Case study of the University of Hartford/Hartford school system Teacher Corps' project - fourth cycle.

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CASE STUDY OF THE
UNIVERSITY OF HARTFORD/HARTFORD SCHOOL
SYSTEM TEACHER CORPS' PROJECT
-FOURTH CYCLE-

A Dissertation Presented
By
ELLİOTT COLEMAN WILLIAMS

Submitted to the Graduate School of the
University of Massachusetts in
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CASE STUDY OF THE UNIVERSITY OF HARTFORD/HARTFORD
SCHOOL SYSTEM TEACHER CORP' PROJECT
-FOURTH CYCLE-
A Dissertation

By

ELLIOTT COLEMAN WILLIAMS

Approved as to style and content by:

[Signatures and names]

(C) 1971
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INTRODUCTION

In the early spring of 1969, after a year and a half of graduate study at the University of Massachusetts, I was informed by the assistant superintendent of schools that the Hartford School System and the University of Hartford were in the process of developing a proposal for a fourth cycle Teacher Corps program. Dr. Miles, who was the overseer for a special administrative internship and teacher education project operated by five doctoral students including myself, felt that my qualifications as a former teacher, my studies in urban education and administration qualified me for the Project's associate director.

My idea of education, well shaped at this point in my career, was embodied in Teacher Corps philosophy. I looked with true pleasure at being directly involved with its implementation. Washington Officials, responsible for Teacher Corps, seemed committed to developing solutions for urban educational problems. They implied, as I believed, that education was not keeping pace with changes in technology. It seemed that while innovations were available, most school systems and universities were reluctant to implement any program utilizing them. If left solely up to these agencies it seemed certain that it would take another fifty years or so before such programs would become functional, a reality.
Role Of The Associate Director

During the entire program, as the associate director I made extensive notes regarding my experience. These notes, plus additional means of evaluation designed to assess the extent to which stated objectives were being met, provided the greater part of the data utilized for the study.

My role during the entire project included the areas of intern and team leader supervision, academic and teaching advisor, and instructor. In the area of supervision, I maintained constant contact with school principals, team leaders and many high level school officials. A supplementary part of the associate director's role was assisting in a program of orientation for permanent school personnel. This program was developed to acquaint that group with the Teacher Corps goals and principles. It also enabled me to establish a systematic feedback procedure for an ongoing evaluation of the fourth cycle program through maintainance of a close and immediate relationship with both the school and Teacher Corps personnel. This personal contact in conjunction with written evaluations, (see samples in Appendix B), were the analytic methods used in this thesis.

In the area of Teacher Corps interns and team leader relationships, I mediated referred problems relating to both groups. Supplemental work in this area, endeavored to promote harmony within the program and the local community.

Within the academic area, I served as advisor to all program interns and assisted in the planning of their study.
programs. This included offering interns and team leaders independent studies supplemented with seminars, formal courses in supervision and contracting consultants requested by corpsmembers in relation to special problems that occurred in their urban school settings; not available through regular university facilities.

A constant effort was made at all times to develop a good and practical relationship among the university, the community and the target schools. Needless to say, in all of the aforementioned areas and roles, a constant effort was made to assist, encourage and cooperate with all involved groups, (an attempt to realize the aims and goals specified in the national legislation and the local Teacher Corps Program Proposal). It should be pointed out at this time that the above description includes more than is usually the role of the associate director in most Teacher Corps programs. In scope this approaches more the duties of a program director. This unique position had several advantages to the author in that it allowed him to:

1. Be in constant contact with Teacher Corps participants.

2. Assist in program orientation for permanent school personnel.

3. Make changes in program direction.

4. Establish feedback procedures for an ongoing evaluation.

Being participant and observer also had obvious disadvantages. Constant effort had to be exerted by the author to remain as objective as possible, especially during the evaluation phase.
In some instances, though, it is doubtful whether this posture was maintained. It was felt, however that the advantages of being closely associated with the project far out-weighed the disadvantages.

Purpose of This Study

The intended purpose of the Teacher Corps is to encourage and assist changes within the institutions which educate children and prepare teachers to function in low income areas schools. The kinds of changes advocated are found within the proposal guidelines along with specific features all programs must include. In order to be funded, the local proposal must indicate in detail how these features and objectives will be met while a program is in operation. In 1969 about 150 school systems in cooperation with over fifty universities received funds to implement their respective program proposals. These programs were located in thirty states, Puerto Rico and the District of Columbia. They were applauded by school principals, superintendents, teachers and educational associations for their innovations and efforts to help local educational agencies solve some of their most pressing educational problems in urban and rural disadvantaged areas.

This study will focus on one of these programs, and is designed to evaluate to what extent the goals of Teacher Corps, both nationally and locally, have been achieved. It will also contain a detail analysis of pertinent articles, legislation, evaluations and guidelines as well as guidelines changes of the
Teacher Corps from 1965 to 1970. The intent here is to ascertain if any change in focus has taken place during this period; and if so, to what extent and for what purpose.

An additional purpose is to determine the specific objectives of Teacher Corps as perceived by legislators and Teacher Corps personnel in Washington. More general national objectives that will be evaluated are:

1. To stimulate changes in the schools which strengthen the educational opportunities available to children in areas having high concentrations of low-income families.

2. To encourage colleges and universities to broaden their programs of teacher preparation.

3. To provide educational services to the schools through teams, including teacher interns and team leaders, in order to strengthen educational opportunities available to children of low-income families.

4. To provide support for teams which will introduce or expand programs of community based education in order to strengthen the educational opportunities available to children of low-income families.

5. To encourage schools systems, state departments of education, colleges, and the community to develop and adopt co-operative programs for training, retraining, and utilization of teachers.

6. To create public and professional awareness of the goals and accomplishments of local programs and the techniques by which they were achieved in order to encourage others to adopt the more successful practices.

7. To recruit and train, as teachers of disadvantaged children, qualified candidates who might not otherwise have entered the teaching profession.

This examination will also contain a narrative on the participants' contributions, philosophies and the assumptions which shaped the development of the Hartford Teacher Corps Fourth Cycle Proposal. This account will be divided into two sections,
pre-service and in-service. The discussion will set the stage for the evaluation of the activities advocated in the program development stage and the extent to which national and local objectives were reached through these activities. The evaluation of activities will serve two purposes. First to provide Teacher Corps national office with the information enabling them in making the decision as to whether another Teacher Corps cycle would be funded for the City of Hartford. Second to inform university and school system administrators of the success and failures in the program so that any future programs could avoid the obvious pitfalls that might hinder future success. It is not the investigator's intent to examine each objective rigorously and with specificity. Rather, it is intended to present what Teacher Corps participants thought to be the successful and unsuccessful aspects of the program with respect to meeting stated goals in three areas: 1) school, 2) community, and 3) university.

To accomplish this task, the investigator, through the use of questionnaires, will determine from the participants: 1) the strengths and weaknesses of their training, 2) suggestions for future experiences, 3) the general value of activities in relation to specified goals, 4) perceptions as to the strengths and weaknesses of program components for ongoing evaluations, and 5) perceptions as to the total effect the program will have on the school system, university and community. The further purpose of this study will be to make recommendations for future Teacher Corps programs, as to the course of study for
both interns and team leaders, community activities, and changes in pre-service and in-service which should be considered in the attempt to achieve stated goals.
Organization of the Dissertation

The study which follows is an examination and analysis of the problems which exist in urban education and how the federal government, local school systems and universities are trying to alleviate some of them through a federally sponsored program, Teacher Corps.

The study consists of five chapters. Chapter I identifies a number of problems that existed in urban education prior to the establishment of Teacher Corps; Here will be found the groundwork necessary for the reader to understand the rationale behind the development and the general changes Teacher Corps advocates in school systems and universities.

Chapter II will focus upon the National Teacher Corps legislative background. The chapter will be divided into six sections. Section one will deal with the initial development, the concept and the legislation which made the Teacher Corps a reality. This section will also examine the reasons given by those who opposed the Teacher Corps establishment. Section two will be devoted to the actual legislation and the problems associated with getting the program started after the initial legislation. Additional Teacher Corps legislation passed in 1967 will also be examined with emphasis on the effect it had on the national and local operation of the Teacher Corps.

Section three of Chapter two will focus on the 1969 National Teacher Corps Conference and the stronger emphasis the national office placed on changing the whole system of education.
The methods of change are detailed.

Section four cites an example: how national evaluations of the Teacher Corps brought about a tightening up of Teacher Corps Guidelines in respect to submitting amendments to established programs. Sections five and six will be devoted to corpsmember qualifications, roles, and how local programs can be financed.

Chapter three, Local Program Development, will give insight into the planning process used to develop the city of Hartford's first funded Teacher Corps proposal. It is the intent of this chapter to show how and why certain local objectives were established and how they were to be accomplished by having Teacher Corps in the city. This chapter will be in four sections. Section one gives a brief description of the three schools in which teacher Interns and Team Leaders will be placed. Section two titled Program Development, identifies and discusses the value of various groups' input into the conceptulization of the program proposal. Section three discusses the objectives of pre-service as advocated by both the national office and local instructors, thus expanding upon the activities designed to reach the stated goals. Section four is devoted to rationale behind the establishment of specific in-service objectives. These include the universities and school system's stated objectives. The stage is thus set for the evaluation of the program by corpsmembers, teachers, and the associate director of the project as contained in chapter four.

The purpose of Chapter IV is to provide the evaluation of program activities as they stand in relation to stated local
and national objectives. Several questionnaires were developed for this purpose. It must be stated however, that this investigators' intent is not examine each objective rigorously and with specificity. Rather the chief aim is to use data to present what Teacher Corps participants, in particular, interns and regular teaching staffs, thought to be the successful and unsuccessful aspects of the program with respect to meeting stated goals.

Chapter V, the final chapter, will summarize the information presented in the preceding chapters. It will also contain a discussion on the extent to which the local Hartford Project achieved the goals in relation to the change agent focus of the Teacher Corps. The final section in Chapter V will contain conclusions and recommendations for further Teacher Corps projects operating in the city of Hartford. This will also include implications for regular Teacher Training programs.

Assumptions in the Study

1. It was assumed in this study that the basic premise under which the corps operates at the national level focuses, in a meaningful way, on the changes which must occur in schools of education across the country. Not only in the preparation of inner city teachers, but also teachers in rural areas. It was not the intent here to prove the validity of this conclusion; rather, it was one of the basic assumptions. Therefore, the findings and recommendations were based on the implementation of these ideas on the local level.
2. It was assumed that answers to interview questions, evaluations and questionnaires completed by corpsmembers and administrators, both in the program and in the school system, were reliable and accurate. The findings and recommendations are based on the assumption that, the researcher, given data collected in this manner along with specific objectives, can determine the success or failure of a program.

3. The present study also assumes that some of the objectives advocated by both the national office and the local educational agency are fulfilled by virtue of the fact that Teacher Corps is present in a school. The assumptions on which this concept is based was derived from an analysis of the objectives and what was needed to successfully fulfill them.

4. It is assumed that the principles of Teacher Corps are agreed to by the L.E.A. and the university in which the program operates. It is, therefore, further assumed that their actions are in keeping with the successful operation of the program.

Glossary of Terms Used in the Study

Local Project Director - Dean of the School of Education at the University of Hartford.

Local Project Associate Director - The Associate Director has responsibility for directing and coordinating the activities and the formal education of the fourth cycle elementary corpsmembers. He is responsible to the Director.
Program Specialist - Individuals employed by the National Teacher Corps office to visit, evaluate and make recommendations for change to local project administrators.

Commissioner - United States Commissioner of Education.

Team Leader - An experienced teacher who is a combination master teacher, supervisor, counselor, methods instructor and guide to the community.

Intern - An individual who has earned a bachelor's degree from an accredited university or college and has successfully completed the pre-service portion of the program. They serve in groups of five to seven in local schools.

Team - A group of five to seven interns led by a team leader.

Principal - The administrator in charge of a school in which Teacher Corps interns have been placed.

T.C. - Teacher Corps.

L.E.A. - Local Educational Agency

L.E.A. Coordinator - Employed by the L.E.A. to file quarterly reports on T.C. personnel with the Director of Elementary instruction. He is responsible for making recommendations for permanent employment of T.C. personnel by the local Board of Education.
Pre-Service - A nine week period, held at the participating university, preceding the actual acceptance of interns and team leaders into the in-service program. During this time the corpsmembers hold provisional status while their suitability for the program is being determined. Those corpsmembers that successfully complete this trial period are placed on the school districts payroll.

In-Service - Consists of two academic years with an intervening summer.

Cycle - The cycle number indicates the guidelines under which the Program Proposal was funded. In most cases a cycle will last for two years but since proposals can be submitted for funding each year it is possible for two cycles to be operating out of the same university at one time.

Planning Phase - All universities and school systems in conjunction with target area communities who wish to submit a proposal for funding must go through a joint planning process in order to develop the proposal.

