal staff.



Mario D. Fantini



John A. Santini



Ralph J. Yulo, Jr.

March 2, 1978

INSTITUTIONAL RESPONSE TO
CONSULTANTS SUGGESTIONS

SIXTH-YEAR PROGRAM FOR
CLASSROOM TEACHER SPECIALIST

Southern Connecticut State College

May 14, 1978

The Department of Education wishes to thank the consulting team, listed below, for their penetrating and enthusiastic report:

Dean Mario Fantini
School of Education, University of Massachusetts

Dr. John Santini, Chairperson
Department of Education, Connecticut College

Dr. Ralph Yulo
Professor of Education, Eastern Connecticut
State College

A summary of the consultants' suggestions and the college's responses are detailed here:

CONSULTANTS' SUGGESTIONS

1. Define the qualities which the Southern Connecticut State College staff believes a model classroom teacher should possess.
3. A statement of the qualities which a model classroom teacher should possess should be presented to each candidate for admission to the program to be used as a self-assessment inventory. This can help the teacher and his/her advisor to determine existing strengths and needs as a basis for program planning.
4. Require the candidate to secure the perceptions of a third party (e.g., his/her principal) using an inventory of qualities identical to or/similar to that used for self-assessment. Design the teacher's program to meet the needs based on the integration of the self-assessment, the third party assessment, and the advice of the faculty advisor.

COLLEGE RESPONSE

We accept each of these suggestions completely.

A Self-Assessment Document Committee has been established in the Department of Education to prepare the final version of the document which will list the qualities which the Southern Connecticut faculty believe a model classroom teacher should possess.

The Self-Assessment Document will state more succinctly the qualities of a model teacher which were discussed in the program proposal. A draft is attached as Appendix A.

The third party assessment is an excellent means for the teacher's supervisor(s) to become involved in his/her program. In some cases evaluation instruments used in the teacher's school system may be used for this purpose.

The teachers program will then be designed to meet the needs identified through self-assessment, third-party assessment, and advice of the faculty advisor.

CONSULTANTS' SUGGESTIONS

2. The program as implemented, as well as each of its courses, should exemplify the values, skills, and conceptual framework for which the program stands.

COLLEGE RESPONSE

We accept this suggestion, and we offer outlines for three courses which will constitute the core requirements for the program, Education 611, 612, and 613, as evidence of our commitment to this principle. They are attached as Appendix B. Present faculty as listed in the Application for Licensure are qualified and available since only one or two courses would initially be offered each semester within the department.

CONSULTANTS' SUGGESTIONS

6. We believe that free electives are a crucial aspect of any program that strives to be responsive to teachers as individuals. Thus we endorse the generous opportunity for electives in the proposal. We are concerned, however, that the electives appear to be limited to the field of Education. If the college's version of a model classroom teacher includes the qualities of a liberally educated person, it is conceivable that some candidates may need to opt for courses outside the field of Education.

COLLEGE RESPONSE

The college faculty's vision of a model classroom teacher does indeed include the qualities of a liberally educated person.

It is not correct, however, that all of the electives in the program as proposed were confined to Education courses.

The program as proposed followed a typical pattern for graduate-level Education programs at Southern Connecticut State College, namely:

- 50% required Education courses.
- 30% elective courses from any area determined by student and advisor to be relevant to the program. These courses may be elected from liberal arts fields.
- 20% elective courses in Education to amplify and develop areas dealt with in the required core of the program.

It should be pointed out that while the required Field Study course has an Education label (part of the 50% of the program in required Education courses) there is nothing to prevent the student from employing humanistic or social or behavioral science methods and concepts in the study.

In response to this suggestion by the consultants, the faculty have determined that in specific cases students may be given permission to devote one or both of the courses originally designated as elective courses in Education to making up liberal arts deficiencies.

Therefore, in response to the consultants suggestion the college decided that with the concurrence of the adviser up to 50% of the program could be in liberal arts if appropriate for the individual student.

CONSULTANTS'S SUGGESTIONS

7. The capstone course ("Current Issues...") seems to be well conceived. We hope an important goal of this seminar will be to have teachers become aware of their potential as change agents and educational leaders in their schools, in the profession, and in their communities.
8. Our conception of a professional classroom teacher includes the notion that he/she is capable of continuing self growth. If teachers are to assume an increasing level of responsibility for their own development and growth, they must possess or be provided with skills and tools for self-analysis and self-enrichment.

COLLEGE RESPONSES

We accept these comments and concur with them completely.

