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THE PERCEIVED EFFECTS OF TRAINING OF THE OPEN EDUCATION ALTERNATIVE TEACHER EDUCATION MODULE

by

Linda Jean Langley

B.G.S., Simon Fraser University, 1981

A THESIS SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF ARTS (EDUCATION)

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ABSTRACT

It was the purpose of this study to investigate the perceived effects of training of the Open Education Alternative teacher preparation module. Program graduates from eleven intake groups, trained from 1976 to 1983, responded to a mailed questionnaire. Of the 158 graduates, addresses could be located for 69. Three mailings brought 44 useable replies, a 64% response rate, representing almost 30% of all graduates.

The instrument used for data collection was developed from Wassermann and Eggert's (1973) Profiles of Teaching Competency. The graduates rated 19 professional growth dimensions from two perspectives:

- perceived contribution of training to growth
- perceived importance in classroom practice.

A four-point Likert scale was used. In addition, graduates provided anecdotal responses to three open-ended questions.

The data were presented from three viewpoints:

- from the perspective of each of the 11 intake groups
- from the perspective of the "early" and the "later" intake groups
- from the perspective of the total group of 44 graduates.

Mean scores in ratings were calculated for each growth dimension. Trends in rating scores and congruence in ratings between training goals and perceived growth were noted. Anecdotal comments were categorized and tallied. Dominant themes were identified.

Results were reported from a variety of perspectives, including program strengths, program weaknesses, and effects of student placements. Findings indicated that overall, graduates perceived the training in a positive light, and that training in interpersonal skills was consistently viewed as a program strength. In particular, graduates appeared to prize effects from clarifying and teaching for thinking skills training. There was a trend to rate those items related to curriculum and evaluation practices at scores below 2.5. Anecdotal comments revealed a connection between unsatisfactory student practica and later difficulty in teaching practice.

Implications were drawn regarding the importance of an interpersonal skills training element, the importance of a curriculum for thinking, and the importance of appropriate placements in teaching education programs. The implications for further study included the following: an investigation of the extent to which training effects from the Open Education Alternative translate to effective teaching practice, the development of a training component which helps teachers address repercussions from innovating within the public school system, and an investigation of the post-hoc effects of other teacher education modules at Simon Fraser University.

To Selma, who guided,

and Ronnie, who listened.

"I have steadfastly endeavored to keep my mind free so as to give up any hypothesis, however much beloved, (and I cannot resist forming one on every subject) as soon as facts are shown to be opposed to it."

Charles Darwin

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Chapter One

The preparation which teachers receive in their pre-service years sets the stage for their lifelong teaching performance in the classroom. While the common goal of teacher education programs is to prepare students to be effective classroom teachers, the routes and means to accomplish this goal vary substantially from institution to institution, and within institutions, from program to program.

The Professional Development Program, a year-long teacher education program at Simon Fraser University in Burnaby, British Columbia, seeks to prepare teachers for the classroom via the following stated goals:

1. By providing students with opportunities to develop teaching skills in a variety of instructional modes in response to student characteristics and objectives sought.

2. By offering students opportunities to learn to define instructional objectives and to identify learning experiences, resources and assessment procedures appropriate to these objectives.

3. By offering students scope in learning to recognize and respond to individual differences among pupils.

4. By providing opportunities for students to become familiar with and apply a variety of evaluation procedures to pupil learning.

5. By providing scope for students to become familiar with major issues, programs, and goals pertinent to their particular interest area and age level in teaching and to develop a repertoire of teaching skills pertinent to that interest level.

6. By offering opportunities for students to become familiar with foundational issues in education.

7. By providing students with opportunities to become familiar with legal and professional responsibilities as well as to become aware of socio-political contexts of public education. (The above list is abridged from the Simon Fraser University Professional Development Program Handbook, 1983. A full statement of the program goals is found in Appendix I.)

In order to fulfill these goals, the Professional Development Program employs a three-semester training period, emphasizing integration of theory and practice as well as intensive experience in student teaching practica. During the 18 years of its existence, a number of sub-programs, called modules, have been developed and implemented under the Professional Development Program umbrella. Each of these modules reflects a common concern; that of providing quality pre-service training experience to ensure later successful teaching practice. Many different kinds of programs have been tried, each based upon quite different theoretical bases, and each incorporating quite different instructional strategies and training experiences.

The Open Education Alternative, developed and supervised by Dr. S. Wassermann, is one such module of the Professional Development Program. It takes an innovative approach to the

preparation of teachers by providing training experiences with a distinct orientation toward Open Education. The Open Education Alternative interprets the seven Professional Development Program objectives in terms of training emphasis in four areas of professional functioning: Interactions Skills Development, Curriculum Studies, Teacher as Person Studies, and Child Growth and Development.

In Interactions Skills Development, students are offered opportunities to study and practice the interpersonal skills of 1) clarifying, 2) empathy, and 3) teaching for thinking. Students examine educational literature in the areas of teaching as a helping profession, values development, the role of affect in learning, and the nature and process of thinking. They receive training in the three interactive skills and are offered opportunities to become more aware of their own interactive style by videotaping and evaluating their interactions with students.

The Curriculum Studies component of the Open Education Alternative training offers students scope to identify and develop a clear system of beliefs about education as the groundstone in their design of a learning environment and in the creation and implementation of curriculum and learning experiences. Students are offered many opportunities to express and explore their views about education in the presence of clarifying responses, and are encouraged and helped to develop curriculum experiences for children which reflect these articulated beliefs.

The Teacher as Person Studies aspect of the preparation offers students opportunities to reflect upon their expectations,

attitudes, feelings and beliefs about teaching. Emphasis is placed on the Transactional Analysis model as a means of understanding one's own behaviour in the classroom. Students are invited to examine the dynamics of dependency and autonomy in their own teaching behaviour, and to consider the relationship of self-as-model to teaching practices and pupil learning.

In the area of Child Growth and Development, students study theories of emotional needs as frameworks for analyzing and understanding children's behaviour. Students are offered opportunities to implement these theories in practice teaching situations, to diagnose needs-related behaviour contributing to learning difficulties in children, and to investigate remediative ways of addressing these learning difficulties within the classroom environment.

The theoretical study in the Open Education Alternative Program is closely interwoven with applications--and this occurs in micro-teaching situations as well as in classroom practice. Students spend six of the twelve months of the program in a study-practice-evaluate-study-practice cycle. Supervision is provided from the university by an experienced open education teacher (Faculty Associate) on leave from his or her school district. In practice teaching situations, students are placed in classrooms emphasizing open education practices, under the supervision of an experienced teacher (School Associate). Many School Associates are former students and graduates of the Open Education Alternative module. The student teacher, Faculty Associate, and School Associate take a team approach to the

student's preparation, and meet as a trio to focus, examine, and evaluate the student teacher's growth.

The Open Education Alternative program places a high emphasis on the student teachers' self-evaluation of their teaching and learning. The assumption is made that self-monitoring, self-directing, self-evaluating beginning teachers are better equipped to continue learning about and improving their teaching. To this end, students use Profiles of Teaching Competency (Wassermann & Eggert, 1973), an evaluation instrument which identifies 19 professional growth dimensions related to competent classroom performance. Students focus on one growth dimension per week in their teaching practice, and evaluate their behaviour in that area on a seven-point scale. School and Faculty Associates also use the Profiles to provide the student with their perspectives on the student's performance. Anecdotal comments augment the ratings, and the data accumulated from the Profiles are used in examining the student's progress at mid-term and final evaluation conferences. Grading is made on a Pass/Withdraw system to encourage a focus on the process of learning to teach rather then on a final mark.

The Open Educational Alternative embraces a humanistic approach to the preparation of teachers. The assumption is made that teachers who consider themselves capable, responsible, and worthy will be better equipped to provide healthy learning experiences for children than will teachers who see themselves as incapable and unworthy. It is also assumed that beginning teachers will be better able to examine their behaviour and take

the risks and bumps associated with learning to teach in innovative ways if they are free from negative judgement and fear of failure. To this end, Open Education Alternative faculty members and supervisors seek to establish a secure and accepting environment in which students can learn to teach. Central to this theme is the creation of a strong unified seminar group where students can feel safe enough to risk examination of themselves and their difficulties. Faculty Associates working in the program are trained in counselling skills, and interact with students in nurturing, supportive ways. This thread of humanistic interaction links the many aspects and experiences in the Open Education Alternative.

Though the Open Education Alternative shares the objectives of the mainstream Professional Development Program at Simon Fraser University, there are major differences in the ways each program interprets the goals and translates them into teaching training practice. While the Professional Development Program seeks to provide students with opportunities to develop teaching skills in a number of instructional modes reflecting a variety of philosophies and techniques, the Open Alternative offers students training in skills which reflect a clearly humanistic approach. Because of this specific focus, the Open Education Alternative manifests a closer relationship between theory and practice in teacher preparation than does the more generalized Professional Development Program. The Open Education Alternative emphasis on self-study as a means of understanding the dynamics of teaching, and the focus upon study of theory and development of skills in

clarifying, empathic, and thinking interactions in the classrooms are congruent with humanistic education theory, and are not highlighted in the mainsteam Professional Development Program.

There are differences in both process and content foci in the two programs. The Professional Development Program inputs information on major issues, programs, and objectives pertinent to a student's grade level and interest area through workshops, study groups, and education coursework. In contrast, the Open Education Alternative presents such information in the context of values issues, and encourages students to consider implications and consequences of these issues for educational practice. While the Professional Development Program offers specific training in identifying and defining clear instructional objectives, the Open Education Alternatives preludes such training with opportunities for students to consider and clarify their beliefs about educational philosophy, theory and practice. While both programs offer information and experience with a variety of evaluation practices, and provide opportunities for student self-evaluation in weekly, mid-term, and final evaluation conferences, the Open Education Alternative emphasizes self-evaluation practices, and encourages a more focused approach to self-monitoring, self-assessing, self-evaluating skills via the student's daily, independent use of Profiles of Teaching Competency (Wassermann & Eggert, 1973). Both programs introduce students to the theory and practice of individualized instruction, but the Professional Program offers exposure to such theory in workshops and courses

such as Psychological Issues in Education and Classroom Management. In comparison, the Open Education Alternative focuses the study of individualized instruction on Louis Raths' theory of emotional needs, and offers students opportunities to apply the theory in classroom practice and accordingly evaluate the usefulness of this approach. In addition, the Open Education Alternative makes intensive and continuous use of microteaching technigues to help students prepare for classroom duties, while the Professional Development Program does not regularly include this emphasis.

Other differences between the two programs rest in the area of faculty and student selection, student supervision and grouping. While the Faculty Associates in the Professional Development Program are selected on the basis of their skill and success in public school classrooms, Faculty Associates in the Open Education Alternative are chosen on the basis of their expertise and skill in the realm of Open Education. While both the Professional Development Program and the Open Education Alternative accept students into training on the basis of their self-selection, the completion of two years of undergraduate work, and a satisfactory grade point average, training candidates for the Open Education Alternative also attend a lengthy personal interview with the Faculty Associate. Of the candidates interviewed, 10 to 15 students whose educational interests, philosophies, experience, and future goals seem most in keeping with a humanistic Open Education approach are selected for training. The mainstream Professional Development Program does not

typically conduct such interviews. Additionally, in the Open Education Alternative, students stay together as a group under the supervision of one Faculty Associate throughout the duration of their training. In contrast, the Professional Development Program students are placed in one seminar group for the first semester of training, pursue individual studies in various courses during the second semester, and are placed in a different seminar group under the supervision of a different Faculty Associate during the third semester. The Professional Development Program thus does not typically provide the same opportunity for continuity of supervision as does the Open Education Alternative final difference between the two programs, the design and implementation of the Open Education Alternative program itself presents students with a prototype of a humanistic education program which can be used as an example in the students' creation of their own classroom program. The Professional Development Program, in its diversity, does not provide such a model.

Need For The Study

Over the years, numerous attempts have been made to gather data about the effects of the training modules and of the Professional Development Program itself. To date, however, most data collections investigating the effects of training have occurred only during the period of program implementation. Consequently, little data have been collected which indicate the effects of the preparation programs on actual teaching practice. In short, inquiries about the nature and effectiveness of

training fall far short of any attempt to determine the effect of training on later teaching practice -- a curious oversight.

Is it possible to examine graduates' perceptions of their teacher preparation programs as a source of information on the effects of training on post-hoc teaching practice? Moreover, what might be the perceptions of graduates from the Open Education Alternative program regarding the effects of this innovative teacher education program on classroom practice?

Purpose Of The Study

The purpose of this study was to examine the perseverence of training effects of the Open Education Alternative Program on the post-hoc personal and professional functioning of program graduates. Such a study would help to assess the effectiveness of this Professional Development Program module in realizing its goals.

Statement Of The Problem

The problem addressed in this study was an investigation of the perceptions of graduates of the Open Education Alternative teacher education program on the effects of training on post-hoc personal and professional functioning. The study also examined the extent to which the Open Education Alternative program was seen to be effective in carrying out its training goals.

Objectives Of The Study

The objectives of this research were three:

1. To examine the graduates' perceptions of the degree to

which the program is seen to be effective in carrying out its goal of preparing teachers for effective classroom functioning.

2. To examine the differences in perceptions and to identify the factors which appear to contribute to these differences.

3. To examine the graduates' suggestions for program improvement.

Definitions Of Terms

The following terms have been defined for use in this study:

Professional Development Program. A one-year teacher preparation program for students who have completed at least two years of undergraduate work in Arts or Science, offered at Simon Fraser University in British Columbia. The training is divided into two stages:

Stage 1: 401-402

: Students are introduced to the theory of teaching in workshops and mini-courses two days a week at the university. They are gradually introduced to the practice of teaching three days a week in public school classrooms.

Stage 2: 404

: Students undertake a semester of university coursework in education or related subjects.

: 405

: Students undertake an extended practicum in teaching in one classroom for one full semester (DeNevi, 1974).

Module. A module is defined as a sub-group of the Professional Development Program. Modules are generally designed and supervised by a faculty member who has a specialty area interest which is offered as the focus of the module work. Students who choose a particular module are likely themselves to have interests related to the specialty area. Some examples of modules at Simon Fraser University include the Early Childhood education module, the Multicultural module, and the Secondary module.

Open Education Alternative Program. A module of the Professional Development Program which focuses teacher preparation on the philosophy, concepts, and practices of Open Education. The Open Education Alternative was previously known as the Vancouver External Program and Alternative #9.

Open Education. A humanistic approach to education which emphasizes a response to the unique perceptions, abilities, feelings, and needs of the individual learner. It could be stated that a goal of Open Education is to increase student autonomy, and that some methods of approaching this goal are to focus on the process rather than the product of learning and to provide students with many opportunities to choose, direct, be responsible for, and evaluate their own learning.

> "A definition which may provide the identity statement we need is that used by Charles Siberman in Crisis in the Classroom: 'Open education is a set of shared attitudes and convictions about the nature of childhood, learning and schooling.' If shared by even a small number of staff, these attitudes and convictions encourage different approaches to the teaching act, curriculum planning, and evaluation. They make a difference in what happens to teachers and children in terms of

general atmosphere, use of space, materials provided, activities experienced, scheduling, and general administrative patterns. A brief overview of the three categories may contribute to a clearer identification.

To begin, the attitude toward childhood which characterizes open education is one of respect and valuing. The conviction is that childhood is important in all aspects of growth and should be capitalized on, not hurried through or minimized as a mere prelude to the real business of living. The attributes of childhood which are valued as assets to education are:

vigorous activity, both physical and mental
curiosity
egocentricity
individuality
emotional volatility
a tremendous drive and determination to learn.

The convictions and attitudes about learning relate to a process view as:

individual in rate and style
social as it is enhanced by sharing with others
continuous within the total life environment
most significant when self-initiated and self-directed
ecstatic, not to be separated from 'play' or 'work'.

The attitudes and convictions about schooling in the open education mode relate to school as an environment in which the student interacts directly with the real world (which includes knowledge) through the facilitating action of a teacher. This contrasts with the notion of schooling which sees education as an adult-centered body of knowledge translated into curriculum packages which are transmitted through a teacher to the student." (Open Education Alternative Curriculum Centre Readings, Vol. I, 1973).

Interactions Skills Development. Interactions Skills Development is defined as training in the skills of attending, accurately perceiving and accurately responding to another person's statements of value and/or feelings. Training in Interactions Skills in the Open Education Alternative is divided into three areas:

1. Training in the understanding and use of Clarifying Responses (used in acknowledgement of beliefs, attitudes, expectations, and ideas.) Training in the use of clarifying

responses emphasizes attending to and accepting the student's viewpoint and raising questions which reflect the student's view, ask about assumptions, alternatives, or consequences, ask about the origin of beliefs, and/or asks the student to examine other aspects of his or her beliefs.

2. Training in the understanding and use of Empathic Responses (used in acknowledgement of feelings.) Training in empathic responses involves learning to accurately perceive and accurately respond to a student's feelings and the situation which gives rise to the feelings.

3. Training in the understanding and use of Teaching for Thinking Responses (used to promote thoughtful reflection and analysis of ideas, activities, and concepts.) Training in Teaching for Thinking responses involves an introduction to the thinking operations of observing, comparing, classifying, imagining, hypothesizing, criticizing, looking for assumptions, collecting and organizing data, summarizing, interpreting, decision-making, and problem solving (Raths, Jonas, Rothstein, & Wassermann, 1966). In Teaching for Thinking, student teachers learn to interact with pupils in ways which promote reasoned, thoughtful inquiry.

A Theory of Emotional Needs. A theory related to child growth and development developed by Louis Raths (1972), which identifies eight basic needs in children:

1. The need for belonging
2. The need for achievement
3. The need for economic security

4. The need for freedom from guilt
5. The need for love and affection
6. The need for freedom from fear
7. The need for self-respect
8. The need for self-understanding

The frustration of one or more of these needs can give rise to certain patterns of behaviour, such as:

1. Psychosomatic illness
2. Withdrawing or self-isolating behaviour
3. Submissive behaviour
4. Regressive behaviour
5. Aggressive behaviour

These needs-related behaviours can result in learning difficulties within the classroom. In his theory, Raths describes ways in which teachers can learn to diagnose and remediate needs-related behaviours.

Faculty Associate. Experienced and successful classroom teachers on leave from their school districts to assist professors with instruction and to supervise teacher education students in the Professional Development Program at Simon Fraser University.

School Associate. Experienced public school teachers who accept student teachers into their classroom during a training practicum. The School Associate cooperates with the Faculty Associate in instructing and supervising student teachers and in evaluating their progress.

Limitations of The Study

1. The target population for the study was the full group of teachers who had graduated from the Open Education Alternative during the years 1976 to 1983. However, only 69 of the 158 graduates were able to be located.

2. Of the 158 graduates contacted, only 48 or 64% responded to the questionnaire survey.

3. The questionnaire instrument used to collect the data was based upon the Wassermann and Eggert Profiles of Teaching Competency (1973).

4. Data collected on training effects are based upon self-report. Consequently the investigation is of graduates' perceptions of the effects of their Open Education Alternative training on their performance as teachers, and not the effects of training per se on classroom performance.

5. The inquiry was limited to subjects who had graduated from the Open Education Alternative program during the period from 1976 to 1983. Results, therefore, cannot be generalized to students from other programs.

Chapter One has included background information, statement of the problem, objectives, definition of terms, and limitations of the study. Chapter Two provides a review of the related literature. Chapter Three describes the sample group and the instrument and methods used to collect the data. Chapter Four presents results of the data, and Chapter Five presents conclusions and implications.

Chapter Two

Review of the Literature

This literature will examine teacher education from several perspectives in an attempt to shed light on some of the historical and current issues in the field. The review will consequently be presented in three sections as follows:

1. A brief historical overview of teacher education in North America.
2. Innovative approaches to teacher education.
3. Effectiveness of teacher education programs.

A Brief Historical Perspective Of Teacher Education In North America

In the early 1800's, teacher education in North America existed by right of "Tappan's Law" -- "a teacher should be educated in an institution of a higher grade than the one in which he teaches" (Monroe, 1952, p. 186). Local community ministers or district school superintendents granted teaching licenses to applicants after examining their "capacity, purity, morals, and fitness" (Monroe, 1952). Would-be teachers often served an apprenticeship with a county school-master, sometimes for as long as ten years, in order to learn the skills of teaching (Woodring, 1963).

The increasing availability of free public education to all classes of children along with mass immigration and population growth caused a marked rise in enrollment in the common schools of the day. This increase brought a high demand for teachers in a time when virtually no schools for the preparation of teachers

existed in North America. The inevitable result was poor teaching and a general decline in the quality of public school education (Harper, 1939; Lazerte, 1950; Richardson, Brule & Snyder, 1953). In the U.S. statesmen such as Charles Brookes and Horace Mann identified a fundamental relationship between the quality of schooling and the education of teachers (Harper, 1939). Inspired by the European "normal school" model, where would-be teachers were trained in new theories and methodologies of teaching and learning, these men and many others began a long and arduous campaign for the creation of government-supported normal schools in the New World.

North America's first normal school, under the direction of Reverend Samuel Hall, opened its doors in 1827 in Concord, Vermont. Since in both Canada and the U.S. each province or state was responsible for the organization and management of its own public and teacher education system, the numbers and kind of public-supported normal schools across the continent varied considerably. By the end of the century, however, normal schools had become established institutions for teacher preparation in major settlements in both countries (Woodring, 1963).

Normal schools differed substantially from one another from the outset. In varying degrees, most included instruction and "review" of elementary subject matters, exposure to philosophies of education and methodologies of instruction, and opportunities to gain teaching experience in the "model classrooms" which were invariably a part of the normal school organization (Haberman & Stinnett, 1973). High school graduation was generally the

entrance requirement, but because of the shortage of teachers, this was often ignored. Although the training was designed for a one- or two-year period, many students left for teaching jobs after only a few months' study. Public suspicion that normal school students sought higher education at public expense meant that candidates had to swear a "promise to teach" upon completion of their training (Haberman & Stinnett, 1973; Monroe, 1952).

Other factors influenced the quality and kinds of training that teachers received. For example, normal school graduates were licensed to teach only in elementary schools, while colleges and universities held responsibility for the preparation of secondary school teachers (Haberman & Stinnett, 1973; Monroe, 1952). In addition, the low salaries paid to teachers militated against male heads-of-households choosing teaching as a profession, with the result that large numbers of women entered training programs (Lortie, 1975; Woodring, 1963).

Towards the turn of the century, as free public education became available at the secondary level, high school enrollments across the continent rose substantially. Accordingly, the demand for high school teachers increased (Richardson, Brule, & Snyder, 1953; Silberman, 1970). While until that time, common opinion held that no special preparation was required for high school teachers--"they need only to know their subject matter and to have a modicum of common sense" (Woodring, 1963, p. 520), the early 1900's saw the beginning of a struggle between normal schools and universities for the right to educate high school teachers. The primary source of conflict revolved around the

issue of a perceived need for high school teachers to be exposed to the growing body of pedagogical theory and knowledge which normal schools had helped to collect and organize (Harper, 1939; Richardson, Brule & Snyder, 1953). The outcome of the struggle saw normal schools increasing their curricular offerings, raising their academic standards, and growing into "teacher's colleges" which now offered four-year training programs and conferred a baccalaureate degree upon high school teacher graduates.

As teacher's colleges across the continent assumed major responsibility for the education of both elementary and secondary school teachers, responsibility for teacher certification shifted from the community to the province or state. While certification had formerly hinged upon an applicant's successful completion of a battery of provincial or state examinations, the new century saw teacher certification become linked with the completion of a course of study at a provincial or state-accredited teacher's college (Lortie, 1975).

In the 1950's, when the baby boom associated with World War II reached college age, a burgeoning of enrollments at colleges and universities occurred. This situation placed demands on both teacher's colleges and universities to expand their functions. While many teachers' colleges increased their academic offerings beyond the single purpose of teacher training, liberal arts colleges and universities began to implement their own teacher education programs (Haberman & Stinnett, 1973; Harper, 1939; Richardson, Brule & Snyder, 1953).

This was a time of great proliferation in teacher education course offerings. Monroe (1952) estimated that courses in the history, philosophy, and psychology of education, classroom management, specialized subject matter, and methodologies of teaching increased by 100%, with "great variation in title for the same course, and even greater variation in content for courses of the same title" (Monroe, 1952, p. 389). Debates among teacher educators focused not only on the importance of subject matter versus pedagogical coursework, but also on the importance of historical and philosophical movements versus the newer ideas of child study and scientific-statistical approaches to education. There was little agreement on the form and content of professional coursework, and a growing dissatisfaction with the heavily employed lecture method for training beginning teachers (Stone, 1968).

According to Koerner (1963) the succesful launching of the Russian spacecraft Sputnik in 1957 had resounding effects on education in the West. The implication underlying this event was that Americans were not being well-educated. It was at this time that not only schools, colleges, and universities, but also those responsible for the education of teachers came under heavy scrutiny and attack. Koerner echoed the conclusions of Holmes and Brookes a century earlier when he suggested that if the education of Americans was in need of improvement, the logical place to begin was with the education of American teachers (Koerner, 1963).

In response to this widespread criticism, James B. Conant in 1961 undertook a two-year study investigating 77 teacher education programs in the 16 most populous U.S. states. Conant's study helped to pinpoint a number of problem areas in teacher education, one of which was the extreme diversity of training programs. For example, within the 16 states, no two had the same requirements for teacher certification. There was little agreement among the 77 institutions about the number of hours of educational coursework, liberal arts coursework, or practice teaching time required. In addition, there was little agreement regarding the nature and scope of required courses. Conant described methods courses as "unnecessary", evaluated the quality of education courses, especially survey and introductory courses, as "low", and called the academic preparation of teachers "generally worthless". He concluded that there was little correlation between the completion of required courses in teacher preparation programs and a student's increased ability to teach. He found that the only aspect of teacher education programs which participants agreed contributed to increased teaching skill was the training practicum (Conant, 1963).

Conant made a number of recommendations for the improvement of teacher education programs. Foremost among these was the suggestion that "clinical professors of teaching", with demonstrated abilities and experience in teaching children and expertise in liason between public school and university personnel be employed by teacher education programs. In addition, he recommended that only the best teachers be chosen as cooperating

teachers, and that education courses developed from academic disciplines be taught by persons fully qualified to teach in their own academic departments. Conant consistently and repeatedly emphasized the need for all courses in teacher education programs to be accompanied by laboratory experience providing for the observation and teaching of children (Conant, 1963).

Koerner (1963) conducted a similar large scale study of teacher preparation programs. Teacher education, as he viewed it, was based on the assumption that people became better teachers by being exposed to a series of pedagogical courses; yet his investigation revealed little indication that such training had any direct bearing on the learning of teaching skills. Moreover, 70% of the students Koerner contacted by questionnaire rated their teacher preparation as unfavorable. He suggested that a much more direct relationship between professional preparation and teaching performance was required if the education of teachers was to be improved.

Koerner made recommendations for the improvement of teacher education programs which echoed those of Conant. He suggested that training in professional education coursework be reduced and that methods coursework be incorporated into the teaching practicum. In addition, he stressed that final certification should only be granted following an extended teaching apprenticeship, where student teachers had repeatedly demonstrated their knowledge of subject matter and ability to teach (Koerner, 1963).

Koerner and Conant, serving as the advance guard, opened up a host of reports and research investigations which examined

teacher education from a variety of perspectives. In fact, it was as if a floodgate of criticism was let loose upon teacher education in which almost nothing was cited as worthwhile and everything was considered inadequate. For example, methods courses came under attack as being vastly overrated in terms of their effectiveness. Silberman (1970) stated that not only is too much time in teacher education devoted to "how to" courses, but that, in fact, "they don't teach anyone anything". Clark and Marker (1975) also cited the poor pedagogy of the lecture method -- a method poorly correlated with learning how to teach. They described it as a process where "students are taught how to teach by being told how to teach" (Clark & Marker, 1975, p. 57) and suggested that the 60% to 80% of the training period students spend in lectures may contribute to the numbers of teacher education graduates who leave training ill-prepared for the classroom.

Not only the methods courses, but the organization and instruction in teacher education programs were called into question. The practice of isolating teaching from what students may previously have learned in arts, science, or social science courses was criticised by Silberman (1970), who favored a more integrated approach. Brown & Fuller (1975) brought into question the very quality of instruction in teacher education programs when they found student teachers reporting the "that part of teacher education administered by the faculty of education is the least effective part of their training" (Brown & Fuller, 1975, p. 30.)

Another main target of criticism was the criteria used to select applicants into teacher education programs. The use of student self-selection, standardized tests, and grade point average all became subjects of criticism. Both Haberman (1974) and Koerner (1963) questioned the bases on which students decided to enter the field of teaching. While Koerner suggested that "vacations, prestige, and sheer accident" play too large a part in students' decisions, Haberman suggested that students self-select on the basis of their own school experience. He pointed out the resulting dangers of teacher education students bringing outmoded expectations and "built-in, almost irreversible rigidities" with them into the classroom. The use of grade point averages and standardized tests as criteria for selection was questioned by Conant (1963) who early pointed out that grade point averages had not been correlated to teaching aptitude. Haberman and Stinnett (1973) suggested the same of commonly used standardized tests such as the National Teacher's Examination. In addition, the process used to select teacher educators and cooperating teachers was criticised as inefficient. Taylor, Doyle, and Link (1974) found student teachers, cooperating teachers, and university supervisors agreeing that inadequate attention is given to the selection of all personnel involved in teacher education.

All of these studies stressed the need for a thorough investigation of selection criteria as they related to teaching aptitude and ability. Most researchers agreed that selection processes could be improved by including a consideration of the

student's past experiences, observations of the student at work with children, and a personal interview with the potential candidate (Conant, 1963; Haberman & Stinnett, 1973; Koerner, 1963).

Problems were also identified with the supervision of student teachers. Cogan (1975) stressed the need for "intense, systematic, professional supervision" during the "frustrating, risk-laden process" of student teaching, and pointed with dismay to the lack of quality training for those who supervise student teachers in the field.

Many criticised the unaddressed difficulties in communication and cooperation between public school systems and teacher education programs. Conflict described in this realm seemed to result from confusion regarding each system's expectations of the other. Several studies reported that as a consequence of the conflict, student teachers during their practica find themselves in an atmosphere of hostility which detracts from their ability to concentrate on learning to teach (Hazard and Chandler, 1977; McPhie, 1977; Woodring, 1975).

Although early investigators found agreement regarding the value of the training practicum, later studies indicated shortcomings with even this component of teacher education programs. McDonald and Zaret (1974), for example, found that over half the problems student teachers identified in their training concerned conditions of their pratica experiences. The strong influence which cooperating teachers can have in the training process was identified as a major area of concern

(Haberman, 1974). Some researchers even suggested a link between the cooperating teacher's influence and teacher conformity. Nelson and Kaltsounis (1974) for example, indicated that conformity is encouraged by the very structure of the training practicum, which places students in a position of subordination to their cooperating teachers. Sorensen (1974) found that many student teachers perceive grades to be linked to their relationship with cooperating teachers, and as a result, feel they must conform to their demands. Criticism also focused on the inadequate attention given to the placement of students with cooperating teachers. Yee (1974) found that students who are "mismatched" with cooperating teachers will likely have subordinate or competitive relationships with them. He described the methods used to match students with cooperating teachers as "random and uninformed". Horton (1974) stated that since "the quality of a student teaching experience is determined by cooperating teachers more than by any other experience" (Horten, 1974, p. 175), much more attention is needed to the careful matching of students with cooperating teachers.

As is evident from the studies cited, criticism of the vast enterprise into which teacher education had grown was weighty and extensive. Teacher education, by the 1960's "enjoyed" the reputation of being poorly organized, ineffective, and inadequate on almost every front. In response to this criticism, a variety of innovative teacher preparation programs sprang up across the continent in the 1970's. "Alternate schools" became well-known phenomena in both public and private school systems and in

university programs (Smith, 1974). Teacher Education Faculties were visited by the Open Education Concept, the Inquiry Approach to Learning, Affective Education, Performance-Based Teacher Competency, and a host of other reform movements. Yet for all this variety and experimentation, a 1983 nationwide study by Goodlad described the education scene in the U.S. as strikingly similar to the one attacked by critics of education twenty years earlier.

Goodlad found that teacher educators were still lecturing for much of the school day, still instructing the class in the total group, and still interacting with students in ways "almost totally devoid of emotion", rather than implementing teaching practices known to enhance student learning. (He cited, for example, small-group interaction, provision for a variety of approaches to student learning, and nurturing corrective feedback and support from teachers.) He described most teacher education programs as "disturbingly alike and almost universally inadequate" (Goodlad, 1983, p. 315). He found a "marked discrepency between the 'progressive' values dominant in education coursework" and those "pertaining more to control and order found among practicing teachers" (p. 91). Furthermore, he suggested that teacher education programs do not prepare teachers for "the many realities not conducive to professional growth" (p. 194) found in public school systems.