Program Proposal - A program proposal is developed jointly by a university, associated L.E.A., and target area communities. They are then submitted to Washington for funding consideration. When funded, the proposal becomes the contract to which all parties must adhere.
CHAPTER I

URBAN EDUCATION CRISIS

The number of studies that have been produced on "the disadvantaged child" and "education in deprived areas" in the last few years staggers the imagination. The ghetto child's home environment and social class have been dissected. His intelligence and aptitudes have been measured and compared to other groups in our society. The ghetto school has been exposed and its deficiencies made known to the public. Everyone agrees that there is an enormous number of inadequacies in the traditional school program for culturally different children, and yet, the ghetto school is as generally devastating today as it was prior to all the research.

Why does this continue to be the case? Bernard Asbel, author of an article "Not Like Other Children," calls schools located in these ghettos, "... factories of failure."¹ But as James S. Coleman outlines in his report for the U.S. Office of Education, school buildings that house these children have little to do with the matter.² He states further, that whole school systems are surrendering on a mass scale and blaming

² James S. Coleman, "Equal Schools or Equal Student?" The Public Interest, Summer 1966, p. 70-75.
their failure on the victims—the children and their parents.

Mr. Asbel continues and specified the failure of these institutions in regard to its students:

Our laws do not bind him, our standard middle-class ambitions do not inspire him, our I.Q.'s do not measure him, and, most of all, his teacher is not reaching him. Rules she learned in teachers college clearly don't work in the slum school, but she clings to them, for no one has taught her different rules. Teachers in first to third grades feel the child slipping away. By the fourth grade he has fallen behind. By the eighth grade he may be as many as three years back, his mind closed, his behavior rebellious.3

Research exposes the problems and offers solutions. Educators read and have conferences to discuss the implications of a particular study on their individual situations. But the schools see very few if any changes. There are several reasons for this lack. One is that educators are so traditionally oriented that the basic structure of the educational system has become sacred. The number of days and months constituting mandatory school attendance, the number of hours per day, the amount of time spent in each class and the subjects taught seem to be absolutes which are beyond questioning. This is due in part to the conservative nature of the urban school. The "don't rock the boat" syndrome typical of big city school systems are created and maintained by the same kinds of complex political forces operating in big city government.4

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3Asbel, Not Like Other Children, p. 27.

If there is positive change taking place in suburban schools, where teachers and administrators are subject to open and direct pressures from the community, city educators are usually reluctant to implement analogous programs. The absence of such pressures in urban complexes coupled with the traditional unresponsiveness of big city schools, often lead to indecision and excuses such as the surburban student is more independently structured, or that it is fine for them but it would not work in city schools where the student is not so independently motivated or structured.

The universities that prepare teachers for work in these areas must also shoulder some of the responsibility for the conditions that exist in the ghetto schools. As Vernon F. Hanbrich has stated:

"... the teacher in the ghetto either rejects an appointment there or quits after a year or so because of inability to comprehend, understand and cope with multiple problems of language development, changing social norms, habits not acceptable to the teacher, behavior which is not success oriented and lack of student co-operation."  

These inabilities are most notable in the areas of discipline and classroom control. As Smiley and Miller put it, "... external order must first be imposed, and many young people going into teaching, are not sure enough of themselves to do

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it very effectively, and a considerable proportion of them, it is reasonable to guess, are not themselves well-enough organized personalities to bring real order into classroom learning."^6

Discipline problems are thus created by the very individual responsible for later dealing with them. Mrs. Delores Graham, in an article "Discipline in the Inner-City Classroom," suggests that teachers, by their manner of communicating and working with disadvantaged students, create situations which cause them difficulty. She states as an example, the regularity of student referrals by the same teacher in these schools and concludes with the statement, "These teachers are as disadvantaged in this area as the children whom they are trying to teach."^7

In another study by Peter H. Rossi it is reported that seventeen percent of the teachers in fifteen major American cities had been in the ghetto school for one year; and sixty-three percent in their present position for five years or less. The proportion of teachers remaining after five years dropped off drastically. ^8 There are many acknowledged reasons for this

^6 Smiley and Miller, eds., Policy Issues in Urban Education, p. 18


statistical breakdown but one can most definitely be attributed to the teacher training being provided by most universities.

George W. Denemark, Dean of the College of Education of the University of Kentucky, put it thus:

"The quality and character of our elementary and secondary schools are dependent largely upon the character of the teachers who staff them. The teachers, in turn, strongly reflect the strength and shortcomings of the colleges that recruit them and provide initial preparation, the school system that employ them and continue their training, and the professional organizations that supplement such formal training through a broad range of activities." 9

Nor do teachers concentrate on the effect that their attitudes have on the expectations of the youths entrusted to them. "The teacher who assumes that her students cannot learn is likely to discover that she has a class of children who are indeed unable to learn; yet another teacher working with the same group, but without such an attitude, may have the opposite experience." 10

The universities simply do not rid their undergraduates of the prejudices and/or naivete that prevent them from functioning in ghetto schools. Charles E. Silberman comments on this lack of training in his book, "Crisis in the Classroom."

"We have failed to think through systematically the relationship between the pupil's background and the educational measures appropriate to successful learning." 11

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11 Ibid., p. 78
In addition, no attempt is made to preserve and/or promote the social sensitivity that is necessary for any teacher to be successful in dealing with these students. Furthermore, university preparation on the graduate level is still not structured to aid in the development of a practical and realistic approach to teaching under these conditions.

The problem then becomes not why ghetto children have not been learning what is presented, or what can be done to make them more successful in their studies, but how can the school adapt itself to the learning styles brought to the classroom by the disadvantaged youth. Silberman continues:

"The literature has contributed a great deal to our understanding of why 'disadvantaged' children fail; with a few exceptions, it has contributed very little to our understanding on why schools fail, or of how they might be changed in order to make learning successful for children from these backgrounds."

The atmosphere that prevails in those schools can be singled out for being a contributing factor as to why failure is eminent on the part of inner-city schools, particularly in the large cities. Innovations when introduced into these systems have a difficult time being implemented on a significant scale because of this atmosphere. An atmosphere, which according to part I of "Policy Issues in Urban Education", consists of "a pervasive sense of irritability and ill-humor, a petty preoccupation with rules and forms rather than with persons and what is happening to them, and disapproval of any free expression

\[12\] Ibid.
of human impulsiveness and liveliness."\textsuperscript{13} This can, to be sure, attributed to many factors, but often overlooked are the motives and aspirations of incoming teachers.

The school is staffed by persons straining for middle-class status (whether to achieve it through social mobility or to maintain it) who, in the course of training and occupational indoctrination, had severely to repress their own impulses and creative self-expression to conform to the demands of the class culture.\textsuperscript{14}

The authors suggest that the rewards gained for their efforts do not live up to their previous expectations of social deference, authority, and economic comfort; thus leading to frustration and bitterness, creating a climate detrimental to any form of exuberance or creative difference in others which they forfeited for themselves. Incoming teachers, committed to saving the world or just doing a good job, are in most cases battered into submission, adopting dormant norms, or later leaving.

Another factor contributing to the statistical breakdown cited, is the necessity of the inexperienced teacher to accept positions wherever they find them. Of course this means positions within the less desirable ghetto schools and the resultant defection of most of these teachers to more desirable schools as soon as they reach the point where they have qualifying experience. This was substantiated in a 1965 study of New York's public schools. It showed that:

\textsuperscript{13}Smiley and Miller, eds., \textit{Policy Issues in Urban Education}, p. 10.

\textsuperscript{14}Ibid., p. 8.
... fewer than one-fourth of predominantly negro elementary schools had the regular complement of fully licensed teachers, while over two-thirds of the predominantly white schools were staffed with the full quota of regulars.\textsuperscript{15}

It is also a fact that a large number of teachers in these systems see teaching as a stopgap job, thus an overabundance of insecure teachers who rely on the methods of previous generations which obviously are not working on a desired scale.

Federal programs began to try and break the cycle of educational poverty that existed in the ghetto in 1965 with the Head Start Program. Eighty-three million dollars was appropriated and 561,000 pre-schooler in culturally disadvantaged neighborhoods attended during its first year of operation. The evaluations which followed confirmed educators hopes; thus the initial program was considered a tremendous success and it was a year-round program as well. Subsequent evaluations, however, questioned the long range effect of the program. Dr. Max Wolff of the Center of Urban Education of New York, found from his study that the educational advantages gained by pre-schoolers in the Head Start Program tended to disappear in six to eight months after he started his regular schooling.\textsuperscript{16} The report went further and confirmed earlier findings in that the Head Start students were enriched and left with a thirst for knowledge but that poor teaching or curriculum had a dissipating affect on

\textsuperscript{15}N. Hechinger, "How to Staff the Ghetto Schools?," article in \textit{The New York Times}, January 16, 1966, Sec. IV,

the advantages gained through the program. In response to this investigation the Director of the Office of Economic Opportunity, Sargent Shriver, made the following statement: "The present elementary school system was critically inadequate to meet the needs of children of poverty and should therefore be reformed in such a way as to help them retain the gains they made in the Head Start Project."17

Others who have reviewed special programs for the disadvantaged however, have indicated their apparent failure, including Head Start. Those indicated as failures were compensatory education, New York City's Higher Horizons Program, St. Louis' Banneker District Project and Syracuse's Madison Area Project. The conclusion of the U.S. Commission on Civil Rights, responsible for the evaluations, states: "... none of the programs appear to have raised significantly the achievement of participating pupils, as a group, within the period evaluated by the Commission."18

Head Start was however successful enough to warrant President Johnson to allocate 135 million dollars toward a program proposed by Mr. Shriver to increase the ratio of teachers to students (15:1) so that the gains made by Head Start students could be maintained. This plan, incidentally, did not suggest ways in which these special programs would be

18 Racial Isolation in the Public Schools, Vol. I, Chapter 4.
staffed, for in 1966 the "... most critical teacher shortage in a decade," confronted the classrooms of the United States.

This shortage, as stated earlier, was much more severe in disadvantaged areas where innovative, realistic and specially trained teachers who could understand the impact of family and neighborhood on a slum child's mind was most needed.

Since local communities have been either unwilling or unable to solve the educational crisis of their depressed areas, it was left as a problem for the Federal government to solve.

With the necessity of providing teachers for areas in mind, on July 17, 1965 President Johnson stated:

"Like many of my fellow Americans, I believe that this land's most noble enterprise is the work of education, that in our nation's classrooms our future is being built. And I believe that the chief architects of that future are the teachers of America.

Today I have completed work upon a legislative proposal which is a testament of those beliefs: the Teaching Professions Act of 1965. It is now on its way to Congress...

... The Teaching Professions Act of 1965 will establish, first, a National Teacher Corps. Members of the corps--experienced teachers and students who plan to make teaching a career--would work together in the city slums and in rural areas of poverty to offer what those troubled regions need: most: light and learning, help and hope...

... Finally, this act will provide direct assistance to institutions of higher learning so that they may develop better programs for teacher education.

The Teaching Professions Act of 1965 is a composite of hard thinking about educational problems in the Congress, in the executive branch, and in the teaching professions..."

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20 Samuel E. Pasaro, "National Teacher Corps--A Win, Loose or Draw?" article in Phi Delta Kappan, December, 1966.
This legislation to establish the Teacher Corps was passed by Congress only after a hard fight by the administration (details of which will be covered in Chapter II). Instead of a separate Teaching Professions Act the proposal became a part of the Higher Education Act of 1965. The objectives of this act were twofold: first, to strengthen the educational opportunities available to children in areas having concentrations of low income families; second, to encourage colleges and universities to broaden their program of teacher preparation.

The Coleman Report, produced by James S. Coleman under the auspices of the U.S. Office of Education, also reached a similar conclusion. The Commission found that schools both urban and suburban are quite uniform in the kinds of services being offered to its students. Therefore the theory that minority people or ghetto schools have substantially less in school hardware which accounts for differences in achievement of urban and suburban students was refuted. Silberman, in "Crisis in the Classroom," warns however that this fact does not mean that schools have no effect on students' learning. But that the differences in student achievement from school to school seems to be due more to differences in the students own family background and in the backgrounds of their fellow students than differences in the quality of the schools.21

21Silberman, Crisis in the Classroom, p. 71
The quality of a school cannot however be divorced from the quality of instruction offered. When attitudes of teachers reflect their own middle-class aspirations, and prejudices associated with them, the quality of the school is indeed effected.
CHAPTER II

NATIONAL TEACHER CORPS LEGISLATIVE BACKGROUND

1. Initial Development and Legislation

John Kenneth Galbraith, Harvard Professor of Economics and former Ambassador to India, was undoubtedly responsible for the original concept of Teacher Corps. He advocated an attack on poverty which would involve an emergency education program. According to Galbraith, this program should be located in the 100 lowest income counties in the United States. In these areas, "... truly excellent and comprehensive school plants, beginning on the primary level, would be set up." Then, in the manner of the Peace Corps, but with ample remuneration an elite body of young teachers would be assembled. He suggested that a proposed "National Teacher Corps" be comprised initially of 10,000 to 12,000 of our best teachers at salaries of about $12,000. These "elites" would be established in schools in a poverty area and develop an innovative educational system designed for their particular need. They would then "proceed


to the next most abysmal area," and repeat the process.