The capstone course, as well as other Education courses in the program, will build awareness in the teachers of their potential as change agents and educational leaders. These are qualities which identify as attributes of the model classroom teacher.

Capability for continuing, self-initiated growth is also one of the attributes which the program will seek to develop. It would be a product of many of the other skills and qualities to be emphasized in the self-assessment and in the required courses in the program. Some of these other skills are:

- a. communication and listening
- b. classroom observation and data gathering
- c. problem solving and conflict resolution
- d. mutual goal setting

The program emphasizes the purposes of professional growth and self improvement through guided self-analysis with the individual program structured to build teaching strength. Electives are individually designed, divided between education and liberal arts as needed to fulfill the goals of the student's program.

The focus is upon the identification of real problems pertinent to the student's situation; problems which require change and the solution of which will result in change. Improvement should occur in the teacher's situation as the result of the teacher's work on the program.

Solutions must be developed with the pupils in mind and with the cooperation of fellow educators and of the community.

CONSULTANTS' SUGGESTIONS

5. The idea of a Sixth-Year Program for Classroom Teacher Specialist may well be unique, but it still seems advisable to make a thorough search of the literature to see if other such programs presently exist and, if so, what might be learned from them.

COLLEGE RESPONSE

Based upon study and review, the idea of the teacher as a specialist remaining in the classroom appears to be unique.

8/14/78

APPENDIX A

SELF ASSESSMENT DOCUMENT
SIXTH YEAR GRADUATE PROGRAM
EDUCATION DEPARTMENT
SOUTHERN CONNECTICUT STATE COLLEGE

We affirm the belief that teacher growth will be fostered by a rigorous study of the teacher's strengths and areas of needs. Use of this document will be one means of reviewing the teacher-student's background and knowledge of the profession. There will be an assessment in pre and post sessions to indicate the changes that have taken place in the teacher and in his/her teaching situation.

Self Assessment Document Committee
Sixth Year Program for Classroom Teacher Specialist

f. utilizes effective questioning techniques in classroom and other situations

| | | | | |
|-----|---|---|---|------|
| 1 | 2 | 3 | 4 | 5 |
| Low | | | | High |

g. employs critical and constructive thinking as the basis for judgments

| | | | | |
|-----|---|---|---|------|
| 1 | 2 | 3 | 4 | 5 |
| Low | | | | High |

h. exhibits initiative and creative ability in teaching

| | | | | |
|-----|---|---|---|------|
| 1 | 2 | 3 | 4 | 5 |
| Low | | | | High |

i. indicates through actions a responsible direction to his own behavior

| | | | | |
|-----|---|---|---|------|
| 1 | 2 | 3 | 4 | 5 |
| Low | | | | High |

2. Attainment of Goals for Professional Education of the Teacher
The Teacher

a. displays as a contribution to professional discussion a broad knowledge of the aims, philosophies, significance, organization and problems of education in our society

| | | | | |
|-----|---|---|---|------|
| 1 | 2 | 3 | 4 | 5 |
| Low | | | | High |

b. demonstrates in daily teaching indepth knowledge of the psychological and physical development of children

| | | | | |
|-----|---|---|---|------|
| 1 | 2 | 3 | 4 | 5 |
| Low | | | | High |

c. exhibits in daily lessons a command of the subject matter in all areas of emphasis

| | | | | |
|-----|---|---|---|------|
| 1 | 2 | 3 | 4 | 5 |
| Low | | | | High |

d. displays consistently skill in planning the learning activities of pupils

| | | | | |
|-----|---|---|---|------|
| 1 | 2 | 3 | 4 | 5 |
| Low | | | | High |

e. displays consistently skill in motivating the learning activities of pupils

| | | | | |
|-----|---|---|---|------|
| 1 | 2 | 3 | 4 | 5 |
| Low | | | | High |

f. displays consistently skill in guiding the learning activities of pupils

| | | | | |
|-----|---|---|---|------|
| 1 | 2 | 3 | 4 | 5 |
| Low | | | | High |

g. displays consistently skill in evaluating the progress of pupils

| | | | | |
|-----|---|---|---|------|
| 1 | 2 | 3 | 4 | 5 |
| Low | | | | High |

h. displays skill in the utilization of all types and forms of teaching materials

| | | | | |
|-----|---|---|---|------|
| 1 | 2 | 3 | 4 | 5 |
| Low | | | | High |

i. cooperates consistently and constructively in curriculum review, planning and implementation

| | | | | |
|-----|---|---|---|------|
| 1 | 2 | 3 | 4 | 5 |
| Low | | | | High |

j. indicates in all of the above areas a knowledge of the recent findings in professional research

| | | | | |
|-----|---|---|---|------|
| 1 | 2 | 3 | 4 | 5 |
| Low | | | | High |