In suggesting ways to improve the education of teachers, Goodlad insisted that "teacher education must separate preparation programs from the customary ways of keeping school"

(p. 319). He advised teacher educators to train beginning teachers only in environments where superior teachers are implementing known and effective teaching practices. He emphasized the value of Conant's suggestion for "clinical professors of education" to work in both public school and university settings so that communication between these systems be ensured. In closing his report, Goodlad suggested that in order to improve education in America, educators in all factions must come together with parents to consolidate their knowledge and pool their energies and resources.

The history of teacher education in North America, if critics are to be believed, is characterized by the perpetuation of approaches and methodologies which have been identified as ineffective, the teaching of theory in isolation from practice, and a lack of communication and cooperation among the various systems and organizations involved. While the above study is not exhaustive, it at least points to areas of agreement regarding shortcomings of teacher preparation programs.

This section of the literature review has briefly examined the growth of teacher education programs in North America, and has outlined some commonly agree-upon views regarding shortcomings of training until present times. The next section looks at innovative programs which sought to address some of the criticisms of teacher education programs.

Innovative Approaches to Teacher Education

The traditional teacher education program typically employs a model where students work through a sequence of education

coursework including foundations courses such as "The History of Education", survey courses such as "Sociological Issues in Education" and methodology courses such as "Teaching Reading." Generally speaking these courses are taught in isolation from each other, with little or no communication among professors teaching the subject. Following successful coursework completion, students in traditional programs undertake a teaching practicum in a public school classroom. The practicum is typically regarded as the final phase in the training, an opportunity for students to put to use what has been learned in the education courses (Conant, 1963; Haberman, 1974; Koerner, 1963; Woodring, 1975).

Innovative teacher education programs, in contrast, employ diverse variations of this approach. Courses may be integrated, taught by a team, or dispensed with entirely. Specialists from other faculties of the university may teach in the Education Department. Practicum experiences may be increased in number, fall early in training, or be undertaken in an extended period of internship. This section of the literature review investigates some innovative teacher education models which have been put to practice in North America.

Innovative movements have influenced the goals, structure and content of teacher education programs since the growth of Progressivism in the 1920's (Cremin, 1962). The progressive view of education caused a shift in the nature and scope of

coursework, and the function and duration of training practica in teacher preparation programs across the continent.

The training at Teacher's College, Columbia University, might be considered typical of the restructured approach. Since Progressivism in public school classrooms focused on the needs, nature, and development of the child, more coursework in child psychology and child development were included in the Columbia program. Since progressive philosophy emphasized the importance of the democratic process, more courses were offered in the general culture and structure of society, and within these courses, the dynamics of social change and the skills of democratic group leadership were highlighted. Courses which emphasized theories and principles of learning increased. In addition, would-be teachers were expected to undertake concentrated coursework in a particular subject area so that they would bring to the classroom specialized skill and knowledge. The focus of courses in curriculum and methodology shifted to include concern for health, family, and community issues. Within the scope of these courses, progressive teacher educators encouraged beginning teachers to think of themselves as "guides rather than taskmakers", and to teach the children "how to think, not what to think" (Cremin, 1962). Finally, in practicum situations, more focus was placed on observation of a variety of teaching styles, and students spent longer periods of time practice teaching in the model school associated with the university or in the public schools (Cremin, 1962).

The program at Columbia became a paradigm for teacher education programs in the 1930's. The "progressive" approach, in fact, became the typical teacher education program at this time (Cremin, 1962; Woodring, 1975). Although it receded to the background in teacher education in the 1940's, there is general agreement that teachers trained in "progressive" methods brought to education more individualization of instruction, greater variation in instructional materials and strategies, and more active, less formal teacher-student relationships (Cremin, 1962; Joyce, 1975; Monroe, 1952; Woodring, 1975).

Teacher education in North America enjoyed an increase in funding from both public and private sources in the 1950's and 1960's (Woodring, 1975). In 1958, the Ford Foundation sought to improve teacher education by funding the development and implementation of experimental teacher education programs in 42 U.S. institutions. The 42 colleges participating in the program were diverse, but most of those funded were eastern "Ivy League" colleges such as Harvard, Stanford and Yale, whose influence was expected to sway education in favor of innovative teacher education practice (Stone, 1968).

The experimental programs saw a greater emphasis on the integration of theory and practice, with observation and laboratory teaching experiences falling earlier in the training, extending for longer periods of time, and being offered in conjunction with investigation and analysis of learning theory. Generally speaking, coursework in "Breakthrough Programs" emphasized in-depth training in a particular subject area, exposure to

theories of child psychology, and an introduction to innovative theories, methodologies, and curriculum materials. In most institutions, seminar discussion groups and extensive apprenticeship or paid internship periods were central aspects of the training experience. The efforts of "Breakthrough Program" educators to win increased-university support for teacher education brought cooperation from professors in other faculties in the design and implementation of arts and science-related education coursework. Greater involvement in the teacher training process was solicited and gained from the public schools. Many of the "Breakthrough Programs" followed Conant's suggestion in employing clinical professors -- master teachers who worked half-time supervising beginning teachers at the college level. Greater care was also given to the selection of students. Candidates were now required to have a strong liberal arts background, and entrance criteria were expanded beyond the simple grade point average to include consideration of personality traits and past experience. Personal interviews were introduced into the selection process (Stone, 1968). Most of the experimental "Breakthrough Programs" were taken over by the sponsoring institutions in the 1960's. The new programs became the standard curriculum, and "the conventional patterns of teacher education were abandoned" (Stone, 1968, p. 163).

Information gleaned from the "Breakthrough Programs", as well as the mountain of information accumulating as a result of increased funding to research and development in education, were to have a sound impact on teacher education practices in the

1970's (Woodring, 1975). Studies investigating the nature and process of learning, (Piaget, 1952) the relationship between environmental characteristics and learning, (Combs, 1969) and the influence of various teacher characteristics on student learning (Hamachek, 1975) yielded data which was used to redesign and restructure teacher education programs across the country. As a result, a number of innovative teacher education models were developed whose characteristics differed markedly from those of early programs. In order to appreciate the degree of change in the philosophy and approach of such innovative programs, it may be helpful to take an in-depth look at four innovative models: 1) the Childhood Education Program at Florida State University 2) the Teacher-Innovator Program at Coumbia University 3) Project MEET at McGill University and 4) the Professional Development Program at Simon Fraser University.

The Childhood Education Program. In the late 1960's, at the University of Florida, Combs, Wass, Blume and Hedges designed and implemented an innovative teacher education program based on theories of humanistic-perceptual psychology. The Childhood Education Program was one product of 12 years of research conducted by the Florida Studies in the Helping Professions to investigate the characteristics of good and poor helpers. The data indicated that

> "good teachers, as professional helpers, were empathic individuals who perceived both themselves and others in positive ways, whose purposes in the classroom were freeing rather than controlling, and who seemed to have forged highly personal ways of teaching (Combs et al. 1974, p.3)."

The Childhood Education Program sought to offer beginning teachers opportunities to grow in these characteristics.

The program was first implemented on an experimental basis in 1969. Data from the Studies in the Helping Professions had indicated that success in teaching was closely related to how well a teacher had learned "to use his or her self as an instrument to assist other people to learn" (Combs, 1956). Consequently Combs and his colleagues theorized that "good" teacher education would be a process of helping young teachers discover "how to use their selves effectively to carry out their purposes in teaching" (Combs, 1965, p. 9).

The education of an effective teacher was seen as a "process of becoming", which must focus on the meaning a student teacher made of his or her perceptions, rather than on the student teacher's behaviour. Moreover, such a process by nature was seen as highly individualistic. Students were offered many opportunities to explore and refine personal perceptions and beliefs through early and constant exposure to a wide variety of teaching styles and classroom models. In addition, curriculum input by specialists from various faculties within the university provided the substance which students used to consider and shape their beliefs.

The "process of becoming", it was theorized, would be best begun and nurtured in an atmosphere of acceptance and security (Combs, 1965). Accordingly, students were placed in seminar groups of about thirty, under the leadership of a faculty member trained as a group facilitator. The seminar leader's role was

to guide the group in establishing a supportive community, counsel individual students within it on matters of both personal and professional concern, and guide the group in making collaborative decisions about the nature, content, and process of seminar meetings. To provide for the continuous support required by the CEP model, students remained with their seminar group throughout the duration of their training. Within the group, students who completed their training were replaced by neophytes to the program. This constant flow of "old" and "new" trainees allowed for a further supportive element of peer teaching and counseling.

In Combs' view, any program which sought to facilitate a beginning teacher's "process of becoming" must offer experience and activities responsive to student needs, allow for the progress of students at different rates, and provide many opportunities for student self-direction and responsibility. In response to the first condition, students chose required coursework from among alternatives, selected freely from elective coursework, and identified strong interest areas to explore in depth. The decision-making element in this process was highlighted: students were encouraged to examine and articulate the criteria for choice in study focus. To meet the second condition, provision was made for students to progress though the program at their own rate. The Field Experience component of the program took as its slogan "the classroom is not the place to apply what has been learned, but the place to learn" (Combs et al., 1974, p. 15). Accordingly, students worked in classrooms

from the onset of the training, and moved at their own pace through stages from Teacher Initiate (four hours per work observing and tutoring), to Teacher Assistant (half days spent teaching small groups), to Teacher Associate (teaching the entire class full time). Those students who felt skillful and confident completed the training stages in the minimum four quarters; those ones who required more time to prepare themselves took from four to eight quarters. Experienced classroom teachers supervised students in exchange for a stipend or a tuition fee waiver for coursework at the University of Florida. To address the third condition, students were encouraged to contribute their interests, needs, and skills as focusing influences to seminar meetings and on-going study group. In addition, student representatives participated in weekly faculty meetings to define and address problems, plan upcoming events, and implement changes required in the program.

Student evaluation was reconceptualized and restructured in the Childhood Education Program. The humanistic theory upon which the program was based held that continual feedback, reinforcement, and recognition to participants was vital. As a result, evaluation was conducted on a continuous, individual, on-going basis. Students were encouraged to develop self-observation and self-evaluation skills. Descriptive comments regarding the quality of students' work were collected from the students themselves, seminar leaders, course instructors, and supervising teachers. Mid-point and final evaluation conferences were held with each student, the goal of each session being to

highlight student strengths and pinpoint areas for needed improvement. Since competition for grades and scholarships was seen to have a possibly undermining effect on a sense of cooperation and supportiveness among students, the Childhood Education Program implemented a Satisfactory/Unsatisfactory grading system.

Since the Childhood Education Program was conducted on an experimental basis, research was conducted to evaluate the success of the program in carrying out its goals. Unlike a control from the regular teacher training program at the University of Florida, data indicated that graduates from CEP experienced growth in the development of personal values and a positive view of self, to a statistically significant degree. In addition, there was no statistically significant difference between the science content knowledge of graduates from the CEP and graduates from the regular program, although CEP graduates had not received the content-oriented science methods courses to which the regular program graduates had been exposed. Furthermore, means from the experimental group were consistently higher than means from the control group in the areas of knowledge of subjects, sensitivity to students' self-concepts, understanding of newer educational methodology, self-confidence, skill in organizing classroom activities, and skill in working with problem children. On the basis of these data, the Childhood Education Program was officially adopted by the University of Florida in 1973 (Combs et al., 1974).

The Teacher-Innovator Program. Joyce (1968) developed a program at Teacher's College, Columbia University, to prepare

teachers to be innovators of educational practice within the public school system. Joyce suggested that although there is common agreement about the need for change in teaching practice and school organization, diverse conditions in both university and school environments militate against a beginning teacher's acting to accomplish this change. In his view, beginning teachers are vulnerable to a variety of conditions in the school system which can (and seemingly do) influence them to behave in ways which conform to existing school practices. As Joyce perceived it, beginning teachers who seek to teach in innovative ways within the school system face social and professional ostracism which can cause them overwhelming feelings of alienation. He suggests that teachers who succumb to pressure to conform do this in order to avoid the experience of alienation, as it were, to survive as a member of a group within they must work daily, on a year-round basis. The Teacher-Innovator program seeks to prepare teachers to carry out their innovative purposes despite the socializing factors of the public school environment (Joyce, 1968).

The assumption is made in the Teacher-Innovator Program that it is as important to prepare teachers emotionally to understand the alienation which may result from their work as "agents of change" within the system as it is to equip them with the "commitment and technology" for educational innovation itself. As a result, beginning experiences in this program involve the students' participation as innovative teachers in a simulated "conformist" teaching environment. After a number of days

experiencing resistance, rejection, and even hostility to their ideas and behaviour, students are removed from the situation and encouraged to examine the events, attitudes, and behaviours which contributed to their feelings of alienation. Thus begins the process of learning to teach in innovative ways while simultaneously learning to identify, understand, and address the process of alienation which can occur from using innovative teaching practices within an entrenched school environment. This focus continues throughout the duration of the training period.

The program was designed to operate in "a spirit of cooperative inquiry." Students are placed in small seminar groups of 11 or 12, and within the seminars, are further grouped in "feedback teams" of three or four. Feedback teams work together in analyzing teaching theory, experimenting with new skills or ideas and, observing and coaching each other in practice teaching situations.

Central to the Teacher Innovator Program is the creation or existence of a "School of Inquiry" within which innovative teachers work to demonstrate progressive teaching practices. The "School of Inquiry" may be simulated or may be a real school within the public system where innovative teaching practices are carried out. The point, in Joyce's view, is that teachers be trained in environments where they have many opportunities to observe and practice innovative teaching strategies and skills, and not in schools where they will find resistance to their ideas and strong socializing pressure to conform (Joyce, 1968; Joyce & Weil, 1972).

Exposure to teaching and to the environment of the school is gradual. The student moves through six stages, beginning first by experiencing the school as an unpaid teacher's aide. In the second phase the student works as a tutor with individuals and small groups, and in the third, collects and organizes materials to create a complete unit of work for pupils. In the fourth phase of training, the students observe a variety of teachers at work, and experiment in the "School of Inquiry" with a variety of teaching models. In the fifth phase, students again focus on planning: they conceptualize and create an educational program for an entire school year. The final year of training involves team teaching as a paid intern with an experienced innovative teacher.

The process occurs over two years, during which time the student is exposed, in workshops, study groups, seminars, and organized coursework, to theory from the four components of the training program. The first, the Teacher as Innovator component, offers students opportunities to familiarize themselves with the bureaucracy of the school system and to learn ways to create authentic roles for themselves within that system. The second, the Interactive Teaching component, offers students opportunities to develop a repetoire of basic "teaching moves" considered essential to the creation of a healthy social system in the classroom. Here, students receive training in interpersonal and group-dynamic skills. In Instructional Decision Making, the third component of the program, students examine individual case studies to gain analytical and diagnostic skills for use in

understanding the learner's point of view. The emphasis in this component is on the students' development of an ability to flexibly accomodate their teaching strategies to the learner's needs. The fourth component of the program, Teacher as Scholar, was created from the theoretical perspective that an informed viewpoint is necessary for innovative action. Hence, students work in this area to familiarize themselves with a wide variety of literature on teaching, learning, the structure and development of cognitive skill, the nature, purpose, and philosophy of education, and the organization and dynamics of bureaucratic systems (Joyce, 1968; Joyce & Weil, 1972).

The Teacher Innovator program has not been implemented in its entirety. All aspects and elements of it have been tested and employed in a variety of institutional settings, including Teacher's College at Columbia University in New York, and the University of Chicago. Since the program has not been implemented in its entirety, comprehensive studies on the overall effectiveness of training teachers in this manner have not been undertaken.

Project MEET. Horowitz, in 1967, created a small scale teacher education program which he hoped would reduce the adjustment problems many first year teachers have described in the transition from student to full-fledged teacher. Accordingly, Project MEET -- McGill Elementary Education Teaching Teams -- was a program where students were treated from the outset as responsible professionals, capable of participating fully in the activities of the classroom and the school. The project took an

internship approach to training. Students were teamed with a master teacher for the duration of their year-long training, and received a bursary from the school district in which they were placed. Personnel at the training school were encouraged to regard the intern as a full staff member and to involve the intern in classroom and school affairs as a "mature, responsible, equal professional." The master teacher worked to allow students to assume teaching responsibilities as the intern saw fit. In this way, students were offered opportunities to develop self-study skills for use in assessing their own skill level and confidence in progressing from classroom observer to classroom teacher (Horowitz, 1974, 1967).

The project sought to emphasize the close relationship between theory and practice, and to equip beginning teachers with curriculum development skills. Consequently, students were placed in their public school team teaching situations early in the training and were simultaneously offered opportunities to explore a variety of teaching ideologies, strategies, and materials in coursework at the university. Three days a week were spent in the practice teaching environment, and two days a week on campus. The intern's progress in the classroom was observed and monitored by the master teacher and by a college supervisor who visited each intern's classroom weekly.

Horowitz considered it important that beginning teachers be provided with a strong, supportive environment in which to learn to teach. As a result, students at the outset were assigned to a small seminar group under the leadership of a trained group

facilitator and human relations expert. The seminar leader was also responsible for supervising each student's fieldwork. Seminar groups met once each week for a half day of discussion, analysis, and problem solving.

The project continued for four years, from 1967 to 1971. At the end of the first year, a follow-up study was conducted to measure changes that had occurred in the first group of graduates' attitudes and expectations towards teaching. Results from the Minnesota Teacher Attitude Inventory and the Teacher Role Description, as well as anecdotal records made by supervisors and interview comments revealed that graduates' attitudes toward teaching were more positive after their training. Graduates indicated that the "adult" way in which they were treated by both college and public school personnel helped them to perceive themselves as responsible teachers rather than students. Some criticisms were made of the "inflexible" coursework requirements at the college. Graduates tended to contrast these characteristics of their on-campus training with the teaching expectations in the school, which students described as "reasonable, flexible, and self-imposed" (Horowitz, 1979, p. 85).

A further study was conducted one year after the first graduates had been teaching. In response to a questionnaire and an interview, students spoke with clear praise about the importance of personal relationships and the small seminar group discussions of Project MEET.

Finally, three years after the first graduates had been teaching, the last phase of follow-up was conducted. Responses

to questionnaire items echoed earlier results: graduates remained positive about the "healthy, adult" ways in which they were treated, and emphasized yet again the significance of the close-knit seminar group in providing them an arena for discussion and a supportive network of relationships. This collection of data, however, revealed graduates' perceptions that perhaps a one-year training period was not long enough to help them adjust to the first year of teaching and to view themselves as teachers rather than students. Several graduates suggested a two or three-year long training program (Horowitz, 1974).

Data from another point of view were collected from principals in schools where the 1970-71 interns had been placed. Principals consistently identified the Project MEET interns as "interested, involved" student teachers, and associated their success in the classroom with the training they had received.

In noting the contrast identified by interns between the "inflexible" college course requirements and the "fluid" internship experience, Horowitz suggested that if a teacher education program is to be reshaped, it must be reshaped in its entirety. On the basis of the other data collected, he concluded that an internship approach to teacher education which places responsibility for self-pacing on the student, emphasizes that students be treated as mature, responsible professionals, and includes the supportive environment of a small interactive seminar may help to ease the transition from student to teacher. He noted, however, that major adjustments will still be required of

graduate interns when they assume full time teaching positions (Horowitz, 1974).

The Professional Development Program. The innovative teacher education program at Simon Fraser University first opened its doors in 1966. Originally conceived as a program which would emphasize the teaching practicum as the most valuable experience in training, the structure of the Professional Development Program (PDP) has changed and evolved over its 18-year life. The three-semester program is implemented in two major stages, and places students in practice teaching situations for six of the twelve months they are is training (Wassermann, 1973). Stage One of the program, one semester long, introduces students to both theory and practice, and provides students with an opportunity to quickly assess their aptitude and commitment to teaching (DeNevi, 1974). Stage Two involves one full semester of student teaching and one semester of on-campus study.

The PDP seeks to highlight the close relationship between theory and practice. Accordingly, students, as soon as they begin training, spend three days per week in public school classrooms and two days per week on campus. In the classroom, they spend a semester observing both teachers and students, tutoring individual pupils, instructing small groups, and eventually teaching the whole class for at least one full day. At the university, they attend and participate in a variety of workshops, study groups, and seminar discussions designed to introduce and orientate them to the theories, methods, and

materials of the field. These experiences constitute Stage One of the training.

Stage Two involves a more in-depth exposure to theory and practice in teaching. A three-month practicum experience allows students to pace themselves through a variety of tasks in roles from classroom observer to full-time teacher for at least a two-week period. During the semester on campus, students freely select coursework from any faculty in order to "fill in the gaps" in their knowledge and/or specialize in a particular subject area. With the freedom from required education coursework, students have opportunities to expose themselves to experts in a variety of fields. Since various departments cooperate to offer special courses for teachers, faculty members from Arts and Science as well as from Education make contributions to the training of teachers (DeNevi, 1974).

The Professional Development Program provides students with opportunities to build supportive professional relationships among their peers. During Stage One, students are placed in small seminar groups and within the seminar groups, are further paired with "buddies" who share the same classroom placement. "Buddies" stay together for the duration of Stage One to observe and coach one another through beginning experiences in classroom teaching. Students are also placed in seminar groups during the practicum semester of Stage Two. Both the "buddy" system and the small seminar group meetings allow students to establish supportive environments within which to explore ideas, feelings, and

experiences which are important to them during the training process (DeNevi, 1979; Gregory, 1976).

In an attempt to build strong cooperative relationships between university educators and teachers and administrators in the public school system, the Professional Development Program employs public school teachers to supervise the progress of students. Faculty Associates are experienced and successful teachers seconded from their school districts for a one or two year period for the purpose of training beginning teachers. They are responsible for leading seminar groups, teaching workshops and courses in their specialty subject area, cooperating with classroom teachers in the supervision of students, and guiding and counselling individuals in their seminar groups through the semester. At the end of the one or two year period, Faculty Associates return to their positions within the public schools, presumably with an enlarged perspective on education and an increased repertoire of teaching skills (Muir, 1969).

The Faculty Associate appointment allows for close-range contact between members of the Faculty of Education and public school teachers. University and public school educators are also brought into contact by an arrangement through which classroom teachers, called School Associates, shoulder major responsibility for the supervision of beginning teachers. Through a variety of university-sponsored in-service workshops, School Associates become familiar with the goals and objectives of the Professional Development Program. School associates orient student teachers to classroom procedures, aid them in collecting materials and

planning, introduce them to curriculum requirements and methodologies, and supervise their classroom teaching endeavors. In cooperation with the Faculty Associates, they observe, monitor, and evaluate the student's progress throughout the practicum. In return for these duties, School Associates are offered tuition fee waivers for continuing studies at the university. The employment of both Faculty Associates and School Associates is seen as an important step in the building of informed, cooperative relationships between university and public school educators (DeNevi, 1974; Gregory, 1976).

A final major emphasis in the Professional Development Program is on the student teacher's development of self-evaluation skills. The Professional Development Program seeks to engage the student in a variety of self-evaluation practices, including self-pacing, journal tasks, analyses of lessons presented to the class, and major mid-term and final self-evaluation reports. Grading is done on a Pass/Withdraw basis to encourage a focus on teaching skills rather than grade achievement (DeNevi, 1974).

Although Simon Fraser University regularly collects the opinions and views of students, School Associates, and Faculty Associates in order to undertake evaluation studies of the Professional Development Program, assessments to date have been conducted during the operation of the program. Few studies have been undertaken to measure the perseverence of training effects, and as a result, little data are available from practicing

teachers to identify the strong or weak characteristics of the program as seen from post-training perspectives.

The innovative teacher education programs described above have a number of characteristics in common. 1) There is a strong emphasis on a cooperative approach to learning among students, teacher educators and public school teachers involved in the programs. 2) Students are encouraged to coach and support each other through their training. 3) Members of various faculties at the universities cooperate in the design and teaching of courses for teacher education students. 4) Public school teachers cooperate with university personnel in the instruction and supervision of student teachers during their practica. 5) Opportunities are presented for students to relate theory to practice by placing them in practicum situations early in their training. 6) Self-pacing and self-evaluation are encouraged. 7) Finally, there is formal emphasis among the innovative programs described on helping students regard themselves as capable, mature, responsible professionals.

A comprehensive search of the literature in the area of innovative practices in teacher education turned up far more proposals for innovative practices that it did programs which were implemented in training institutions. The above descriptions of innovations in programs, although not exhaustive in number, indicate some general trends and some specific strategies which were undertaken by a number of training institutions to improve

their teacher preparation programs. The next section of the review looks at some issues and methods involved in evaluating the effectiveness of teacher education programs.

Effectiveness Of Teacher Education Programs

This section of the literature review examines the data that exist to indicate the effectiveness of teacher education programs in preparing teachers for classroom teaching. A look at evaluation practices in teacher education programs reveals that attempts to gather data indicative of program effectiveness fall into four categories: 1) logistical studies 2) on-the-job-performance ratings 3) studies relating pupil learning to teacher behaviour 4) studies investigating the perceptions of students, faculty, and school personnel.

Logistical studies examine student characteristics such as grade point average, previous experience, and age, as well as graduates' later career-line data such as number of promotions, number of publications, etc. (Sandefur & Adams, 1973). The relationship between these data and a teacher's success in completing the program is then investigated. For the most part, logistical studies produce limited information of use to teacher educators seeking feedback which will help them evaluate program effectiveness. This practice is more functional, perhaps, in identifying the characteristics of students who succeed in the teacher education program.

On-the-job teacher performance ratings and reports are another source of data on effectiveness of training. In this approach, pupils, peers, principals and administrators are asked

to consider the teacher's work in the classroom environment and rate his or her performance. Data are then tallied and analyzed in order to identify the teacher's strengths and weaknesses. From the ratings, strengths and weaknesses in the teacher education program are inferred. Since it is questionable how much teacher behaviour is a result of the teacher training program, this method of program assessment and evaluation may fall short as an accurate indicator of effectiveness of training.

The third source of data, one product of the Performance-Based-Teacher-Competency movement, seeks to measure the learning of classroom pupils as an indicator of teacher effectiveness. Teacher effectiveness, then is assumed to be an indicator of what was learned in teacher training. While this procedure emphasizes the examination of pupil learning, the theoretical product of teacher education, it relies, again, upon ratings of teacher behaviour as a data source, and as a consequence, is subject to the same shortcomings. By assuming that the teacher behaviour being examined is a result of training received in teacher education programs, evaluators of PBTC program effectiveness do not acknowledge the influence of previous school and life experience, attitudes, beliefs, and values in teaching practice (Horton, 1975).

The follow-up approach provides a fourth source of data. The perceptions of people involved in teacher education programs -- teacher educators, supervisory personnel, and students who undertake the training itself -- are collected, most commonly by use of the questionnaire survey, and results are analyzed.

Burton (1977) states that "recommendations of teacher education graduates are the best source of information for program alterations." While the opinions of people involved in the training may be biased as a result of loyalties, contributions to program design, commitment to a particular philosophy of teaching, or a variety of other factors, this source of data often produces results which can help to accurately pinpoint specific program strengths and weaknesses.

Follow-up studies in teacher education programs are relatively few in number. Many teacher education programs, like the Simon Fraser Professional Development Program, do undertake to collect the opinions of students regarding effectiveness of training, but conduct such studies concurrently with the training itself. The rationale for such an approach likely involves savings in time, effort, and expense, since students on-campus are readily contactable for their views. Data collected from pre-service teachers, however, may not shed light on the effect of the training upon teaching performance, since the data are collected prior to the student's application of training in classroom settings. Gaede (1979) suggests that "pre-service teachers can only accurately evaluate their preparation by having an accurate conception of the skills and knowledge that are required for successful teaching." He further suggests that teachers gain accurate conceptions of what is required for successful teaching only as a result of extended classroom experience. Ryan (1979) in a longitudinal follow-up study of teacher education graduates, noted a trend among beginning teachers to

rate their training more favorably at the beginning of their first year teaching than at the end. Such data suggest that students' perceptions on the effectiveness of their training programs change as a result of actual classroom teaching. If this is so, the practice of surveying students-in-training in order to determine their views of program effectiveness may produce data of limited use to program evaluators. Classroom teachers, experienced in daily teaching practices, may contribute a more reliable perspective on effectiveness of teacher education programs.

The search for examples of programs which collect data from practicing teachers' on their views of the effectiveness of their training yielded very few studies. Among those, only a limited number undertake an extensive longitudinal investigation of the graduates' views of training. Furthermore, many follow-up studies are subject to major flaws in research design. What follows is a critical examination of a number of follow-up studies of teacher training programs.

Krajewski, Mayfield, and Walden (1982), at the University of Auburn, undertook a follow-up study to gather data for use in the revision of the university's teacher education program. Their approach was to consult beginning teachers, their supervisors, and public school administrators to define areas of training in which they believed improvement was needed. This was accomplished in three phases.

In the first phase, 641 first year teachers from the University of Auburn were contacted. During a structured

interview, teachers identified aspects of training which they considered needed improvement. In the second phase, three-person support teams, made up of an experienced teacher, a clinical professor of Education, and a specialist from the State Department of Education were assigned the task of assisting and supervising the 641 teachers throughout their second year of teaching. Near the end of their assignment, support team members were asked in an interview to describe those aspects of teaching with which the 641 teachers needed most help. Data from this round of interviews, when tabulated and analyzed, reinforced the views expressed by the first year teachers. In the third phase of the study, Krajewski et al., used the data collected from both groups to prepare a questionnaire asking public school administrators about their view on the deficiencies of the training program. When all three sources of data were considered, emerging common knowledge and skill deficiencies were identified in the areas of interpersonal skills training, classroom management, human growth and devlopment, and the structure and operation of public school systems. Krajewski et al., used this data to revise and restructure the training program at the University of Auburn.

This large-sample follow-up study solicited information from the perspectives of members of three different groups. There was no description of sampling procedures employed for selection of the group participants. Although the large size of the first-year teacher group may not have required a random sample, neither

the size nor the sampling procedures for selection of support team members of public school administrators were reported. As a result, it is not possible to determine whether the opinions expressed by members of these groups are representative of larger populations of supervisors or administrators. In addition, no report was made on the reliability or validity of the interview and questionnaire instruments developed for use in the data collection procedures. If validity and reliability tests were overlooked, it is likely that the data collected from this large-scale undertaking are subject to question.

Middleton and Cohen in 1979 undertook a study which investigated deficiencies in a teacher education program in Florida. This study examined areas of weakness in training as perceived by two groups, graduates of the program and members of the faculty teaching various program components. A random selection of 200 graduates from the years 1974-1976 was asked to respond to a questionnaire composed of two sections. In the first section, graduates rated 25 items to indicate the degree to which they felt training had helped them acquire skills in teaching methodology and curriculum implementation. In the second, they responded to two open-ended questions asking them to describe the most helpful aspect of training, and the aspect of training most in need of improvement. In addition, a small random sample of the 200 students was selected for in-depth interviews designed to solicit their views on specific areas of deficiency in the training. Data from all three sources -- the two questionnaires,

and the interviews -- were then combined and analyzed. Results were not reported.

Like the University of Auburn study, this investigation sought feedback from two perspectives, but failed to report criteria and procedures for selection of one sample group, the faculty members. It was not reported how much weight the views of this group was given, nor was information presented on reliability and validity of any of the three data-collection instruments used. Consequently, information collected from this study is of limited use to those in search of "empirical data" on effectiveness of the training program described.

Combs and Hannelore (1974) undertook a follow-up study of graduates from the Childhood Education Program at Florida State University. They employed an experimental research design, comparing a group of 35 graduates from the CEP with a group of 30 graduates from the regular Florida State teacher education program, in order to investigate how well the CEP was meeting its objective of helping teachers develop "appropriate and congruent perceptions and ways of working with children" (Combs & Hannelore, 1974, p. 125). The groups were selected, on a non-random basis, from among those graduates who could be located, who were currently teaching, and whose principals agreed to their participation in the study. Although anecdotal accounts of the teachers' perceptions of the training were collected, the main source of data used in the experiment was observations of the teachers at work in the classroom. Seven observers, each trained for 55 hours, observed teachers and collected data using three

instruments: The Perceptual Dimensions Scale, the Teacher Practices Observation Record, and the Recrprocal Category System. Observers worked in teams of two, with a floater shifting from team to team, and with periodic remixings of team members, in order to avoid set team perceptions. Observers worked in a blind situation, unaware of grouping differentiation in teachers they were observing. In addition, observer teams were assigned randomly to experimental or control group classrooms. Information from the observations, when statistically analyzed, indicated that CEP graduates scored more postively on the Perceptual Dimensions Scale, and engaged to a significantly higher degree in experimental teaching practices.

This is the only study found in the follow-up literature in teacher education that employed an experimental design. Combs and his colleagues used three instruments of known and tested reliability and validity to gather data. Observers were trained, and precautions were taken to control for interobserver reliability. Although random selection procedures were not used, sample size was substantial, and data were subjected to statistical scrutiny. Student perceptions in the form of anecdotal comments augment the statistical data. As a result of these procedures, data collected from this study are likely valid and reliable indicators of the degree to which the CEP is meeting its objectives.