Senators Gaylord Nelson and Edward Kennedy actually began the process of developing legislation to make the idea a reality. Senator Kennedy's suggestion was for 2,500 "well-qualified teachers to work in several hundred low income rural or urban areas," This seemed to correspond closely to the Galbraith proposal. Senator Nelson's approach to the program was quite different. However, his proposal became the actual prototype. He advocated recruiting, "5,000 able, idealistic and committed college graduates annually to combine two years of intensive training and service."24 Universities, according to his proposal, would provide the special courses during the three month summer training period, and would be under contract to the United States Office of Education. After this initial period of training was completed, teams of five corpsmen under the direction of a highly experienced teacher would teach full-time in slum schools within city school systems. Senator Nelson further proposed that tuition, living expenses and regular teaching salaries would be paid to the corpsmen by the federal government. The proposal also provided that the experienced teachers involved in the program would receive a substantially higher salary. The total cost of his proposal was estimated at $40 million per year.25

25Ibid.
President Lyndon B. Johnson, in a speech to the National Educational Association in July, 1965 announced that he would soon propose a National Teacher Corps to enlist "thousands of dedicated teachers" to teach in poor areas of the country. In his speech he stated that in order to solve our educational problems we must:

"... look beyond the classroom to the family and to the surroundings and the environment of the students. For the process of learning is not a defined and isolated segment of a person's life ..."26

President Johnson's proposal, when sent to Congress on July 17, 1965, met several obstacles. As one member of Congress, Representative Albert H. Quie (R-Minn.), stated, "If the Teacher Corps stays in the bill, I'll oppose the whole higher education bill." And he said a majority of Republicans felt the same way.27

The majority of the criticisms leveled against Teacher Corps by others like Representative Quie did not seem to center upon its purposes, or actual operation; rather, Republicans viewed it in terms of their own self-interest, fearing that it was primarily a tool to be used in southern schools. Further contentions were that it would "... inject an element of federal influence into the local school situation." Supporters of the program pointed out however, that this was a mistaken

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impression; that the corps members would only be assigned at the request of the local school systems and would serve under local control.\textsuperscript{28}

Despite these and similar assurances from the supporters of the legislation, a coalition of Republicans and Southern Democrats prepared to submarine the Teacher Corps and, if necessary, the whole higher education bill. On October 20, 1965, the bill came before the house and a movement made by the opposing Republicans to send the bill back to conference was defeated. Thus, by a vote of 226 to 152, administration leaders were successful in establishing Teacher Corps as a part of Public Law 89-329, of the Higher Education Act of 1965.

2. Initial Definition of Purpose and Subsequent Changes

The legislation which created the National Teacher Corps contained two statements as to its purpose. First, to strengthen the educational opportunities available to children in areas having concentrations of low-income families; second, to encourage colleges and universities to broaden their teacher preparation programs. These two objectives were to be achieved by the following means. Experienced and qualified teachers were to be recruited by the Teacher Corps and trained as Team Leaders of Teacher Corps teams. The individual team members, or interns, 

were to be university graduates but not qualified or experienced teachers. These teacher-interns would be available for teaching and in-service training in teams led by the trained experienced teachers, assigned to low-income area schools by local educational agencies. The legislation established Teacher Corps as a two year program. Funds authorized by this legislation were 36.1 million dollars for the first year and 64.7 million dollars for the second. 

The obstacles to the establishment of the Teacher Corps were not, however, overcome at this point. Members of Congress, on the day following the passing of the legislation, deleted Teacher Corps funds from the final Supplemental Appropriations Bill sent to the White House. It was not to be until March of 1966 that the House Appropriations Committee voted funds for Teacher Corps pre-service program, the amount, 10 million dollars instead of the 13.5 million dollars indicated for the original funding. Program administrators, however, were not assured until June (the month that pre-service was to commence) that even the reduced funds were forthcoming. In the case of the in-service part of the program, Congress did not allocate funds until October of 1966, two months after the in-service program had started. At that time 7.5 million dollars, instead of the


original $31 milli

31 million dollars authorized by Congress, were approved. The New York Times summed up their observations in the following manner: Congress had truly left the Teacher Corps "undernourished," and... the bright promise of one of the most constructive domestic aid proposals was in danger of running out of steam at the very start."32

Due to the controversy and dissension over the establishment and funding of the Teacher Corps, doubts were expressed as to its survival, yet the main thrust of the program remained intact. To Teacher Corps supporters the chances of survival of the program, due to the drastic cutbacks and substantial opposition raised in the Congress, were slim and they were dubious in regard to its eventual success. This did not, however, deter the initial wave of Interns (1,250) from going into the field. Some 275 schools across the country were to see Teacher Corps Interns in their classrooms working towards the stated goal of the legislation, "... to strengthen the educational opportunities available to children in areas having concentrations of low-income families."

The initial stormy beginning of the Teacher Corps was to be reflected in and subsequently modified by additional legislative changes. In 1965 the Teacher Corps was known as the National Teacher Corps (NTC). It was national to the extent that it was funded by Congress, and recruited prospective teachers

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31Egerton, p. 14

from all over the country for relocation wherever they were needed. From 1965 to 1967 the commissioner had the responsibility to recruit, select and enroll experienced teacher Team Leaders and inexperienced teacher Interns in the Teacher Corps for periods of up to two years. His responsibilities also included entering into arrangements with institutions of higher education or state and local educational agencies to provide members of the NTC with up to three months of pre-service training before they undertook teaching responsibilities. Local educational agencies were to be compensated for the amount incurred by them on behalf of members of the NTC assigned to them. 33

Several significant changes have been made since the 1965 legislation. These changes were brought about primarily because some Congressman opposed the program because he viewed it as being one step closer to the federal control of local schools. Other objections were heard from those who felt that Teacher Corps would bring untrained and unqualified people into the teaching profession; or that bonuses to team leaders and free graduate study and lighter teaching loads for interns gave corpsmembers advantages over regular teachers that could lead to dissension. 34

These concerns culminated in new legislation. On July 30, 1967, Public Law 90-35 provided for the continued funding

33Higher Education Act of 1965. Public Law 89-329, Title V-B.
of the Teacher Corps through fiscal year 1971. The same bill made changes in the operation of Teacher Corps that were designed to eliminate obstacles for its continued existence. A summary of some of the more significant changes are listed below:

1. Training of corps members is the direct responsibility of the state educational agencies or institutions of higher education and local educational agencies.

2. Institutions of higher learning in conjunction with the local educational agencies were made responsible for the recruitment, selection and enrollment of members of the T.C.

3. The name of the corps was changed to eliminate the word "national."

4. In-service academic training programs were no longer subject to the criteria established by the Commissioner of Education.

5. T.C. members may be placed in programs designed to meet the special educational needs of migratory children of migratory agricultural workers.

6. Universities could now offer (in some programs) undergraduate degrees.

7. Intern salaries were changed from that of beginning teachers' salaries to a rate equal to the lowest full-time

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salary offered by the local system, or at a weekly rate of $75.00 plus $15.00 for each dependent, whichever is less.

3. Local Control of Teacher Corps Programs

In accordance with the revised legislation summarized above, the Teacher Corps Guidelines were issued with encouragement to school systems in conjunction with local universities to submit joint proposals which would test new approaches in teacher preparation. The areas to be covered in these proposals were curriculum, instructional techniques, staffing patterns and in in-service training of regular teachers. The proposals were to show how Teacher Corps could assist in making the changes cited by the schools and universities. These proposals were also to include innovative concepts and designs for using Teacher Corps Interns and Team Leaders. Strong preference was indicated for innovation and original design of programs. In short, aside from the stated legislative objectives of Teacher Corps, ". . . to strengthen the educational opportunities available to children in low income areas, also to encourage colleges and universities to broaden their programs of teacher preparation," a third goal became evident, innovation and reform of existing educational programs.

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This third objective according to Bernard C. Watson, author of "The Taming of a Reform: Co-optation of the National Teacher Corps," was not obtained during the first two years of Teacher Corps operation; which led him to the conclusion that:

"A reform has been tamed, thus destroying a program which held great promise for innovation, experimentation, and ultimate improvement of education in low-income areas."

His research established the following reasons for this apparent failure.

1. By absorbing into its structure persons with vested interest in the school system (locally rather than nationally employed team leaders), the N.T.C. transferred control of team leaders to building principals.

2. By controlling the actions of team leaders, or by taking advantage of their power in an organization upon which the N.T.C. was totally dependent, building principals have exercised effective control over local programs.

3. Under the pressures of local and national centers of power, the N.T.C. has gradually altered its stance and has been forced to accept the structuring of local programs in a manner which is clearly dysfunctional to its continued existence as an agency of reform and innovation.37

Mr. Watson further suggested, that the legislative changes of 1967 which emphasized local control and in particular local

37Bernard C. Watson, "The Taming of a Reform," Phi Delta Kappan, October, 1968, p. 103
selection and assignment of corpsmembers, had permitted school systems to co-opt their interns and team leaders and thus emasculate the program.

This early analysis of Teacher Corps, according to Mr. Graham, was correct for its time. "Planning and programs suffered at first because objectives were broad and loosely defined." 38

Initially, the innovations Teacher Corps interns were taught were left up to the local university and school system to develop and augment. In most instances providing extra services for the schools and instituting new courses for the education of the disadvantaged was seen as successful implementation of the objectives. But with further development in the area of teacher preparation on the national level, specific suggestions and requirements were outlined in the Teacher Corps Guidelines. These specific changes sought by the national office were further advocated and explained in national conferences attended by program directors, team leaders and school personnel.

The focus of the 1969 conference was devoted to change. This was not only indicated by the conference title "Provoking Change in Education," but also in the opening speech delivered by James E. Allen, Jr., the United States Commissioner of Education.

"In my fifteen years as Commissioner of Education in New York State as well as in the months since I became United States Commissioner of Education, I have emphasized the need for reform in education. I have been particularly concerned about improving education for disadvantaged children. . . . As you already know from frustrating experiences, change does not come easily. It is none the less imperative that we have it."39

Mr. Allen further stated that, "The federal government is committed to the proposition that if we want to bring about change in the direction in which our schools and colleges are moving, we first have to bring about change in the kinds and quality of the people who staff our schools and colleges. The Teacher Corps is a manifestation of this commitment."

One of the changes advocated was in the direction of increased freedom for students and teachers. In remarks by Richard Graham at the conference it was expressed thus:

"In his book The Lives of Children, George Dennison says that one of the things which characterized his school was the freedom experienced by teachers and pupils alike. And he says that to give freedom means to stand out of the way of the formative powers possessed by others. If this is the measure of freedom then it is pretty clear that our system of education denies it to children and to teachers. . . . There is a national desire to change, to improve, to put an end to the wearing struggle between black and white, young and old. Whatever the excesses, on both sides, there are wrongs which must be acknowledged and corrected. And, if education is the foundation of society, then education must not only accept the blame but also have the determination to correct its faults."

These statements by the highest educational officials in Washington and by the National Director of Teacher Corps

broadens the objectives initially advocated by the legislation and focuses on more sweeping changes to be accomplished by Teacher Corps.

It was recognized at this conference that many of the institutions that were successful in acquiring grants for the establishment of the Corps, saw it as a government supported fellowship program. And that schools and school systems were satisfied with it because it provided para-professional services. It was, however, pointed out by Mr. Graham that while these services are associated with the corps, it is not the primary objective. They took the opportunity of the conference to make the primary objective perfectly clear. Definite change was being advocated on two fronts. In essence, they were the same as before, but with much more direction. Universities were now being asked, indeed compelled, to submit proposals based upon one of the nine designs of teacher education which were funded by the Bureau of Research, or a proposal advocated in Bunny Smith's "Teachers for the Real World." All of these works had much in common. All models proposed sweeping changes in teacher preparation. These models and innovative designs authored by local universities consistent in philosophy and comparable in scope with the proposed changes, would be given first priority for funding. These educational models which were being advocated by Teacher Corps Washington Office, would if adopted by the universities involved, according to Mr. Graham:
move the institutions from a lock-step system of courses and credits accompanied by an apprenticeship which serves existing systems and ideologies to a new freedom in teacher education which stands out of the way of formative powers, with inquiry and scholarship."  

The features which all of these model teacher education programs had in common were:

1. Competency-based teacher education programs—those programs in which the competencies to be achieved by the student and the criteria to be applied assessing the competency of the student are made explicit and the student is held accountable for meeting these criteria. They are field based with students spending a considerable portion of their time in interaction with children in school settings.

2. Staff retraining which complements the training of future teachers.

3. Performance criteria—which are used to assess the teaching behaviors of the students.

4. The use of instructional modules—a set of learning activities intended to facilitate the student's achievement of a specific objective or set of objectives.