3. Attainment of Personal Goals or Attributes

The Teacher

a. can evaluate him/her self effectively in several areas; scholastic, humanistic, social (community oriented)

| | | | | |
|-----|---|---|---|------|
| 1 | 2 | 3 | 4 | 5 |
| Low | | | | High |

b. can utilize in the classroom his/her knowledge of factors that shape human behavior

| | | | | |
|-----|---|---|---|------|
| 1 | 2 | 3 | 4 | 5 |
| Low | | | | High |

d. creates alternatives when new situations arise

| | | | | |
|-----|---|---|---|------|
| 1 | 2 | 3 | 4 | 5 |
| Low | | | | High |

e. reacts positively and confidently in new and/or unfamiliar situations

| | | | | |
|-----|---|---|---|------|
| 1 | 2 | 3 | 4 | 5 |
| Low | | | | High |

f. is willing to review new curricular programs, make suggestions and test or research them in the classroom

| | | | | |
|-----|---|---|---|------|
| 1 | 2 | 3 | 4 | 5 |
| Low | | | | High |

g. provides for pupils decision-making opportunities based on adequate and accurate knowledge

| | | | | |
|-----|---|---|---|------|
| 1 | 2 | 3 | 4 | 5 |
| Low | | | | High |

h. provides for pupils learning experiences that lead to skill in inter-personal relationships

| | | | | |
|-----|---|---|---|------|
| 1 | 2 | 3 | 4 | 5 |
| Low | | | | High |

h. 1) provides opportunities for pupils^{to} develop skill in communicating effectively in small and large groups

| | | | | |
|-----|---|---|---|------|
| 1 | 2 | 3 | 4 | 5 |
| Low | | | | High |

h. 2) provides opportunities for pupils to develop skill in analyzing and improving group processes

| | | | | |
|-----|---|---|---|------|
| 1 | 2 | 3 | 4 | 5 |
| Low | | | | High |

h. 3) provides opportunities for pupils to develop skill in assuming different roles in functional groups (leader - follower - reporter - recorder etc.)

| | | | | |
|-----|---|---|---|------|
| 1 | 2 | 3 | 4 | 5 |
| Low | | | | High |

h. 4) provides opportunities for pupils to develop skill in self-control in interpersonal relationships

| | | | | |
|-----|---|---|---|------|
| 1 | 2 | 3 | 4 | 5 |
| Low | | | | High |

i. develops lessons for presenting varied questioning techniques and provides opportunities for pupils to practice the skill

| | | | | |
|-----|---|---|---|------|
| 1 | 2 | 3 | 4 | 5 |
| Low | | | | High |

j. tries and perfects learning experiences that lead to firm knowledge of the people and events that shape our present society

| | | | | |
|-----|---|---|---|------|
| 1 | 2 | 3 | 4 | 5 |
| Low | | | | High |

k. provides opportunities to practice skills used in the democratic process

| | | | | |
|-----|---|---|---|------|
| 1 | 2 | 3 | 4 | 5 |
| Low | | | | High |

l. provides opportunities to practice skills used in the political process

| | | | | |
|-----|---|---|---|------|
| 1 | 2 | 3 | 4 | 5 |
| Low | | | | High |

APPENDIX B

COPIES OF CORE COURSES, ED. 611, ED.612, and ED. 613

DEPARTMENT OF EDUCATION

COURSE PROPOSAL

I. Course Title and Number

Ed. 611 - THE TEACHING-LEARNING PROCESS: A TEACHER'S PERSPECTIVE

II. Rationale

This course will provide the student with an opportunity to examine a variety of psychological stances and their underlying assumptions as they pertain to the classroom situation. It will focus upon the development of each student's perspective as it relates to sound psychological practices and to the need and circumstances of his/her professional environment. Basic educational background, historical perspectives, and contemporary practices will be reviewed to assist the student in focusing upon a specific problem for personal study.

III. Sequence

Students will select this course as part of their core curriculum. Students in other programs may choose this course as an elective.

IV. Rotation Plan

This course will be offered in the fall semester.

V. Prerequisites

The course will be part of the core curriculum for the Sixth Year Program for Classroom Teacher Specialist. Any student taking the course must have the same general background listed in the requirements for admission to the Classroom Teacher Specialist Program.