Bush and Davis (1982), in seeking to evaluate the effectiveness of a program for the education of secondary mathematics teachers, conducted a follow-up study of graduates from

the University of Georgia. A non-random sample of 80 teachers who had graduated sometime in the six years prior to the study was surveyed. In response to a questionnaire, the teachers rated program training components according to their perceived usefulness in classroom teaching and answered two open-ended questions asking them to identify the most and least useful aspect of the training. Forty-five percent of the teachers responded. Results found teachers most satisfied with field-based practicum experiences which had been closely supervised, and least appreciative of general education coursework -- particularly work in foundations courses such as the history or philosophy of education.

In a follow-up study which seeks to survey graduates over an extended period of time, one of the difficulties involved would appear to be contacting graduates. This has implications for randomness of the sample, and will in turn affect generalizability of results. In this particular study, not only were the 80 graduates selected on the simple basis of their known whereabouts, but less than half of the 80 responded to the survey. This indicates a strong possibility of bias. In addition, no data on the reliability and validity of the survey instrument were presented. The data, as a result, may not indicate the viewpoint of the group which the study sought to survey.

Funk, Hoffman, Keithy, and Long (1982) conducted a study to collect supervising teachers' perceptions of the adequacy of a teacher training program. The 571 supervising teachers associated with the Faculty of Education at the University of Florida

were asked to rate the effectiveness of the training program, the adequacy of the supervision by university field personnel, and the adequacy of liaison between public school teachers and university educators. No indication is given of criteria for selection of participants. The questionnaire used was developed after examination of a number of other instruments of know validity and reliability. The instrument was field-tested and revised before being put to official use. Results of the study show supervising teachers rating the University of Florida program as very good to excellent in training teachers to have good rapport with students and teachers, and poor to fair in training teachers in the areas of classroom control and planning. Supervision was rated very good to excellent and liaison rated poor. The investigators report a known tendency for supervising teachers to overrate those student teachers with whom they are familiar, and therefore suggest that ratings on program effectiveness be scaled down.

Funk et al., took precaution to ensure validity and reliability in the development of their instrument, employed a large sample, and used information collected by previous researchers to define limitations of their data. Consequently, data from their study likely provide a valid, unbiased source of feedback on the supervisors' perceptions of the adequacy of the University of Florida program.

Ryan (1978) investigated first-year teachers' views on the effectiveness of their teacher training programs, and the extent to which the training had influenced their views on education.

Ryan's study is unique in the literature on follow-up in teacher education in that it investigates the views of teachers from a variety of teacher education programs. Nine observers observed and interviewed 18 different teachers from 11 different colleges throughout their first year's teaching experience. Teachers were interviewed five times during the year, using a prepared interview form. As issues and themes emerged from previous interviews, new questions were added to the form. Teachers were also observed extensively: once weekly for the first four weeks, and then two to four times per month for the remainder of the school year. In addition, teachers participated in telephone interviews in the evening after they had been observed, and responded to a number of questionnaires. Ryan reports that views of training were for the most part diverse and inconsistent from teacher to teacher. However, he did find two themes emerging consistently in the teachers' experiences: "a realization of the limitations of the training programs" and "a valuing of firsthand experience" (Ryan 1978).

Ryan gives no indication of methods used to select his sample, and does not describe the processes for selection or training of his observers. Although he employed a variety of data collecting tools and procedures, he offers little description of his instruments, and gives no report of their reliability or validity. Moreover, his sample size is relatively small, he does not report specific results of his data collection, and he gives no indication that data were analyzed statistically. Finally, in his closing statement, he speaks as

a somewhat beleagured teacher educator of the numerous and scathing criticisms which those in the profession have had to tolerate. This perspective may indicate that Ryan had an axe to grind in undertaking this project, and it is possible that his viewpoint contaminates the research report.

O'Rourke (1983) conducted a phenomenological follow-up study of graduates trained to be teachers of secondaryEnglish. In seeking information on aspects of teaching for which the graduates felt unprepared, O'Rourke invited 17 first-year teachers to an informal group interview where they would be asked to share their views on deficiencies in their training. At the first meeting, held in October of the school year, six of the 17 teachers attended. The group interview was tape recorded, later transcribed, and comments were categorized. Students commented most on their inability to handle discipline problems and their unfamiliarity with the public school curriculum. At the second meeting, held in the spring of the graduates' first year, 15 of the 17 attended. Major themes at this meeting focused again on problems with discipline and unfamiliarity with curriculum, especially grammar. In addition, students identified as a core deficiency in their English teacher training a lack of opportunity to learn about the classroom and school environment in which English would be taught (O'Rourke, 1983).

This study has a variety of flaws which immediately become evident to the researcher. To begin with, the investigator himself had taught all 17 of the participants in the program which they were evaluating. Both his interpretation of the data

and the student's willingness to reveal their opinions are likely to have been influenced by this situation. The sample size is small, and at the first meeting only six members, less than a third of the group, participated. Moreover, the informal group interview setting lends itself to the element of peer pressure. Strong personalities within the group may have influenced the nature and scope of the feedback teachers were willing to provide. Given these considerations, it is likely that the data collected, though interesting, may be strongly biased.

In reviewing the literature in the area of follow-up in teacher education, the researcher is struck first by the flaws in research design or procedures used in those reports which have been made. Of the studies investigated here, only four reported careful observation of such basic research techniques as selection of sample groups representative of the population from which results may be generalized. In two of the seven cases, sample size is extremely small. Only three of the seven studies report subjecting the data to rigorous statistical analyses, and in two of the seven studies the principal investigators' concerns may have biased the research design and/or the research procedures and/or interpretation of the data.

If, as Burton suggests, the perceptions of those involved in teacher training programs, and especially the perceptions of graduates from teacher education programs, are "the best source of information for program alternations," then it may be a matter of no small cause for concern that studies which investigate

graduates views are so limited in number and so poor in quality. This situation points to the need for more well-designed, well-implemented studies in the area of follow-up in teacher education programs.

As was the case with the search for information on innovative programs in teacher education, a search of the literature on the effectiveness of teacher education programs has turned up far more proposals for means of determining program effectiveness than it has actual studies. This final section of the review of the literature has investigated some methods of evaluating program effectiveness, and has examined a number of follow-up studies in teacher education programs.

In Chapter Two, a review of the literature in teacher education programs has been undertaken in three sections. Section One presented a brief historical perspective of teacher education in North America. Section Two examined some innovative approaches to teacher education. Section Three investigated a number of follow-up studies as indicators of effectiveness of teacher education programs. Chapter Three outlines research methodology and procedures used in the study.

Chapter Three

This chapter presents descriptions of the design of the study and the methods and procedures which were employed in carrying out the investigation. The chapter includes discussions of the sample group, instruments used for data collection, description of the pilot study, data collection procedures, and data analysis procedures.

The study was designed to investigate graduates' perceptions of the effects of training from the Open Education Alternative, an innovative teacher education program at Simon Fraser University. Its purpose was twofold:

-to survey graduates regarding their perception of the effects of training on their later classroom practice

-to use the graduates' perceptions of the effects of training as a source of data with which to evaluate the effectiveness of the program in carrying out its goals.

The following objectives were addressed:

1. To examine the graduates' perceptions of the degree to which the program is seen to be effective in carrying out its goal of preparing teachers for effective classroom functioning

2. To examine differences in perceptions and to identify the factors which appear to contributes to these differences

3. To examine the graduates' suggestions for program improvement.

Development of the Research Project

Graduates of the Open Education Alternative module were

contacted for their views on their teacher education program. Altogether, 12 groups of students participated in training between 1976 and 1983. Until 1980, students were accepted into training on a bi-annual basis, in January and in September. After 1980, there was only one intake of students per year. Numbers of graduates in each intake group varied from seven to 19. Data were collected and examined within the organizing framework of these intake groups.

Description of the Sample

The population for this study consisted of all program graduates from the Open Education Alternative module who had completed the training program and who could be located. Of the 158 students who completed training between 1976 and 1983, current addresses could be found for 79. Of these 79, a further 10 proved to be subsequently unlocateable. Sixty-nine of the original 158 trainees were contacted and asked to respond to the study questionnaire. Forty-eight of those requests resulted in responses to the questionnaire. Twenty-one did not respond. Of the completed questionnaires, four were unuseable due to incomplete or incorrectly-filled-out forms. Therefore, 44 of the 69 subjects contacted provided the information discussed in this study. This indicates a useable response rate of 64%, and a sample representing almost 30% of the total group of graduates. Table I presents a more detailed description of the response patterns within the population.

Of the 44 graduates from the Open Education Alternative module who participated in the study, 27 were employed as

Table I

Response Rate of the Population

Intake Number	Onset of Training	Faculty Associate	Original Student Enrollment	Number of Graduates Contactable	Number of Respondents	Number of Unuseable Questionnaires	Number of Wrong Addresses	Number of Non-Respondents
1	Jan 1976	A, B	19	10	7	1	2	1
2	Sept 1976	A, C	18	4	0	-	4	-
3	Jan 1977	A, C	11	4	1	-	1	2
4	Sept 1977	D, E	16	7	4	-	-	3
5	Jan 1978	D, E	14	8	4	1	-	4
6	Sept 1978	A, D	17	12	5	-	1	6
7	Jan 1979	A, D	10	10	8	-	-	2
8	Sept 1979	A, D	14	1	1	-	-	-
9	Jan 1980	A	9	1	1	-	-	-
10	Jan 1981	F	11	4	1	-	2	1
11	Jan 1982	F, G	12	12	10	1	-	2
12	Jan 1983	G	7	6	6	1	-	-
Totals			158	79	48	4	10	21

teachers in some capacity at the time of the study. Twenty of these 27 were full-time teachers within the public school system, six were substitute teachers within the public schools, and one was a Teaching Assistant at a university. Five of the 44 graduates were employed in the field of social services, and 12 were involved in other activities or occupations. Table II presents the occupational demographics of the entire sample group in more detailed form.

Development of the Questionnaire

The questionnaire used to collect data for the study was developed after an examination of a number of instruments used in follow-up studies. The questionnaire was designed using Wassermann and Eggert's (1973) Profiles in Teaching Competency. (The 19 professional growth dimensions described in Profiles of Teaching Competency are used as a focus for self-assessment and self-evaluation of student growth during their training period.) In addition, the 19 growth dimensions described represent the Open Education Alternative program objectives, and therefore were seen as an appropriate framework within which to gather data on perceived effects of training. A copy of the Profiles of Teaching Competency appears in Appendix I.

Each of the 19 items in the Profiles of Teaching Competency was examined and reworded for the purpose of the study. A four-point Likert Scale was developed, so that graduates could rate the program in terms of

Table II

Occupational Demographics of 44 Graduates of the Open Education Alternative Program

Intake Number	Onset of Training	n	Full Time Teachers	Substitute Teachers	Tutors/ Teaching Assistants	Social Services	Other
1	Jan 1976	6	3	2		1	
2	Sept 1976	0					
3	Jan 1977	1					1
4	Sept 1977	4	2	1			1
5	Jan 1978	3	2				1
6	Sept 1978	5	3			1	1
7	Jan 1979	8	4		1		3
8	Sept 1979	1				1	
9	Jan 1980	1					
10	Jan 1981	1					1
11	Jan 1982	9	1	3		1	4
12	Jan 1983	5	4			1	
Totals		44	20	6	1	5	12

a) perceived effectiveness of the program in contributing to graduates' growth on the growth dimensions

b) perceived importance of the growth dimensions in classroom teaching

Provision was also made for students to make open-ended responses regarding the effects of training on classroom performance and other aspects of their lives. Space was allotted for additional comments and suggestions.

The questionnaire went through several drafts. Colleagues and faculty members of Simon Fraser University were asked to examine each draft and to comment on the appropriateness and clarity of instruction vis a vis the objectives of the study. Suggestions for improvement were incorporated into subsequent drafts.

The Pilot Study

The questionnaire was field-tested in a pilot study prior to its final draft and subsequent distribution using as a sample the 15 students enrolled in the Open Education Alternative Program at the time of the study. In addition to being asked for their responses, trainees were asked to indicate aspects of the questionnaire which were unclear to them, and to make suggestions for improvement of the instrument. On the basis of their responses, the final version of the questionnaire was designed, and it was mailed to the sample group. A copy of the questionnaire is included in Appendix II.

Procedures Used in Data Colection

The first mailing of the questionnaire occurred on April 1,

1984. Seventy-nine program graduates for whom current addresses were available were sent a questionnaire packet including:

- a letter of transmittal
- a greeting from Professor S. Wassermann, program designer and supervisor, inviting graduates to participate in the study
- the survey questionnaire
- a stamped envelope addressed to the investigator.

By June 1, 1984, 33 completed questionnaires had been returned. On June 3, 1984, a second set of materials was mailed to those 46 graduates who had not yet returned the questionnaire. This second mailing resulted in 12 more returns. On July 3, 1984, a third and final mailing was sent out. This brought three more returns. In total, 48 of the 79 graduates responded to the questionnaire. Twenty-one graduates did not respond, and 10 questionnaire packets were returned due to "address unknown." Copies of the transmittal letters appear in Appendix III.

Data Analysis

This study examined the perceived effects of training of graduates from the Open Education Alternative teacher education program at Simon Fraser University. The data collected represent the graduates' perceptions of the extent to which training contributed to their growth on 19 performance criteria related to classroom functioning, and the perceived importance of these training dimensions in classroom practice. Graduates' views of training are influenced by a number of variables which are difficult to isolate and measure. First among these are the

perceptual tendencies of the graduates themselves. Bateson (1973), Combs (1965), Rogers (1951) and others have described the influencing factors of perception on judgement and interpretation of experience. Age, intelligence, and personal and professional experiences both before and after completion of training in the Open Education Alternative module form the attitudes, beliefs, knowledge base, and values which give shape to each graduate's way of seeing the program. Identifying, quantifying, and controlling for the influence of these characteristics in itself presents a formidable task. The influence of these perceptual tendencies in the interplay among experiences and personalities involved in the Open Education Alternative program further complicates the situation. The many dynamic and evolving characteristics of a teacher education program -- changes in program emphasis from year to year, differences in the personalities and teaching styles of each Faculty Associate who supervises students, differing classroom contexts in the school settings within which students undertake training practica, the varying nature of trainees' relationships with their School Associates, and the differing compositions and interpersonal dynamics within intake groups -- present such a variable and complex array of factors and processes that attempts at quantification seem inappropriate. Von Foerster (1972) has labelled the application of quantitative measures to functional properties of abstract and unpredictable entities (such as human beings and the organizations they create) as "trivialization." and describes it as a "dangerous panacea when man applies it to himself" (p.33)

because it limits the perception of complex systems and processes. Schwartzman (1984) refutes the validity of such an approach to the study of human organizations because "to create data amenable to measurement, a linear approach (must be taken which) assumes entities separate from the system of which they are a part...and endows (these entities) with qualities (such as measureable beginnings and endings) independent of their context" (p. 42). "In its attempts to eliminate the 'facts' of self-reflexiveness," Schwartzman argues, research "paradoxically incorporates them."

These views suggest that since teacher education programs are developed and implemented in the presence of so numerous and such inter-connected variables, data collected about the programs might better reflect such variability and complexity if it is descriptive in nature. Furthermore, a qualitative analysis of follow-up data could be more helpful in pointing to specific areas of program strengths and weaknesses, and these perspectives are not available from a statistical design. It is for these reasons that descriptive means of data analyses were used in this study.

Methods Used in Data Analysis

Data were examined from three perspectives:

- from the perspective of each intake group
- from the perspective of the "early" and the "later" intake groups
- from the perspective of the total group of 44 graduates

Questionnaire rating categories were weighted in the following way:

- 1 = "not at all". Ratings at a score of 1 indicate that graduates viewed the growth dimension as not at all important in classroom practice or viewed the training as having contributed not at all to growth on that dimension.
- 2 = "somewhat". Ratings at a score of 2 indicate that graduates viewed the growth dimension as somewhat important in classroom practice or viewed the training as having contributed somewhat to their growth on that dimension.
- 3 = "considerably". Ratings at a score of 3 indicate that graduates viewed the growth dimension as considerably important in classroom practice or viewed the training as having contributed considerably to their growth on that dimension.

(Since no graduates indicated that a growth dimension was "not applicable" from either perspective, this category was dispensed with in the data analysis.) Within groups, ratings for each growth dimension were tallied and the mean rating score for each was calculated. In order to identify trends, arbitrary categories were establishes in .25 graduations between ratings of "1" and "3". A separate category of "3" was set up to indicate those growth dimensions rated at the highest possible score. Results for each growth dimension were tabulated from two perspectives:

- perceived contribution of training to growth

- perceived importance in classroom practice

Those growth dimensions rated highest and lowest from both perspections were identified. In addition, rating scores between the two persepectives were compared, with an eye towards identifying the graduates' perceptions of congruence between training goals and perceived growth.

Anecdotal comments were analyzed and organized in the following way. A comment was recorded and weighted with one point each time it appeared. Categories emerging from the data were as follows:

I General Comments

a) overall view
b) personal
c) relationships
d) occupation/employment
e) teaching
f) aspects of training

II Interpersonal Skills Development

a) Clarifying
b) empathy
c) thinking

III Teacher as Person Studies

IV Child Growth and Development

V Curriculum Studies

VI Difficulties Experienced/Perceived Weaknesses in Training

a) repercussions in personal life
b) implementation of open education practices
c) placements
d) duration of training
e) instructors
f) curriculum
g) other

VII Suggestions for Improvement

a) curriculum
b) implementation of open education practices
c) duration of training
d) practica
e) instructors

Categories II, III, IV, and V correspond to the training components of the Open Education Alternative Program. Categories I, VI, and VII emerged as consistent themes from the data. Category VI, "Difficulties Experienced/Perceived Weaknesses in Training," emerged as a dual category because many graduates described personal difficulties experienced during training as reflections of weakness in the program, without identifying specific causes for the difficulties within the program itself. The title of this category represents this tendency among respondents to describe personal negative experiences as weaknesses of the training program. Points for each comment were tallied and comments were ranked from most to least number of points within categories. Consistent themes were identified. The Anecdotal Comments appear in Appendix VI.

The procedures described above illustrate the methods used to analyze data collected from 44 graduates of the Open Education Alternative Program. These analyses allowed for the examination of a group's perceptions of the training with respect to a single year's work, as well as allowing for comparison between groups. It also allowed for the examination of general trends and consistent themes as seen from the full group's response.

Summary

This chapter has reviewed the research methodology employed in the study. The methods of data analysis have been presented. Results of the data are presented in Chapter Four. Findings, conclusions and implications are outlined in Chapter Five.

Chapter Four

This chapter presents results of the data collected from 44 graduates of the Open Education Alternative teacher education program at Simon Fraser University. The graduates provided perceptions of their training in response to a two-part questionnaire. In Part One of the questionnaire, graduates used a four-point Likert scale to rate 19 growth dimensions related to classroom teaching in terms of two perspectives:

a) perceived contribution of training to growth on each dimension

b) perceived importance of each dimension in classroom practice

The 19 growth dimensions were as follows:

1. Identifying educational beliefs which inform classroom practice
2. Taking the initiative and risking new things in the classroom
3. Acting in ways consistent with educational beliefs
4. Defining problems in the classroom and finding creative and appropriate solutions
5. Translating new ideas into practice
6. Acting in reliable and dependable ways
7. Approaching classroom teaching with a positive outlook
8. Genuinely prizing students' ideas, opinions, beliefs and feelings

9. Making thoughtful diagnoses of pupil difficulty and planning teaching strategies which are appropriate to individual learning needs
10. Using clarifying responses skillfully when they are appropriate to provide students with opportunities to think more deeply about ideas, attitudes and beliefs
11. Asking questions which promote and extend student thinking
12. Encouraging a lot of interaction among pupils in the classroom
13. Interacting with pupils in honest, open and authentic ways
14. Implementing teaching strategies appropriate to teaching objectives
15. Keeping well-informed about new curriculum ideas and other educationally relevant issues
16. Using a variety of evaluation practices primarily to diagnose learning difficulties and point the way for student improvement
17. Making the classroom a vital, alive and dynamic place for student learning
18. Using a wide variety of teaching materials
19. Creating a harmonious, active and purposeful group spirit among pupils.

Mean scores in ratings for each growth dimension were calculated and tabulated in .25-graduations between 1 ("not at all") and 3 ("considerably") in order to identify the trends. A separate category of 3 was established to indicate those growth dimensions rated at the highest possible score.

In Part Two of the questionnaire graduates responded to open-ended questions asking for additional comments about the training itself, e.g. how it had affected their classroom teaching performance, and how it had affected other aspects of their lives. Anecdotal comments were tallied and categorized according to themes which emerged from the data. Each time a comment appeared, it was assigned one point. Comments were ranked from most to least number of points within the categories.

The data are presented from three points of view:

- from the perspective of each intake group of graduates
- from the perspective of the "early" and the "later" intake groups
- from the perspective of the total group of 44 graduates

Results from the study are first reported from the perspective of each individual intake group. Those growth dimensions with the highest and lowest mean ratings are highlighted. For the purposes of discussion, trends in rating are described using the following terms:

- 3.00 -- highest rating
- 2.50-2.99 -- high rating
- 2.00-2.49 -- moderately high rating
- 1.50-1.99 -- moderately low rating
- 1.00-1.49 -- low rating

In describing the discrepancies in ratings between training goals (perceived importance of the growth dimension in classroom practice) and perceived growth (perceived contribution of training to growth), the following terms are used:

- entirely congruent -- there are no discrepancies in ratings between the two perspectives
- highly congruent -- the rating discrepancies between the two perspectives are less than .5 on the Likert scale
- moderately congruent -- on the Likert scale, there are rating discrepancies of from .5 to 1.5 points between the two perspectives
- low congruence -- rating discrepancies exceed 1.5 points on the Likert scale

In examining the comments to the open-ended questions, consistent themes are noted.

Table IIIA through IIIK show mean ratings of each intake group for each growth dimension. For the purpose of conciseness, only those growth dimensions rated at higher and lower extremes are identified in full. As can be seen in Table IIIA, graduates from intake group #1 (n=6) rated the 19 growth dimensions in the following ways.

In perceived importance in classroom practice, ten dimensions were given the highest rating (3.0) and the other nine dimensions were given high ratings (2.50-2.99). In perceived contribution of training to growth, one dimension (#10 -- "using clarifying responses") was given the highest rating (3.00), thirteen dimensions were given high ratings (2.50-2.99), four (#5 -- "translating new ideas into practice," #6 -- "acting in reliable and dependable ways", #15 -- "keeping well-informed about new curriculum," and #16 -- "using a variety of evaluation practices") were given moderately high ratings (2.00-2.49), and

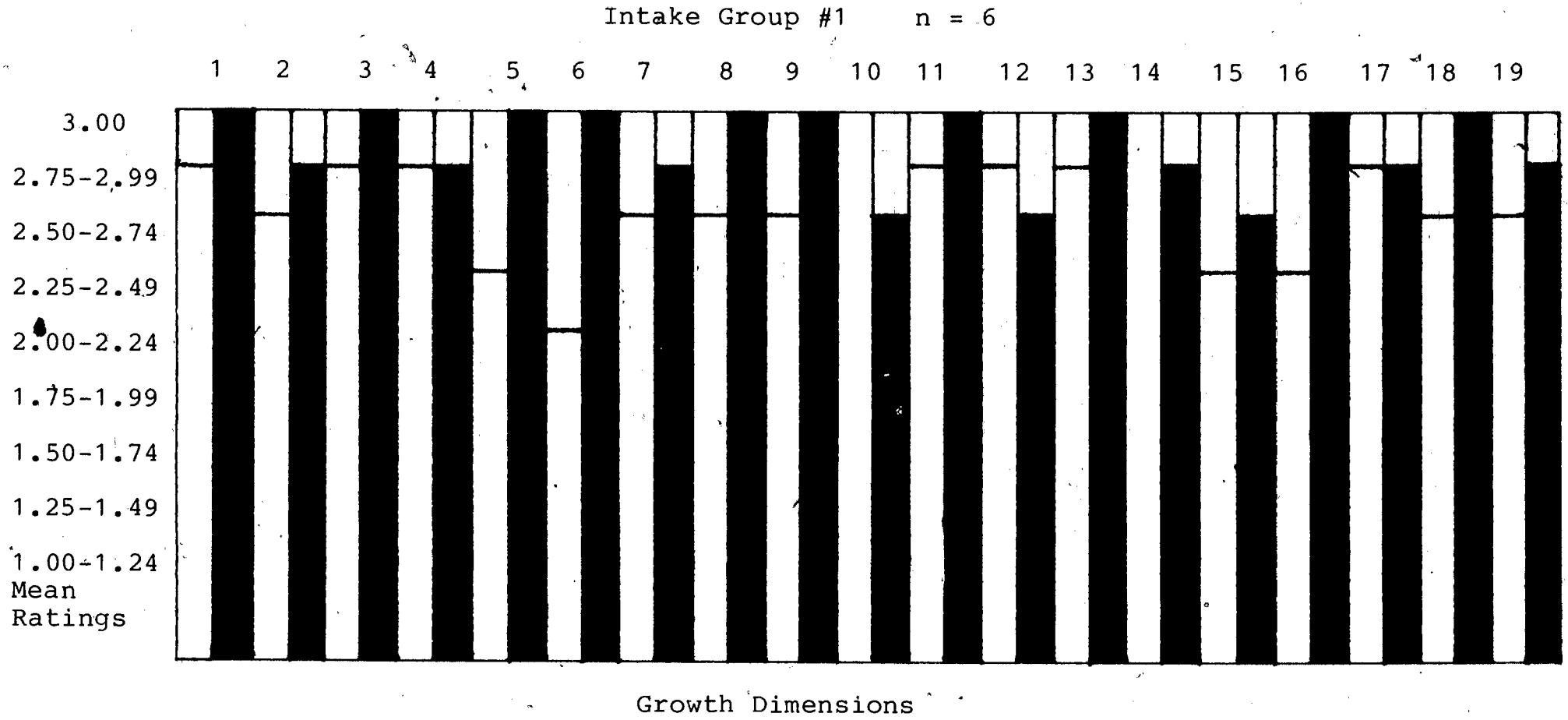
Table III A

Mean Ratings of Perceived Effects of Training on 19 Professional Growth Dimensions

□ = Perceived contribution of training to growth

■ = Perceived importance of growth dimension in classroom practice

Ratings: 1 = not at all
2 = somewhat
3 = considerable



one (#14 -- "implementing teaching strategies appropriate to teaching odjectives") was given a moderately low rating (1.50 - 1.99).

In examining the congruence in ratings, two items (#4 -- "defining problems in the classroom" and #17 -- "making the classroom a vital place") were given entirely congruent ratings with a score of 3.00, thirteen items received highly congruent ratings above a score of 2.50, and four (#5 -- "translating new ideas into practice," #6 -- "acting in reliable and dependable ways," #14 -- "implementing teaching strategies appropriate to teaching objectives" and #16 -- "using a variety of evaluation practices") were given moderately congruent ratings indicating .5 to 1.5 points difference in ratings between the two perspectives.

On Part II of the questionnaire, intake group #1 made a total of 72 anecdotal comments. These are found in Appendix IV. The comments were distributed in the following manner. Twenty-four were general comments, twenty-four were in reference to Interpersonal Skills Development, two were in reference to Curriculum Studies, three were in reference to Teacher as Person Studies, three were in reference to Child Growth and Development, eight described difficulties experience or perceived weaknesses in training, and nine offered suggestions for improvement.

The nature of the comments was as follows. Of the 24 general comments, all were positive, and 12 indicated that training had been "extremely valuable overall." Of the 24 comments about Interpersonal Skills Development, 11 noted improved interpersonal

skills and nine described positive effects from clarifying skills training. Four comments described growth in the area of teaching for thinking. This echoes the high ratings (above 2.75, seen in Table IIIA) for growth dimensions #10, #11, and #13, which emphasize Interpersonal Skills Development. While fewer comments were made about the program components of Curriculum Studies, Teacher as Person Studies, and Child Growth and Development, they were nevertheless positive. Of the eight comments describing difficulties or weaknesses perceived in training, four identified a "let-down" feeling after the intensity of training. Of the nine suggestions for improvement, five advised a longer training period or follow-up course, and four suggested a stronger or more specific emphasis on curriculum.

No data were available from graduates of intake group #2. Only one graduate provided the data for intake group #3. (See Table IIIB) He rated the 19 growth dimensions in the following ways.

In perceived importance in classroom practice, sixteen items were given highest ratings (3.00) and three items (#2 -- "taking the initiative and risking new things," #5 -- "translating new ideas into practice," and #15 -- "keeping well-informed about new curriculum") were given moderately high ratings (2.00-2.49). In perceived contribution of training of growth, ten items were given highest ratings and the other nine items were given moderately high ratings (2.00-2.49).

In examining congruence in ratings, ten items received entirely congruent ratings above 3.00, three items (#2 -- "taking

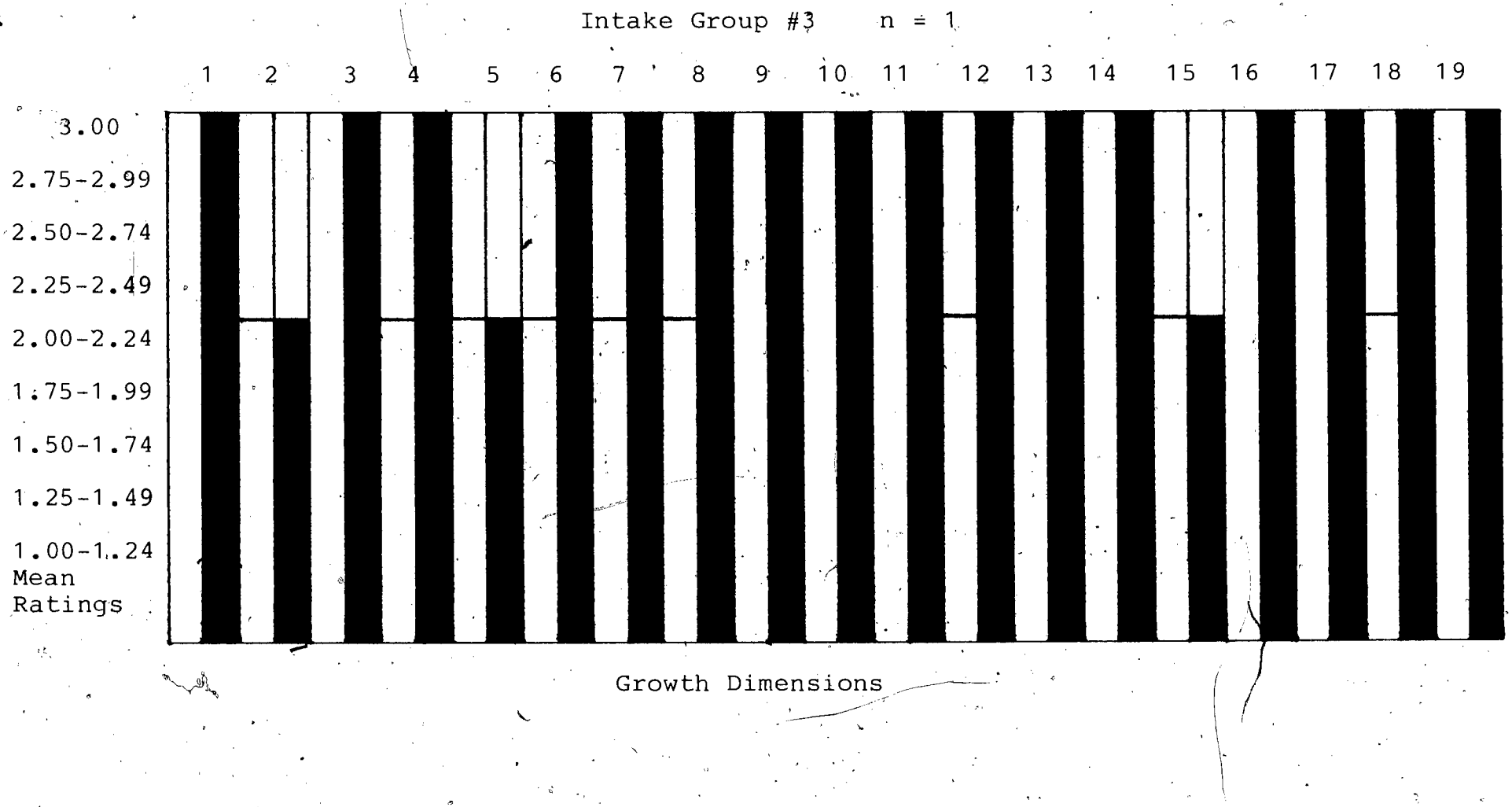
Table III B

Mean Ratings of Perceived Effects of Training on 19 Professional Growth Dimensions

□ = Perceived contribution of training to growth

■ = Perceived importance of growth dimension in classroom practice

Ratings: 1 = not at all
2 = somewhat
3 = considerable



the initiative and risking new things," #5 -- "translating new ideas into practice," and #15 -- "keeping well-informed about curriculum") received entirely congruent ratings between the scores of 2.00 and 2.24, and six items (#4 -- "defining problems in the classroom," #6 -- "acting in reliable and dependable ways," #7 -- "approaching classroom teaching with a positive outlook," #8 -- "genuinely prizing students' ideas, opinions, beliefs and feelings," #12 -- "encouraging a lot of interaction among pupils," and #18 -- "using a variety of teaching methods") received moderately congruent ratings above a score of 2.24.