5. Systems analysis approaches—refer to the rigorous application of the systematic techniques in program design and operation.

6. Differentiated staffing patterns in higher education.

Ibid., p. 7.
During the entire conference, speakers were urging those present to "make it your college's experiment in teacher education." It was made clear that this was the new Teacher Corps focus. Previously, change was left up to the universities. They determined what was taught to interns and how. And... if these new methods of educating teachers were to be adopted into the universities teacher education curriculum at all.

According to Mr. Graham's speech:

"This is what we will look for in program proposals for next year, fifth cycle program, and for program amendments in current programs. It is the development of a plan which reaches the heart of the college along with a written commitment by the people who want the plan and its institutionalization, if it works."\(^4\)

This new focus, to change the universities method of educating teachers, was further elaborated on in an article by Mr. Graham published in the February, 1970 issue of Phi Delta Kappan. In this article, Educational Changes and the Teacher Corps, the different means of achieving change in institutions were discussed with a strong emphasis on how Teacher Corps intended to make an impact. There were several points made which indicated the changes in Teacher Corps concepts and direction.

The first objective, improving education for poor children, is met to some extent by providing additional services during a Teacher Corps program or by providing better trained teachers at the end of the program. But far more important was bringing about the introduction and adoption of improved systems of

\(^4\)Ibid., p. 7.
of education in the school and in the school community. The second objective of the T.C., broadening programs of teacher education, was to be met by encouraging colleges and universities to introduce new programs of teacher training on an experimental basis, and then to institutionalize these changes if they prove successful. The third objective was to make the universities involved completely aware that the T.C. was never supposed to be a sustaining program. It was to provoke change and then move on.

These above stated objectives by Mr. Graham, were and are still the expounded purpose of the T.C. The only difference is that in 1970, T.C. Guidelines gave specific recommendations as to the kinds of changes the national office would be most likely to fund, thus limiting the decision making power of the local school system and university. The granting of funds for a T.C. Program can thus be seen as an effort by the federal government to buy or coerce school systems and universities to make predetermined changes.

4. Further Guideline Changes

Changes have also been brought about in T.C. as a result of ongoing evaluations. Originally, program administrators were asked to submit program amendments to Washington under the following circumstances:

1. If a change is to be made in the university curriculum and/or degree and certification requirements.
2. If a substantial change is to be made in time allocations for teaching and community work for either team leaders or interns; or whenever a team takes over instruction responsibility for children for more than a six-week period.

3. If administrative and supervisory staffs of the T.C. Program are to be changed.

4. If corpsmembers are to be transferred from one participating school district to another, or transferred to schools not listed in the original proposal.

In the 1970 Guidelines the following addition was made. "Amendments may be initiated at any time, but require cooperative planning of university, school, corpsmembers, and community representatives." It further states that if no amendments are requested a statement to this effect must be submitted at predetermined intervals. According to the National Director Richard A. Graham, this was necessary because the original method was "self-servicing and seldom provided much indication of the convergence of proposal and performance." He continues:

"Corpsmembers have generally been critical of the relevancy of teacher education courses and they have frequently been critical of the lack of support from school officials for the innovative programs which were to be introduced. Although corpsmembers have not proved to be the most reliable drafters of process evaluation reports, their requested sign-off on reports prepared by others seems to foster greater objectivity."

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42 Teacher Corps Guidelines, 1968, p. 49.

43 Phi Delta Kappan, p. 27
This process was designed to have the effect of making it necessary for local programs to bring about corrective action on a regular basis.

In summary, the guideline changes that have occurred in T.C. since its inception have occurred for three reasons.

1. Legislation which reflected the concerns and objections of congressmen and their constituencies.
2. On-going evaluations.
3. The creation of innovative approaches to teacher education commissioned by the United States Office of Education Bureau of Research.

The effect of these changes have been to give more control of the local program to the local educational authorities, institutions of higher education and State Departments of Education, and to better define the objectives of Teacher Corps. Thus, loose interpretation according to Mr. Graham, was the reason for T.C. programs suffering during their first two years of existence.

5. Corpsmember Qualifications and Roles

**Team Leader**

The experienced teachers who serve as team leaders in T.C. are selected by a panel composed of representatives from the school system, university, corpsmembers (if previous programs are in operation) and community people. To be considered candidates must first have the following qualifications:
1. **Must** have a Master's Degree or enter a special T.C. program of advanced study.

2. **Must** have at least five years of recent teaching experience or three years of recent teaching experience with children of low-income families.

3. **Have state teacher certification or, if not currently employed as a teacher,** be eligible for such certification.

4. **Be willing to serve at least one year with the T.C. program.**

In addition the selection committee may, however, require additional qualifications based on the particular needs of the community or school in which the team leader is to serve.

Team leaders must also have the ability to function in leadership capacities by: fostering community work; counseling and advising; demonstrating techniques of teaching; testing professional growth; providing coordination and liaison between school, university and community; and analyzing the teaching act for program interns.

To perform well in this role, the guidelines state that even as experienced teachers they will need an unusual degree of flexibility, openness to change and sensitivity to individual differences and life styles, plus a commitment to

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involve themselves fully in a program which requires working many hours beyond the number constituting the regular work week. But the individual applying for the position of team leader in any program is guaranteed against discrimination because of race, religion, color, sex or national origin due to the Title VI provision of the Civil Rights Act of 1964.

Interns

Individuals applying for the T.C. position of intern are also covered by this provision of the Title VI Civil Rights Act of 1964. The qualifications of interns listed below are subject to more specific requirements as determined by the same type of selection committee cited for team leaders. These additional qualifications reflect the nature and focus of the program written jointly by the school system, university and community. Guideline qualifications for interns are:

1. Must have a bachelor's degree if the program is a graduate program leading toward an advanced degree. (Students who have credits in education are not encouraged to apply.)

2. Interns for undergraduate programs must have successfully completed two or more years of study acceptable toward a baccalaureate degree. (No prior education courses are required.)

3. Must be willing to serve two years in a T.C. program.

4. Must be seeking a career in the education of the disadvantaged.

5. Must be willing to participate in the pre-service and in-service training programs during the period of their service.

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During the interns two years of service to the school and community they are required to develop competencies needed for successful teaching. These competencies are determined by the school system, the community and the university and deal with every facet of the profession. Aside from the activities and duties required of all teachers, interns are to work with parents, public schools and universities to implement changes in teacher education as well as to lift performance levels of pupils who reside in low-income areas. 48

Teacher Corps programs begin with a pre-service which lasts approximately ten weeks. The purpose of this period is to provide corpsmembers with those competencies the university, school system and T.C. Washington feel are needed before the corpsmember enters the target area school. This period is also used to judge the suitability of individual corpsmembers for the kind of service expected of them. At the end of pre-service, corpsmembers who receive favorable evaluations, are placed on the school district payroll and assigned to a school.

The evaluation of corpsmembers during this period are based on their ability to relate to children and parents of low-income families as individuals and as a group demonstrate competencies in specified basic teaching skills which the school district wishes them to use in the early part of in-service,

work toward problem solving in team groups and properly motivated to teach children of the low-income. 49

The in-service portion T.C. programs varies in length but usually consist of two academic years with an intervening summer. During this phase of the programs, corpsmembers spend approximately sixty percent of the week working within their assigned schools, twenty percent in community based education projects and the remainder of their time in university studies.

6. Local Program Financing

During the pre-service phase of a Teacher Corps program, the college or university receives operational funds issued by the state or local school agency if they receive the initial grant. These funds include the salaries for instructors, instructional material, consultants fees and corpsmembers stipends.

For the in-service period, two separate contracts are usually awarded. While one is awarded to the institution of higher learning, the other is awarded to a local education agency. With special programs however, the contract may be awarded to the school district which then sub-contracts with the college or university after approval by T.C. Washington Office.

The contract awarded to the university or college is for the academic year and the money allocated is based on the number

of corpsmembers who are enrolled for credit in the program. Cost for the educational component cannot exceed a predetermined formula, but is negotiated on line-item basis, thus making it possible for a program to receive less money than the ceiling would allow.

The funds made available to school districts, through their contracts, allow for administrative costs and up to ninety percent of the stipends, salaries and benefits of both interns and team leaders. The local school district is thus responsible for ten percent of those salaries and benefits.\(^{50}\)

**Stipends and Allowances**

Teacher Corps interns are exempt from tuition and all other costs for graduate or undergraduate study with the exception of text books. In addition, throughout the trainees involvement in the program they will receive a stipend of ninety dollars a week plus fifteen dollars per week for each dependent. They also receive health and accident insurance. The experienced teachers may avail themselves of two options in relation to salaries. First, if team leaders have a master's degree, the local program may pay additional compensation for services through the university or school district during in-service. If additional courses are being taken by team leaders under option one, they will have to pay their own tuition. No summer employment is

\[^{50}\text{Teacher Corps Guidelines, Washington, D.C., United States Office of Education, 1970.}\]
provided. The second option provided that if team leaders do not have a master's degree a program is designed for special advanced training for credit. The team leaders are enrolled in an advanced internship program and no additional compensation is paid during service with the Teacher Corps. Team leaders enrolled in a program of study will be eligible for stipends during intervening summer if they are enrolled full-time in summer school. Team leader's fringe benefits are however the same as a regular teacher in the school system, if either option one or two is chosen.

Summary

The difficulties involved in establishing T.C. at the national level while not important to the successful implementation of its objectives; does indicate, however, that the concept had national and undoubtedly local opposition. This opposition was so strong in fact that changes were made in subsequent legislation to de-emphasize the role the national government would have in those programs funded.

It became clear however that the two major objectives of the corps, strengthening educational opportunities—and to encourage colleges and universities—while left up to the local educational agencies and universities during the first two years of the corps' existence became much more specific because of misinterpretations of the changes advocated.

These changes or specifications by the national office

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51 Ibid., p. 23.
came into effect one year after the University of Hartford/Hartford Board of Education began its T.C. program. It will be shown in Chapter IV however, that these specifications had little if any effect on the program's operation during its second year even though amendments to local programs were requested to reflect them.
CHAPTER III

HARTFORD TEACHER CORPS DEVELOPMENT

The Three Schools

The schools in which the Teacher Corps Teams were assigned during their in-service period were located in three school districts at the north end of the City of Hartford. Encompassed in each school district is one of the large city public housing units. The ethnic population of this section of Hartford has undergone an almost total change in the past ten years, moving from the area of white middle class to the area of poor, lower class Blacks and Puerto Ricans. The population total of these three schools is about 3,439 students, largely non-white and possessing many of the cultural and social handicaps of the economically deprived.

Of the three schools, two (Northwest Jones and Arsenal) were and are extremely depressing and act, no doubt, as a deterrent to a learning environment. Physical accommodations are uncomfortable if not actually dangerous. They include such anachronisms as chairs of nineteenth century vintage (often bolted to the floor) and classrooms with giant windows that swing outward thus making it impossible for them to be open during instructional periods for fear some student might have a serious accident. In both schools, classrooms and halls are dark and
peeling paint is everywhere. Even with the attempted updating of the lighting fixtures the classrooms remain drab and depressing. In the case of the Arsenal School, the building itself was condemned but as of now is still very much in use.

The two communities in which Arsenal and Northwest Jones are located function as a kind of "port of entry" for poor blacks and Puerto Ricans arriving in Hartford. To some extent it serves as a stopgap for those who "make it" and leave the area as soon as possible. Those who are forced to remain live in neglected landlord owned housing or in one of two large, nineteen-thirties city housing project. It is discouraging to note that according to the city government, these housing developments have a remaining life span of more than twenty years. The Arsenal School neighborhood, the more run down of the two, is designated for model cities funds, but the city has effectively slowed down the administering of these funds for several years. It is therefore understandable that the two riots Hartford experienced in 1969 had their beginnings in this district. A local organization called S(outh) A(rsenal) N(eighborhood) D(velopment) Association which services as a central community action center financed by antipoverty funds, has proposed a community controlled school to replace the present Arsenal School. The board of education has generally ignored the plan. S.A.N.D. has however, been successful in establishing an "everywhere" school consisting of 150 students, five teachers and four paraprofessionals.
As a result of the facts related above and others too numerous to list, the feelings of the Arsenal community about the present school ranges from cynicism, heated objections, apathy and fear. As yet in 1971, there is no P.T.A. organization. Teaching is, for most Arsenal School teachers, an 8:30 a.m. to 3:15 p.m. return to the suburbs kind of day according to other more community oriented teachers. Memorization is emphasized over thinking, irrelevant material rather than more suitable innovative material, the "right" answer more than creative exploration of the problem, external control instead of internal self-discipline, "academic" development over personal development. While this can be said of the Arsenal School, the description applies as fully to the Northwest Jones School.