VI. Fees

None

VII. Catalog Description

This course will provide the student with an opportunity to examine a variety of psychological stances and their underlying assumptions as they pertain to the classroom situation. It will focus upon the development of each student's perspective as it relates to sound psychological practices and to the need of his/her professional environment.

COURSE PROPOSAL: Ed. 611 - THE TEACHING-LEARNING PROCESS: A TEACHER'S PERSPECTIVE

VIII. Course Outline

I. Background and Introduction

- A. The Nature of Man
- B. Maturity - Readiness
- C. Motivation
- D. Teaching and Learning

II. Historical Perspectives

- A. Rousseau
- B. Locke
- C. Herbart
- D. Spencer
- E. Dewey

III. Contemporary Thought

- A. Gagne and Skinner
- B. Piaget and Bruner
- C. Maslow - Combs - Rogers

IX. Evaluation

Students will present reaction papers to each of the various positions presented. Through extensive research they will develop a personal psychological stance as it pertains to the teaching-learning environment.

X. Selected Bibliography

Bruner, Jerome S. The Process of Education. Cambridge, Mass.: The Belknap Press of Harvard University Press, 1963.

_____. Toward a Theory of Instruction. Cambridge, Mass.: The Belknap Press of Harvard University Press, 1966.

_____. On Knowing. New York: Atheneum, 1968.

Dewey, John. Democracy and Education. New York: The Macmillan Co., 1955.

_____. Experience and Education. New York: Holt, Rinehart and Winston, Inc., 1955.

Gagne, Robert. The Conditions of Learning. New York: Holt, Rinehart and Winston, Inc., 1965.

Inhelder, Barbel and Jean Piaget. The Growth of Logical thinking. New York: Basic Books, Inc., 1958.

COURSE PROPOSAL: Ed. 611 - THE TEACHING-LEARNING PROCESS: A TEACHER'S
PERSPECTIVE

X. Selected Bibliography, continued

Locke, John. Human Understanding. Oxford: Clarendon Press, 1924.

_____. Some Thoughts Concerning Education. New York: Barron's
Educational Series, Inc., 1969.

Piaget, Jean. The Child's Conception of the World. Totowa, New
Jersey: Littlefield, Adams and Co., 1959.

_____. "Development and Learning." Journal of Research in Science
Teaching, II (September, 1954), 2-3.

Rogers, Carl R. Freedom to Learn. Columbus, Ohio: Charles E.
Merrill Publishing Co., 1959.

_____. On Becoming a Person. Boston, Mass.: Houghton-Mifflin Co.,
1961.

Rousseau, Jean Jaques. Emile. New York: Barron's Educational Series,
Inc., 1964.

Skinner, B. F. Walden Two. Toronto: The Macmillan Co., 1948.

_____. The Technology of Teaching. New York: Appleton-Centruy-
Crofts, Inc., 1968.

Perceiving, Behaving, Becoming. Association for Supervision and
Curriculum Development, Washington, D.C.

Spencer, Herbert. Education: Intellectual, Moral and Physical.
Boston: Willard Small, Publishing, 1890.

DEPARTMENT OF EDUCATION

COURSE PROPOSAL

I. Course Title and Number

Ed. 612 - DIVERSE CLASSROOM MODELS: PRINCIPLES AND PRACTICES

II. Rationale

Knowledge of the models of teaching in current use, the diverse range of patterns upon which they are based and the alternative strategies possible for improvement of teacher competencies through the use of a model or combination of models - these are vital to the development of a productive learning environment. This course will provide the teacher with several types of activities which will enlarge the understanding of each approach and the possibilities for utilization in the teacher's own situation. Since personal involvement is the most effective path toward understanding, the teacher will develop and implement a model suited to his/her particular situation and will report on the results of this effort.

III. Sequence

This course will be one of the general requirements for the Sixth Year Program for Classroom Teacher Specialist. It should be one of the first three courses taken by the candidate for this degree.

IV. Rotation

The course will be offered once each year preferably in the spring session after the teacher-student has become well-acquainted with his/her pupils.

V. Prerequisites

The student should be an accepted candidate for the Sixth Year Diploma, or enrolled in a similar program.

VI. Fees

None

VII. Catalog Description

Knowledge of the models of teaching in current use, the diverse range of patterns on which they are based and the alternative strategies possible for improvement of teacher competencies.