The graduate from intake group #3 made a total of ten anecdotal comments. Two were general comments and eight were in reference to Interpersonal Skills Development. All comments were positive. Of the eight comments about Interpersonal Skills Development, five described general growth and three specified favorable effects from clarifying skills training.

Ratings from the four graduates from intake group #4 were as follows (see Table IIIC). In perceived importance in classroom practice, thirteen items were given highest ratings (3.00) and six items were given high ratings (2.50-2.99). In perceived contribution of training to growth, ten items were given highest ratings (3.00) and seven items were given high ratings (2.50-2.99). The other two items (#5 -- "keeping well-informed about new curriculum ideas" and #16 -- "using a variety of evaluation practices") were given low ratings (1.00-1.49).

In noting congruence in ratings, ten items received entirely congruent ratings at a score of 3.00, four items received

Table III C

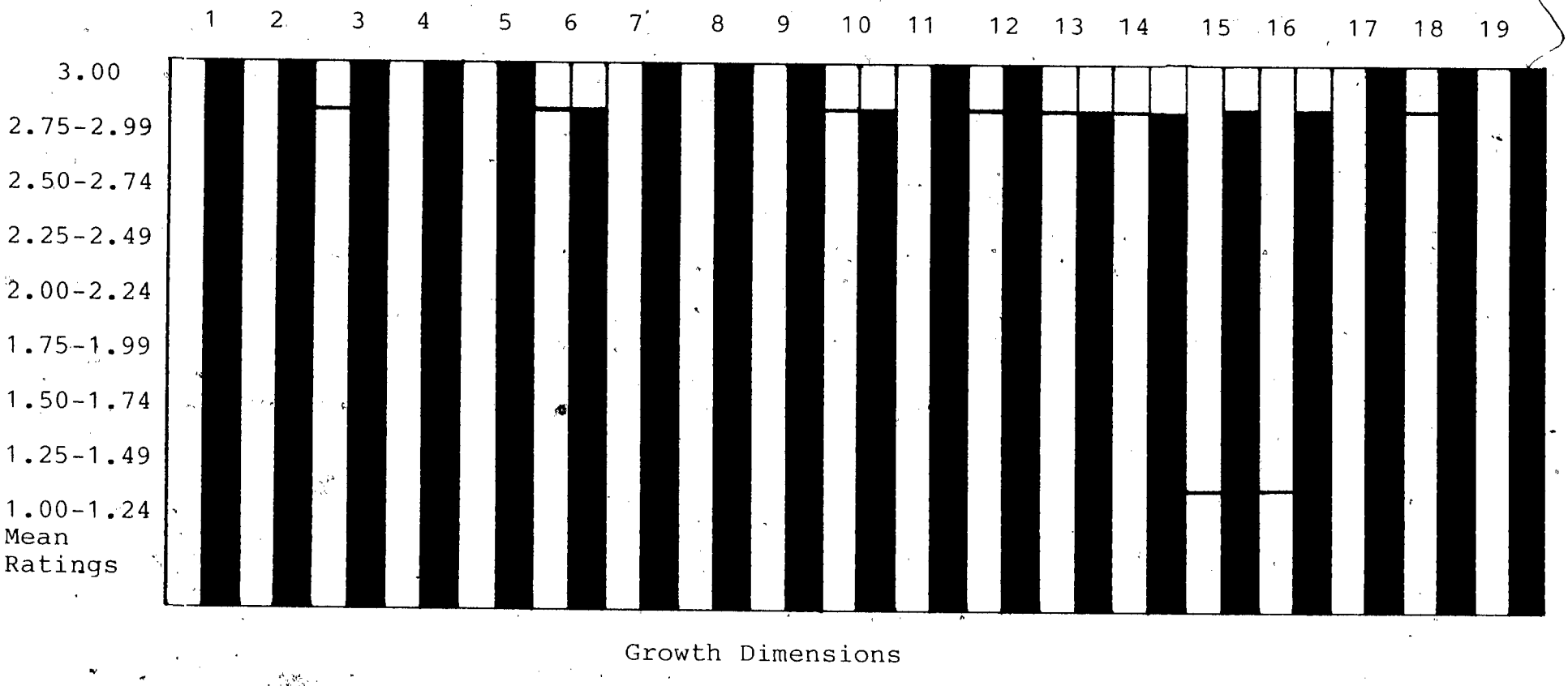
Mean Ratings of Perceived Effects of Training on 19 Professional Growth Dimensions

□ = Perceived contribution of training to growth

■ = Perceived importance of growth dimension in classroom practice

Ratings: 1 = not at all
2 = somewhat
3 = considerable

Intake Group #4 n = 4



entirely congruent ratings at high scores (above 2.75), and three items received highly congruent ratings at scores above 2.75. The other two items (#15 -- "keeping well-informed about new curriculum ideas" and #16 -- "using a variety of evaluation practices") received ratings of low congruence. Items #15 and #16, in fact, were rated in the lowest possible category from the perspective of perceived contribution of training to growth -- 1.00-1.24 -- but were rated above 2.75 from the perspective of perceived importance in classroom practice.

A total of 48 anecdotal comments were made by the graduates from intake group #4. They occurred as follows. Thirteen were general comments, thirteen were in reference to Interpersonal Skills Development, two were about Curriculum Studies, four were in reference to Teacher as Person Studies, seven described difficulties experienced or weaknesses perceived in training, and nine offered suggestions for improvement.

The nature of the comments was as follows. The 13 general comments made positive reference to various aspects of overall training. Of the 13 comments about Interpersonal Skills Development, seven describe improved listening, communicating, and counselling skills. Five specify positive effects from clarifying skills training. Although the comments about Curriculum and Teacher as Person Studies were few, they describe positive growth and learning experiences. Of the seven difficulties/weaknesses described, four were in reference to the trainers and two echoed comments from earlier groups to the effect that training was too short. All nine suggestions for improvement

advised either a longer training period or a stronger or more specific curriculum emphasis. These suggestions reflect the low ratings for perceived growth on item #15 -- "keeping well-informed about curriculum ideas" (see Table IIIC).

The three graduates from intake group #5 rated the 19 growth dimensions as follows (see Table IIID). In perceived importance in classroom practices, fifteen items received highest ratings (3.00), three items received high ratings (2.50-2.99) and one item (#14 -- "implementing teaching strategies appropriate to teaching objectives") received moderately high ratings (2.00-2.49). In perceived contribution of training to growth, seven items were given highest ratings (3.00), four items were given high ratings (2.50-2.99), and four items were given moderately high ratings (2.00-2.49). In addition, four items (#6 -- "acting in reliable and dependable ways," #13 -- "interacting with students in honest, open, and authentic ways," #14 -- "impleenting teaching strategies appropriate to teaching objectives" and #16 -- "using a variety of evaluation practices") were given moderately low ratings (1.50-1.99).

In examining congruence in ratings, seven items were given entirely congruent ratings at a score of 3.00, one item was given entirely congruent ratings at scores between 2.50 and 2.74, and three items were given highly congruent ratings above a score of 2.50. In addition, seven items (#2 -- "taking the initiative and risking new things in the classroom," #4 -- "defining problems in the classroom," #9 -- "making thoughtful diagnoses of pupil difficulty," #13 -- "interacting with students in an

Table III D

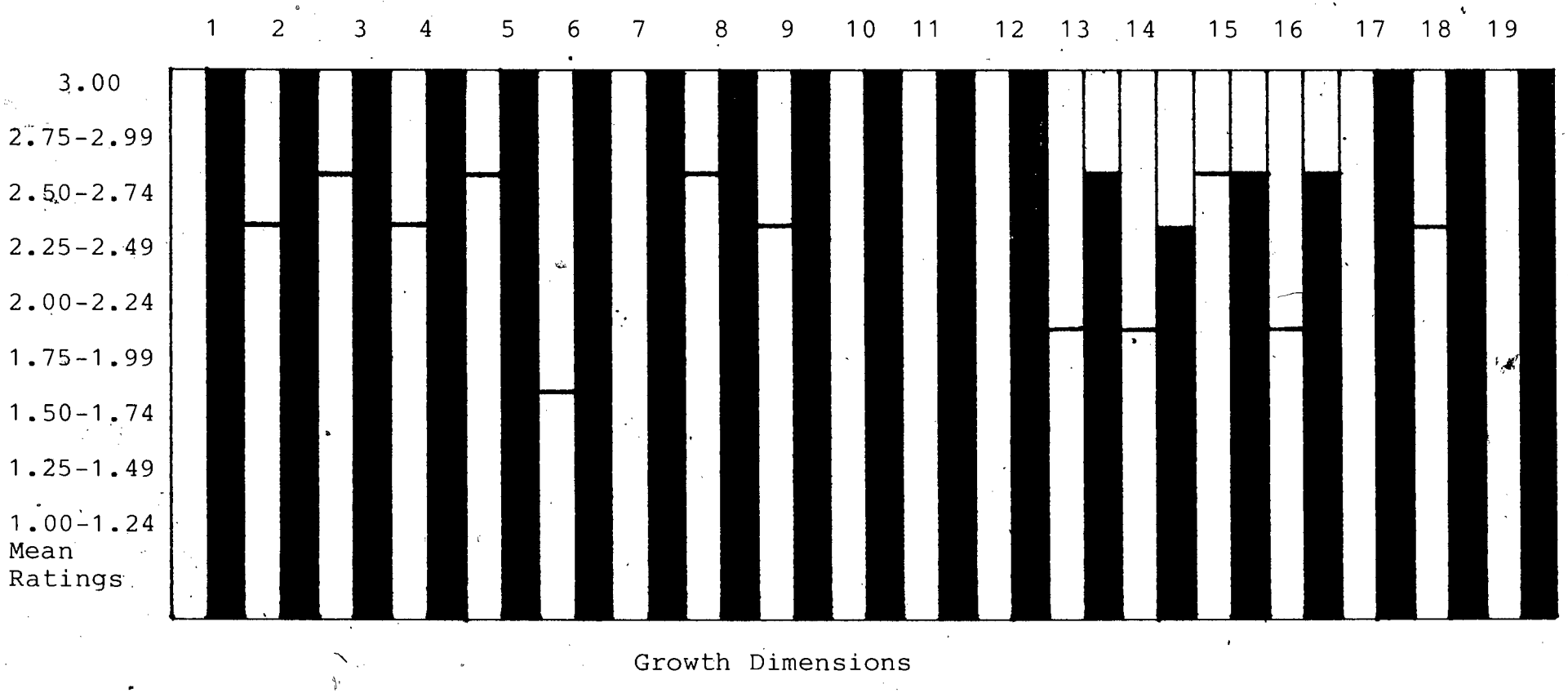
Mean Ratings of Perceived Effects of Training on 19 Professional Growth Dimensions

□ = Perceived contribution of training to growth

■ = Perceived importance of growth dimension in classroom practice

Ratings: 1 = not at all
2 = somewhat
3 = considerable

Intake Group #5 n = 3



open, honest, and authentic way," #14 -- "implementing teaching strategies appropriate to teaching objectives," and #16 -- "using a variety of teaching materials") were given moderately congruent ratings. There was low congruence in ratings for item #6 ("acting in reliable and dependable ways").

Intake group #5 made a total of 21 anecdotal comments. They were distributed as follows. Six were general comments, eight were in reference to Interpersonal Skills Development, one was about Curriculum Studies, one was in reference to Child Growth and Development, and five described difficulties experienced or perceived weaknesses in training.

The following themes were noted. The six general comments described positive effects from overall training. Seven of the comments about Interpersonal Skills Development described improved listening and interpersonal skills, and one described positive effects from teaching for thinking training. Although only one comment was made about Curriculum Studies, and one about Child Growth and Development, both were favourable. All five comments about difficulties/weaknesses in training were made by the same graduate. Three of these comments stated "gave me unrealistic expectations for self, students, and teaching."

Ratings from intake group #6 with an n of 5 were more widely distributed, as can be seen from Table IIIE. The following trends appear. In perceived importance in classroom practice, ten items were given the highest posible rating (3.00) and the other nine items were given high ratings (2.50-2.99). In perceived contribution of training to growth, three items (#3 --

Table III E

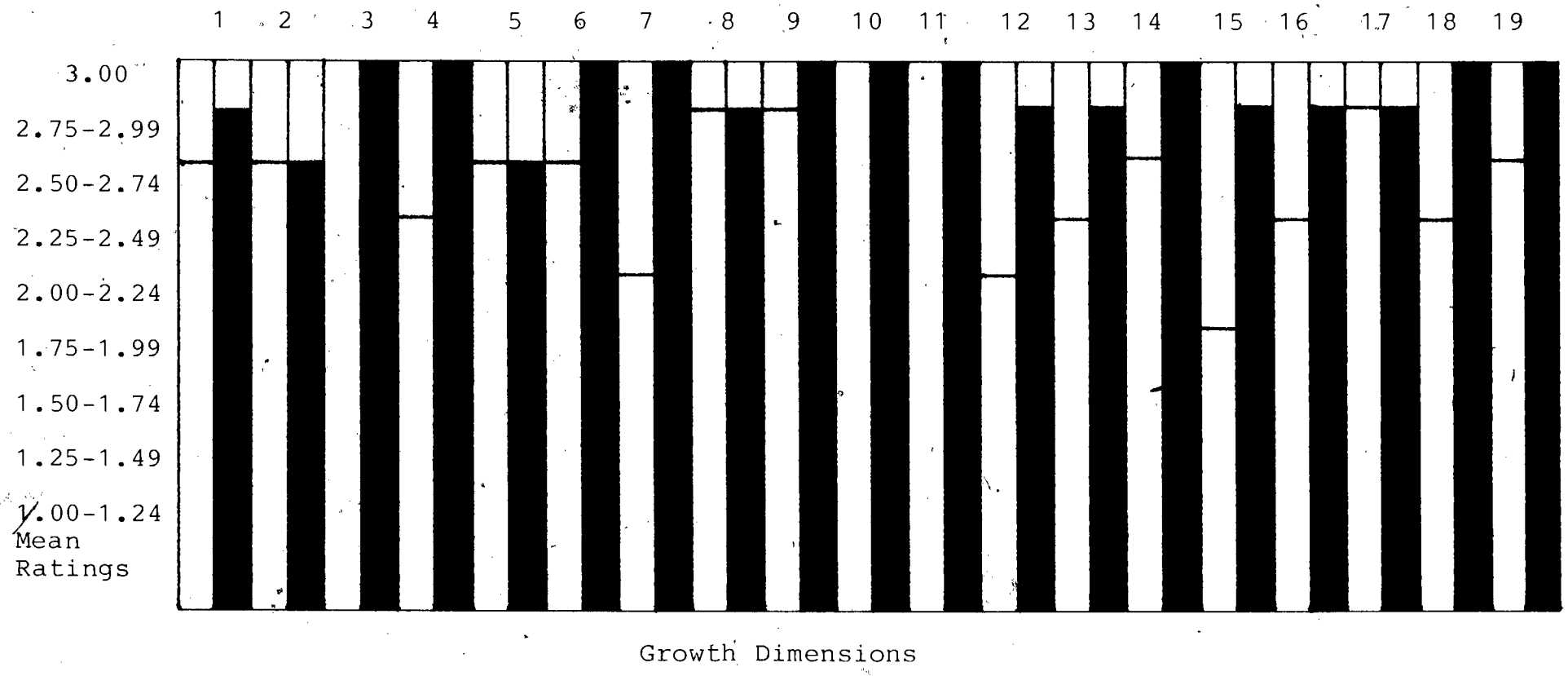
Mean Ratings of Perceived Effects of Training on 19 Professional Growth Dimensions

□ = Perceived contribution of training to growth

■ = Perceived importance of growth dimension in classroom practice

Ratings: 1 = not at all
2 = somewhat
3 = considerable

Intake Group #6 n = 5



"acting in ways consistent with educational beliefs," #10 -- "using clarifying responses" and #11 -- "asking questions which promote and extend student thinking") were given the highest possible rating (3.00). Eight items were given high ratings (2.50-2.99), three items (#4 -- "defining problems in the classroom" #13 -- "interacting with students in an honest, open and authentic way," #16 -- "using a variety of evaluation practices" and #18 -- "using a wide variety of teaching materials") were given moderately high ratings (2.00-2.49), and three items (#7 -- "approaching classroom teaching with a positive outlook," #12 - "encouraging a lot of interaction among pupils," and #15 -- "keeping well-informed about new curriculum ideas") were given moderately low ratings (1.50-1.99). Lower ratings for item #15 and #16 begin to appear as consistent trends.

In examining congruence in ratings, three items (#3 -- "acting in ways consistent with educational beliefs," #10 -- "using clarifying responses skillfully" and #11 -- "asking questions which promote and extend student thinking") were given entirely congruent ratings at the highest possible score (3.00), four items were given entirely congruent ratings at scores above 2.50, five items were given highly congruent ratings at scores above 2.50, and seven items (#4, #7, #12, #13, #15, #16 and #18) were given moderately congruent ratings at scores above 1.99.

Intake group #6 made a total of 51 comments. They were distributed in the following ways. Twenty-four were general comments, twelve were in reference to Interpersonal Skills Development, four were about Curriculum Studies, two were in

reference to Child Growth and Development, three described difficulties experienced or perceived weaknesses in training and six offered suggestions for improvement.

The following themes appeared. Of the 24 general comments, four describe the instructors' role modelling in positive terms. Four identify Education 483-484 (the Summer Semester on-campus course of the Open Education Alternative) as a positive element and four state that training "ignited a fire of enthusiasm in my life." The other general comments describe various aspects of the overall training in positive terms. Of the 12 comments about Interpersonal Skills Development, eight describe positive effects from work in clarifying, a theme also identified by intake groups #1 and #4. The four comments about Curriculum Studies and the two made in reference to Child Growth and Development describe favorable outcomes from work in these areas. Of the six suggestions for improvement, four offered the viewpoint that one Faculty Associate should be more committed to an Open Education philosophy. One of the three comments describing difficulties/weaknesses in training also identified the Faculty Associate role model as a weakness in this intake group.

Ratings from the eight respondents in in take group #7 were also more widely scattered than in other groups. As can be seen in Table IIIF, the following trends occur.

In perceived importance in classroom practice, three items (#8 -- "genuinely prizing students' ideas, opinions, beliefs and feelings" and #13 -- "interacting with students in an honest, open, and authentic way") were given the highest possible rating

Table III F

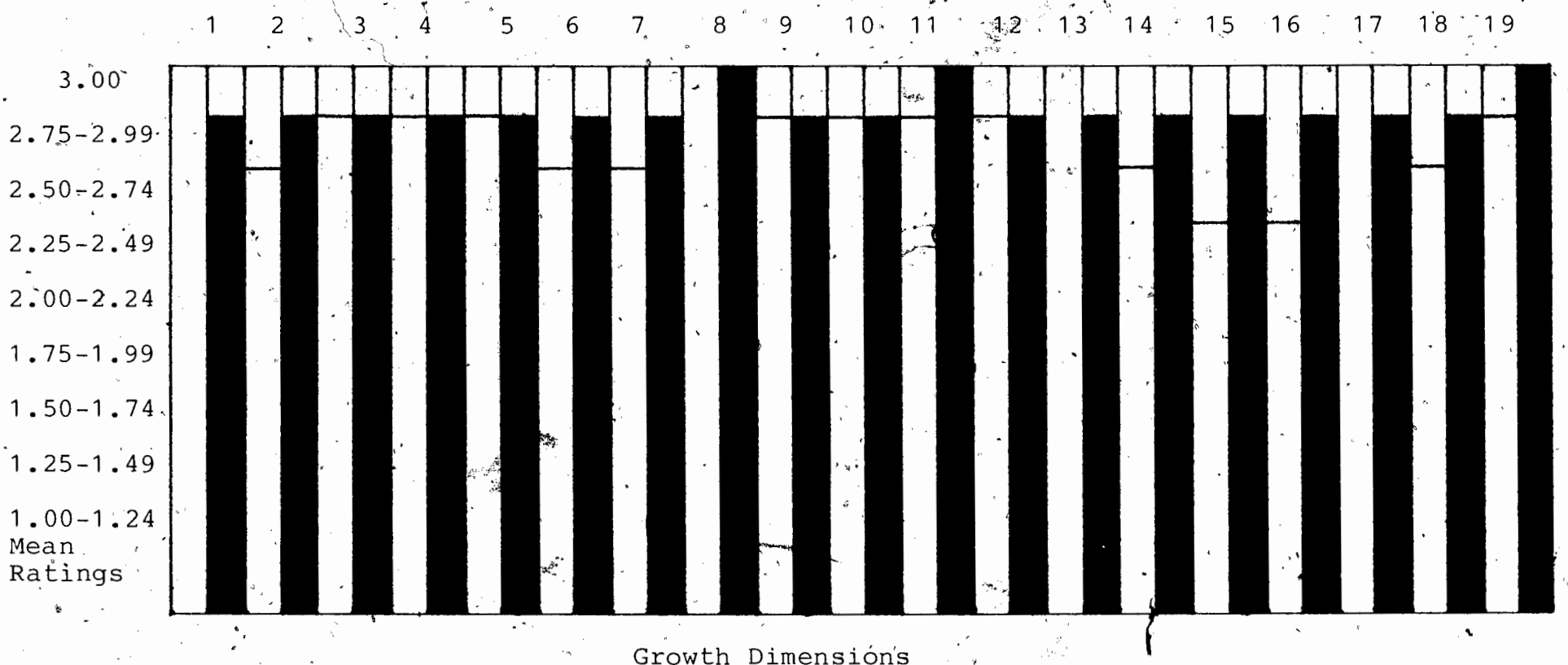
Mean Ratings of Perceived Effects of Training on 19 Professional Growth Dimensions

□ = Perceived contribution of training to growth

■ = Perceived importance of growth dimension in classroom practice

Ratings: 1 = not at all
2 = somewhat
3 = considerable

Intake Group #7 n = 8



(3.00). With the exception of items #15 and #16, all other growth dimensions were given high ratings between 2.50 and 2.99. Items (#15 -- "keeping well-informed about new curriculum ideas" and #16 -- "using a variety of evaluation practices") were given moderately high ratings between 2.00 and 2.49. This was the fourth group to rate these two items at relatively lower scores.

In noting congruence in ratings, one item -- #8 ("genuinely prizing students' ideas, opinions, beliefs and feelings") was given entirely congruent ratings at the highest possible score (3.00), and seven items were given entirely congruent ratings at high scores (in fact, at scores above 2.75). With the exception of items #15 and #16, all other items received highly congruent ratings at scores above 2.50. Items #15 and #16 received moderately congruent ratings at scores above 2.00.

Intake group #7 provided more anecdotal comments than did any of the other groups. One reason for this may be the larger number of respondents (n=8). Another reason may be that the researcher herself was trained in this group, and therefore knew the graduates well. It may be speculated that the nature and extent of responses from intake group #7 is a reflection of this situation. The 199 remarks were distributed as follows. Forty-four were general comments, thirty-six were in reference to Interpersonal Skills Development, twenty-one were about Curriculum Studies, six were in reference to Teacher as Person Studies, one was in reference to Child Growth and Development, sixty described difficulties and/or weaknesses in training, and thirty-one offer suggestions for improvement.

The nature of the comments was as follows. The 44 general comments were favorable. For example, seven statements indicated that training was "one of the most significant experiences of my life," six describe the friendships and support group as "very valuable," six state that "training helped me to teach and live in healthier ways" and four described the instructors as "excellent role models." Of the 36 comments about Interpersonal Skills Development, 14 describe overall favorable outcomes. Nine remarks identify specific favorable effects from training in clarifying, four from work in empathy training, and nine from training in teaching for thinking. It should be noted that these comments augment the high ratings on perceived growth for items #1, #3, #8, #10, #11, #12, #13, all of which involve Interpersonal Skills Development. Of the 21 comments about Curriculum Studies, five stated "helped me individualize programs" and five described skills gained in "teaching in alternate ways." The remainder of the comments in this category speak favorably of learnings about self-concept, curriculum materials, centers, and a variety of other aspects of curriculum. As with previous groups, fewer comments were made in reference to Teacher as Person Studies and Child Growth and Development, but all were positive.

Intake group #7 provided a larger portion of comments describing difficulties experienced or weaknesses perceived in training than did any other group. The majority of the comments were made by three graduates, and reflected experiences of turmoil and disruption in personal life perceived to have

occurred as a result of training. Of the 60 comments, 11 stated that training "didn't equip me to deal with the real constraints of 'the system'", eight stated "extremely difficult and painful to implement Open Practices in 'the system'", and seven stated "gave me unrealistic expectations for self, students, and teaching." Such comments were made by six of the eight graduates, although two graduates provided about half of them. Five identified the training period as "too short" and an additional five describe training as "overwhelmingly time and energy consuming." Other comments describe disruptive effects on marriage and family life, difficulties with 405 School Associates, and difficulties with practice teaching placements. Of the 31 suggestions for improvement, eight advised that more input be included on "how to deal with the real constraints of 'the system'", and four suggested that input be included on "how to deal with criticism of Open Education." Other comments advised that trainees be offered more practice in learning to implement a variety of open education practices such as individualized instruction, "the Organic Day" and "Math Their Way."

Only one graduate from intake #8 responded to the questionnaire. As can be seen from Table IIIG, he rated the growth dimension as follows. In perceived importance in classroom practice, all 19 growth dimensions were given highest ratings (3.00). In perceived contribution of training to growth, eighteen growth dimensions were given highest ratings and one -- item #19 ("creating a harmonious group spirit") was given moderately high ratings (2.00-2.49). In examining congruence in

Table III G

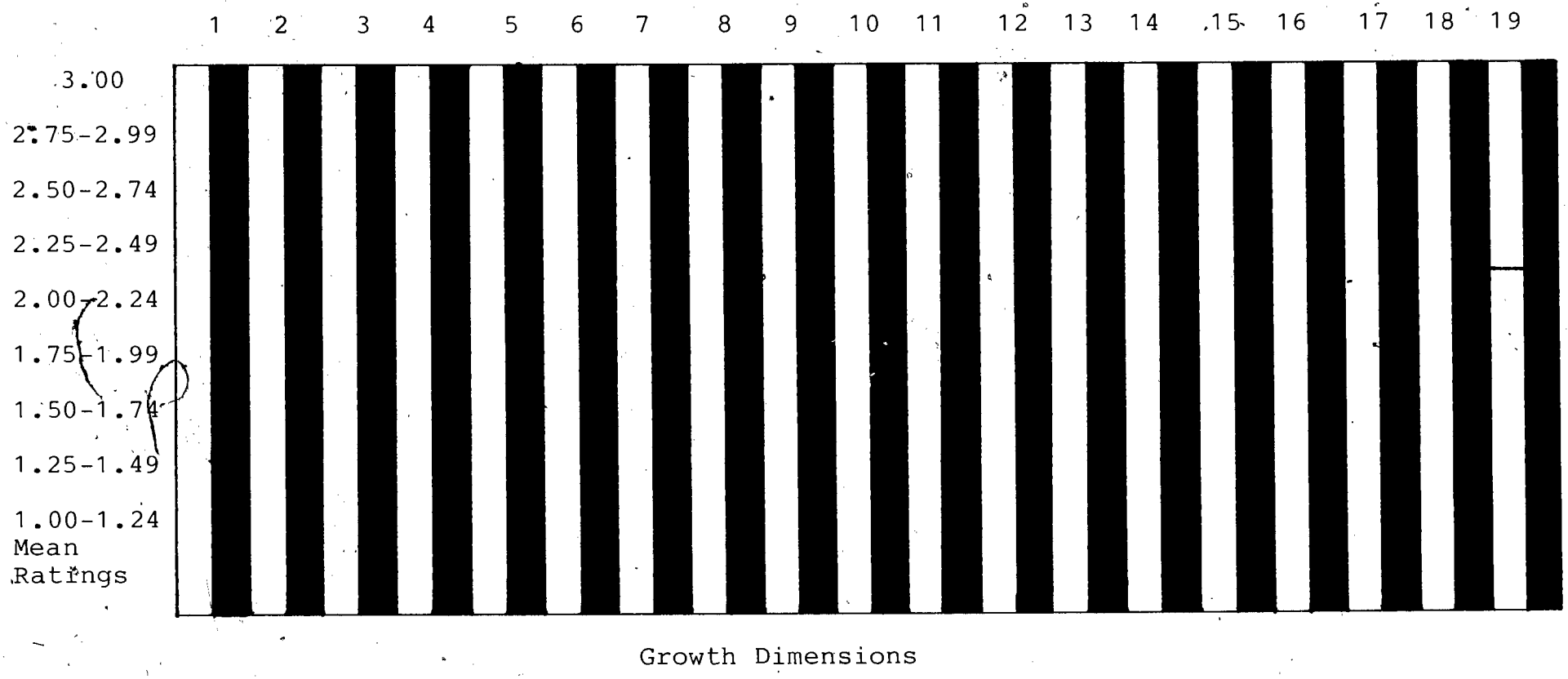
Mean Ratings of Perceived Effects of Training on 19 Professional Growth Dimensions

□ = Perceived contribution of training to growth

■ = Perceived importance of growth dimension in classroom practice

Ratings: 1 = not at all
2 = somewhat
3 = considerable

Intake Group #8 n = 1



ratings, items #1 through #18 inclusive were given entirely congruent ratings at the highest score (3.00) and item #19 was given moderately congruent ratings at a score above 2.00.

The intake #8 graduate made a total of 13 comments. They occurred as follows. Three were general comments, four were in reference to Interpersonal Skills Development, one was in reference to Curriculum Studies, one was about Child Growth and Development, three described difficulties experienced or weaknesses perceived in training, and one offered a suggestion for improvement.

The following themes were noted: The three general comments describe positive effects from overall training, and the four comments about Interpersonal Skills Development describe improvement in interpersonal skills, specifically teaching for thinking. Of the three comments about difficulties/weaknesses, two stated that training was too short and one stated that there was "not enough curriculum input." The single suggestion for improvement advised, as did comments from graduates in three other intake groups, that a follow-up course be offered for in-service teachers.

The single respondent from intake #9 rated all growth dimensions at the highest possible score from both perspectives (see Table IIIH). Meedless to say, scores for all 19 items were entirely congruent at a score of 3.00.

The intake #9 graduate made a total of 12 anecdotal comments. One was a general comment, nine were in reference to

Table III H

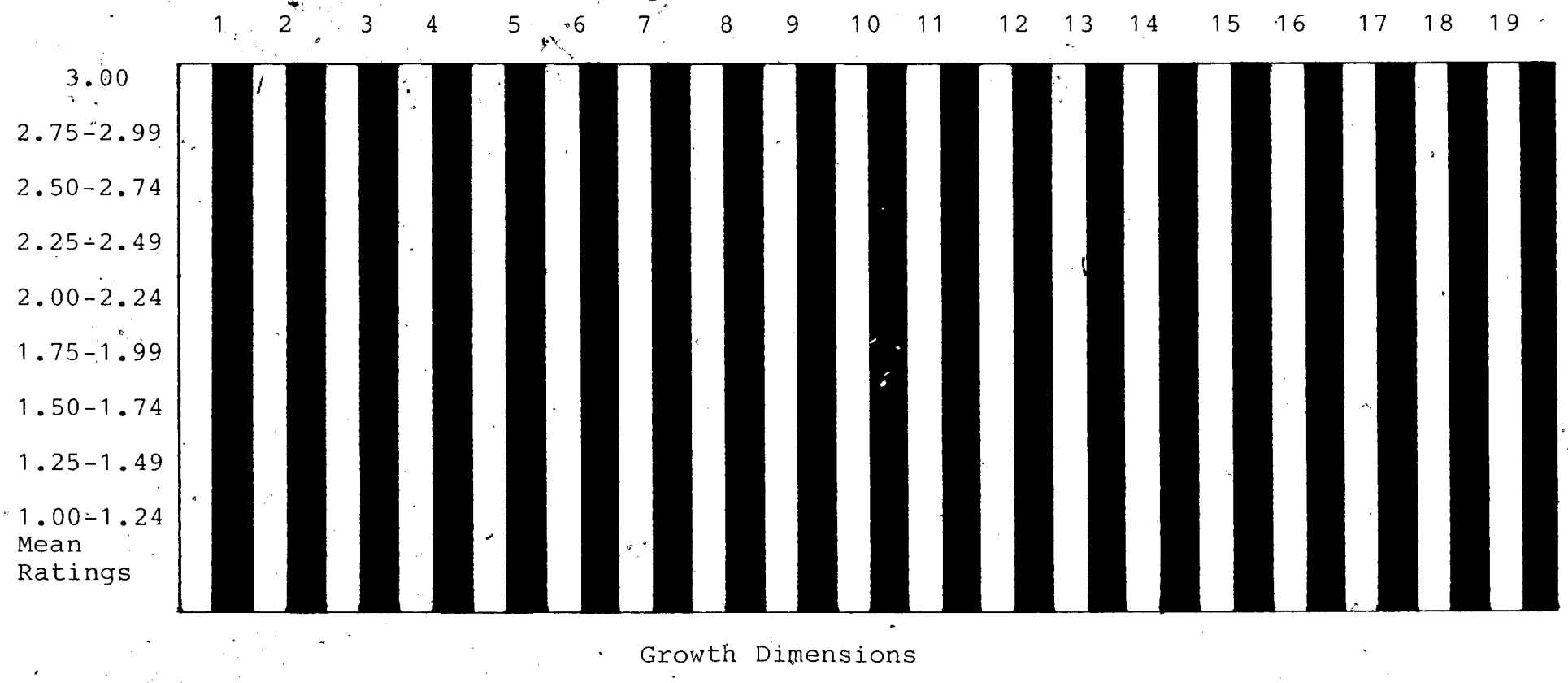
Mean Ratings of Perceived Effects of Training on 19 Professional Growth Dimensions

□ = Perceived contribution of training to growth

■ = Perceived importance of growth dimension in classroom practice

Ratings: 1 = not at all
2 = somewhat
3 = considerable

Intake Group #9 n = 1



Interpersonal Skills Development, one was in reference to Child Growth and Development, and one was a suggestion for improvement.