In considering Northwest Jones School however, one ray of light has managed to grow. As a result of community urging, the school system has taken over an old synagogue located across the street from the school and converted it as a branch of the Northwest Jones School. This addition is serving as a school without walls, or as it is officially titled, Multi Instructional Area (MIA). This program, begun as a strictly experimental facility, has become a showplace for exhibiting what can be achieved with innovative ideas and sufficient money to institute and sustain them. The MIA concept has achieved enough success to encourage the installation of similar programs in other schools not being served by Teacher Corps personnel.

The third school (Barbour) in which Teacher Corps was involved was quite a contrast physically from both Northwest
Jones and Arsenal schools. Barbour houses a little less than five hundred students, a staff of fourteen teachers and an enlightened school administrator. The school physically resembles, inside and outside, a suburban rather than an inner city school but at the same time qualifies for title one funds. The majority of the student population comes from a large city housing project.

The Barbour School community, unlike the other two target schools, is very much involved in Educational related activities and on two occasions were instrumental in having principals, appointed by central administration, removed from the school. Barbour's educational problems are however quite similar to the others. The reading levels are low, general achievement is poor, and teachers continue to rely on the "tried and true," methods of instruction.

These three schools were those earmarked for the fourth cycle Teacher Corps program. Two teams at Arsenal, two at Northwest Jones and one at Barbour School would provide additional services, try to influence teaching methods, and create Teacher Corps advocated changes.

Local Program Development

The major role in developing the Fourth Cycle Teacher Corps program for the city of Hartford was taken by the University of Hartford's School of Education in conjunction with the Hartford Board of Education. To develop inputs to the proposal that reflected the interests and needs of the involved target schools, the school board provided released time for the
for the administrative staff of these three schools to devote part of their time over a period of several weeks to analyze and suggest what they felt should be accomplished by this program. Their analysis of the needs of the schools and communities in which they were working, combined with suggestions from community agencies, teaching staffs and parents residing in the target areas, produced some of the data utilized in writing the proposal.

The participation of the three schools teaching staffs in the entire planning process, was seen to be most crucial to the successful development and implementation of the proposal. One of the principal reasons was the necessity for the program developers to know whether the teachers felt their own educational training was lacking and to what extent. Of almost equal importance, it was felt that the teachers must feel a part of the program since their classrooms and advice were needed throughout the implementation phase of the project. It was felt that if they were to understand ideology behind the corps, the corpsman's role in relation to the school, and the role of the principals, teachers and corpsmembers in the school and community, they had to take an active part in determining the initial definition of those relationships to be set forth in the proposal.

The most valuable input from the teachers consisted of a list of practices they felt were detrimental to a successful student reaching experience. Below is a composite of their criticisms:
1. The universities tendency to place neophite teachers upon the actual scene with little clear understanding of the role of the teacher.

2. The universities seeming inability to train prospective teachers in the skills necessary to be successful.

3. The lack of supervision, with a focus on betterment of performance, during the student teacher experience.

4. Their inadequate preparation of students who show an interest in teaching in the inner city.

5. Their lack of direct application of theoretical knowledge in an on-site teaching situation.

The Associate Director, this author, took the teachers responses and set forth to make sure all major concerns of the teachers became a part of the proposal. Their concern about the lack of supervision was solved by the nature of the program. It was the intent that by limiting the number of interns in a team (eight or less), the individual team leaders would be able to devote a great deal of time in this supervisory process. Another concern of the teachers would also be alleviated by the policy of selecting experienced teachers as team leaders. That is, the theoretical knowledge presented to interns in both formal educational classes and in formal and informal team meetings, could be readily applied to an on-site teaching situation.

Indeed the team leaders training was designed to cover new innovations in curriculum development as well as in the area of teacher supervision and human relations. In order to use these techniques team leaders would have to not only instruct interns
in the use of new innovative tools but to observe, with immediate feedback, the success or failure interns might have in performing these tasks. In the area of the teacher's concern that dealt with the inability of universities to train prospective teachers in the skills necessary to be successful in the schools, a partial solution was thought to be the introduction of micro teaching techniques developed by Stanford University. These techniques would be used extensively during the first year of the program and the further utilization of team leaders would be made in the area of a constant, on-going evaluation of the performance of the interns in actual teaching situations.

Additional inputs were received through the study of written recommendations from other Teacher Corps programs already in operation and consultants made available by the Teacher Corps Washington office. These additional inputs, according to the Associate Director, were very valuable because they alerted all concerned with the proposal to the possible problems which could result from poor communications or lack of involvement of key groups and individuals in the project conceptualization and planning.

A large and necessary part of the planning for pre-service and in-service experiences that the corpsmembers would undergo, made it necessary to make some general assumptions about the nature of the individuals who would be involved in the program as interns. These qualifying assumptions were based upon general profiles of interns in both past and present programs that were issued by the Teacher Corps Washington office. This raw data
was then evaluated by experienced planners who determined what basic knowledge one must have to be successful in a program of this nature. The national Teacher Corps office also made available to the planners of the local program, corpsmember responses on termination questionnaires to aid them in avoiding possible problems. An analysis of these responses gave background information of the following nature:

1. Approximate age of interns
2. Marital status
3. Number of dependent children
4. Ethnic and national background
5. Whether they had student teaching experience of any courses in education, etc.

Careful analysis and evaluation of all the above mentioned sources of information led the authors of the proposal to the following conclusions.

1. Corpsmembers will have little knowledge of the nature and needs of the urban disadvantaged child.
2. They may lack basic understanding of the cultural and educational implications of poverty in an urban setting.
3. They will have to develop a sensitivity to appreciate the urban product.
4. They must be given experiences that will make it possible for them to understand the need to provide meaningful experiences which may differ somewhat in level or degree from a child of the same age who was reared in more advantaged surrounding.
5. Corpsmembers will not be familiar with the various agencies of the community and must learn to understand the community, its people, its resources and its strengths as these relate to the urban child.\(^5\)

Pre-service Planning

The nature of these assumptions made it necessary for the planners to structure pre-service so that it would be partially conducted on-site at the target schools where corpsmembers would have their in-service experience, and in summer programs provided by the Hartford Board of Education. It was felt that a combination of these two programs would provide some of the necessary experiences with community children of all ages and grade level. The major part of the academic training during pre-service would however take place on the university campus.

The overall objectives to be accomplished during this period of time were outlined, in a general manner, in the Teacher Corps Guidelines. The general nature of these objectives left a great deal of flexibility for the specific experiences that the university and school system would select for this particular program in order to accomplish both national and local pre-service goals. The national objectives were:

1. Interns at the end of pre-service must be able to relate to children and parents of low income families as individuals and in groups.

\(^5\)University of Hartford, Board of Education Teacher Corps proposal, 4th Cycle, p. 16.
2. They must show the ability to work toward problem solving in team groups.

3. They must have a knowledge of basic teaching skills.

4. They must be motivated to teach children of low income families.

In the case of the more specific pre-service objectives listed below, they were designed by the program planners to supplement the national goals and aid in the solving of some of the personnel weaknesses interns would bring to the program.

1. To develop a knowledge of the diversity of the cultural heritage of the residents of the inner-city.

2. To develop a knowledge and understanding of the inner-city child as he functions in his community and the effect it has on his school performance.

3. To develop an understanding of the functions of the various agencies as they effect the child.

4. To develop an awareness of the characteristics which make inner-city residents more like than unlike other segments of our population.

5. To develop an awareness of the need to provide instructional materials which will better provide for successful learning experiences.

These school system and university initiated objectives developed from the unique problems found within the Hartford school system and encompassed the community, the local schools and the university. The competencies to be developed for effective
community work would hopefully be achieved by exposing interns to individuals whose prime function was working with community organizations which exist in the inner-city. The interns, after this exposure, would be encouraged to discuss with these organizations how they could become involved in some capacity after the school year and the in-service period began. At the university, corpsmembers would be involved in group discussions, on-going workshops and lectures, all designed to acquaint the interns with teaching competencies and related facts about the inner city child. This, hopefully, would facilitate a smooth transition from liberal arts major to teacher intern, dealing with elementary children.

The degree to which these objectives would be met, during the period of pre-service and provisional status for corpsmembers, were to determine the status of the individual intern after this period. This was to be further implemented by allowing interns to become involved in a five week program conducted by the University of Hartford and the Hartford Board of Education—Hicut. During this program, teacher trainees would be involved with children in a practicum situation for four hours a day and participate in discussions where the objectives would be to make connections between the theoretical and practical aspects of teaching. The interns experiences during their involvement with Hicut would also include observation of teaching techniques, planning, preparation of new materials, evaluations and related activities.
Since the major difficulties urban children have in school was perceived by the planners as being associated with poor reading skills, the intern's pre-service schedule would include six, two and one-half hour workshops with the objective being that they would learn how to teach reading in the urban elementary school. The emphasis of these workshops were to be placed on tutorial instruction thus encouraging individualization of instruction since this was the direction that the school system was trying to move. Aside from this, book company consultants consented to conduct workshops in the use of programmed instructional materials which had been proven to be beneficial to urban students.

Since all three of the target schools had a sizeable Puerto Rican population (Arsenal School, 30 percent; Northwest Jones, 5 percent; and Barbour School, 6.2 percent), it was felt that the pre-service program should devote at least four sessions to help the interns gain some understanding of the differences within this group. Puerto Rican Culture and English As a Second Language would be given some coverage, but it was acknowledged that given the seriousness and complexity of these subjects it was understood by all involved in planning that whatever could be undertaken during this period would be inadequate. However, specific techniques for working with these children would be covered.

Like most schools in urban ghettos, those in Hartford had problems in the area of discipline. It was therefore
decided to have workshops in simulation in which a variety of teaching and learning settings would be set up so that each intern could have an opportunity to react to various problem situations. These simulations would cover situations dealing with student behavior, parent relations, classroom management and evaluation.

There were two additional major areas that interns were to gain an understanding of during pre-service; drug abuse and sensitivity training. The sessions on drug abuse were designed to give the interns a knowledge of how to recognize students who might be under the influence of drugs. The program would make use of former addicts to gain a knowledge of the forces which might drive an individual to use drugs. Sensitivity training, directed by trainers from the Institute of Living (a local private mental health institution), would be carried on for two weeks. The intention of the program being to aid interns recognize, discuss and deal with whatever racial prejudices and stereotypes they might have about the Black and Puerto Rican People.

In-Service Planning

In-service training of interns took its direction from the ideas formulated by principals, teachers and community people, who were involved in the planning phase of the project. The community representatives were quite outspoken when asked to identify the reasons they perceived as being responsible
for the low achievement levels obtained by their children in school. These reactions, coupled with the concerns of teachers and university educators, were used in the proposal to justify the experiences and courses that would be offered to interns during in-service training. The most frequently voiced reactions from the parents were:

1. The urban teacher is not representative of the community in which she/he teaches. Therefore, the sensitivity of the teacher to the value system of the pupil is deficient.

2. Teacher education tends to reinforce the middle-class climate. Therefore, teacher trainees are not sufficiently knowledgeable in the unique needs of the urban school system.

3. Urban school systems and teacher training institutions fail to adequately focus on the need to establish a dynamic teaching style specifically patterned for the core city classroom. Therefore, pre-service and in-service programs are failing to effectuate change in the teaching-learning process.

4. The city school has not utilized the strengths inherent in the multi-ethnic composition. Therefore, children and their teachers have not cultivated an appreciation for minority cultures.

5. Education has not provided proper instructional materials for urban pupils. Therefore, the city pupil has been
deprived of creative media vital to his self-fulfillment.

6. Educational integration has not been fully realized. Therefore, the ghetto child and his teacher are unable to emerge from the stigma of the inner-city school.

7. The school has not initiated an active dialogue with its clientele nor encouraged their participation in the educative process. Therefore, the community and its schools have not established the rapport necessary for mutual understanding and cooperative action.

8. There is not enough communication within the instructional environment of the urban school system. Therefore, the relationship that exists between pupils, teachers, parents, and administrators is restricted. Teacher training was seen as a solution of these problems, but in order to be effective it was agreed that the process would of necessity be an on-going cooperative responsibility of the university, school system and community.

After these problem areas were identified, steps and procedures were established in the hope that the interns could proceed systematically from their present educational status to the future status of an urban teacher, with most or all of the competencies that would satisfy everyone involved in his training. It was agreed that the number one priority should be given to sensitizing the interns attitudes and behaviors in the guidance of learning. This plan which would begin during pre-service was to be extended into the in-service period.
During in-service an eight week workshop facilitated by urban specialists, media consultants, a university resource team and personnel representing the school system and the university would be utilized. The general objective of this training was stated as, "to have the individuals involved, identify, confront and deal with prejudices associated with the urban school and its students."

Aside from dealing with attitudes of teachers, an area heretofore ignored in teacher education institutions, the Hartford Teacher Corps proposal also emphasized development of teachers with an expertise in individualization of instruction. This consisted of developing curriculum materials for urban education and the creation of community involvement to aid in facilitating innovative changes. These competencies according to the planners, "will be specifically designed to meet the needs of the teacher in the urban community as well as to satisfy the certification requirements for elementary education in the state of Connecticut." The proposal also states, "the program will be experimental in its orientation so that skills, specific knowledge, and basic concepts will be incorporated into a practicum which would derive its strength from team leaders, staff members, community resources and local agency administrators with experience in the target area."