COURSE PROPOSAL - Ed. 612 - DIVERSE CLASSROOM MODELS AND THEIR UNDERLYING PHILOSOPHIES

VIII. Outline of Course

I. Human Interaction

- A. Teacher Competencies in the area
 - 1. Assisting the pupil to develop as a humane, rational inquiring individual
 - 2. Knowing intellectual and developmental stages
 - 3. Developing creativity
 - 4. Developing question-asking skills
- B. Conditions for learning

Q II. Personalizing Education

- A. Teacher Competencies - Formulating Performance Objectives
- B. Teacher Competencies - Evaluating Progress
- C. Teacher Competencies - Sequencing Instruction

III. Models of Teaching - Rational and Practices

- A. Social Interaction Models
 - 1. Democratic process
 - 2. Social model
 - 3. Inquiry model
 - 4. National Training model
- B. Information Processing Models
 - 1. Concept Attainment model
 - 2. Inductive model
 - 3. Inquiry Training model
 - 4. Science Inquiry model
 - 5. Advance Organizer model
 - 6. Developmental model
- C. Personal Source Models
 - 1. Non-Directive Teaching model
 - 2. Classroom Meeting model
 - 3. Synectics model
 - 4. Awareness Training model
 - 5. Combinations from Gestalt therapist
- D. Models from Behavior Modification
 - 1. Operant Conditioning
 - 2. Variety of approaches in subject matter areas

IV. The Use of Different Models with Different Students

- A. A Comprehensive Theory of Personality Development
- B. How people process information
- C. Integrated information-processing systems

V. Application of Selected Models to Teacher's Present Situation

- A. Framework for identifying and describing learner characteristics and setting up procedures for matching instructional strategies with different learners.
- B. Personal model for growth in all aspects which will match learning environment to individuals.

COURSE PROPOSAL - Ed. 612 - DIVERSE CLASSROOM MODEL AND THEIR UNDERLYING PHILOSOPHIES

V. Application of Selected Models to Teacher's Present Situation, continued

- C. Optimal Training Environments
- D. Four Recognized Areas of Education
 - 1. Basic
 - 2. Personal Education
 - 3. Academic inquiry
 - 4. Dialogue
- E. Trial of Teacher's Personal Model
 - 1. Approval of model by instructor and class
 - 2. Review of results of trial by class and instructor

IX. Evaluation

Evaluation will be based upon, 1) required class participation, including relevant and constructive criticism of models presented by other class members, 2) the results of the trial of the teacher's own model in his/her classroom as reported in appropriate research form, and 3) on site evaluation by the instructor.

X. Suggested Textbooks

Joyce, Bruce and Marsha Weil. Information-Processing Models Models of Teaching. Englewood Cliffs: Prentice-Hall, Inc., 1978.

Joyce, Bruce and Marsha Weil. Social Models of Teaching. Englewood Cliffs: Prentice Hall, Inc., 1978.

Joyce, Bruce and Marsha Weil. Personal Models of Teaching. Englewood Cliffs: Prentice-Hall, Inc., 1978.

Joyce, Bruce and Marsha Weil. Models of Teaching. Englewood Cliffs: Prentice-Hall, Inc., 1972.

XI. Bibliography

Ausubel, David P. The Psychology of Meaningful Verbal Learning. New York: Grune and Stratton, 1963.

Bruner, Jerone, Jaqueline Goodnow and George Austin. A Study of Thinking. New York: Science Editions, Inc., 1967.

Cassidy, Harold G. Knowledge Experience and Action: An Essay on Education. New York: Teachers College Press, 1969.

Flavell, J. H. The Developmental Psychology of Jean Piaget. Princeton: Van Nostrand Reinhold, 1962.

Glasser, William. Reality Therapy. New York: Harper and Row, 1965

Gordon, William J. Synerctics. New York: Harper and Row, 1961.

Harvey, O.J., and David Hunt with Harold Schroder. Conceptual Systems and Personality Organization. New York: Wiley, 1961.

Hunt, David E. Interchange: A Journal of Educational Studies, Vol. 1, No. 2 (1970) 4. "A Conceptual Level Matching Model for Coordinating Learner Characteristics with Educational Approaches."

DEPARTMENT OF EDUCATION

COURSE PROPOSAL

I. Course Title and Number

Ed. 613 - CURRICULUM: DEVELOPMENT AND IMPLEMENTATION OF THEORIES IN THE CLASSROOM

II. Rationale

Indepth knowledge of curriculum (theories, development, and means of implementation in the classroom) is a vital need for the teacher who is working toward the goal of becoming an effective and efficient teacher.