Ten of the 12 comments describe favorable effects from training. The following themes occur. Of the nine comments about Interpersonal Skills Development, three describe this aspect of training as "very important and valuable," and three describe improvement in interpersonal skills. Two comments describe improvement skills. Two comments describe positive effects from training in clarifying, and one from training in empathy. The one suggestion for improvement echoes the comments from graduates from four other intake groups, that a follow-up course be offered for in-service teachers.

Responses from intake group #10, also with a single respondent, showed more variation. As can be seen in Table III I, the following trends occur. In perceived importance in classroom practice, sixteen items were given highest ratings (3.00). The other three items (#5 -- "translating new ideas into practice," #15 -- "keeping well-informed about new curriculum ideas" and #18 -- "using a wide variety of teaching materials") were given moderately high ratings (2.00-2.49). In perceived contribution of training to growth, nine items were given highest ratings (3.00), and the other ten items were given moderately high ratings (2.00-2.49).

In examining congruence in ratings, nine items were given entirely congruent ratings at the highest possible score (3.00), three items were given entirely congruent ratings at a score of

Table III I

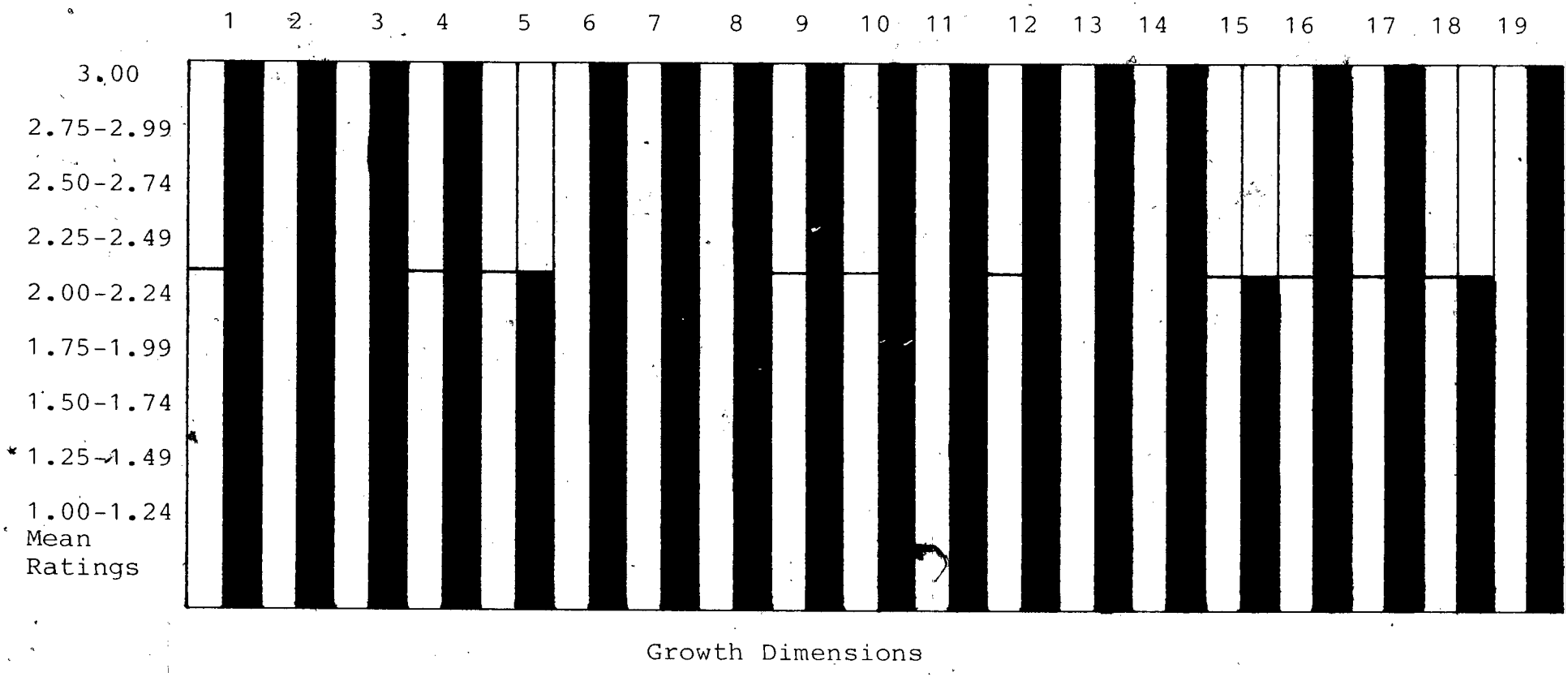
Mean Ratings of Perceived Effects of Training on 19 Professional Growth Dimensions

□ = Perceived contribution of training to growth

■ = Perceived importance of growth dimension in classroom practice

Ratings: 1 = not at all
2 = somewhat
3 = considerable

Intake Group #10 n = 2



3.00, and seven items were given moderately congruent ratings at scores above 2.00.

The intake group #10 graduate made a total of eight anecdotal comments. Three were general comments, and five were in reference to Interpersonal Skills Development. All three general comments were favorable. Of the five comments about Interpersonal Skills Development, four described general positive effects and one described increased clarity of beliefs as a result of training in clarifying skills.

Ratings for intake group #11, with the largest number of respondents (n=9) can be seen in Table IIIJ. The following trends were noted. In perceived importance in classroom practice, ten items were given ratings at the highest score (3.00) and the other nine items were given high ratings at scores above 2.75. In perceived contribution of training to growth, two items (#1 -- "identifying educational beliefs which inform classroom practice" and #11 -- "asking questions which promote and extend student thinking") were given the highest possible rating (3.00), and thirteen items were given high ratings between 2.50 and 2.99. The other four items (#7 -- "approaching classroom teaching with a positive outlook," #14 -- "implementing teaching strategies appropriate to teaching objectives," #16 -- "using a variety of evaluation practices," and #18 -- "using a wide variety of teaching materials") were given moderately high ratings (2.00-2.49).

Table III J

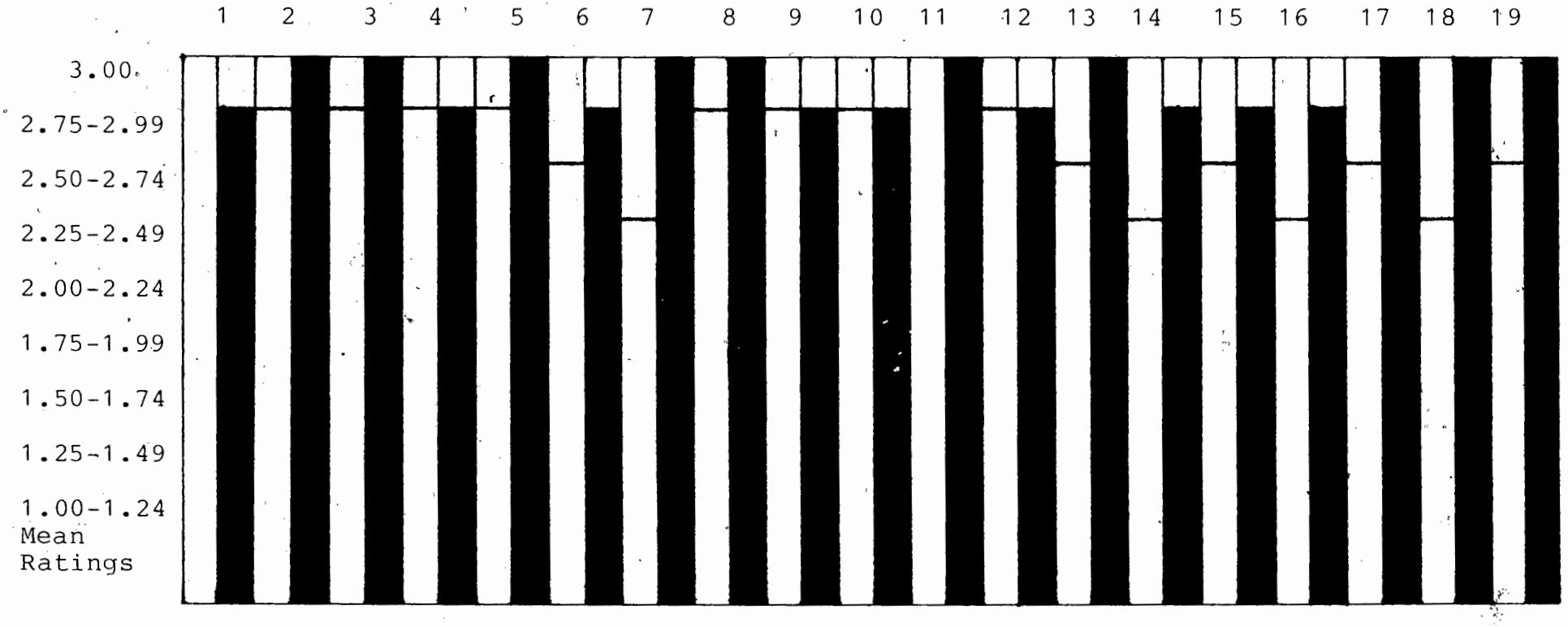
Mean Ratings of Perceived Effects of Training on 19 Professional Growth Dimensions

□ = Perceived contribution of training to growth

■ = Perceived importance of growth dimension in classroom practice

Ratings: 1 = not at all
2 = somewhat
3 = considerable

Intake Group #11 n = 9



Ratings in the moderate categories for items #14 and #16 emerge as consistent trends and moderate ratings for items #2, #7 and #18 begin to emerge as weak trends.

In examining congruence in ratings, one item (#11 -- "asking questions which promote and extend student thinking") was given entirely congruent ratings at a score of 3.00 and four items (#4 -- "defining problems in the classroom" #9 -- "making thoughtful diagnoses of pupil difficulty" #10 -- "using clarifying responses skillfully" and #12 -- "encouraging a lot of interaction among pupils") were given entirely congruent ratings at scores above 2.75. Ten items were given highly congruent ratings above 2.50 and the other four items (#7 -- "approaching classroom teaching with a positive outlook," #14 -- "implementing teaching strategies appropriate to teaching objectives," #16 -- "using a variety of evaluation practices" and #18 -- "using a wide variety of teaching materials") were given moderately congruent ratings at scores above 2.25.

A total of 96 anecdotal comments were made by the intake group #11 graduates. They were categorized as follows. Thirty-two were general comments, twenty-two were in reference to Interpersonal Skills Development, seven were in reference to Curriculum Studies, sixteen were about Teacher as Person Studies, six were in reference to Child Growth and Development, five describe difficulties experienced or weaknesses perceived in training and eight offered suggestions for improvement.

The 32 general comments were all positive. For example, six described training as "extremely valuable overall" six called it

"a time of great personal growth" and five identified the friendships formed during the training period as "very valuable." Other general comments identify improved self-concept, enthusiasm and sense of purposefulness as effects of overall training.

Of the 22 comments about Interpersonal Skills Development, five describe improved listening skills, ten make specific reference to training in clarifying, and seven of the nine graduates stated that this training "increased the clarity of my beliefs." This correlates with the 3.00 ratings -- the highest possible -- for growth dimension #1 ("identifying educational beliefs which inform classroom practice"). Five comments were also made about training in Teaching for Thinking. All identified increased skill levels and appreciation for the importance of this skill. The seven comments about Curriculum Studies described favorable effects, both concrete and abstract, from training in this area. This group made more comments about Teacher as Person Studies than did other groups. Of the sixteen comments, five stated "helped me accept and understand myself better," four stated "provided a framework to analyze and evaluate my own behaviour," two described a realization about "my own needs as factors which influence my teaching," and one described increase awareness of "the power of personal responsibility." Of the seven comments about Child Growth and Development, four stated "helped me look for emotional needs behind behaviour." Two of the five comments describing difficulties or weaknesses stated "overwhelmingly time and energy consuming," two stated "placements made it very difficult to practice open education" and one stated "I was

unable to implement this wonderful philosophy." Two of the eight suggestions for improvement stated "training must be longer," two stated "ensure placements in open classroom" and two suggested "provide more information on current B.C. curriculum."

The five graduates from intake group #12 rated the 19 growth dimensions in the following ways (see Table IIIK). In perceived importance in classroom practice, seventeen items were given highest ratings (3.00) and the other two items were rated high. Both, in fact, were rated above 2.75. In perceived contribution of training to growth, three items (#1 -- "identifying beliefs which inform classroom practice," #11 -- "asking questions which promote and extend student thinking," and #18 -- "using a variety of teaching materials") were given the highest possible rating (3.00). Thirteen growth dimensions were given high ratings (above 2.50), two items (#5 -- "translating new ideas into practice," and #15 -- "keeping well-informed about new curriculum ideas") were given moderately high ratings (2.00-2.49), and one item (#6 -- "acting in reliable and dependable ways") was given moderate rating (2.00-2.24).

In examining congruence in ratings, three items (#1 -- "identifying beliefs which inform classroom practice," #11 -- "asking questions which promote and extend student thinking," and #18 -- "using a wide variety of teaching materials") were given entirely congruent ratings at the highest possible score (3.00). Thirteen items were given highly congruent ratings at scores above 2.50, two items (#5 -- "translating new ideas into practice in the classroom " and #15 -- "keeping well-informed about new

Table III K

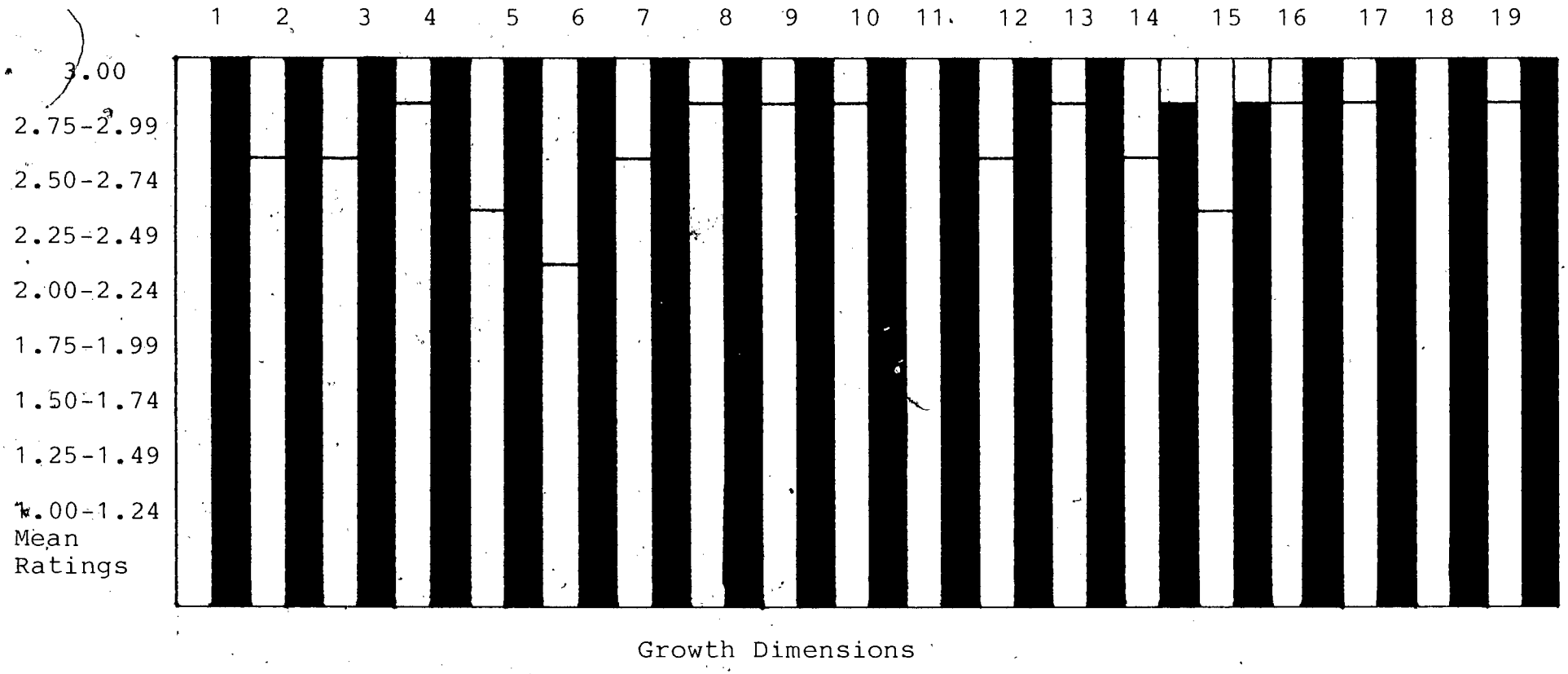
Mean Ratings of Perceived Effects of Training on 19 Professional Growth Dimensions

□ = Perceived contribution of training to growth

■ = Perceived importance of growth dimension in classroom practice

Ratings: 1 = not at all
2 = somewhat
3 = considerable

Intake Group #12 · n = 5



curriculum ideas") were given moderately congruent ratings at scores above 2.49, and one item (#6 -- "acting in reliable and dependable ways") was given ratings of lower congruence above a score of 2.24.

Graduates from intake group #12 made a total of 30 anecdotal comments. Nineteen were general comments, twenty were about Interpersonal Skills Development, one was in reference to Curriculum Studies, seven were in reference to Teacher as Person Studies, two were in reference to Child Growth and Development, seven described difficulties experienced or weaknesses in training, and five offered suggestions for improvement.

The nature of the comments was as follows. Of the 19 general comments, six stated "affected alll areas of my life very positively," three stated "extremely valuable training overall," and three stated "made me aware of how powerful education could be." Other general comments describe positive effects from overall training. Of the 20 comments about Interpersonal Skills Development, 11 describe improved interaction, relationships, and communication skills. Eight comments describe favorable effects from training in clarifying skills -- in fact, four of the five graduates from this group stated "increased the clarity of my beliefs." This echoes a similar response from intake groups #1, #7 and #11. Although fewer comments were made in reference to Curriculum Studies and Child Growth and Development, all reflected a theme of the importance of individualization in teaching. This group also made more comments in reference to Teacher as Person Studies than did other groups. Four of the

five graduates stated "helped me accept and understand myself better." Of the seven comments describing difficulties or weaknesses, three stated "placements made it very difficult to practice teaching in 'open' ways," and three stated "sets up a very painful dissonance between belief and practice." Two of the five suggestions for improvement advised "set up a model school on campus for practica," and one suggested that training be longer. The other two comments suggested that "placements in open classrooms be ensured" and that input be included on "how to deal with the real constraints of the system."

Table IV indicates mean ratings of all 11 intake groups of perceived contribution of training to growth and perceived importance in classroom practice. For the purposes of discussion, the following categories have been established:

- 2.50-3.00 -- high rating
- 1.50-2.49 -- moderate rating
- 1.00-1.49 -- low rating

Since five of the intake groups had fewer than three respondents, it is not possible to generalize about the groups from the limited sample. However, an examination of the extremes in rating patterns from all intake groups may give an indication of perceived strengths and perceived weaknesses of training in the Open Education Alternative over the seven-year period studied. An examination of the patterns reveals the following trends.

In rating those growth dimensions perceived to be important in classroom practice, fifteen were given consistently high

Table IV

Mean Ratings of Perceived Effects of Training on 19 Professional Growth Dimensions from the Perspective of 11 Intake Groups

Growth Dimensions	1.0-1.5 (Low)		1.5-2.49 (Moderate)		2.5-3.0 (High)	
	Contribution	Importance	Contribution	Importance	Contribution	Importance
1			1		10	11
2			2		9	10
3					11	11
4			4		7	11
5			4	2	7	9
6			4		7	11
7			3		8	11
8			1		10	11
9			2		9	11
10			1		10	11
11					11	11
12			3		8	11
13					9	11
14			3	1	8	10
15			6	2	4	9
16	1		6		4	11
17			1		10	11
18			5	1	6	10
19			1		10	11

Rating Scale - #1 = not at all
#2 = somewhat
#3 = considerably

[x] = number of intake groups

ratings (above 2.50) by all intake groups. In this high category were items #1, 2, 3, 4, 6, 7, 8, 9, 10, 11, 12, 13, 16, 17, and 19. No consistent patterns emerged in the ratings on the other four dimensions.

In rating perceived contribution of training to growth on each item, two were given consistently high ratings (above 2.50) by all intake groups. These were items #3 ("acting in ways consistent with educational beliefs") and #11 ("asking questions which promote and extend student thinking"). Fourteen growth dimensions were given ratings above 2.5 by at least seven of the 11 intake groups. These were items #1, 2, 4, 5, 6, 7, 8, 9, 10, 12, 13, 14, 17 and 19. Item #15 ("keeping well-informed about new curriculum") was given ratings below 2.50 by six of the 11 intake groups; item #16 ("using a variety of evaluation practices") was given ratings below 2.50 by seven of the eleven intake groups; and items #18 ("using a wide variety of teaching materials") was given ratings below 2.50 by five of the eleven intake groups.

In examining congruence in ratings, the following extremes are noted: Two items -- #3 and #11 were given entirely congruent ratings above a score of 2.50 by all eleven intake groups and five items (#1 -- "identifying educational beliefs which inform classroom practice," #8 -- "genuinely prizing students' ideas, opinions, beliefs, and feelings," #10 -- "using clarifying responses skillfully," #17 -- "making the classroom a vital, alive, and dynamic place for student learning" and #19 -- "creating a harmonious, active and purposeful group spirit among pupils")

were given entirely congruent ratings above a score of 2.50 by 10 of the 11 intake groups. Item #16 was given ratings of less congruence. Although all 11 intake groups gave this growth dimension ratings above 2.50 from the perspective of perceived importance, seven groups rated it below 2.50 from the perspective of perceived contribution of training to growth. There is also less congruence for items #4, #15, and #18, although these patterns are less clear. No other strong trends were evident.

An overview of anecdotal comments from the 11 intake groups provides the following observations. The majority of the comments from each group were positive and fell in the categories of general comments and Interpersonal Skills Development. In Interpersonal Skills Development, most comments make favorable reference to clarifying and teaching for thinking skills training. Few groups made reference to work in empathy training, Curriculum Studies, Teacher as Person Studies, or Child Growth and Development. Most comments by the groups about difficulties or weaknesses in training referred to duration of training ("too short") or to difficulties experienced implementing open education practices. Seven of the 11 intake groups suggested that training be lengthened or that a follow-up course be offered.

Examined together, these data indicate that graduates from all intake groups place a high value on most growth dimensions emphasized in the Open Education Alternatives as they relate to classroom practice. In addition, graduates from all groups perceive training to have contributed substantially to their growth in most training dimensions emphasized. In particular, graduates

from all intake groups perceive training in those dimensions related to identifying educational beliefs and interpersonal skills development, notably clarifying and teaching for thinking, to have contributed markedly to their growth. Finally, graduates from some intake groups perceive training in those dimensions related to curriculum and evaluation practices to be less adequate.

In order to examine the developing Open Education Alternative program, the data were also examined from the perspective of the "early" and the "later" intake groups. The "early" group was categorized as intakes one through six inclusive, and the "later" group was categorized as intakes seven through twelve. To examine the rating data, the mean of the means from the pooled groups were calculated.

As can be seen from Table IIIL and IIIM, the following trends occur. The early group (n=19) gave 11 items ratings above a mean of 2.50 from both perspectives. From the perspective of perceived growth, the early group gave three items (#2, #14 and #18), ratings above a mean of 2.25. There were discrepancies in ratings between training goals and perceived growth for items #6, #15 and #16. Anecdotal comments from the early group were generally favorable. Most described effects from overall training and Interpersonal Skills Development, notably clarifying. Suggestions for improvement emphasized a need for a longer training period, a follow-up course, and a stronger emphasis on curriculum.

The later group (groups seven through 12 inclusive) (n=26) gave all growth dimensions ratings above a mean score of 2.50

Table III L

Mean Ratings of Perceived Effects of Training on 19 Professional Growth Dimensions from the Perspective of Intake Groups 1 to 6 - the "Early" Group

□ = Perceived contribution of training to growth

■ = Perceived importance of growth dimension in classroom practice

Ratings: 1 = not at all
2 = somewhat
3 = considerable

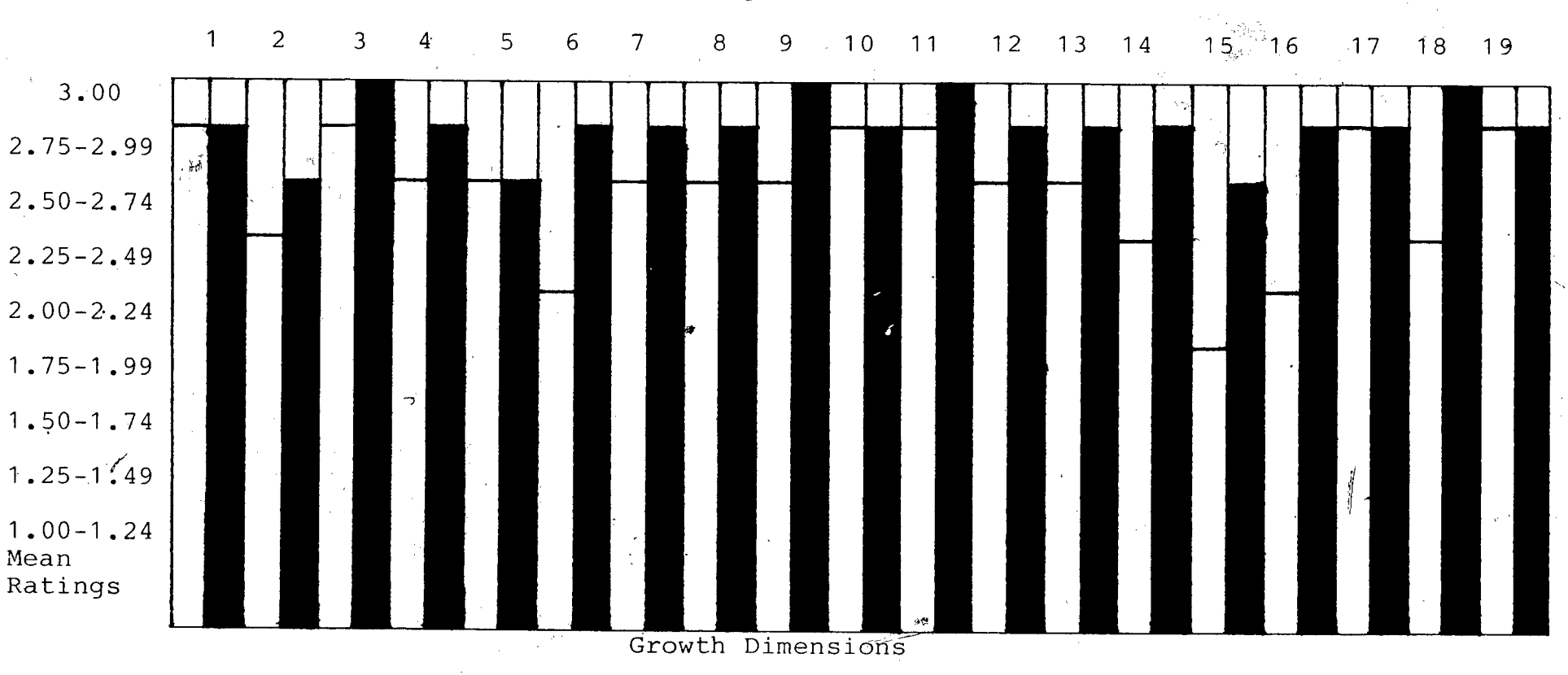


Table III.M

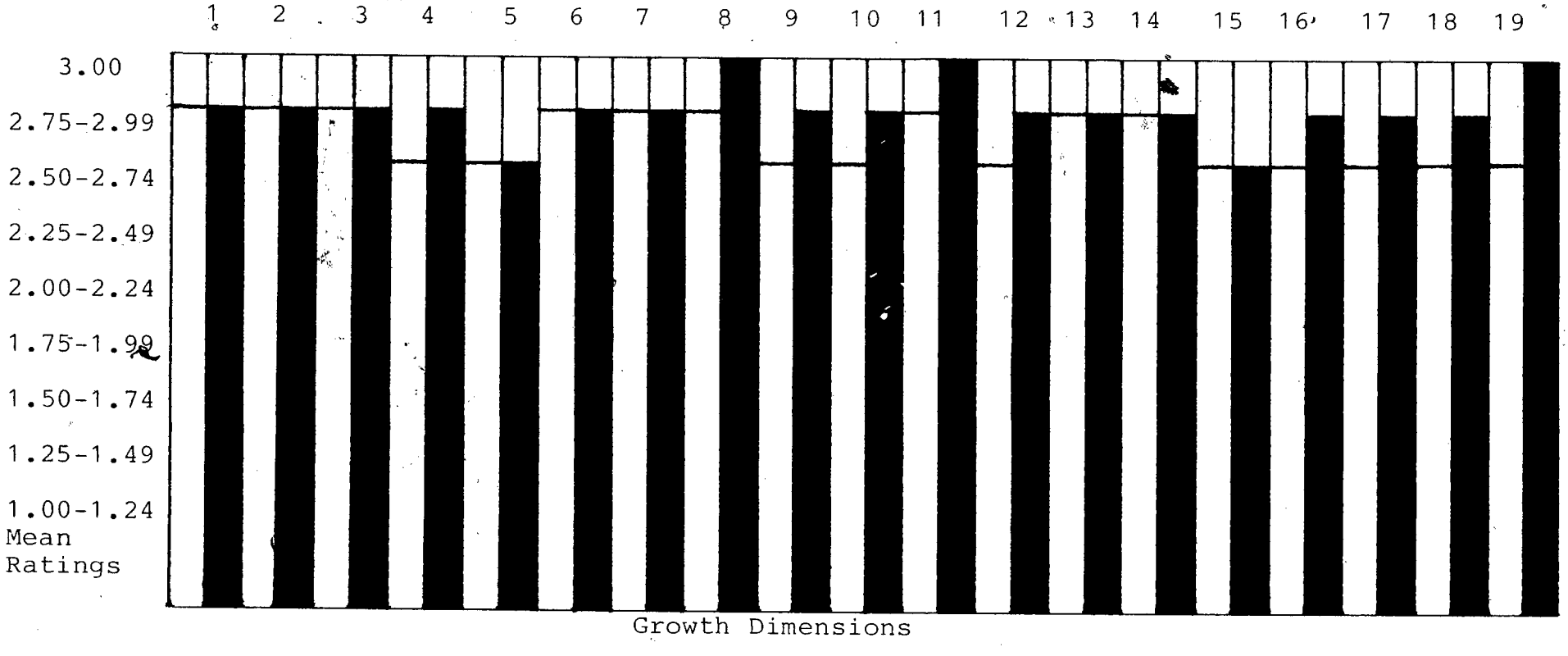
Mean Ratings of Perceived Effects of Traihing on 19 Professional Growth Dimensions from the Perspective of Intake Groups 7 to 12 - the "Later" Group

□ = Perceived contribution of training to growth

■ = Perceived importance of growth dimension in classroom practice

Ratings: 1 = not at all
2 = somewhat
3 = considerable

Intake Groups 7 to 12 n = 26



from both perspectives. As can be seen, there was congruence in ratings within .25 of a point for all items. Anecdotal comments from the later group were also favorable. Most described effects from overall training and from work in Interpersonal Skills Development. Improved listening and interpersonal skills, as well as improved relationships were described as outcomes of training in this area. Favorable effects from work in Curriculum and Teacher as Person Studies were also described. References were made to difficulties experienced in implementing Open Education practices in the public school system. Suggestions for improvement advised that more input be included on how to implement open education practices, and that more care be taken with placements. It was also advised that the training period be longer and that a follow-up course be offered for in-service teachers.