53 Teacher Corps Proposal, Fourth Cycle, University of Hartford. p. 31.
Developing curriculum materials specifically designed for the urban child was seen as a means to reach students previously "tuned off" by the traditional materials. This was also viewed as a means of achieving the following goals.

1. Affecting teacher attitudes.
2. Developing new uses for media.
4. Foster sensitivity to the behavioral characteristics of urban children in teachers.
5. Help teachers and interns develop an appreciation of the values and the uniqueness of the individual and his community.
6. Encourage interaction and dialogue between the school and the community.54

The focus of the universities educational component was to create an experimental program in which the interns would develop competencies through experiences designed by the faculty of the School of Education, the community and the teaching staffs of the schools involved. The proposal contained the following list of competencies that this program was to aid the interns in attaining.

1. To be able to recognize and identify the problems of the child.

54 Ibid., p. 32.
2. To be sensitive to the source of the problem. Is it within the family, is it physiological or characteristic of the sub-culture?
3. To be able to correct certain deficiencies with additional abilities to be able to find suitable correctional methods.
4. To understand the structure and development of gangs.
5. To understand the environmental causes for alienation.
6. To know and understand the causes behind matriarchal structure in these culturally different areas.
7. To recognize problems and to know how to prevent social disorganization in these areas.
8. To know the value of reinforcement techniques.
9. To know techniques for leading discussions.
10. To know techniques for organizing group activities.
11. To know how to effectively use supplementary aids. (Example, audio-visual)
12. To have appropriate decision making competencies.
13. To have critical thinking and to instill its use.
14. To be able to construct tests.
15. To be able to use effective summarizing techniques.
16. To be able to use Inductive-deductive techniques.
17. To be able to give appropriate assignments.
18. To be able to conduct small group work.
19. To make the curriculum relevant to the needs of the students.
20. To make aware the techniques of lecturing.
21. To be able to make use of gestures.
22. To know the dynamics of the oral report.

The school systems' role in the education of the interns was to consist of providing sites for the intern's in-school and after-school activities programs. Necessarily, all involvements of the interns would have to be approved by the building principal. The programs themselves, however, would actually be designed by the interns and their team leader.

As previously mentioned, the prime area of concentration during in-service as it was in pre-service was seen as the inability of students to function adequately in the area of reading. This deficit was perceived as being the prime area responsible for other school related problems. Thus, the school
system was most interested in having programs in this area dealt with first.

Home visitations, called for in the proposal, advocated a means by which interns could arouse an interest in parents to encourage their children to attend school on a regular basis. By this action, it was hoped, that interns would aid in the pressing problem of a high rate of absenteeism. Another benefit they hoped to attain was the increased involvement of the parents in the total educational process of their children. The proposal expressed it this way: "Even though the family may be completely indifferent and uncommitted, the home visit by the intern may have as its concomitant a realization that someone cares, and it may light a spark of interest in the student."

Keeping in mind the various goals and areas covered above, it was decided that the interns and team leaders should take the first few weeks of the school year to orient themselves to the schools' staff, principal and community. It was also felt that in the first few weeks of in-service the interns would be of considerable value by rendering a kind of catch up service for those students who were considered behind in their studies. Team leaders would have the responsibility for establishing this activity and the regular classroom teacher would make their referrals to him. These referral students would then be assigned to attend tutorial classes conducted by Teacher Corps interns rather than their regularly scheduled academic classes. The dual nature of this program would serve to: 1) provide
interns with a laboratory in which they could practice on presentation and academic skills as well as evaluate their effectiveness in readying these students to return to their normal program and, 2) expedite the return of the students to their regular classrooms.

A further breakdown of this program was made to allow for a concentration in developing reading skills (which was one of the prime goals cited in the program). As part of a total staff attack on the improvement of reading skills the interns would be assigned small groups at every scholastic level (kindergarten through grade eight). These small groups were to meet every day for a specified time so that the program would be consistent, intensive and ongoing. Evaluation of the process was to be consistent and ongoing with the goal of returning the student to his regular class at a predetermined level.

A supplementary role was to played by using interns as subprofessionals in actual classrooms. Such duties as record-keeping, monitoring, proctoring test, correction of papers, etc., was intended to serve as an introduction to classroom experiences. The amount and kind of responsibilities were to be increased gradually during the period of in-service.

Another area identified by the school systems, where it was felt that the interns could be of value, was in the field of linguistics. According to the school principals, involved in the program planning, the individual students coming into the
Hartford school system from locations in the deep south and Puerto Rico were embarrassed and shy when asked to participate in large group activities because of language difficulties. They anticipated that by organizing the corps members in a program whose objective would be to modify these speech patterns, these students would more swiftly master their problems and become participating members of their class group.

Aside from practical experiences designed by the school system and university, interns were committed to a course of study leading to certification as teachers in the state of Connecticut and the earning of credits towards their Masters of Education Degree. The academic program required each intern to be enrolled in nine credit hours of formal academic training at the university during each semester of in-service. Each intern was also to earn six credit hours during their pre-service and the intervening summer semester. Twelve of these courses (or thirty-six credit hours) were designated as required. Of these twelve, seven courses were needed for certification and five for a concentrated in urban education.

Team Leader Training

Team leaders are the pivotal participants in Teacher Corps programs. Their position within the school system, however, is a somewhat ambiguous one as indicated by Floyd Waterman.
"The team leader is a member of the local school faculty with a leadership role but is without the usual 'line' authority associated with supervisors or assistant principals.... The team leader works closely with the school principal and reports to him but is sufficiently independent and aloof to raise questions and to carry on dialogue on behalf of this team. He is not a regular member of the university faculty nor an extension of it; yet he receives continuous training and instruction from the director, other staff members at the university and from community leaders."55

This new role for experienced teachers carry with it the responsibilities of: 1) demonstration of teacher techniques, 2) establishing community based education projects, 3) assessing intern progress in schools and community, 4) working closely with school administrators and board representatives, etc. In order to build the competencies necessary to carry out these responsibilities and to assure team leaders certification in the area of Elementary Supervision after their tenure with Teacher Corps, the proposal planners felt enrollment in regular administrative courses was necessary.56 These courses, five in number, included work in the following areas.

1. Supervision in the public schools.
2. Problems in educational policy and personnel administration.
3. Public school law.
4. Field services in educational administration and supervision.

55Floyd T. Waterman, "The Role of the Team Leader," University of Nebraska, Omaha, p. 1.

56Teacher Corps Proposal Fourth Cycle Hartford Board of Education, University of Hartford, Hartford, Ct., p. 36.
5. Seminar in educational administration and supervision. Aside from their courses, which were to begin the first semester of operation of Teacher Corps in the city, team leaders were to gain an orientation to Teacher Corps beginning a week before interns arrived for pre-service, and end three weeks later.

These plans for in-service training of team leaders were scrapped however when Teacher Corps Washington office informed the university that team leader orientation would take place in Philadelphia, and that attendance was mandatory.

Project R.E.A.L. (Retraining Educational Adult Leaders), was a three week institute funded under E.D.P.A. for the purpose of instruction in leadership and supervisory skills, group process and curricula innovations. The participants were local Teacher Corps Administrators, Team Leaders, Community Representatives and school system Teacher Corps co-ordinators. Their efforts during the institute revolved around changes advocated by Teacher Corps and how participants, in their roles, could help bring these changes about.

Most of the sessions, to accomplish the above, were broken up into "alike" position groups; 1) community representatives, 2) co-ordinators and principals, 3) university staff, and 4) team leaders. Each group was to examine advocated changes in the light of their roles and responsibilities; develop strategies to disseminate information and gain support for programs back home.

Some of the topic areas covered, are listed below:
1. Rationale for community involvement.
2. Getting acquainted with your team members.
4. Role playing of perceived problems. (e.g., involving corpsmembers and community residents.)
5. Flanders System—listening to tapes of teacher-pupil interaction and its application to teacher education. (For team leaders and university personnel.)
6. Micro-teaching skill sessions. (For team leaders and university personnel.)
7. Methods of introduction for Black and Puerto Rican studies into regular curriculum.
8. Brainstorming sessions relative to possible procedures to be utilized in getting interns and school people properly introduced to the community.
10. How to put theory into practice.
12. Developing behavioral objectives.
13. Developing criteria and a system for evaluating Teacher Corps personnel in the "back home" program.

At the conclusion of the institute, participants were directed to develop a plan to orient people back home in relation to Teacher Corps program. This was achieved by groups composed of
those individuals representing the same program. It was to include roles and responsibilities of all participants as determined in the institute; plans for implementing responsibilities in the assigned schools; plans to communicate goals; strategies for utilization of interns; plans for implementing minority history programs; plans to be used in self-evaluation, team assessment and program evaluation.

As a result of Project R.E.A.L., team leaders wanted to deal more with activities directly related to their responsibilities and not with university structured administrative training programs which had none of the innovations with which they were now familiar. As a result of these concerns, special seminars were established by the associate director to examine additional educational innovations and to become more competent in those they had been exposed to at Temple University.

Summary

Advocated educational changes by the national and local Teacher Corps participants as indicated in the preceding Chapters are comprehensive and far reaching. The implementation of these plans and whether they achieve the desired results will be investigated in Chapter IV.

It is worth mentioning that the real measure of success of any program, national or local, is in the positive effects

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57See Appendix C. Plans developed by the University of Hartford/Hartford Board of Education.
they have on students. While the problems of low expectation of the general teaching staffs in ghetto schools; plus the inability of students to perform in specific areas was considered in the study of the city of Hartford's Teacher Corps program. This investigator, because of the short range nature of the study, could not devote the time required to determine to what extent children were preforming better in the academic areas or whatever changes that occurred were long range and most crucial for their continued success. For the same reason, it was not possible to evaluate whether teacher attitudes were changed to any extent.

The evaluation which follows then is devoted to perceptions of corpsmembers in relation to national and local goals, and not on the effect these participants had on the students themselves.
CHAPTER IV

EVALUATION OF THE HARTFORD TEACHER CORPS

FOURTH CYCLE PROGRAM

1. Program Objectives

Among the things that the Hartford Teacher Corps project set out to do, was to provide an evaluation of its program activities with respect to local and national objectives. They included the following:

1. To stimulate changes in schools which strengthen the educational opportunities available to low-income families.

2. To encourage colleges and universities to broaden their programs of teacher preparation.

3. To provide educational services to the schools through teams comprised of teacher interns and team leaders.

4. To provide support for these teams which would introduce or expand programs of community based education.

5. To encourage school systems, state departments of education, colleges and the community to develop and adopt co-operative programs for the training, retraining and utilization of teachers.
6. To create public and professional awareness of the goals and accomplishments of local programs, also techniques by which they were accomplished.

7. To recruit and train, as teachers of disadvantaged children, qualified candidates who might not otherwise have entered the teaching profession.

It is not the intent of this investigator to examine each objective rigorously and with specificity. Rather, in this chapter, the chief aim is to use data to present what the Teacher Corps participants, in particular the interns and cooperating teachers, thought to be successful aspects of the program with respect to meeting stated goals. (See Appendix A, Intern's self-evaluations and program evaluations.)

In the light of the foregoing it is noteworthy to mention that this investigator purports to examine two questions and discuss the current status of Teacher Corps. The questions under consideration are:

1. What did Teacher Corps set out to do?
2. How did Teacher Corps meet its task?

Thus, the data presented in this chapter will reflect a clinical analysis of Teacher Corps. An anticipated outcome of this study is some measure of the impact Teacher Corps has had on the Hartford community.

2. What Did Teacher Corps Set Out To Do?

One of the high priority concerns of Teacher Corps was to provide an assessment of its objectives. This assessment
was to span the entire duration of T.C. in the Hartford community. In particular it was to cover the following stages:

1. Pre-service
2. First Year's Experience
3. Second Year's Experience

**Pre-Service**

From the outset there were thirty-two Teacher Corps interns and five team leaders. It is this group that typifies the initial state of the fourth cycle operation via their expressed attitudes with respect to treatment and inter-action relative to the set of objectives under consideration. For instance, responses to the questionnaire which included the objectives illustrate the tempo and the state of the art during the early stages of the pre-service experiences.*

The investigator's perception of the pre-service experience was that although the program was well planned on paper it was not to be without its problems. The most serious of these, was created by the absence of the team leaders and the associate director for the first three weeks of the pre-service period. Mandatory attendance at an orientation workshop at Temple University in Philadelphia created this unplanned absence. Consequently they were not on hand to establish a working relationship from the beginning of pre-service. The Temple University workshop was designed to acquaint new Teacher

*See Appendix for full pre-service evaluation.
Corps personnel above the intern level with the philosophies of Teacher Corps and to help in their transition from classroom teacher to that of teacher trainer and administrator.