In order to improve the quality of teaching, the professional practitioner must engage in the evaluation and revision of the curriculum, and provide leadership in its implementation in the classroom.

This model classroom will provide a climate conducive to the growth of the pupil, the dissemination of knowledge and the strengthening of personal professional beliefs. An atmosphere inviting and open to innovation may develop through the use of appropriate strategies and techniques. In the process of studying current research and past contributions of established experts, the student will become more proficient in evaluation of professional material and more capable of providing guidance and leadership for other inservice teachers.

New programs, strategies and technologies will be reviewed for their value and potential contribution to the curriculum.

III. Sequence

Students in the program for a Sixth Year for Classroom Teacher Specialist will take this course as a requirement. Students in other Sixth Year programs may select this course as an elective.

IV. Rotation

The course will be offered during the regular academic year.

V. Prerequisites

The course will be part of the core curriculum for the Sixth Year Program for Classroom Teacher Specialist. Any student taking the course must have the same general background listed in the requirements for admission to the Classroom Teacher Specialist Program.

VI. Fees

None

VII. Catalog Description

Using a combination of large group, small group and individualized sessions, the course instructor will demonstrate how lecture, workshops learning centers, subject matter experts and assigned observations may enliven and enlarge the scope of the curriculum.

COURSE PROPOSAL: Ed. 613 - CURRICULUM: THEORIES, DEVELOPMENT AND IMPLEMENTATION
IN THE CLASSROOM, continued

VIII. Course Outline

I. Overview of Contemporary Demands and Issues in the Curriculum

- A. National
- B. State
- C. Regional
- D. Local

II. Curriculum Structure

- A. The Pupil and Modes of Learning
- B. Various Approaches to the Structure of the Curriculum
- C. Various Concepts Affecting Curriculum
- D. Structure Based on Content of the Disciplines
 - 1. From theories of experts
 - 2. Packaged approaches

III. Decision-making and Problem-solving Applied to Curriculum

- A. Involvement
 - 1. Community
 - 2. Parents
 - 3. Peer group action
 - 4. Groups already formed
 - 5. Those committed to pupil needs
- B. How Problems Are Recognized and Approached
- C. How Decisions May Be Made
- D. Creative Approaches
 - 1. Strategies for Teaching
 - 2. Strategies for Learning

IV. Evaluation of Curriculum Processes

- A. Provisions To Be Made for Continuous, Ongoing Evaluation of All Persons and Processes
- B. Diagnostic, Formative, Summative

IX. Evaluation

The student will select and research an area of particular interest. Abstracts from current research pertinent to the chosen area will be utilized. A practical solution to the particular curriculum problem will be formulated, presented in written form and in an oral presentation, both of which will undergo a critique by the members of the class.

X. Suggested Textbooks

Berman, Louise M., and Jessie Roderick; Curriculum - Teaching the What, How, and Why of Living. Columbus, Ohio: Charles E. Merrill Company, 1977.

COURSE PROPOSAL: Ed. 613 - CURRICULUM: THEORIES, DEVELOPMENT AND IMPLEMENTATION
IN THE CLASSROOM

XI. Bibliography, continued

- 41st Yearbook. Washington, D.C.: National Education Association, 1971.
- Michaelis, John. New Dimensions in Elementary School Curriculum. McGraw Hill, New York, 1971.
- Nyquist and Hawes, editors. Open Education. New York: Bantam Books, 1972.
- Perin, Constance. With Man in Mind: An Interdisciplinary Prospectus for Environmental Design. Cambridge, Mass.: MIT Press, 1970.
- Platt, John R., Perception and Change: Projection for Survival. Ann Arbor: University of Michigan Press, 1970.
- Runkel, Philip J. and Joseph E. McGrath. Research on Human Behavior - A Systematic Guide to Method. New York: Holt, Rinehart and Winston, 1972.
- Sime, Mary. A Child's Eye View. New York: Harper Row, 1973.
- Squire, James R., ed. A New Look at Progressive Education. 1972. Yearbook. Washington, D.C.: Association for Supervision and Curriculum Development, 1972.
- Wagner, Jearnine and Cindy Herbert. I See a Child: Learning about Learning. New York: Anchor Books, 1973.
- Weigand, James E., ed. Developing Teacher Competencies. Englewood Cliffs: Prentice-Hall, 1971.
- Wilson, L. Craig. The Open Access Curriculum. Boston: Allyn and Bacon, Inc., 1971.
- Yamamoto, Kaoru, ed. The Child and His Image: Self Concept in the Early Years. Boston: Houghton-Mifflin, 1972.