Examined together, these data indicate that graduates from both the early and the later groups perceive those training dimensions emphasized in the Open Education Alternative to be highly important in classroom practice. The early group perceived training to have contributed substantially to their growth on most dimensions emphasized in training. The exceptions were those dimensions related to dependability in the classroom, curriculum, and evaluation practices. In comparison, the later group perceived training to have contributed substantially to their growth in all dimensions.

The data are next presented from the perspective of the total group of 44 graduates. As with individual intake groups,

mean rating scores for each growth dimension are reported. Comparison between ratings for perceived contribution of training to growth and perceived importance in classroom practice are made. Anecdotal comments from the entire group are reported according to consistent themes which emerged from the data.

Table IIIN gives the mean ratings for each of the 19 growth dimensions by all program graduates. The data reveal the following trends. In judging the perceived importance to classroom practice, item #11 ("asking questions which promote and extend student thinking") received the highest mean ratings. With the exception of item #15 ("keeping well-informed about new curriculum ideas"), all the other 17 growth dimensions received mean scores of above 2.75. Item #15 received a mean score of over 2.50. The mean ratings show that all respondents place a high value on all of the growth dimensions emphasized in the Open Education Alternative module as related to classroom practice.

In judging the perceived contribution of the training to their growth, the program graduates showed the following trends in their ratings of the training dimensions. Fifteen items were given ratings above a mean score of 2.50. The remaining four items (#6 -- "acting in reliable and dependable ways," #14 -- "implementing teaching strategies appropriate to teaching objectives," #15 -- "keeping well-informed about new curriculum ideas," and #16 -- "using a variety of evaluation practices") were given ratings between 2.00 and 2.49. These mean ratings show that the 44 graduates perceive training in most growth dimensions emphasized in the Open Education Alternative to have

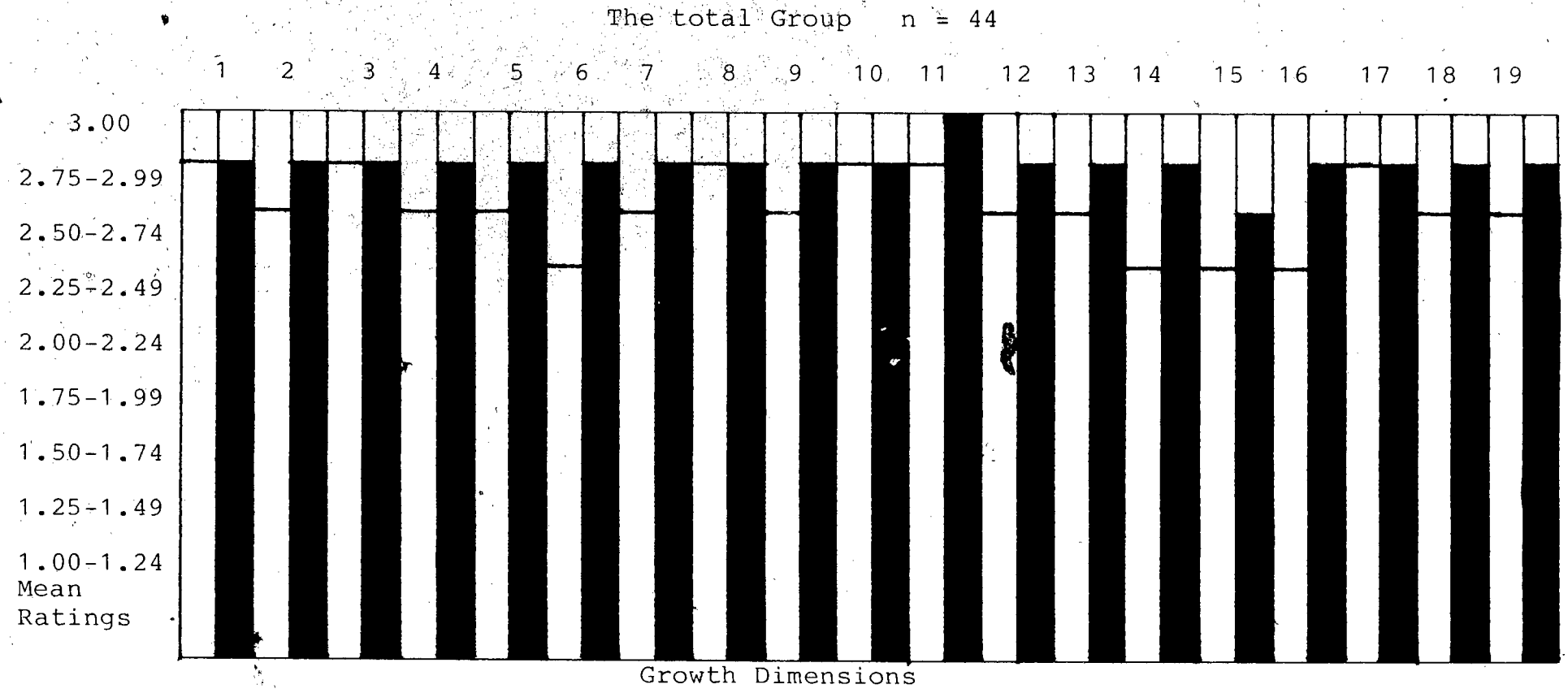
Table III N

Mean Ratings of Perceived Effects of Training on 19 Professional Growth Dimensions from the Perspective of 44 Graduates

□ = Perceived contribution of training to growth

■ = Perceived importance of growth dimension in classroom practice

Ratings: 1 = not at all
2 = somewhat
3 = considerable



contributed substantially to their growth. Training in the four growth dimensions related to dependability, "bridging the gap" between theory and practice, curriculum, and evaluation practices was viewed as less adequate, but was nevertheless perceived as contributing to growth at moderately high levels.

In examining congruence in the mean ratings between perceived importance in classroom practice and perceived contribution of training to growth for each item, the following trends were observed. Five items (#1 -- "identifying education beliefs which inform classroom practice," #3 -- "acting in ways consistent with educational beliefs," #8 -- "genuinely prizing students' ideas," #10 -- "using clarifying responses skillfully," and #17 -- "making the classroom a vital place") were given entirely congruent ratings at scores above 2.75. Ten items were given highly congruent ratings at scores above 2.50, and four items (#6, #14, #15 and #16) were given highly congruent ratings at scores above 2.00.

Tables IV and VI shows discrepancy scores in mean ratings between the perspectives of perceived contribution of training to growth and perceived importance in classroom for the total group. As can be seen, there is less than .05 discrepancy in ratings between training goals and perceived growth on three items (#1, #10 and #11), less than .25 discrepancy in ratings for eight items (#2, #3, #4, #5, #8, #9, #12, #13), less than .35 discrepancy for five items (#7, #14, #15, #18 and #19) and less than .5 discrepancy in ratings for items #6 and #16. In concert, these data indicate that the 44 graduates perceive both the

Table V

Mean Ratings of 44 Graduates of Perceived Effects of Training on 19 Professional Growth Dimensions

Growth Dimensions	A. Perceived Contribution of Training to Growth	B. Perceived Importance of Growth Dimension in Classroom Practice	Discrepancy Scores
1	2.90	2.93	.03
2	2.68	2.89	.21
3	2.81	2.95	.14
4	2.70	2.93	.23
5	2.66	2.86	.20
6	2.48	2.93	.45
7	2.60	2.95	.35
8	2.84	2.97	.13
9	2.72	2.90	.18
10	2.87	2.86	.01
11	2.95	3.00	.05
12	2.70	2.89	.19
13	2.72	2.91	.19
14	2.48	2.82	.34
15	2.41	2.73	.32
16	2.39	2.82	.43
17	2.89	2.93	.04
18	2.57	2.91	.34
19	2.66	2.98	.32

Table VI
Discrepancy Scores of Mean Ratings of 44 Graduates of Perceived Effects of Training on 19 Professional Growth Dimensions

Growth Dimension	Discrepancy Score	
10	.01	.01 to .05 discrepancy
1	.03	
17	.04	
11	.05	
8	.13	.13 to .23 discrepancy
3	.14	
9	.18	
12, 13	.19	
5	.20	
2	.21	
4	.23	
19, 15	.32	.32 to .35 discrepancy
14, 18	.34	
7	.35	
16	.43	.43 to .45 discrepancy
6	.45	

training goals and the effects of training from those growth dimensions emphasized in the Open Education Alternative to be highly valuable. In addition, the graduates perceive training to have contributed substantially to their growth on most training dimensions.

A total of 594 comments regarding training in the Open Education Alternative, how it had affected classroom teaching performance, and how it had affected other aspects of the graduates' lives, were made by the 44 graduates participating in the study. These can be found in Appendix IV. The comments were distributed as follows. One hundred and seventy-two were general comments, one hundred ans sixty-four made reference to Interpersonal Skills Development, thirty-eight made reference to Curriculum Studies, thirty-five were about Teacher as Person Studies, seventeen referred to Child Growth and Development, ninety-eight described difficulties experienced or weaknesses perceived in training, and seventy offered suggestions for improvement.

Most general comments indicated a very positive view. Statements such as "extremely valuable overall," "affected all aspects of my life very positively" and "ignited a fire of enthusiasm and purpose in my life" were common from many of the intake groups. The following themes also appear in this category. Forty-seven of the comments spoke of the overall training in favorable terms, and fifty-eight comments described effects of training in the personal lives of graduates. For example, eight comments indicated that the training had improved

graduates' self-concept, seven identified the training period as "one of the most significant experiences of my life" and six described training as "a time of great personal growth." Thirty-three of the comments describe relationships formed during training. Eighteen of these stated that "friendships and support groups were extremely valuable" and 13 identified instructors as "excellent role models." Eight comments described positive effects of training for occupational and career endeavors, and fifteen described graduates increased awareness of the nature and scope of teaching. Eleven comments favorably describe specific aspects of training such as the extended practica, the summer course of the Open Education Alternative, and the training materials.

The 164 comments in reference to Interpersonal Skills Development were as follows. Seventy-seven comments described general effects of interpersonal skills training. For example, 33 comments described improved relationship, listening, and interpersonal skills, seven identified this as "a very valuable focus", and seven stated that training "helps me monitor and evaluate my own interactions." Fifty-six comments were in reference to clarifying skills. Twenty of these indicated that "training increased the clarity of my beliefs." Eleven comments made favorable reference to effects of training in empathy, and twenty described increased awareness and skill levels in the area of teaching for thinking.

Of the 38 comments about Curriculum Studies, nine stated "helped me individualize programs," and five described increased

skills in "teaching in alternative ways." A number of single statements described effects from specific aspects of work in Curriculum Studies involving centres, innovative classroom practices and self-concept as a curriculum emphasis.

Of the 35 comments describing work in Teacher as Person Studies, nine stated, "helped me accept and understand myself better" and seven indicated that training had "provided a framework to help me analyze/evaluate my own behavior."

Of the 17 comments made in reference to Child Growth and Development, the following statements appeared more frequently (each was made four times): "helped me see and treat kids as unique individuals", "helped me appreciate the emotional needs of children", and "helped me look for emotional needs behind behaviour."

Of the 99 comments describing difficulties experienced or weaknesses perceived in training, 58 were made by graduates from intake group #7. The other 30 comments were scattered among intake groups. The following themes appeared more consistently. Thirty-nine of the comments describe repercussions occurring in the personal lives of graduates as a perceived result of training. Most common among these were "gave me unrealistic expectations for self/students/training" (10 comments) "overwhelmingly time and energy consuming" (eight comments) and "put me in turmoil as never before" (five comments). Twenty-nine comments describe difficulties experienced with the implementation of open education practices within the public school system. Twenty-four of these were made by graduates from intake

group #7. The most common remarks were "extremely difficult to implement open education practices in 'the system'" (11 comments) and "didn't equip me to deal with the real constraints of 'the system'" (11 comments). Ten remarks described difficulties experienced during 405 placements and nine comments indicated that the training period was too short.

Of the 70 comments offering suggestions for improvement, 31 were made by intake group #7. The following themes were noted. Twenty comments offered suggestions regarding Curriculum Studies, seven of which stated "needs a stronger curriculum emphasis." Eight suggested a need for more practice implementing practices such as "Math Their Way," "The Organic Day" and individualized programs. Nineteen comments suggested a longer training period and/or a follow-up for in-service teachers.

Examined together, the anecdotal comments reveal a varied experience among graduates. While it appears that different graduates gained greater benefits from different programs components, the trends in comments support those patterns occurring in the rating scores. Graduates perceive effects from training in Interpersonal Skills Development, notable clarifying and teaching for thinking skills, to be highly valuable. In particular, graduates view training to have substantially contributed to a clearer definition of their own beliefs. Finally, training appears to have had benefits in the graduates' personal as well as their professional lives.

Chapter Four has presented results of the data collected from the study. A discussion of results, as well as conclusions and implications, is presented in Chapter Five.

Chapter Five

It was the purpose of this study to examine the perceived training effects of the Open Education Alternative Teacher Education Program on the post-hoc functioning of program graduates. To this end, three objectives were developed:

1. To examine the graduates' perceptions of the degree to which the program was seen to be effective in preparing teachers for effective classroom functioning.

2. To examine the difference in perceptions and to identify the factors which appear to contribute to these differences.

3. To examine the graduates' suggestions for program improvement.

Early chapters have described the Open Education Alternative module and reviewed the literature in the field of teacher education. Chapter Three identified the sample group, methods of data collection, and means of data analysis. Chapter Four presented the data collected. This chapter concludes the study with a discussion and interpretation of the data gathered. Conclusions and implications are drawn.

As a focus, it may be helpful to identify clearly the context of the investigation and some factors at play in a study of this nature. To begin, there is the nature and size of the sample group. As can be recalled from Chapter Three, 158 trainees graduated from the Open Education Alternative program. Of these, addresses could be located for 69. Of those contacted, 48 responded. Forty-four of the 48 responses were useable. This

represents one quarter of the total group of graduates. It is difficult to ascertain how representative these responses are of the views of the total group. In addition, the number of graduates responding from each intake group varied considerably -- from $n = 8$ to $n = 1$. A similar question is raised: how representative are the responses received of the views of the intake groups? There are associated questions which arise. What was the idiosyncratic nature of those who did respond and to what extent did this influence the overall responses? Could there be training-associated variables which affected participation or non-participation in the study? Such considerations must be kept in mind as the data is examined and interpreted.

The arena of teacher training itself presents numerous influencing factors. As was described in Chapter Three, a teacher education program is a varied and complex system. There are a number of important variables which shift from year to year and from intake group to intake group. A variety of conditions interact and change within the intake groups themselves. In a post-hoc study like this, it is extremely difficult to factor out and control variables and conditions such as the backgrounds of the students themselves, the changing areas of program emphasis, the experience and skill level of supervisory personnel, the environments of the student teaching practica, and the socio-political climate (which affects both student teachers and School Associates) in the field of education itself.

In addition, a number of factors unique to research of this nature influence the study. Foremost among these is the system

of measurement. As was indicated in Chapter Three, attempts to objectively delineate and measure human experience in themselves can have an intrinsic aspect of subjectivity and artificiality about them (Schwartzman, 1984). The gross and pseudo-accurate way number systems are often used to describe very profound and complicated dynamics can trivialize human experience (Von Foerster, 1972). For example, different graduates may mean very different things when they rate a growth dimension such as "approaching classroom teaching with a positive outlook" at a score of 3. Moreover, it is very difficult to quantify anecdotal comments such as "one of the most significant experiences of my life." The depth, interpretation, and meaning behind such responses are difficult to surmise, let alone measure consistently from respondent to respondent.

The number and variety of such variables and conditions influence not only the graduates' perceptions of training and responses to the study, but also the conditions of training itself, and the analysis and interpretation of results. The data must be examined bearing these factors in mind. While it would be unwise to make sweeping generalizations based on results of the study, and while a great many issues will remain ambiguous, some conclusions may nevertheless be drawn, and some implications may be considered.

Discussion of Results

Chapter Four provided a comprehensive view of rating trends and themes in the anecdotal comments. In this chapter, an analysis and interpretation of the results are made from the

following perspectives: (1) the nature of the training experience, (2) the perceived program strengths, (3) the perceived program weaknesses, (4) the developing Open Education Alternative module, (5) the effects of placements, and (6) innovations in education.

1) The Nature of the Training Experience

Overall, the data indicate that graduates perceive their training in the Open Education Alternative module as a positive experience. In terms of both perceived growth and perceived importance, most ratings for the 19 growth dimensions fell consistently above a score 2.50. Even those growth dimensions rated at lower scores seldom fell below 2 ("somewhat") on the rating scale. The nature of the anecdotal comments also suggest that most graduates consider their training a positive experience. This perception is consistent from the perspective of the 11 intake groups, from the perspective of the "early" and the "later" intake groups, and from the perspective of the total group of 44 graduates.

Discussion

Curiously, this showing is in direct contrast to the views of teacher training found in the literature. Koerner (1963), McPhie (1974), O'Rourke (1984) and others all found graduates reporting negative responses to their teacher education programs. It might be considered that training in the Open Education Alternative is regarded in a positive light because it meets the graduates criteria for a meaningful and functional educational experience. The critical ingredients of such an experience

appear to include opportunities for graduates to examine and develop their own beliefs, opportunities for thoughtful analysis of profound educational issues, and opportunities for full social participation.

2) Perceived Program Strengths

The data indicate that six growth dimensions (#1 -- "identifying educational beliefs," #3 -- "acting in ways consistent with educational beliefs," #10 -- "using clarifing responses skillfully," #11 -- "asking questions which promote and extend students thinking," #17 -- "making the classroom a vital, alive, and dynamic place," and #19 -- "creating a harmonious group") were consistently rated at scores above 2.50. The anecdotal comments also support the high ratings for items #1, #3, #10, and #11, and consistently specify training in interpersonal skills, notably clarifying and teaching for thinking skills, as both effective and valuable. Examined together, these data indicate that perceived program strengths in the Open Education Alternative lie in the area of Interpersonal Skills Development, notably in the areas of clarifying and teaching for thinking training, and in the area of identifying educational beliefs.

Discussion

Interpersonal Skills Development appears to be the strong component of the Open Education Alternative module. Since interpersonal skills are learned in interpersonal encounters, it would follow that instructor role model would have an impact on student learning in this area. Data in the anecdotal comments, in fact, suggest that instructors in the Open Education Alternative

provided consistently positive examples of effective interpersonal skills. In addition, "identifying educational beliefs" consistently emerged as a perceived program strength. Again, the implication is that Open Education Alternative instructors are themselves highly skillful at the use of clarifying responses.

Finally, training in this component of the Open Education Alternative is conducted using a variety of micro-teaching tasks. It might therefore be assumed that micro-teaching tasks are an effective way of teaching interpersonal skills.

3) Perceived Program Weaknesses

Three growth dimensions (#6 -- "acting in reliable and dependable ways in the classroom," #15 -- "keeping well-informed about new curriculum ideas," and #16 -- "using a variety of evaluation practices"), were consistently rated at scores below 2.50 by the 11 intake groups and by the total group of 44 graduates. Anecdotal indicators of program weakness provide another perspective. Although few comments make direct reference to those growth dimensions rated at lower scores, a few, like "extremely difficult to implement open education practices in the system" and "did not equip me to deal with the real constraints of the system" may be related. The data suggest that graduates do not perceive the program to adequately equip them to implement curriculum and evaluation practices in the classroom.

Discussion

Graduates perceive training in the Open Education Alternative to be less effective in the areas of curriculum,

evaluation, and "confidence building." Some considerations are appropriate here. As was mentioned in Chapter One, training in the Open Education Alternative emphasizes the exploration and development of students' beliefs about education as the corner-stone of their work in curriculum. It might be surmised from the low ratings for item #15, "keeping informed about curriculum ideas", that the process of clarifying one's own beliefs about education in the Open Education Alternative pre-empts the thorough exploration of the public school curriculum content. Likewise, in the Open Education Alternative, there is a strong emphasis on self-evaluation practices. Low ratings for item #16 -- "using a variety of evaluation practices" may indicate that in the training program students spend significantly more time examining self-evaluation practices than they do other forms of evaluations used in public schools. As result of such emphases, it appears that deficiencies occur in the graduates' abilities to implement a wide variety of curriculum and evaluation practices. One outcome of the program emphases on the exploration of beliefs and the examination of self-evaluation practices, therefore, appears to be graduates' perceptions of unsufficient skills in implementing a wide variety of curriculum and evaluation practices.

4) <u>The Developing Open Education Alternative Module</u>

A comparison of the data from the early intake groups (one through six) and the later intake groups (seven through 12) reveals consistently high ratings from both groups for most items. However, the early groups rated items #2 ("taking the

initiative and risking new things"), #6 ("acting in reliable and dependable ways"), #14 ("implementing teaching strategies appropriate to educational beliefs"), #15 ("keeping well-informed about new curriculum ideas") #16, ("using a variety of evaluation practices") and #18 ("using a wide variety of teaching materials") at scores below 2.50 from the perspective of perceived growth. In comparison, all these items were rated above a score of 2.50 from this same perspective by the later group. Items #2 and #14, in fact, were rated above 2.75 by the later group. Anecdotal comments from the early and the later groups show that both made numerous comments about positive effects from training in Interpersonal Skills Development, notably clarifying and teaching for thinking skills. The later group made relatively more favorable comments about Curriculum Studies and Teacher as Person Studies than did the early group. Both groups described difficulties experienced in implementing Open Education practices in the system and both suggested that the training period be lengthened. The early group made five suggestions to the effect that "a stronger curriculum emphasis" was required, while the later group made this suggestion only once.

Because of the varying n's in the group, it is not possible to extrapolate from these data. However, they do indicate a perception of consistent program strengths over the years in the area of Interpersonal Skills Development. In addition, they appear to indicate perceived program growth and development in the areas of Teacher as Person Studies and Curriculum Studies.

Discussion

The Open Education Alternative is an evolving teacher preparation module. In response to student input, both the content and the methods of delivery have been refocused and reshaped over the years. This study did not attempt to identify changes implemented in the training over the seven years of graduates studied. However, it might be considered that differences in responses between the early and the later intake groups may reflect changes in program emphasis and/or the evolution and development of the program components over the years.

5) Effects of Placements

As was reported in Chapter Two, the literature in teacher education identifies the student teaching practicum as pivotal in determining the success or failure of a student teacher's pre-service training (McDonald and Zaret, 1974; Haberman 1974). Accordingly, an analysis of the data from the perspective of perceived effects of placements is warranted. The qualitative data were first consulted as a source of feedback.

In three intake groups -- #1, #11, and #12 -- difficulties with 405 placements were described. Graduates from all three intake groups stated that "placements made it very difficult to practice teaching in 'open' ways." One stated, more specifically, "my school associate did not respect the beliefs I had struggled so hard to shape." Graduates from these same intake groups also identified difficulties experienced in translating open education beliefs to practice. For example, the three graduates from intake #7 who stated "extremely difficult and

painful to implement Open Education practices in the system," and the graduates from intake #1 who stated "I was unable to implement this wonderful philosophy" all described difficulties experienced during their practica. In addition, the three graduates from intake #7 who identified difficulties with practica together provided 45 of the 61 comments describing difficulties in that group. This response in fact had an impact on the data results from the entire study. Furthermore, all graduates who identified difficulties with practica suggested that the training period be lengthened.

Ratings of growth dimensions from those intake groups describing dissatisfaction with 405 placements provided additional information. From the perspective of perceived growth, ratings were as follows. Intake group #7 rated items #15 and #16 at scores below 2.50 (see Table IIIF), intake group #11 rated items #7, #14, #16, and #18 at scores below 2.50 (Table IIIJ), and intake group #12 rated items #5 and #6 and #15 below 2.50 (see Table IIIK). While items #6, #15, #16 and #18 were consistently rated at scores below 2.50 by all 11 intake groups, items #5 ("translating new ideas into practice") and #14 ("implementing teaching strategies appropriate to teaching objectives") were not.

These data suggest that unsatisfactory placements do not allow student teachers to gain skill in the application and transfer of open education practices in teaching. In addition, on-campus (seminar) experiences do not appear to be sufficient to mitigate these inadequate practicum classroom experiences.

In the Open Education Alternative Module, one outcome of this situation appears to be a great deal of pain, confusion, and turmoil for those graduates involved.

Discussion

As can be recalled from Chapter Two, a number of investigators (Koerner, 1963; Cogan, 1963; Goodlad, 1983; Haberman, 1974; Flanders, 1980) have identified difficulties in communication and cooperation between the public school system and teacher education programs. As one educator states, "teacher education programs are caught up ina dilemma: they are asked to prepare students for what is now going on in schools while many faculties of education view what is now going on in schools as questionable, or even dysfunctional" (M. McClaren, personal communication, November 1984). Results from this study indicate that when students are "caught in the crunch" between innovative teacher education approaches and the educational practices currently employed in public school environments, casualties result.

6) "The Larger Picture"--Innovative Teaching in Public School System

Studies by Joyce (1968), Combs (1979) and Goodlad (1983) called for not only the redesign of teacher education practices but also for the revamping of the public education system itself. It is in response to such a need that innovative teacher education programs like the Open Education Alternative were created. It might prove helpful to examine the data from the larger perspective of teaching itself, and especially innovative teaching,

within the public system. While it must be acknowledged that the data may indicate true program deficits, a consideration of other factors places the data in a broader context. The following points are speculative in nature, and may fall in the category of conjecture. Nevertheless, they raise questions which are related to the study.

The data from this study may illustrate a number of points about the nature of "beginning to teach." Studies by Flanders (1980), Vittetoe (1977), Horowitz (1974) and Joyce (1979) indicated a difficult period of transition from student to full-fledged teacher during the early professional years. Low ratings for item #6 may reflect feelings of insecurity and inadequacy apparently so common among greenhorns in the field. Such feelings might be further augmented when beginning teachers seek to innovate in the public school environment.

Lower ratings for those aspects of training related to Curriculum Studies might indicate a discrepancy between the curriculum materials in public schools and that curriculum regarded as important in the Open Education Alternative. Lower ratings for items #16 may also involve a "larger picture." Many researchers, in many fields, have described the difficulty and complexity involved in the evaluation process. As was indicated in Chapter Two, many researchers seem to encounter difficulty with evaluation practices in the field of teacher education itself. It may be that graduates, in rating item #16 at lower scores, are identifying difficulties in understanding a process which is itself many-faceted, complex and fraught with

implications. Alternatively, low ratings for item #16 may indicate discrepancy between those evaluation practices considered important in the Open Education Alternative and those currently in use in the public school system.

Conclusions

This study has investigated perceived effects of training from the Open Education Alternative teacher education program. The data collected have been examined and discussed at length above and in Chapter Four. It must be reiterated that these data represent the views of 44 graduates who responded to the mailed questionnaire. Because the sample was non-random, results may not validly be generalized to the entire group of 158 program graduates. Nevertheless, the following conclusions are drawn.

1. The graduates perceive training in the Open Education Alternative to be a highly positive experience.

2. The graduates affirm the training goals emphasized in the Open Education Alternative as highly important in classroom teaching practice.

3. The graduates perceive training to contribute substantially to their growth in interpersonal skills.

4. The graduates perceive training to help them substantially in developing and shaping their beliefs about education.

5. The graduates perceive training to contribute substantially to their growth in thinking and teaching for thinking skills.

6. The graduates perceive the training to be less adequate

at preparing them to implement a variety of curriculum and evaluation practices within the public school system.

7. Difficulties for trainees seem to occur when there is a conflict between program and public school philosophy. In addition to causing trauma for the graduates involved, this seems to contribute to graduates' insufficient skill in later implementing open education practices in the classroom.

8. It appears that training may have been more effectively delivered during the later years of program graduates studied.

Implications

Results from this study indicate that the training dimensions emphasized in the Open Education Alternative are perceived to be highly important in classroom practice. In addition, when elements of training such as interpersonal skills, identifying educational beliefs, teaching for thinking, and clarifying skills are emphasized, then benefits in these areas can be delivered. Without such an emphasis, students may graduate largely lacking these skills. The following implications are seen to be related:

Interpersonal skills and teacher training. This study indicates that a teacher education program can provide training to improve beginning teachers' interpersonal skills. Substantial evidence (Carkhuff, 1983) indicates that pupil gain in the areas of self-concept, bevavior, reading, and math skills is associated with high levels of teacher interpersonal skills. In addition, substantial evidence suggests that "interpersonally trained people, understanding each other effectively, can accomplish 95%

of their endeavors" (Carkhuff, 1983). Accordingly, it would seem appropriate to emphasize interpersonal skills training as a core element in the preparation of teachers.

The place of beliefs in teacher education. This study indicates that a teacher education program can help students to develop and shape their beliefs about education. Since numerous studies (Coombs, 1974; Sarason & Blatt, 1962; Flanders, 1980) have identified the beginning teacher's "meaning-making" as a crucial factor in determining their sense of adequacy, understanding, and subsequent skill development, it would seem apapropriate to emphasize an element of "values development" training in teacher education programs.

Teaching for thinking and teacher education. Results from this study indicate that a teacher education program can improve both the graduates' own thinking skills and their skill at using teaching for thinking responses in the classroom. The importance of a curriculum for thinking in education has long been considered of highest value (Bloom, 1958; Raths, Wassermann, Rothstein & Jonas, 1967; Wassermann, 1984). Recent studies (Berensen, 1984; Carkhuff 1983) stress the importance of the human ability to think in the "Age of Information," and identify dire consequences for both teachers and students who do not develop this ability. Accordingly, it would seem appropriate to emphasize an element of training in teaching for thinking skills in teacher education.

In addition, the following implications are considered.

The Student teaching practica. The study indicates that

difficulties experienced in implementing open education practices may be traceable to unsatisfactory student teaching practica. Specifically, difficulty seems to arise when there is a lack of congruence between program philosophy and the philosophy in the placement environment. The data indicate that difficult practicum experiences can have a profoundly traumatic impact on the lives of those invloved, and that such experiences appear to leave a lasting and potentially atrophying impression. This information is not new to the field. Many educators (Koerner, 1963; Conant, 1963; Goodlad, 1983; Silberman, 1970) have stressed the need for improvement in education. Some (Goodlad, 1983; Joyce 1968; Combs, 1974) consider improvement impossible if teachers are trained in classroom environments where the status quo in public education is defended. It would seem appropriate that in order to maximize application and transfer of innovative theory, and in order to minimize potentially crippling effects, students undertake practicum experiences in environments where they are encouraged and rewarded for practicing innovative teaching strategies.

Continued instruction. Anecdotal comments from the graduates in this study consistently suggested that the training period be extended or that a follow-up course for teachers be offered. It would appear from both the literature (Horowitz, 1974; Flanders, 1980) and from these results, that graduates perceive a need for continued study to develop and reinforce their teaching skills. Given such feedback it would seem

appropriate to offer further training opportunities to program graduates from the Open Education Alternative.

Implications for Further Study

Interpersonal skills development and teaching effectiveness. Open Education Alternative graduates perceive the most valuable effects of their training to be the increased levels of their interpersonal skills, the increased clarity of their beliefs, and their improved thinking and teaching for thinking skills. To what extent do these skills translate to effective teaching practice? Moreover, what are the critical factors at play in the relationships among beleifs, thinking, interpersonal skills, and effective teaching? Further studies investigating the interaction and relationships among these variables seem warranted.

Selection procedures. Selection procedures in the Open Education Alternative are more rigorous than those typically employed in the main-stream Professional Development Program. In addition, students who appear to be ill-equipped to succeed as teachers are urged to withdraw from the module. As a result, more students withdraw from the Open Education Alternative than from other modules, or from the mainstream, of the Professional Development Program. To what extent does this account for the substantially positive view of training expressed by program graduates? Studies investigating the effects of selection procedures may yield helpful information.

Effects of placements. Since casualties arise when there are discrepancies between the innovative philosophy of the Open

Education Alternative module and the more traditional educational philosophy in some placement environments, it may be appropriate to develop and implement a training component to help trainees recognize and address the difficulties which may arise as they attempt tp implement innovative teaching practices in the public school system.

The effect of supervisory personnel. Horton (1974), Sorensen (1974), Haberman (1974), Kaltsounis (1974) and Yee (1974) all described the potent effect which supervising personnel can have on preservice teacher training experiences. In this study, several factors militated against an examination of School and Faculty Associate influence on the training process. It may prove fruitful to investigate the factors and dynamics at play in Open Education Alternative student-supervisor relationships. In addition, it may prove helpful to investigate the effects of such relationships on later innovative teaching practices.