This workshop lasted through the first three weeks of the intern's pre-service period which, in turn, lasted for only eight weeks. Their absence during this time created a breakdown in communications between the interns and the university personnel conducting the pre-service program. This created among the interns the feeling that there was little direction or relevancy in a great deal of the material presented to them in this period.

In a questionnaire filled out by the interns at the conclusion of the pre-service program, much of the concerns about materials during this period were outlined as follows:

"The first days reminded me of the first few days in public schools. High level of dis-organization, negative, condescending treatment by some of the administrators and no orientation to the program by team leaders because of their absence."

"I felt somewhat negative about the program because we (the interns) were not being treated maturely and that the cutting and pasting and manuscript writing sessions were busy work and a waste of time."

"I was confused about how the various lectures, workshops, etc., fit in with any overall program. I was also disappointed that we wouldn't be in contact with any inner-city children until the third week."

"Completely out of it. Everything appeared to be useless. I thought it a waste of time."

"Apathetic to the extent that everything seemed unorganized."

"During the first few days I thought the program was really 'shaky,' especially during the three weeks when our associate director and team leaders were away in Pennsylvania."
"It was well organized. We had classes, lectures, etc., but the content for the first week or so was such that I felt I was back in an education class—which I definitely wanted to avoid."

"It seems we were being given busy work, that the program was treating us as passive learners rather than active learners. The return of the associate director and team leaders completely reversed this feeling."

"I was not motivated. I felt disappointed because the program did not come up to my expectations. How could the first few days be successful with the team leaders and associate director away at some conference?"

Many others responded similarly with a negative attitude about the absence of team leaders and the associate director and expressed disappointment with the program organization during their absence. They expressed dissatisfaction with what appeared to them to be irrelevant materials.

The Puerto Rican interns expressed another disappointment. Their concern during this period reflected a discontent with a lack of individual orientation to an almost entirely new environment. Four of these interns came directly from the University of Puerto Rico and were handicapped by the fact that there was no one available during those first three weeks to help them find housing, and counsel them about attitudes of individuals in Hartford. In general no one was available to help buffer the cultural shock they were experiencing. As one of the Puerto Rican interns put it: "My concern those first few days had nothing to do with the program. I was homesick, knew nothing about the city and had very little in common with most of the interns. Also I didn't know what to expect because my orientation in Puerto Rico was extremely poor."
However, not all interns had a negative reaction to pre-service. Some were very satisfied and others could, when asked, name several areas they felt were done exceptionally well. Most of them when asked on the pre-service questionnaire: "If you felt positive, explain why."—seemed to understand the difficulty of beginning a program of this nature. Below are some of their responses to the above question.

"I felt positive because I thought things were working themselves out."

"I felt positive about the interns and had confidence in the good judgment and good will of the team leaders and other Teacher Corps leaders. Regardless of my disappointment over some early phases of the pre-service training, I was—and still am—excited about T.C."

"I love people and therefore feel positive about Teacher Corps philosophy."

"I felt positive because the program, as initiated, lived up to my expectations of a crash training course."

"I felt positive because the program was designed to do many things and although I would have liked to spend more time on some subjects than others, most of the areas were important and a great deal of information was obtained."

"Recognizing that the program was just getting off the ground, I had faith that organization and relevancy would improve."

"I felt positive because I could see value in both the good and not so good aspects of the program. To me, a completely effective program would of necessity be made up of 'good' and 'bad.'"

"The return of the associate director and team leaders changed the complexion and direction of pre-service and placed the experiences in perspective. Thus a positive feeling resulted."

Some of the other problems associated with pre-service were obtained from the evaluation of intern questionnaires.
They were:  1) too many consultants (in the same area) made materials in some instances repetitive; 2) interns were not used in planning as much as they desired; 3) dissatisfaction with some of the consultants. In essence, the concern of most interns about pre-service was to make every moment as useful as possible. They felt that with certain subjects, for example English As A Second Language and Black History, a single consultant for each of these areas should have been employed instead of several for each. "Having more than one consultant, each not knowing specifically what the other had covered, encouraged repetition, irrelevancy, and lack of direction."

Thus, a sizeable number of interns felt the program failed to maintain a high level of content.

Another major concern was that too much time was spent talking about children and not enough time working with them. Even though two of the eight weeks were spent working in a summer school with children, most interns wanted more. "Hicut," the name of the summer school, according to interns, "only partially satisfied their need to work with them."

Though at times, interns noted, guest speakers were very informative and provocative, the "chaotic format" led to repetitious information, conflicting thoughts without resolutions and outright boredom. They suggested that the majority of speakers could be replaced through some organized program of reading and discussion.

Sensitivity training, the drug seminar and community activities were indicated as being very profitable experiences.
However, again most interns indicated that the sensitivity training should have been scheduled at the beginning of pre-service and not near the end.

The summary of events that characterize the pre-service experiences indicate that the fourth cycle corpemembers got under way with many problems. It is noteworthy to mention, however, that many of the problems that were evident initially had vanished prior to the end of the pre-service period. Moreover, the pre-service sessions ended with a streak of optimism and enthusiasm in the minds of most of the corpsmembers as they made the shift to the real world classroom experience.

3. How Teacher Corps Met Its Task

The task of Teacher Corps to be treated in this section is that of activity. That is, it will address itself to those activities which characterize the Teacher Corps effort to accomplish objectives. Based on this investigator's experience, several strategies were used to evaluate Teacher Corps. They include:

1. Personal interviews.
2. Program Inventory questionnaire.
3. Analysis of Response to Teacher Corps innovations in the schools.
4. Analysis of Program Improvement questionnaire.
5. Analysis of program goals.
6. Anecdotal reports.58

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58 Anecdotal reports were made by team leaders and interns on their accomplishments and disappointments to determine to what extent the objectives under consideration were being reached.
7. Teacher perceptions of Intern Competence and Activities.

The fourth Teacher Corps Program was the first of its kind to be launched in the Hartford community. And being first, problems presented themselves that were not anticipated by program planners. (See Chapter II). For example, the absence of team leaders and the associate director made it impossible for some of the planned orientation activities to be carried out. However, in the instance when only a three day notice stating the necessity of attending the conference was given, alternative planning could not be made and the program suffered as a consequence. The planning of the Teacher Corps program was multi-dimensional although due to the involvement of such diverse groups as the school board, the University of Hartford, the State Department of Education and community representatives, such a diversified group magnified the difficulty of the problems at hand. This is particularly true, considering the fact that this group had the responsibility of developing a single unified program to be carried out by Teacher Corps interns and respective team leaders.

In order to appraise the effort and impact of Teacher Corps, the personal interview was among the earliest strategies used by the project director. Below is a listing of the substantive features of the interview guideline. Personal interviews were conducted for a variety of reasons; as is indicated in the discussion following the guidelines.
1. Develop and introduce a program of internship for leaders of teaching teams.

2. Expand in-service training programs for teaching the low-income child.

3. Promote teacher changes in attitude and behavior as perceived by staff and community.

4. Introduce improvements in staff utilization.

5. Introduce new and innovative curriculum.

6. Teach interns to diagnose learning problems of low-income pupils.

7. Introduce improved teaching methods such as individualized instruction, cross age tutoring, etc.

8. Introduce procedures for better use of materials of instruction.

9. Expand instructional program available to pupils such as art, music, etc.

10. Provide more individualized instruction.

11. Provide increased educational opportunities beyond regular school curricula.

12. Develop curricula and materials befitting pupils such as Black History, Job Preparation, etc.

13. Provide non-instructional supplementary services to children and parents such as health diagnosis, referral, etc.

14. Introduce, expand, and support educational programs outside the regular school curricula.
15. Generate mutual respect between members of the community and the school system.

16. Develop greater parental participation in school affairs, program development, assessment and personnel selection.

17. Development of co-operative plan to improve teacher education by school system, state and colleges.

18. Develop a co-operative plan for recruitment and training to meet teacher shortages in subject matter fields.

19. Recruit and train non-education majors.

20. Recruit more males for service in the elementary schools.

21. Recruit more minorities and poor.

22. Joint selection of team leaders and interns by university and school together with the community.

23. Liberalize admissions requirements for students who exhibit potential as good teachers, especially students from culturally varied backgrounds.

24. Involve team leader and supervisory teachers in university training process as adjunct instructors.

25. Change university staff hiring policy to allow for diversification of experience and cultural backgrounds.

26. Use of resource persons and adjunct instructors from community and school based upon personal rather than professional credentials.

27. University credit for community training and service.

28. Use of continuous intern/student feedback to stimulate appropriate revision and modification.
29. Provide instruction from teachers with first-hand knowledge of low-income schools and communities.
30. Develop an internship of competency-based teacher education.
31. Provide competency-based assessment of intern growth in teaching skills through simulated and on-site assessments.
32. Provide specialized preparation for teachers from low-income schools.
33. Provide program continuity by the incorporation of successful features of Teacher Corps into regular programs of teacher education.
34. Create broader professional and public understanding of the objectives of the corps and the techniques for achieving them.

The purpose of the personal interview was to acquaint interns, team leaders, principals and lay community with the teacher corps thrust. It is noteworthy to mention that the concerns stated in the interview guidelines are consistent with the goals of Teacher Corps at the national level. The goals served as a skeleton outline for the sake of continuity as the interviewer was himself familiar with Teacher Corps and the real intent of its goals.

For the most part, each interview was conducted on an individual basis and subjected to variation; thus giving rise to the use of a guideline whereby each interview could be conducted in a personal manner and at the same time represent the overall thrust of Teacher Corps consistently. The fact
that most of the interviews were conducted on an individual basis should not imply that there was no group interviews. The personal interviews were multi-dimensional. In addition to program orientation and indoctrination, the interviews were used for guidance and counseling, feedback information, public relation building, on-going evaluation, and espirit-de-corps among interns.
<table>
<thead>
<tr>
<th>QUESTION</th>
<th>YES</th>
<th>NO</th>
<th>NO RESPONSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>*1. Do you think the university educational posture relative to this</td>
<td>15</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>program should be changed?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Do you think Teacher Corps programs can be an effective way of</td>
<td>12</td>
<td>5</td>
<td>7</td>
</tr>
<tr>
<td>making changes in the all over educational program within the</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>university?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Do you feel the training you are receiving in Teacher Corps will</td>
<td>18</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>better prepare you for teaching in the inner-city than a traditional</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>student teaching experience?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Are the courses you are now taking helpful to you in your teaching</td>
<td>18</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>activities?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>*5. How often do you have conferences, either formal or informal, with</td>
<td>OPEN-ENDED</td>
<td></td>
<td></td>
</tr>
<tr>
<td>your team leaders?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Based on the results of the intern's response evaluating the educational component of the Teacher Corps program: (Percentages are based on the responding population.)

Seventy-five percent thought the educational structure should be changed.

Seventy-one percent thought Teacher Corps to be an effective way of making changes in the overall educational program within the university.

Eighty-nine percent felt the training they received as Teacher Corps interns prepared them for teaching in the inner-city than a traditional experience would have.

*See following page.
Ninety percent thought the courses they were currently taking were helpful in their teaching activities.

*(OPEN-ENDED Questions. Number 1: Do you think the university educational posture relative to this program should be changed? If YES, give some specific changes. Number 5: How often do you have conferences, either formal or informal, with your team leaders?) It is interesting to note that while the responding interns felt that the universities educational structure in relation to the program was in need of change, they also indicated that the courses they were taking at the time the questionnaire was given, were helpful to them in their teaching activities. These seemingly contradictory responses can be explained in the light of developments which occurred during the in-service phase of the program relative to university courses.

During the second semester of the program, interns complained about the overcrowded conditions in the classes they attended at the university and the lack of an urban focus in the more theoretical courses. It was therefore suggested by the Associate Director and agreed to by the Dean of the School of Education, that special courses and experiences would be established for the second year instead of regular university courses. These experiences, special courses, and independent studies were taught by Team Leaders, the Associate Director and special consultants. Thus at the time the questionnaire was issued, interns were involved in activities not associated
with the university.

This can be readily seen from their responses to question Number 1, (see page 12) "What specific suggestions do you have to strengthen the universities' educational posture relative to this program?" A sampling of their responses follow:

"There should be more on-site instruction. These classes should be developed from the needs of interns. Basic education courses can be omitted and replaced with more intern involvement with community-type seminars."

"The structure we have now arrived at—many individual study and discussion courses, I think extremely useful—the initial situation we encountered at the University of Hartford was useless.

"Educators should become familiar with theoretic and practical situations in schools and address themselves to the insanity that is discovered in such an examination. . . ."

"For the first year interns were simply put into regular education courses at the University, and while this has changed, it would have been better from the start if relevant, on-site training programs were instituted. . . ."

"It has changed—and as a result the university is involved only in a prefunctory way in our education. Self-directed activities, seminars and independent studies are now the rule. This is also recommended for regular education students."