Comparative studies. Finally, what are the effects of training from teacher education programs with similar goals, but different approaches? In particular, how do effects of training from the Open Education Alternative compare with effects of training from other modules of the Professional Development Program? Studies of the perceived effects of training from other teacher education modules at Simon Fraser University are suggested.

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APPENDIX I

Program Goals of the Professional Development Program

The Faculty of Education adopted the following set of goals for the Professional Development Program. These goals provide the conceptual framework for the program objectives addressed in both the course work and practica of the Professional Development Program.

GOAL 1 The student teacher will be able to deal with the individual differences of students.

GOAL 2 The student teacher will be able to define instructional objectives in language precise enough to inform the selection and application of instructional strategies, the choice of learning experiences, the instructional resources and the type of student assessment.

GOAL 3 The student teacher will be able to employ a number of different instructional strategies and/or models of teaching and will be able to relate them to individual student characteristics, objectives sought, and the personal competencies of the teacher.

GOAL 4 The student teacher will be able to demonstrate knowledge of foundational issues in education.

GOAL 5 The student teacher will be able to describe, for a particular teaching field/age/grade level, the major issues, main programs or approaches in common use, the principal objectives for the area or level; each student will describe and be able to perform a basic set of teaching skills or approaches current in his/her age/grade level or subject area specialization.

GOAL 6 The student teacher will be able to plan and implement appropriate instruments and procedures to evaluate student learning, instructional programs, his/her own performance as an instructor, and instructional materials/resources.

GOAL 7 The student teacher will be able to relate public education to its sociopolitical context, and will be able to describe the legal responsibilities of public schools and of teachers. The student teacher will also be aware of his/her professional responsibilities.

APPENDIX II

PROFILES OF TEACHING COMPETENCY

Selma Wassermann, Simon Fraser University

Wallace Eggert, University of British Columbia

What kinds of teacher behaviors are related to successful teaching? What kinds of characteristics do we see as important in the competent, effective, highly professional teacher?

This instrument identifies nineteen behavioral profiles which are seen as related to competent performance in classroom teaching. They are not all the competencies that can be identified. The are, however, those competencies which we see as the most important facilitators of students' learning.

This instrument, properly used, should be helpful in identifying weaknesses and determining directions for possible professional growth.

Directions:

There are 19 pairs of behavioral profiles in this instrument. Each pair contains two views of a particular kind of behavior -- a "positive" view and a "negative" view.

Read each pair of behavioral descriptions and rate the student teacher according to the following scale:

"Positive" view:

- If you believe that these characteristics are clearly evident in this student's behavior almost all of the time (i.e., this student is an outstanding example of this behavioral profile), rate him +3.
- If you believe that these characteristics are frequently evident in this student's behavior (i.e., this student is a very good example of this behavioral profile), rate him a +2.
- If you believe that these characteristics are evident some of the time (i.e., this student's behavior comes up to these standards some of the time), rate him +1.

"Negative" view:

- If you believe that these characteristics are clearly evident in this student's behavior almost all of the time (i.e., this student is an outstanding example of this behavioral profile), rate him -3.

- If you beleive that these characteristics are frequently evident in this student's behavior (i.e, this student is a very good example of this behavioral profile), rate him -2.

- If you believe that these characteristics are evident some of the time (i.e., this student's behavior reflects these standards some of the time), rate him -1.

"No Op" Ratings:

It is extremely likely that students will not have had the opportunity to put some desirable teaching behaviors into practice. In these instances, a No Op rating should be used. No Op ratings are not penalties. If a student feels he might have behaved in the way specified by the profile, but did not get a chance to do so, the appropriate rating is No Op. Ratings are made on the basis of performance, not on intent.

Plus 3 Ratings

The positive profiles in this competency instrument show what is considered to be the highest level of teaching ability. Consequently, +3 ratings would be those to which most student teachers would hope tc aspire to in their teaching careers. Plus 3 ratings should be given when the student teacher is seen to have attained the highest level of competency in that particular skill.

Differences in expectations of 401 and 405 students:

It is a great temptation for beginning students (401) who face such a formidable instrument as this to rate themselves as they hope to be, rather than as they are. It may be somewhat reassuring to 401 students to be aware that -1, +1 and No Op ratings are expected to be highly prevalent at this level of their professional development. At the 401 level, the instrument should reveal to the student the directions in which he is expected to grow as a developing professional.

At the 405 level, the expectations are naturally higher. While few +3 ratings are anticipated, it should be unlikely to find a great many -3 ratings among groups of students who had committed themselves to work in a helping profession such as teaching.

What then do the ratings tell us?

Ratings which are consistently at the -3 level would reveal behavior considered to be "negative" and consequently destructive to classroom learning. Students who consistently obtain numerous -3 and -2 ratings will likely be required to reconsider their choice of teaching as a profession.

Ratings at the -1 level will identify those areas of competency in which much growth is needed in order to promote effective classroom learning.

Ratings at the +1 level will identify those areas of competency in which additional growth is needed in order to promote more effective classroom learning.

Ratings at the +2 level should indicate to the student that his classroom behavior manifests competence in that area.

The self-scrutiny required by these competency profiles should provide a means of helping student teachers assess their strengths and weaknesses as facilitators of classroom learning. The most important use to be made of this instrument is the providing of guidelines to enhance each student teacher's professional development towards excellence in classroom teaching.

SECTION I : THE TEACHER

1. His behavior is thoughtful. Rating: _____

At the highest level, you would say that this person's behavior is thoughtful; that he acts out of having considered alternatives; that his choice for action is a reasoned choice; that his actions are appropriate to his expressed goals. He seems to have a built-in monitoring system which aids him in analyzing his actions and this analysis is based upon objective criteria rather than on personal bias. You would be apt to conclude about him that he is "in touch" with what he is doing and what he does seems to have been considered and reflected upon in respect to his goals.

The antithesis of the thoughtful person is one whose actions seem generated out of whim or caprice; his behavior is clearly inconsistent with expressed goals. This person has not considered what to do before he does it; he does not appear to have considered alternatives; there seems to be a gap between what he says and what he does. When confronted with his actions, he may deny them (I didn't do that!), becoming extremely defensive. The impression he gives is that he has not thought a lot about what he says or does.

Comments:

THE TEACHER

2. He is self-initiating. Rating: _____

At the highest level, you would say that this person consistently takes the initiative. He doesn't sit around and wait to be told; he doesn't need help at every step of the way. He is not afraid to take risks, to try things on his own. When his actions result in less than desirable ends, he is able to examine what has happened rationally, rather than considering it a personal defeat. When things don't work out well, he does not use it as an excuse to keep from trying again. Even in situations where resources are limited, he uses what's available to make a start; he doesn't rationalize his inaction by saying that there aren't enough materials, or that the materials are of the wrong type. You might say of him, "I can count on him to take the initiative; he gets things done!"

The antithesis of the self-initiating person is the one who waits to be told what to do. It's not that what he does is unsuccessful; it is that he rarely seizes the opportunity to act on his own. Sometimes, he starts out by doing something, but then needs to ask for help several times along the way. "Tell me what to do" and "What am I supposed to do?" and "What shall I do next?" characterize his behavior. He may attempt to excuse his inaction by claiming that there aren't enough materials; or materials aren't the right kind. He seems to have to depend on others to get him started.

Comments:

THE TEACHER

3. He has a clear idea of what he believes and his beliefs guide his behavior.

Rating: _____

At the highest level, you would find a person who has a clear idea of what he believes and whose actions are consistent with those beliefs. In speaking with him, he gives you the impression that he has thought a lot about his ideas; that his beliefs have been chosen after reflection. You can see that what he does is a reflection of those beliefs. There is a clarity about his purposes, about what he stands for. He comes across as a person with clear values, knowing where he is going and why.

The antithesis of the person with clear values is the one whose actions are clearly inconsistent with his stated beliefs. He may say he believes in democracy in the classroom, but he is the classic example of the authoritarian teacher. He may say he believes in students having a voice in university government, but he does not participate in student committees, or bother to exercise his vote, claiming that "what one person does, doesn't really make a difference." His actions and his expressed ideas are often so far apart that you have a hard time deciding what it is he really believes. Sometimes he rationalizes what he does by saying "They won't let me do that," or "They make me do that" -- to excuse actions which are inconsistent with his expressed beliefs. However, when you ask him clarifying questions, his answers are evasive, or defensive, or inconsistent. You might wonder, "does he really stand for anything?"

Comments:

THE TEACHER

4. He is a "problem-solver". Rating: _____

At the highest level, you would see a person who, in the face of a difficult problem, would be able to identify the problem, suggest alternative courses of action, examine underlying assumptions and propose workable strategies. In the face of dissonant kinds of data, this teacher would "open his mind" to them and examine them with objectivity. You might say of him that in the presence of some new and complex problem, "he takes the lead in planning the strategy." He is seen as an inquiring, open-minded person, able to function effectively in the face of new and complex problems.

The antithesis of the problem-solving person" is a person who, in the face of a problem, seems to go to pieces. He doesn't know what to do, or how to start. In the absence of some direction or leadership from others, he doesn't know where or how to begin. He seems unable to make a decision. He waits for others to start, and then follows. He has much difficulty in entertaining dissonant kinds of data; his mind seems to be closed to them. Once embarked upon a course of action, he is hard to budge. When new alternatives are introduced, he may say, "We already have a plan. Let's not waste any more time by fooling around with new ideas."

Comments:

THE TEACHER

5. He can put new ideas into practice.

Rating: _____

At the highest level, this person can take a new idea and put it into practice. He is able to make assessments of group needs, come up with an idea that is appropriate to those needs and create a scheme for implementing his idea. He is not thwarted by limited resources; he seems to be able to do a lot with a little. He generates excitement about what he is doing. What he does is new and fresh and there is a sense of life and vitality in his work.

Antithetically, we find a person who has a rigid, formula approach to most new situations. He seems to do the same things again and again and he seems to do them in the same ways. He has difficulty in seeing that a formula approach may be inappropriate to new situations; and he is unable to create a new approach that is more relevant to a new situation. He uses what he already knows and tries to make it stick. He wants specific and practical and "how to" kinds of help, and has considerable difficulty in taking an educational principle and applying it in his classroom. There is a staleness and a lack of zest in what he does.

Comments:

THE TEACHER

6. You can rely on him.

Rating: _____

At the highest level, you would find a person that you know you can depend upon. If he says he is going to do something you can depend on him to do it. If he is unable to fulfill a task, he finds a way of communicating this in advance, so that other arrangements may be made. It is rare that he reneges. You feel a sense of trust in him, comfortable in the assurance that he will do what he says he is going to do.

The antithesis of the reliable person is the one who cannot be counted on. Again and again he has offered to take on a task; and for one reason or another he has not completed it. You have little faith in his ability to follow through, to do what he says he is going to do. In short, you know if you needed a job to be done, you could not depend upon him to do it.

Comment:

THE TEACHER

7. He has a positive outlook.

Rating: _____

At the highest level, you would find a person who has a cheerful positive outlook on life. When things go wrong, he is not apt to attribute it to some manifest destiny. He takes things in his stride. He smiles and laughs a lot and seems to genuinely enjoy what he is doing. He has the capacity of looking at the "brighter side of life" and communicates this positive attitude to those who come in contact with him.

The antithesis of the person with the positive outlook is the one who tends to see life in terms of blacks and shades of gray. He bitches and nags a lot about things that "never go right" and expends an unusual amount of time and energy complaining. Sometimes, even after a situation is rectified, he wants to talk about "how bad it was". "What's the use" is typical of his negative attitude; he seems to infect others with his pessimism and with his bleak outlook on life.

Comments:

SECTION II : THE TEACHER AND THE KIDS : INTERACTIONS

8. He prizes, cares about each individual. Rating: _____

At the highest level, you will find the person who allows his pupils to express their ideas, opinions, beliefs, feelings and who accepts these. Not only is he sensitive and considerate of his students' feelings, but he communicates his sensitivity in ways they can understand. "I am with you" is what is communicated to his students. In his interactions with them, his facial expressions, the tone of his voice and his language give explicit evidence of warmth, praise and encouragement. His interactions reveal his close relationship with his students, free of attempts to dominate them. After a brief interaction with him, one usually comes away feeling a little better about himself.

Antithetically, you will find a person who shows a lack of sensitivity to his students. In his interactions, he may appear passive rather than warm, disinterested rather than encouraging, mechanical rather than sincere in his praise. He frequently rejects the ideas and opinions of his students. His criticisms are cutting and devaluing and seem to be made without regard to the students' feelings. He doesn't seem to be able to understand how his students feel; indeed he seems hardly aware that they have any feelings at all.

Comments:

9. He knows how to observe, diagnose and deal with pupils with behavioral difficulties.

Rating: _____

At the highest level is the person who recognizes that behavior is the outward manifestation of inner feelings and thoughts and uses his observations of pupil behavior to make diagnoses of learning difficulties and to plan appropriate teaching strategies. This person makes astute observations of classroom behavior and records these in non-judgmental fashion. You are more likely to hear him report that "Billy kicked Paul and threw the scissors across the room," as he observes Billy's aggressive behavior, rather than highly judgmental remarks such as "Billy acted irresponsibly again; obviously he doesn't know how to behave in the classroom. Oh, well, what can you expect from a boy like that!" He makes informed diagnoses of learning difficulties based upon his observations of behavior as well as his knowledge of the literature of human growth and development. Moreover, he uses teaching strategies which are appropriate to the diagnoses, to help bring about desirable behavioral change. When a pupil needs specialized help, he refers him to the appropriate agency; he recognizes the limits of his own ability. In short, this person "reads", interprets and deals with the pupil behavior in the most professional ways.

Antithetically, you will find the person who sees classroom behavior which deviates from what he considers normal as "bad". Rather than attempting to unearth the causative factors behind such behavior, he is apt to attribute convenient motives to the youngsters (He's just lazy;" or "He's not trying" or "He doesn't want to learn"); or he may try to explain the behavior in terms of his own arbitrary standards ("He behaves that way because he's an underachiever" or "That's the way most of the non-academics act"). Once having "explained" the behavior he largely writes the youngster off in terms of his own expectations. He uses punishment and other coercive tactics as the chief tools for bringing about behavioral changes and advocates their use for bringing pupils into line.

Comments:

10. He uses clarifying responses in his classroom interactions.

Rating: _____

At the highest level is the person who is skilled in using clarifying responses and who knows when to use them. To help pupils clarify for themselves what they are thinking, he frequently reflects back to the student the expressed attitude, belief or idea through non-judgmental questioning. "Where did you get that idea?" and "Is this something you've thought a lot about?" and "Can you give me an example of what you mean?" are examples of his clarifying strategy. Yet, he doesn't use clarifying responses when it is more appropriate to be directive. He knows when and how to clarify; he is thoughtfully directive when that response is called for in the classroom. Whether clarifying or directing, his strategy is carefully chosen and reflects his purposes.

One antethesis of the clarifying person is the one who is overly directive with his pupils. His practices include maneuvering his pupils to agree with his own ideas. He is expert at manipulating them to produce the "right" response. "Wouldn't you like to empty the wastebasket, Peter?" and "Isn't that right, boys and girls?" are typical of his responses to the students. Instead of clarifying, he is given to arguing; his intention is not to clarify pupils' thinking, but rather to bring it more into line with his own.

Misuse of clarifying is another form of antithetical behavior. In his attempts to be non-authoritarian, this person will almost never be directive, even when the situation clearly calls for a directive response. In the extreme, this person would ask a clarifying question when life and limb are at stake, rather than to take a directive stance. He uses clarifying strategies as an indiscriminate way of responding to pupils, rather than determining whether clarifying or directing is more suitable for a given situation.

Comments:

11. He promotes pupil's thinking. Rating: _____

At the highest level you will find a person who is skilled in promoting and extending the thinking of his pupils. The questions he chooses to ask pupils are concerned with the higher cognitive skills of interpreting data, problem solving, applying principles and generating new principles, rather than with the recall of factual information. You will hear him ask more questions like, "Do you have any idea why that is so?" and "What might be another explanation?" and "How can we go about deciding which of these is correct?" rather than questions like, "In what year was metal first discovered?" and "What were the three causes of the French Revolution?" He waits for the pupils to respond to his questions; he gives them time to think. It is clear that he is interested in many possible explanations and answers, rather than in finding the single, correct answer. Instead of doing the pupils' thinking for them (e.g., "How shall I do this, Mr. Jones?" -- "Do it this way, Henry."), he invites the pupils to think for themselves. He values the development of inquiry in his pupils and this emphasis permeates his classroom.

The antithesis of the person who promotes pupil's thinking is the one who places the highest premium on the acquisition of information for the purpose of arriving at the single, correct answer. His questions to pupils are primarily of the recall-of-information type. He believes that his main job is to fill the pupil's heads with the required information and thinking will automatically occur. In his interactions with pupils, he rarely gives them time to think things through; he seems to be in a race with the clock to get across as much content as possible. He gives the impression that he is the one who is doing most of the thinking in his class and maybe that's the way he really wants it.

Comments:

THE TEACHER AND THE KIDS : INTERACTIONS

12. There's a lot of interaction among pupils in his class.

Rating: _____

At the highest level you will find the teacher who encourages and invites much interaction among his pupils. His classroom seems to be a beehive, where there is almost a constant flow of pupil-to-pupil conversation, as the students engage in learning. He may interject questions such as "What do you think about that, Harlow?" and "What are some of your ideas, Perry?" to promote further inquiry and to increase pupil responses. You get the impression that the focus in this class is on the pupils. There's a lot of purposeful pupil activity, pupil inquiry and exchange of ideas. The teacher provides many kinds of curriculum experiences in which pupils dialogue and learn from each other. This teacher does not cast himself in the role of dispenser of information to "empty vessels." He recognizes that pupil interaction is a valuable source of learning.

Antithetically, you will find the person who talks "all the time". He believes that everything he says is important and insists on quiet in his classroom for most class sessions. He sees his main role as one who imparts information and follows through by questioning pupils to see if they have been listening. He is the dominant person in the classroom; if he were to step out for a moment, the class would fall apart. He may permit his pupils to talk with each other occaisonally, as a recreational activity, but rarely in the context of what he considers a learning experience.

Comments:

13. He is a real person to his students. Rating: _____

At the highest level you will find a person who responds to students with genuineness. He is freely and spontaneously himself. There is no doubt that he really means what he says. When a student approaches him with a problem, he doesn't intellectualize or retreat into a role of "professional". When confronted with pupils' difficult behavior, he responds without traces of defensiveness. His reactions are honest and open. The message conveyed by him in his interactions with students is that he is authentic.

Antithetically, you will find the person who puts on a professional facade in his interactions with his students. When students discuss concerns which affect them deeply, he becomes uncomfortable. He responds by intellectualizing; his reactions come across as phony. He becomes extremely defensive in the presence of challenging behavior manifest by his students. The message conveyed by him is that you don't really know the real person behind the facade.

Comments:

SECTION III : THE TEACHER, THE KIDS AND THE "STUFF" : THE CLASSROOM

14. He knows what he is doing in the classroom and it makes sense.

Rating: _____

At the highest level is the person who is skillful in what he is doing in the classroom. His teaching strategies and the curriculum materials he uses are appropriate to his educational objectives. He is able to describe what he is doing and why he is doing it in a clear and educationally sound way. He generates feelings of confidence in what is happening in his classroom.

Antithetically, you will find the person who seems to be teaching "off the cuff". You get the impression about him that he is making it up as he goes along; that he really hasn't thought about what he is doing. When questioned about what is happening in his classroom, he may become extremely defensive and try to rationalize what he is doing by making up objectives to justify what he has done. Alternatively this may be a person who works hard, but can't seem to "get it right". There doesn't seem to be a close connection between his teaching strategy, his choice of curriculum materials and his stated goals. What happens in his classroom doesn't seem to make sense in terms of what is educationally sound.

Comments:

15. He is knowledgeable in his field. Rating: _____

At the highest level, this person exhibits a broad and deep knowledge of the curriculum, of principles of learning and of human growth and development as they relate to his level of teaching. If he specializes in a curricular area, he is at home in it. He is well informed and seems to have read extensively. There is an intellectual depth to his discussions with his colleagues and his work in the classroom reflects his knowledge of his field. When he explains something to a pupil, or to a colleague, he does so making himself clearly understood. He recognizes the limits of his knowledge and where he is uninformed, admits it. His knowledge earns our respect.

The antithesis of the knowledgeable person is the one who is uninformed; who lacks know-how in his field. If he has read the literature in his field, he does not indicate it, either in the discussions with his colleagues or in the quality of his teaching. His explanations to pupils are unclear; you wonder if he himself really understands what he is saying. His inconsistency, the shallowness of his presentations and his attempts to disguise his limited understanding indicate his lack of knowledge in his field.

Comments:

16. He uses evaluation to promote learning. Rating: _____

At the highest level is the person who uses evaluation to obtain data for promoting further learning. He recognizes that evaluation is highly subjective and he is undogmatic and open-minded about using the results. He recognizes the difference between evaluation and grading and emphasizes the former as a way of helping students to learn. This person uses many different kinds of evaluative procedures, but whatever procedure he uses is carefully chosen and is appropriate to his goals. Moreover, when he engages in evaluation of his pupils' work, there is a sound purpose for the evaluation. His methods of evaluation do not, in any way, devalue the learner's sense of self. His evaluations include suggestions for improvement and he communicates these to his pupils. He exhibits a concern about promoting self-evaluation in his pupils and provides for self-evaluative experiences in his classroom.

Antithetically, you will find the person who is primarily concerned with how much his pupils have learned in the past and with grading them accordingly. He believes that grading is objective and that pupils' learning can be assessed objectively. Frequently, he is dogmatic about test results and uses these and grades in a punitive way. He operates on the theory that pupils are motivated to learn by failure and he may use the threat of failure as a device to promote learning. His evaluative procedures usually take the form of short-answer or essay-type tests and he rarely communicates to pupils concrete ideas for improvement. Catch-phrases like "careless spelling" and "try harder" and "good" pass for suggestions to promote future learning. His main purpose for evaluation is to arrive at a grade; if pupils fail, it is because "they are just not capable of doing the work".

Comments:

THE TEACHER, THE KIDS AND THE "STUFF" : THE CLASSROOM

17. His classroom is a vital, alive and zestful place.

Rating: _____

At the highest level you will find a person who has made his classroom an alive and vital place for learning. There seems to be a lot of activity going on and it is purposeful activity. There is evidence around the room of pupils' work and you can see that pupils have been and are engaged in challenging tasks. This person continually brings fresh ideas into the classroom and he initiates curriculum experiences which have meaning and relevance for the lives of his students. He provides for individual choice, pacing and exchange of ideas in most curriculum experiences. The time in his class passes quickly and the pupils are sorry to hear the bell go. His class is an intense, stimulating and vital place and it is exciting to be in it.

Antithetically, you will find a person whose classroom is a boring and tedious place. More often than not, all the pupils are doing the same work at the same time. When one pupil finishes early, he must wait for the rest of the class to finish. Much emphasis is placed on reading from the text, doing worksheets or answering questions from the blackboard. When there is group discussion, the topic may be unimaginative or trivial, and the pupils seem too bored to participate. The apathy in his classroom is usually attributed to pupils who "don't care". He doesn't recognize that it is he who is uninspiring and humdrum. When the recess or lunch bell sounds, pupils explode out of his class. One hour in this room seems like a year.

Comments:

THE TEACHER, THE KIDS AND THE "STUFF" : THE CLASSROOM

18. His teaching materials are varied, imaginative and relevant.

Rating: _____

At the highest level, you will find a person who uses a wide variety of resources for teaching material. In an elementary classroom, you will find a good supply of arts and crafts materials, library books, paperbacks, magazines, photographs, science equipment, concrete mathematical materials, newspapers. In a secondary classroom, a wide variety of materials is available which are relevant to the subject matter of the class. He may use field trips, film strips, films and tape recordings as part of the curriculum. Visitors are invited to the classroom as resource people. Pupils use learning materials freely and purposefully. Materials created and developed by the teacher contribute to pupils' learning and do considerably more than express banal sentiments in jingles with Walt Disney-type illustrations. This person has created a rich learning environment in his classroom through his selection of and development of a wide variety of learning materials.

Antithetically, you will find a person who uses a very limited range of classroom materials. Major emphasis is placed on the use of textbooks, library reference books and workbooks. Classroom walls may provide no stimulus to thought; they may be empty or may be adorned with old posters expressing meaningless sentiments and patterned art work. Very little use is made of curriculum materials in the arts, or the rich "stuff" of other curriculum areas. Pupils have little opportunity to touch or handle materials. Curriculum experiences in this classroom are mostly of the paper-and-pencil and textbook type.

Comments:

19. He unifies the group. Rating: _____

At the highest level this person has succeeded in the development of a harmonious, working group in his classroom. The pupils seem to appreciate each other; they have respect for each other and the morale in the class seems unusually high. The class seems to have pride in itself as a group; what's more, they seem to be extremely productive, with the pupils working together like a team. This person has contributed to the development of group unity by assuring that each pupil has had an opportunity to earn status and respect in the group; by providing the opportunity for pupils to get to know each other; by prizing the different skills that different pupils have to offer; by creating a climate in the classroom which helps pupils to feel secure, prized, cared about, accepted.

Antithetically, you will find a person who may not be concerned with group morale. If he is concerned, he does not seem to know how to help bring it about. In his classroom the pupils may seem down-right rude to each other; there is a lot of bickering and nagging and carping and fighting. This class does not seem to be a "group" at all; there is no sense of camaraderie, no esprit de corps, no real feeling of respect of one pupil for another. The teacher contributes to this discontent by openly criticizing his pupils, by being intolerant of other than academic skills, by having "favorites" and "victims"; by "picking" on certain pupils; by generally showing a lack of respect for his students. This classroom is not security-giving but intimidating; the teacher generates fear rather than acceptance. His pupils dislike school and their interactions with each other are hostile and destructive.

Comments:

APPENDIX III

OPEN EDUCATION ALTERNATIVE
FOLLOW-UP STUDY

PLEASE FILL IN THE FOLLOWING INFORMATION:

1. Completed the Open Education Alternative/Alternative #9 in 19____.

2. Current Occupation:_____.

3. Years of teaching experience:_____.

4. When did this teaching experience occur? Between 19__ and 19___.

5. Years of related professional experience:_____.

6. What was the nature of this professional experience?_____
_____.

7. When did this professional experience occur? Between 19__ and 19___.

THIS SURVEY CONTAINS A LIST OF STATEMENTS DESCRIBING 19 PROFESSIONAL TASKS OF THE TEACHER. EACH STATEMENT IS TO BE RATED TWO TIMES.

FIRST, RATE THE STATEMENT ACCORDING TO WHAT EXTENT YOUR TRAINING CONTRIBUTED TO YOUR GROWTH IN THIS TASK (COLUMN A).

SECOND, RATE THE STATEMENT ACCORDING TO HOW IMPORTANT YOU BELIEVE THIS TASK TO BE IN CLASSROOM PRACTICE (COLUMN B).

RATING SCALE:

1	2	3	4
not at all	somewhat	considerably	not applicable

EXAMPLE:

STATEMENT:	COLUMN A Extent to which your training contribute to your growth.	COLUMN B How important this task is in classroom practice.
1. Planning learning experiences which reflect students' individual learning needs.	1 (2) 3 4	1 2 (3) 4

STATEMENT:

	COLUMN A Extent to which your training contributed to your growth.	COLUMN B How important this task is in classroom practice.
1. Identifying educational beliefs which inform classroom practice.	1 2 3 4	1 2 3 4
2. Taking the initiative and risking new things in the classroom.	1 2 3 4	1 2 3 4
3. Acting in ways consistent with educational beliefs.	1 2 3 4	1 2 3 4
4. Defining problems in the classroom and finding creative and appropriate solutions to them.	1 2 3 4	1 2 3 4
5. Translating new ideas into practice in the classroom.	1 2 3 4	1 2 3 4
6. Acting in reliable and dependable ways in the classroom.	1 2 3 4	1 2 3 4
7. Approaching classroom teaching with a positive outlook.	1 2 3 4	1 2 3 4
8. Genuinely prizing students' ideas, opinions, beliefs and feelings.	1 2 3 4	1 2 3 4
9. Making thoughtful diagnoses of pupil difficulty and planning teaching strategies which are appropriate to individual learning needs.	1 2 3 4	1 2 3 4
10. Using clarifying responses skilfully when they are appropriate to provide students with opportunities to think more deeply about ideas, attitude and beliefs.	1 2 3 4	1 2 3 4

STATEMENT:	COLUMN A Extent to which your training contributed to your growth.	COLUMN B How important this task is in classroom practice.
11. Asking questions which promote and extend student thinking.	1 2 3 4	1 2 3 4
12. Encouraging a lot of interaction among pupils in the classroom.	1 2 3 4	1 2 3 4
13. Interacting with pupils in an honest, open and authentic way.	1 2 3 4	1 2 3 4
14. Implementing teaching strategies appropriate to teaching objectives.	1 2 3 4	1 2 3 4
15. Keeping well-informed about new curriculum ideas and other educationally relevant issues.	1 2 3 4	1 2 3 4
16. Using a variety of evaluation practices primarily to diagnose learning difficulties and point the way for student improvement.	1 2 3 4	1 2 3 4
17. Making the classroom a vital, alive and dynamic place for learning.	1 2 3 4	1 2 3 4
18. Using a wide variety of teaching materials.	1 2 3 4	1 2 3 4
19. Creating a harmonious, active, and purposeful group spirit among pupils.	1 2 3 4	1 2 3 4

YOUR PAGE

A. FACULTY ASSOCIATE'S NAME: _____.

B. PLEASE MAKE WHATEVER ADDITIONAL COMMENTS YOU FEEL WOULD HELP US TO UNDERSTAND HOW YOUR TRAINING AFFECTED YOUR CLASSROOM TEACHING PERFORMANCE.

C. PLEASE MAKE WHATEVER ADDITIONAL COMMENTS YOU FEEL WOULD HELP US TO UNDERSTAND HOW YOUR TRAINING AFFECTED OTHER ASPECTS OF YOUR LIFE.

D. PLEASE MAKE WHATEVER ADDITIONAL COMMENTS YOU FEEL YOU WOULD LIKE US TO KNOW ABOUT THE TRAINING.

APPENDIX IV

March 29, 1984.

Dear People,

Some time in the past, you participated in the Open Education Alternative teacher education program at Simon Fraser University. (In the distant past you may have known it as Alternative 9, and in the far-off long-ago you may have called it the Vancouver External.)

At the present time I am undertaking a study designed to collect your views on the training you received. Your feedback will be used to identify the more and less helpful aspects of the training so that the current program can be strengthened.

I'm very eager to hear what all of you out there have to say about the O.E.A. I'd appreciate it if you'd take about 30 minutes and give the enclosed form your thoughtful consideration. (Maybe you'll want to make yourself a cup of tea to sip while you do this.) The first section of the form is quite structured; the second section more open. Rest assured that your responses will be kept anonymous. Please complete the form and return it, using the stamped, addressed envelope provided, as soon as possible.

Your views are very important to us.

Thanks a lot for your cooperation.

Yours truly,

Lin Langley

26 March 1984

Hello to All of You Out There,

I hope you will forgive this more informal way I am taking of reaching each of you. I wish that there was time for me to write each of you personally -- to find out how you are and to learn about what you are/have been doing. You must know that I have thought many times about the graduates of our program and wondered how our O.E.A. (Vancouver External/Alternate #9) program has helped you in your professional life. Some of you have been in touch with me directly, giving me informal feedback. Others have sent messages via third parties. Still others have remained silent. Until now, there has been no formal attempt to collect data about the O.E.A. program -- and we thought it might be about time to do just that.

Lin Langley, herself an O.E.A. graduate and now a graduate student under my supervision, has undertaken this quest as her thesis topic. We are interested in determining how the training in the O.E.A. has helped you both personally and professionally. You may not be teaching -- and nevertheless feel that you have still benefitted. We'd like to know about it. You may be in a different profession and using some of your training. We'd like to know about that, too. You may feel that your training was not very helpful. And we'd even like to know about that.

Naturally, the anonymity of your responses will be protected and we'd like you to tell us just how you assess the effects of your training. Needless to say, the data from this more formal study will continue to inform our efforts to improve, and to provide the best quality training that we can offer for future students.

I have always felt very close to all of you out there and believed, deep in my heart, that each of you has been helping, in whatever capacity, to move our dinosaur educational system forward, inch by painful half-inch. I want to thank you for letting me share in your growing days and for your help with this survey.

With my very best wishes,

Selma Wassermann

June 3, 1984

Hullo out there,

It's me again, that graduate student from SFU chasing up your views of the teacher training you received in the Open Education Alternative - nee the Alternate #9 - nee the Vancouver External Project.

Remember that questionnaire you received in the mail a month ago? About 50% of you filled it in and returned it. I am sending out a general request (a plea! an appeal!) to all of you out there who may not have gotten around to it yet. I know you may be very busy! I know you may find questionnaires kind of boring! But, oh dear! I do need your feedback in order to carry out this study!

And so...enclosed you'll find...a fresh questionnaire! Please do make yourself that cup of tea, sit down, pen in hand, and give the form your thoughtful consideration. Then, put it in the stamped, addressed envelope, and pop it in the mail to me.

(Some data, hot off the tally sheet, from people who have already filled in the questionnaire: a large per cent of them were visited by fond memories as a result.) (Could you use a visit from a fond memory?)

We do need your views about the training in order to improve the program for those teachers who will one day join you out there. Please help by returning the form by June 21. Your cooperation is <u>greatly</u> appreciated. Oh, yes it is!

Yours truly,

Lin Langley

Hello, folks,

I'm afraid it's me once more, seeking your views on your teacher training program. Oh yes. I am writing to request you to provide me with your perspective on the training you received in the Vancouver External Project/Alternative #9/the Open Education Alternative teacher education program at Simon Fraser University. Perhaps the "end-of school-year-busies" prevented you from filling in questionnaires I sent you a short time ago. I've enclosed another questionnaire for you to fill in and another stamped, addressed envelope for your return. Would you please give the form your thoughtful attention and then put it in the mails?

This is the first time a study has been undertaken to collect information on how the innovative training you received prepared you for life in classrooms. Your views are the most important source of data we can collect on the effects of training. We need your perspective in order to understand how we might better prepare students for classroom teaching in the future.

Again, I appeal, implore, press, urge, and entreat you to fill in the form and return it to me by July 25. I promise I will stop bothering you thereafter!

Yours persistently,

Lin Langley

APPENDIX V

Anecdotal Comments from 11 Intake Groups on Perceived Effects of Training

Intake Group #1 (n = 6) Total Comments= 72	n	1	2	3	4	5	6	Total
I General Comments (24)								
extremely valuable training overall		3	1	3	1	1	3	12
instructors were excellent role models			1			1	1	3
friendships, support group very valuable		1			1			2
felt part of "a movement"						1	1	2
the best training possible		1				1		2
spirit of play was wonderful			2					2
helped me develop a humanistic approach to teaching				1				1
II Interpersonal Skills Development (24)								
a) General comments (11)								
improved my interpersonal skills		1	1	1	1	2	1	7
improved my listening skills					1		1	2
interpersonal skills vital to make curriculum "work"						1	1	2
b) Clarifying (9)								
increased the clarity of my beliefs				1	1	1	1	4
strengthened my sense of purpose						1	1	2
helped me to establish goals		1		1				2
helped me teach to values issues							1	1
c) Empathy (1)								
a very important and valuable focus				1				1
d) Teaching for Thinking (3)								
helped me appreciate the importance & need of Teaching for Thinking						1		1
helped me use Teaching for Thinking to promote cognitive growth						1		1
helped me create a classroom where thinking is prized						1		1

Intake group #1 (cont'd)	1	2	3	4	5	6	Total
III Curriculum Studies (2)							
helped me individualize programs	1						1
curriculum wasn't and shouldn't be emphasized					1		1
IV Teacher as Person Studies (2)							
learned about my own needs as factors which influence my teaching				1	1		2
V Child Growth and Development (3)							
helped me appreciate the emotional needs of children			1		1		2
helped me see and treat kids as unique individuals					1		1
IV Difficulties Experienced/Perceived Weaknesses in Training (8)							
felt very "let down" after the intensity of training				1	3		4
extremely difficult/painful to implement "open education" in public school	1			1			2
overwhelmingly time and energy consuming				1			1
made me a workaholic				1			1
VII Suggestions for Improvement (9)							
training must be longer	1				1	1	3
offer a follow-up course for in-service teachers			1	1			2
needs stronger curriculum emphasis	1			1			2
include input on Learning Disabilities		1					1
include input on curriculum scope and sequence		1					1

Intake Group #2 - No data available

Intake Group #3 (n = 1) Total Comments = 10	n	Total
I General Comments (2)		
instructors were excellent role models		1
felt part of a "movement"		1
II Interpersonal Skills Development (8)		
a) general comments (5)		
a very important and valuable focus		2
helped me monitor/evaluate my own interactions		2
honed my counselling skills		1
b) Clarifying (3)		
strengthened my sense of purpose		2
helped me act in ways consistent with my beliefs		1

Intake Group #4 (n = 4) Total comments = 48	n	1	2	3	4	Total
I General Comments (13)						
friendship/support group very valuable				2	1	3
affected all aspects of my life very positively			1		1	2
the best training possible		1		1		2
instructors helped me gain self-confidence					2	2
felt part of a "movement"					1	1
helped me make a meaningful contribution to society					1	1
set high standards to which I still aspire				1		1
a very full program			1			1
II Interpersonal Skills Development (13)						
a) General comments (7)						
improved my listening skills		1	1			2
improved my interpersonal skills			1	1		2
introduced me to counselling skills					2	2
a very important and valuable focus				1		1
b) Clarifying (5)						
helped me examine my beliefs and behaviour		1	1			2
helped me act in ways consistent with my beliefs					1	1
values development is very important					1	1
I use clarifying skills daily				1		1
c) Empathy (1)						
a very important and valuable focus					1	1
III Curriculum Studies (2)						
helped me learn about centres			1			1
learned to use food and art as super curriculum foci				1		1

Intake Group #4 (cont'd)	1	2	3	4	Total
IV Teacher as Person Studies (4)					
helped me identify strengths/weaknesses		1		1	2
gave me the courage to take risks in teaching		1			1
helped me grow as a person			1		1
VI Difficulties Experienced/Perceived Weaknesses (7)					
trainers made me feel guilty for teaching in "non-open" ways				3	3
training is too short			2		2
instructors were opposed to "readymade" educational materials				1	1
offers too narrow an approach to teaching				1	1
VII Suggestions for Improvement (9)					
training must be longer		1	1		2
include input on how to deal with the real constraints of the system				2	2
offer a follow-up course for in-service teachers				1	1
needs a stronger curriculum emphasis				1	1
include input on "how to assess commercial education materials"				1	1
include a salaried apprenticeship period			1		1
include more input on long-term planning		1			1

Intake Group #5 (n = 3) Total Comments = 24	1	2	3	Total
I General Comments (6)				
extremely valuable training overall	1			1
instructors were excellent role models		1		1
affected all aspects of my life very positively	1			1
improved my self concept	1			1
expanded my idea of "what is teaching"	1			1
started me on a musical career which enriched me life		1		1
II Interpersonal Skills Development (8)				
a) General Comments (7)				
improved my listening skills	1	2	2	5
improved my interpersonal skills	1			1
helped me communicate with "problem" students		1		1
d) Teaching for Thinking (1)				
helped me use Teaching for Thinking to promote cognitive growth	1			1
III Curriculum Studies (1)				
helped me individualize programs		1		1
V Child Growth and Development (1)				
equipped me with important skills to diagnose learning difficulties	1			1
VI Difficulties/Perceived Weaknesses in Training (5)				
gave unrealistic expectations for self/students/teaching			3	3
teaches "how to teach" with great passion but no concreteness			1	1

Intake Group #6 (n = 5) Total comments = 51	n	1	2	3	4	5	Total
I General Comments (29)							
instructors were excellent role models		2	1			1	4
ignited a fire of enthusiasm/purposefulness in my life		2	2				4
Education 483-484 most valuable aspect of training		3	1				4
the best training possible			2			1	3
long practica very helpful		1	1				2
helped me find a job in a field where there were few			1		1		2
the public school system has need of such values					2		2
friendship/support group very helpful		1					1
improved my "parenting" skills		1					1
extremely relevant to my work as a counsellor			1				1
II Interpersonal Skills Development (12)							
a) General Comments (3)							
improved my listening skills						1	1
a very important and valuable focus				1			1
made me aware of levels of communicating				1			1
b) Clarifying (8)							
increased my skill in using clarifying responses						2	2
gave me tools to defend my position				1	1		2
helped me build a personal philosophy of education					1	1	2
help me act in ways consistent with my beliefs				1			1
made me less opinionated						1	1
c) Empathy (1)							
instructor provide excellent model of empathic mode		1					1

Intake Group #6 (cont'd)	1	2	3	4	5	Total
III Curriculum Studies (4)						
helped me individualize programs		1				1
"Profiles of Teaching" helped me create a "positive" program		1				1
helped me understand B.C. government's curriculum goals					1	1
6 years later, I still use and learn from the training materials					1	1
V Child Growth and Development (2)						
helped me appreciate emotional needs of children				1		1
helped me make a commitment to children	1					1
VI Difficulties/Perceived Weaknesses in Training (3)						
seminar meetings do not teach us to teach	1					1
does not equip one with substitute teaching skills			1			1
FA was too unsure of interpersonal skills to be a good role model	1					1
VII Suggestions for Improvement (6)						
be certain FAs are committed to Open Education	2				1	3
make certain it continues at all costs	1					1
provide more input from regular PDP	1					1
use permanent FAs with high level skills	1					1

Intake Group #7 (n = 8) Total comments = 200	n	1	2	3	4	5	6	7	8	Total
I General comments (44)										
one of the most significant/valuable experiences of my life		2	1	1	1	2				7
friendship/support group very valuable		1	1	1	1	1	1			6
helped me to teach and live in healthier ways		2	2		1	1				6
instructors were excellent role models		1		1	1			1		4
ignited fire of enthusiasm/purposefulness in my life		1	1		1					3
improved my self-concept		1	1		1					3
felt part of a "movement"		1	1		1					3
the food was great						2	1			3
felt prized, respected, and loved		1	1			1				3
expanded my idea of "what is teaching"		1				1				2
the experiential learning was invaluable						2				2
excellent foundation for classroom teaching								1		1
produces "quality" teachers						1				1
II Interpersonal Skills Development (36)										
a) General Comments (14)										
improved my relationships			1	1	1				1	4
most important skills ever learned		1	1		1					3
valuable as a teaching on group dynamics		2							1	3
method of teaching skills produces "high level functioners"			1					1		2
honed my counselling skills								1		1
introduced me to counselling skills				1						1
b) Clarifying (9)										
increased the clarity of my beliefs			1	1			1	1		4
provided skills for me to continue evolving my ideology			1	1						2
helped me examine my beliefs and behavior									1	1
helped me make "life" decisions with more clarity		1								1
helped me begin process of collecting data to support beliefs					1					1

Intake Group #7 (cont'd)	1	2	3	4	5	6	7	8	Total
c) Empathy (4)									
increased my skill at using empathic responses								1	1
enhances development of a compassionate outlook	1								1
unclear about the place of empathy in teaching			1						1
enjoyed seeing people "helped" through empathy			1						1
d) Thinking (9)									
helped me appreciate importance/need for Teaching for Thinking		1		1		1			1
helped me use Teaching for Thinking to promote cognitive growth						1		1	2
improved my own thinking-helps me refine my ideology		1	1						2
helped me develop a "problem-solving" approach to life		1		1					2
III Curriculum Studies (21)									
helped me individualize programs		1		1		1	1	1	5
gained skill at presenting curriculum in "alternate" ways		1	1	2		1			5
"Profiles of Teaching" a helpful focus in curriculum					1		1	1	3
taught me the importance of self-concept in learning				1	1				2
helped me create innovative classroom programs				2					2
I continue to use & learn from the curriculum materials		1		1					2
helped me learn about "centres"								1	1
curriculum wasn't/shouldn't be emphasized	1								1
IV Teacher as Person Studies (6)									
provided me a framework to analyze/evaluate my behaviour	1	1	1						3
gave me the courage to take risks in teaching				1					1
helped me believe in being genuinely oneself as a teacher								1	1
a very important and valuable focus							1		1
V Child Growth and Development (1)									
helped me appreciate the emotional needs of children					1				1

Intake Group #7 (cont'd)	1	2	3	4	5	6	7	8	Total
VI Difficulties Experienced/Perceived weaknesses in Training (61)									
didn't equip me to deal with the constraints of "the system"		1	1		4	3	1	1	11
extremely difficult/painful to implement open practices in "the system"		1	1		3	2	1		8
gave me unrealistic expectations for self/students/teaching				2	2	2	1		7
training is too short		2						3	5
overwhelmingly time and energy-consuming				1	1	1	2		5
put me in turmoil as never before					1	1	3		5
had disruptive effects on family/marriage/relationships						1	3		4
405 SA did not respect the beliefs I had struggled so hard to shape						1	2		3
grads unable to achieve/maintain an effective stance in "the system"							2		2
placements made it very difficult to practice "open" teaching						1	1	1	3
made me perceive other teachers as "bad guys"				1		1			2
put me in great confusion during my first teaching years				1		1			2
not enough curriculum input							1		1
approaching learning difficulties from an emotional base is too narrow							1		1
after such an experience it is difficult to learn in "traditional" settings						1			1
didn't equip me to deal with administrators				1					1
VII Suggestions for Improvement (31)									
include input on how to deal with constraints of "the system"		1	1		4	1	1		8
training must be longer				1	1	1	1		4
include input on "how to deal with critisism of Open Education"		1			3				4
need more practice implementing individualized instruction					1	1		1	3

Intake Group #7 (cont'd)	1	2	3	4	5	6	7	8	Total
after such an experience it is difficult to learn in "traditional" settings						1			1
didn't equip me to deal with administrators				1					1
VII Suggestions for Improvement (31)									
include input on how to deal with constraints of "the system"		1	1		4	1	1		8
training must be longer				1	1	1	1		4
include input on "how to deal with critisism of Open Education"		1			3				4
need more practice implementing individualized instruction					1	1		1	3
need more input on dealing effectively with parents/ administrators					1	1	1		3
offer a follow-up course for in-service teachers					1	1			2
needs a stronger curriculum emphasis							1	1	2
need more in-depth work in evaluation						1	1		2
need more practice implementing the "Organic Day"						1	1		2
need more practice with "Math Their Way"						1			1

Intake Group #8 (n = 1) Total comment = 13 1

I General Comments (3)

extremely valuable overall 1
ignited a fire of enthusiasm/purposefulness in my life 1
expanded my idea of "what is teaching" 1

II Interpersonal Skills Development (4)

a) General Comments (1)
improved my interpersonal skills 1

b) Clarifying (1)
altered my philosophy 1

d) Teaching for Thinking (2)
helped me use Teaching for Thinking to promote cognitive growth 1
improved my own thinking -- helped me refine my ideology 1

III Curriculum Studies (1)

I use everything I was taught about curriculum 1

V Child Growth and Development (1)

helped me identify development levels 1

VI Difficulties Experienced/Perceived Weaknesses in Training (3)

training is too short 2
not enough curriculum input 1

VII Suggestions for Improvement (1)
offer a follow-up course for in-service teachers 1

Intake Group #9 (n = 1) Total comments = 12

I General Comments

the training boggles my mind	1

II Interpersonal Skills Development

a) General Comments

a very important and valuable focus	3
improved my interpersonal skills	2
made me aware of levels of communication	1

b) Clarifying

helped me examine my beliefs and behaviour	1
made me less opinionated	1

c) Empathy

helped me learn to deal with "misbehaviour" in caring ways	1

V Child Growth and Development

helped me be aware how emotional needs relate to learning difficulties	1

VII Suggestions for Improvement

offer a follow-up course for in-service teachers	1

Intake Group #10 (n = 1) Total Comments = 8 1

I General Comments (3)

extremely valuable training overall 1
improved my self-concept 1
best learning experience of my university life 1

II Interpersonal Skills Development (3)

a) General Comments (4)

improved my relationships 1
helped me monitor, evaluate my own interactions 1
made me aware of levels of communications 1
most important skill ever learned 1

b) Clarifying (1) 1

increased the clarity of my beliefs

Intake Group #11 (n = 9) Total Comments = 36	n	1	2	3	4	5	6	7	8	9	Total
I General Comments (32)											
extremely valuable training overall			1	1	1		1	1	1		6
a time of great personal growth			1	2			2			1	6
friendships, support group very valuable		1	1	2			1				5
open up new academic/occupational opportunities		1	1					1	1		4
improved my self-concept			1	2							3
taught me to question everything					1					1	2
a time of great professional growth				1				1			2
ignited a fire of enthusiasm/purposefulness in my life			1								1
the happiest time of my life				1							1
taught me that personal growth is integral to societal growth					1						1
individualized to fit my needs				1							1
II Interpersonal Skills Development (22)											
a) General Comments (5)											
profoundly useful skills		1	1				1				3
improved my listening skills			1								1
honed my helping skills			1								1
b) Clarifying (10)											
increased the clarity of my beliefs		1	1	1	1	1	1	1			7
values development is very important		1		1							2
increased my skill at using clarifying responses				1							1
c) Empathy (2)											
helped me learn to deal with "misbehaviour" in caring ways			1								1
increased my skill at using empathic responses							1				1

Intake Group #11 (cont'd)	1	2	3	4	5	6	7	8	9	Total
d) Teaching for Thinking (5)										
helped me appreciate the importance of Teaching for Thinking	1		1				1			3
helped me use Teaching for Thinking to promote cognitive growth							1			1
improved my own thinking ability -- helps refine my ideology							1			1
III Curriculum Studies (7)										
helped me translate beliefs to appropriate teaching practice	1								1	2
gained skill in Curriculum Development	1					1				2
learned the value of choice for children	1									1
helped me treat kids as "able, autonomous learners"	1									1
made me aware of kids' right to quality education			1							1
VI Teacher as Person Studies (16)										
helped me accept and understand myself better		1	1	1		1	1			5
provide a framework to analyze/evaluate my own behaviour	1	1	1				1			4
learned a lot about my own needs as factors which influence my teaching			2							2
helped me realize the power of personal responsibility				1			1			2
helped me believe in being genuinely onself as a teacher						1				1
helped me realize teaching must be "struggled with"									1	1
helped me re-evaluate the role of "teacher"			1							1
V Child Growth and Development (16)										
helped me look for emotional needs behind behaviour		1	1			1		1		4
helped me see and treat kids as unique individuals	1									1
helped me trust children			1							1

Intake Group #11 (cont'd)	1	2	3	4	5	6	7	8	9	Total
VI Difficulties Experienced/Perceived Weaknesses in Training (5)										
overwhelmingly time and energy-consuming					2					2
placements made it very difficult to practice "Open Education"				1					1	2
I was unable to implement this wonderful ideology				1						1
VII Suggestions for Improvement (8)										
training must be longer				1	1					2
needs a stronger curriculum emphasis	1						1			2
ensure placements in Open Classrooms				1					1	2
provide information on current B.C. curriculum	1		1							2

Intake Group #12 (n = 5) Total Comments = 80	n	1	2	3	4	5	Total
I General Comments (19)							
affected all areas of my life very positively		1	2	1	1	1	6
extremely valuable training overall		1	1		1		3
made me aware how powerful/exciting education could be			1	1	1		3
helped me manage the hard work/terror of teaching		1	1		1		3
friendship/support group very valuable						1	1
the happiest time of my life						1	1
reinforced my committment to kids		1					1
taught me to be an independent learner			1				1
II Interpersonal Skills Development (20)							
a) General Comments (11)							
helped me monitor/evaluate my interactions		1	1		1	1	4
improved my relationships		1	2				3
increased awareness of the importance of perception		1	1				2
improved my interaction skills			1				1
made me aware of levels of communication		1					1
b) Clarifying (8)							
increased the clarity of my belief		1	1	1	1		4
very helpful in my ministry work					2		2
helped me make "life decisions" with more clarity					1		1
put me in dissonance -- resolving it made me a better teacher			1				1
c) Empathy (1)							
very helpful in my ministry work					1		1
III Curriculum (1)							
helped me individualize programs		1					1

Intake Group #12 (cont'd)	1	2	3	4	5	Total
IV Teacher as Person Studies (7)						
helped me accept and understand myself better	1	1	1	1		4
helped me realize teaching is painful and must be "struggles with"		1				1
helped me re-evaluate the role of "teacher"				1		1
taught me to learn as I teach		1				1
V Child Growth and Development (2)						
helped me see and treat kids as individuals	1			1		2
VI Difficulties Experienced/Perceived Weaknesses in Training (7)						
placements made it difficult to practice teaching in "open ways"		2			1	3
placements set up a very painful dissonance between belief and practice		2			1	3
extremely difficult to implement "open" practices in "the system"		1				1
VII Suggestions for Improvement (5)						
implement a model OEA school on campus for practica		1			1	2
training must be longer		1				1
include input on "how to deal with the real constraints of the system"		1				1
ensure placements in "Open Classroom"		1				1

Anecdotal Comments from 44 Graduates on Perceived Effects of Training

Intake #	1 (n=6)	2 (n=0)	3 (n=1)	4 (n=4)	5 (n=3)	6 (n=5)	7 (n=8)	8 (n=1)	9 (n=1)	10 (n=1)	11 (n=9)	12 (n=5)	Total
I General Comments (172)													
a) Overall View (97)													
extremely valuable overall	12				1			1		1	6	3	24
felt part of a "movement"	2		1	1			3						7
the best training possible	2			2		3							7
the food was great							3						3
the spirit of play was wonderful	2												2
the public school system is in need of such values						2							2
a very full program				1									1
"the training boggles my mind"									1				1
b) Personal (58)													
affected all aspects of my life very positively				2	1							6	9
ignited a fire of enthusiasm/ purposefulness in my life						4	3	1			1		9
improved my self-concept					1		3			1	3		8
one of the most significant/valuable experiences in my life							7						7
helped me teach and live in healthier ways							6						6
a time of great personal growth											6		6
felt prized, respected, and loved							3						3
taught me to question everything											2		2
the happiest time of my life											1	1	2
started me on a musical career which enriched my life				1									1
improved my parenting skills					1								1
best learning experience I've had at university										1			1

Intake #	1 (n=6)	2 (n=0)	3 (n=1)	4 (n=4)	5 (n=3)	6 (n=5)	7 (n=8)	8 (n=1)	9 (n=1)	10 (n=1)	11 (n=9)	12 (n=5)	Total
taught me that personal growth is integral to societal growth											1		1
reinforced my committment to kids												1	1
taught me to be an independent learner												1	1
c) Relationships (33)													
friendships, support group extremely valuable	2			3		1	6				5	1	18
instructors were excellent helpers and role models	3		1		1	4	4						13
instructors helped me gain self-confidence				2									2
d) Occupation/Employment (8)													
opened up new academic/occupational opportunities											4		4
helped me find a job in a field where there are few						2							2
helped me make a meaningful contribution to society				1									1
extremely relevant to my work as a counsellor						1							1
e) Teaching (15)													
expanded my idea of "what teaching is"					1		2	1					4
made me aware how powerful/exciting education could be												3	3
helped me manage the hard work and terror of teaching												3	3
a time of great professional growth											2		2
helped me develop a humanistic approach to teaching	1												1
provides "quality" teachers							1						1

Intake #	1 (n=6)	2 (n=0)	3 (n=1)	4 (n=4)	5 (n=3)	6 (n=5)	7 (n=8)	8 (n=1)	9 (n=1)	10 (n=1)	11 (n=9)	12 (n=5)	Total
excellent foundation for classroom teaching							1						1
f) Aspects of Training (11)													
Education 483-484 the most valuable aspect of training						4							4
the experimental nature of learning was invaluable							2						2
long practica are very helpful						2							2
sets high standards, to which I still aspire				1									1
6 years later, I still use and learn from training materials				1									1
individualized to fit my needs											1		1
II Interpersonal Skills Development (164)													
a) General Comments (77)													
improved my listening skills	2			2	5	1			2		1		13
improved my interpersonal skills	7			2	1			1				1	12
improved my relationships							4			1		3	8
a very important and valuable focus			2	1		1			3				7
helped me monitor, evaluate my own interactions			2							1		4	7
made me aware of the levels of communication						1			1	1		1	4
increased awareness of the importance of individual perception							2					2	4
most important skills ever learned							3			1			4
valuable as a teaching on group dynamics							3						3
introduced me to counselling skills				2			1						3
honed my counselling skills			1				1				1		3

Intake #	1 (n=6)	2 (n=0)	3 (n=1)	4 (n=4)	5 (n=3)	6 (n=5)	7 (n=8)	8 (n=1)	9 (n=1)	10 (n=1)	11 (n=9)	12 (n=5)	Total
profoundly useful skills											3		3
interpersonal skills vital to make curriculum "work"	2												2
method of teaching skills produces "high-level functioners"							2						2
helped me communicate with students					1								1
excellent foundation for Special Education								1					1
b) Clarifying (56)													
increased the clarity of my beliefs	4						4			1	7	4	20
helped me examine my beliefs and behaviour				2			1		1				4
strengthened my sense of purpose	2		2										4
helped me act in ways consistent with my beliefs			1	1		1							3
values development is very important				1							2		3
increased my skill at using clarifying responses						2					1		3
helped me make "life decisions" with more clarity							1					1	2
provided me with skills to continue evolving my ideology							2						2
made me less opinionated						1			1				2
gave me tools to defend my position						2							2
helped me to build a personal philosophy of education						2							2
very helpful in my ministry work												2	2
helped me to establish goals	2												2
helped me teach to values issues	1												1
I use clarifying skills daily				1									1
helped me begin process of collecting data to support my belief							1						1

Intake #	1 (n=6)	2 (n=0)	3 (n=1)	4 (n=4)	5 (n=3)	6 (n=5)	7 (n=8)	8 (n=1)	9 (n=1)	10 (n=1)	11 (n=9)	12 (n=5)	Total
altered my philosophy								1					1
put me high dissonance -- the resolution of which made me a better teacher												1	1
c) Empathy (11)													
helped me learn to deal with "misbehaviour" in caring ways									1		1		2
increased me skill at using empathic responses							1				1		2
a very important and valuable focus	1			1									2
instructors provide excellent role models using empathy						1							1
enhances development of a compassionable outlook							1						1
unclear about the place of empathy in teaching							1						1
enjoy seeing people "helped" through empathy							1						1
very helpful in my ministry work												1	1
d) Teaching For Thinking (20)													
helped me appreciate the importance and need for Teaching for Thinking	1						3				3		7
helped me use Teaching for Thinking to promote cognitive growth	1		1		1		2	1			1		7
improved my own thinking -- helps me refine my ideology							2	1			1		4
helped me develop a "problem-solving" approach to life							2						2
helped me create a classroom climate where thinking is prized	1												1

Intake #	1 (n=6)	2 (n=0)	3 (n=1)	4 (n=4)	5 (n=3)	6 (n=5)	7 (n=8)	8 (n=1)	9 (n=1)	10 (n=1)	11 (n=9)	12 (n=5)	Total
III Curriculum Studies (38)													
helped me individualize programs	1				1	1	5					1	9
gained skill in "alternate" ways of presenting curriculum							5						5
"Profiles of Teaching" a helpful focus in curriculum							3						3
taught me the importance of self-concept in learning curriculum							2						2
helped me learn about "centres"				1			1						2
helped me create innovative classroom programs							2						2
helped me translate my belief into appropriate teaching practice											2		2
gained skills in curriculum development											2		2
I continue to use and learn from the curriculum materials							2						2
curriculum wasn't and should not be emphasized	1						1						2
learned to use food and art as super curriculum focus				1									1
"Profiles of Teaching" helped me create a "positive" program						1							1
helped me understand B.C. government's education goals						1							1
I use everything I was taught about curriculum								1					1
learned the value of choice for children											1		
helped me treat kids as "able, autonomous learners"											1		1
made me aware of kids right to quality education											1		1

Intake #	1 (n=6)	2 (n=0)	3 (n=1)	4 (n=4)	5 (n=3)	6 (n=5)	7 (n=8)	8 (n=1)	9 (n=1)	10 (n=1)	11 (n=9)	12 (n=5)	Total
IV Teacher as Person Studies (35)													
helped me accept and understand myself better											5	4	9
provided a framework to help me analyze/evaluate my own behaviour							3				4		7
learned a lot about my own needs as factors which influence my teaching	2										2		4
gave me the courage to take risks in teaching				1			1						2
helped me identify strengths/weaknesses				2									2
helped me believe in being genuinely oneself as a teacher							1				1		2
helped me realize the power of personal responsibility											2		2
helped me realize teaching is painful & must be "struggled with"											1	1	2
helped me re-evaluate the role of "teacher"											1	1	2
a very important and valuable focus							1						1
helped me grow as a person				1									1
taught me to learn as I teach												1	1
V Child Growth and Development (17)													
helped me see and treat kids as unique individuals	1										2	2	5
helped me appreciate the emotional needs of children	2					1	1						4
helped me look for emotional needs behind behaviour											4		4
helped me be aware how emotional needs relate to learning difficulties									1				1

Intake #	1 (n=6)	2 (n=0)	3 (n=1)	4 (n=4)	5 (n=3)	6 (n=5)	7 (n=8)	8 (n=1)	9 (n=1)	10 (n=1)	11 (n=9)	12 (n=5)	Total
equipped me with important skills to diagnose learning difficulties					1								1
helped me identify development levels								1					1
helped me make a committment to children						1							1
helped me trust children											1		1
VI Difficulties/Perceived Weaknesses (99)													
a) Repercussion in Personal Life (39)													
gave me unrealistic expectations for self/students/teaching					3		7						10
overwhelmingly time and energy consuming	1						5				2		8
put me in turmoil as never before							5						5
had disruptive effects on marriage/ family/relationships							4						4
felt very "let down" after the intensity of training	4												4
put me in great confusion during my first years of teaching							2						2
made me a "workaholic"	1												1
after such an experience it is difficult to learn in "traditional" setting							1						1
puts great pressure on us to be "ideal" teachers				1									1
b) Implementation of Open Education Practices Within the Public School System (29)													
extremely difficult to implement "open" practices in "the system"	2						8					1	11
didn't equip me to deal with the constraints of "the system"							11						11

Intake #	1 (n=6)	2 (n=0)	3 (n=1)	4 (n=4)	5 (n=3)	6 (n=5)	7 (n=8)	8 (n=1)	9 (n=1)	10 (n=1)	11 (n=9)	12 (n=5)	Total
made me perceive other teachers as "the bad guys"							7						7
graduates are unable to achieve/ maintain an effective stance in "the system"							2						2
I was unable to implement this wonderful ideology											1		1
does not equip one with skills, to substitute teach						1							1
didn't equip me to deal with administrators							1						1
c) 405 Placements (11)													
placements made it very difficult to practice teaching in "open" ways							3				2	3	8
405 SA did not respect the beliefs I had struggled so hard to shape							3						3
placements set up painful dissonance between belief and practice												3	3
d) Training period was too short (9)				2			5	2					9
e) Instructors (5)													
trainers made me feel guilty for teaching in "non-open" ways				3									3
FA was too unsure of interpersonal skills to be a good model						1							1
trainers were opposed to "readymade" education materials				1									1
f) Curriculum (3)													
not enough curriculum input							1	1					2

Intake #	1 (n=6)	2 (n=0)	3 (n=1)	4 (n=4)	5 (n=3)	6 (n=5)	7 (n=8)	8 (n=1)	9 (n=1)	10 (n=1)	11 (n=9)	12 (n=5)	Total
teaches "how to teach" with great passion & no concreteness					1								1
g) Other (3)													
seminar meetings do not teach us "how to teach"						1							1
approaching learning difficulties from an emotional base is too narrow						1							1
offers too narrow an approach to teaching					1								1
VII Suggestions for Improvement (70)													
a) Curriculum (22)													
needs stronger curriculum emphasis	2			1			2				2		7
need more practice implementing individualized programs							3						3
need more practice implementing the Organic Day							2						2
need more in-depth work in evaluation							2						2
provide information on current programs in B.C. curriculum											2		2
need more practice implementing "Math Their Way"							1						1
include input on "how to assess commercially-made educational materials"				1									1
include input on long term planning of curriculum				1									1
include input on curriculum scope and sequence	1												1
b) Implementation of Open Education Practices in the Public School System (18)													

Intake #	1 (n=6)	2 (n=0)	3 (n=1)	4 (n=4)	5 (n=3)	6 (n=5)	7 (n=8)	8 (n=1)	9 (n=1)	10 (n=1)	11 (n=9)	12 (n=5)	Total
include input on how to deal with the real constraints of "the system"				2				8				1	11
include input on "how to deal with criticism of Open Education"				4									4
include input on "how to deal effectively with parents & administrators"							3						3
c) Training must be longer (12)	3			2			4				2	1	12
d) Offer a follow-up course for in-service teachers	2			1			2	1	1				7
e) Practica													
ensure Placements in Open Classrooms											2	1	3
implement a model OEA school on campus for practica												2	2
include a salaried apprenticeship period				1									1
f) Instructors													
be certain FAs are committed to Open Education						3							3
use permanent FAs with high-level skills						1							1
g) Other													
provide more input from the regular PDP							1						1
make certain it continues at all costs							1						1
include input on dealing with Learning Disabilities	1												1