"More of the courses should be related directly to the inner-city schools. There should be more field experiences related to the problems in the inner-city classroom. More practical courses."

"While a lot of progress has been made—for example, on-site courses, independent studies based on our work; some of the stock educational courses like applied learning theory etc., should be oriented towards immediate classroom needs and not for theory's own sake."

"I think that the university educational structure now is irrelevant. I recommend the kinds of activities we are currently involved in for all education majors."
"I like it the way it is, last year was too traditional."

Thus it can be concluded that while interns desired more in the form of innovative approaches to courses from the university, their current experiences were helpful to them in their teaching activities. Moreover they felt that their over all training would better prepare them for teaching in the inner-city than a traditional student teaching experience. Thus a viable experience for expectant inner-city teachers to secure.
1. Do you think the school systems should be changed? 19 - 5

2. Do you think Teacher Corps programs can be an effective way of making changes in the school system? 14 4 6

3. Are you or your team providing services that are not usually provided by regular staff members? 17 4 3

*4. How would you describe the relationship between the interns and the regular teaching staff?

<table>
<thead>
<tr>
<th></th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>6</td>
<td>-</td>
</tr>
<tr>
<td>Good</td>
<td>8</td>
<td>3</td>
</tr>
<tr>
<td>Average</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>Poor</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Based on the results of the intern's response about the Teacher Corps teaching component: (Percentages are based on the responding population.)

One hundred percent thought Teacher Corps could be an effective way of making innovative changes in the school system.

Seventy-eight percent thought Teacher Corps could be an effective way of making changes in the school system.

Eighty-four percent thought their team to be providing services that are not usually provided by regular staff members.

*OPEN-ENDED Question: Number 4., How would you describe the relationship between the interns and the regular teaching staff? (Excellent, good, average, or poor.) On a varying scale and in respective order: twenty-eight percent describe the relationship between interns and teaching staff
as excellent; thirty-nine percent good; and thirty-three percent average. It is therefore fitting for this investigator to conclude that the working relationship between interns and the regular teaching staff was at least satisfactory. The variables such as the need for changing the school system, effective way of making changes and providing unusual services are so complex in nature until it is too much to assume that any one program can precisely ascertain its total effect. The interns responses to part B of question 3 does however give some indications of the kinds of priorities they wished to reflect about their services to the school and community.

"Student council, cultural program, tutoring, newspaper, school talent show and ourselves."

"Home visits, after school activities, in-school special programs, youth tutoring youth. . ."

"Involving ourselves in the lives of students after school hours. . ."

"After school availability, home visits. . ."

"We are in contact with parents that the regular staff has not been doing enough of. We are working with individual students. . ."

"Love"

"More field trips, provide time off for regular teachers to visit other schools. . ."

"Clubs, talent shows, certain academic services that are only minimally provided for."

"Setting up trips, programs, etc., for students. Dividing up classes for more freedom. Relieving teachers for self-enrichment."

"New curriculum approaches to the same old problems."
"Second teacher in the classroom..."

"More individual instruction in and out of the classroom. Neighborhood information center."

In light of the above responses it seems fitting to assert that whatever effect that Teacher Corps had on these variables, it was indeed appropriate and in the best interest of the Hartford community and Teacher Corps philosophy.
### COMMUNITY COMPONENT RESPONSE

<table>
<thead>
<tr>
<th>Question</th>
<th>YES</th>
<th>NO</th>
<th>NO RESPONSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Has your community involvement been of any help to you in your teaching responsibilities?</td>
<td>16</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>2. Are regular teachers involved with you in your after school activities?</td>
<td>12</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>3. Are community people active in your after school programs?</td>
<td>14</td>
<td>9</td>
<td>1</td>
</tr>
<tr>
<td>4. After you finish the program and have a regular teaching position do you intend to continue with some form of community participation?</td>
<td>18</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>5. Will any special after school projects be continued after Teacher Corps leaves the community?</td>
<td>19</td>
<td>3</td>
<td>2</td>
</tr>
</tbody>
</table>

Based on the results of the interns response about the community component: (Percentages are based on the responding population.)

Eighty percent thought that they benefitted from their involvement in the community.

Sixty-six percent had regular teachers involved with them in after school activities.

Sixty percent were successful in recruiting community people to participate with them in after school activities.

Ninety-four percent intended to continue with some form of community participation after the program was over.

Ninety percent were aware of at least one after school activity, initiated by corps members, that would continue after T.C. left the community.

Because of the priority given this component at both the national and local levels, it is noteworthy to see that Teacher
Corps has been successful in several areas. All of which were the stated, intended impact community based education projects were to have on the school, (more teachers participating, at one time or another, in after school activities affecting their children). The most important impact however, was on the effects this component had on the interns involved. An overwhelming majority of those responding to the question indicated that they would continue some form of community participation after they became regular teachers. It is also important to note that at least one of the intern initiated projects will be in operation after the program leaves.

A basic criticism of Teacher Corps has been its weaknesses regarding relating teaching activities to community concerns.\(^5^9\) In fact, dating back to the early days of Teacher Corps programs, the community component has not gone much beyond the "lip-service" stage with respect to real world application.

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\(^5^9\)This statement was based on the investigators experiences with Teacher Corps and evaluations published by the national office of Teacher Corps.
# Intern Personal Evaluation and Projected Plans

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
<th>No Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Do you intend to remain in the teaching profession?</td>
<td>17</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>2. Do you intend to pursue further professional education in this field?</td>
<td>10</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>3. As a result of serving in the northend schools of Hartford</td>
<td></td>
<td></td>
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<tr>
<td>for two years, has your philosophy of education changed during this</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>period?</td>
<td>13</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>4. Are you more optimistic about the possibility of changing educational</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>institutions now than you were upon entering this program?</td>
<td>6</td>
<td>11</td>
<td>7</td>
</tr>
<tr>
<td>5. After your program has ended and if you accept a position as teacher</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>in schools serving poverty areas, do you think you will have special</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>qualifications which will enable you to help other teachers in that</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>school to improve their teaching performance?</td>
<td>16</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>6. Do you intend to continue working in poverty areas in teaching or in</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>any other capacity when you complete this program? Please specify what</td>
<td>15</td>
<td>2</td>
<td>7</td>
</tr>
<tr>
<td>capacity if other than teaching.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Based on the results of the intern's response about the personal evaluation and projected plans: (This percentage is based on the responding population.)

- Eighty-nine percent intended to remain in the teaching profession.
- Sixty-seven percent intended to pursue further professional education.
- Seventy-two percent underwent a change of philosophy with respect to education during their tenure.
Sixty-one percent were pessimistic about their possibility of changing educational institutions.

Eighty-nine percent thought that they would have special qualifications which would enable them to help other teachers in an inner-city school improve their performance.

Eighty-nine percent intended to continue working in poverty areas in teaching or related areas after leaving the Teacher Corps program.

The results of this personal evaluation and projected plans reflect the hope of Teacher Corps in general. This investigator is pleased to report that there exist an optimistic trend of thought among the interns, except in the area of the hope that individuals may change the educational institution soon. An overwhelming majority of corpsmembers completing the program, will leave with the expressed set of values that the national office intended to develop.

A similar set of values and attitudes prevailed among most of the interns who left the program prior to the date of completion. In fact, the following can be said about the attrition of corpsmembers, by a chronological summary and rationale for departing corpsmembers.

4. Attrition Among Corpsmembers

When the program began on July 1, 1969, there were a total of thirty-two interns and five team leaders. By August 28, 1970, (one year and a summer after the program began) the number of teams had decreased by one. In total, 10 interns and three team leaders had left. In the case of the
first team leader's departure from the program, the reason
given was his acceptance into a doctoral program at another
university. The second team leader was appointed principal of
the school in which he had worked as a member of Teacher Corps.
The third termination came as a result of the team leader's
inability to work with interns, teachers or building administrators.

The reasons for interns terminating their involvement
in the program falls into three classifications. The majority
reason for quitting was to accept teaching positions. Some
accepted appointments to teaching positions in schools where
they were already working. Two returned to their original
home to teach and one left to seek a teaching position because
of money difficulties. Of the ten interns that left the Teacher
Corps at this time, seven left for the above stated reasons and
are, as of this writing, teaching in urban ghetto schools. One
further cause for these individuals premature departure, not
stated by them in words on their separation forms, could be
attributed to the fact that three of them already had
elementary certification and were primarily interested in a
masters degree which they qualified for at the end of their
stay. The remaining received both certification and a masters
in urban education.

The second most stated reason for leaving were personal
in nature. One intern explained as follows:

"In the lives of children, I believe education is the
discovery of the natural limits of freedom. Involved in
the process of discovery is the organic growth of self;
of one's relationship to others and one's relationship to one's environment. In brief, schools to a very limited degree and in most a negative degree, effect this process. Consequently I find the teaching of elementary school children largely irrelevant to their real life and growth. The Teacher Corps experience may be valuable to me next year but I cannot see the school experience as valuable to the child. So I leave."

Another intern found after her experience in the program that her interest in teaching reflected her interest as an individual and not necessarily as a part of an organized system.

"I discovered that my interest rested rather in what I was doing as an individual (rather) than as a graduate student at the university or as a member of the Teacher Corps intern group. Rather than pursue a career in teaching I have decided to gain further training in the fields of art and music. Though I plan to continue working with children, I plan to do so as a 'specialist' in primarily those fields. I feel I can better attain these goals outside the Teacher Corps."

The remaining intern who fell into this category, gave as her reason: family difficulties due to dependent children and marital partners.

The third category can be stated as an inability to achieve adjustment personally, and meet the program demands. This included dissatisfaction with the team leader, fellow interns and irrelevant course work at the university.

Of major importance in the early termination dates, aside from their stated reasons, was the possibility to receive both a masters degree and state certification in a shorter period of time than the program was contracted. This can be substantiated by the fact that seven of the 10 interns who
fell into this category stayed with the program until the end of the summer university session rather than terminating in June when the school system dismissed them for the summer.\textsuperscript{60}

\textsuperscript{60}Corpsmember Separation Forms filed with the associate Director of the 4th Cycle Teacher Corps Program, University of Hartford.
## Table I

### Analysis of Intern Responses to Teacher Corps Innovations in the Schools Questionnaire

**Key:**  
- **No** - Not occurring in the school system  
- **C** - Yes, within the Teacher Corps project  
- **D** - Yes, in the school system, largely as a result of Teacher Corps  
- **E** - Yes, in the school system, partially as a result of Teacher Corps  
- **F** - Yes, in the school system, but not as a result of Teacher Corps

<table>
<thead>
<tr>
<th>QUESTION</th>
<th>NUMERICAL RESPONSE*</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Has differentiated staffing been introduced or substantially increased?</td>
<td>NO  C  D  E  G</td>
</tr>
<tr>
<td></td>
<td>1  8  1  11  3</td>
</tr>
<tr>
<td>2. Is team teaching being used?</td>
<td>0  3  3  12  1</td>
</tr>
<tr>
<td>3. Are volunteers being used?</td>
<td>3  10  1  8  2</td>
</tr>
<tr>
<td>4. Do the volunteers and teacher aids function as part of the teaching teams?</td>
<td>2  7  15</td>
</tr>
<tr>
<td>5. Has in-service training of regular staff been initiated or expanded?</td>
<td>1  2  7  14</td>
</tr>
<tr>
<td>6. Have new curricula been introduced or expanded, in particular, curricula appropriate to low-income and culturally diverse students?</td>
<td>15  6  3</td>
</tr>
<tr>
<td>7. Have new materials and/or learning techniques been introduced?</td>
<td>5  5  14</td>
</tr>
<tr>
<td>8. Is individualized instruction being offered?</td>
<td>9  10  5</td>
</tr>
<tr>
<td>9. Has independent study been introduced or expanded?</td>
<td>5  3  6  5</td>
</tr>
<tr>
<td>10. Have after-school instructional and/or recreational programs been developed?</td>
<td>7  11  6</td>
</tr>
<tr>
<td>11. Have teaching methods and curricula using Spanish or English second language been introduced?</td>
<td>5  6  3  7  3</td>
</tr>
<tr>
<td>12. Has cross-age tutoring been introduced?</td>
<td>10  5  7  2</td>
</tr>
<tr>
<td>13. Have store-front schools, homework centers, or tutorial centers been established?</td>
<td>4  9  5  4  2</td>
</tr>
</tbody>
</table>

*See following page*
Table I (Cont'd)

<table>
<thead>
<tr>
<th>QUESTION</th>
<th>NUMERICAL RESPONSE*</th>
</tr>
</thead>
<tbody>
<tr>
<td>14. Have other community based education projects been established?</td>
<td>NO C D E G</td>
</tr>
<tr>
<td>15. Have home visits increased and been made a part of helping parents help their children?</td>
<td>3 10 4 6</td>
</tr>
<tr>
<td>16. Has parent involvement in school affairs increased?</td>
<td>2 12 5 5</td>
</tr>
<tr>
<td>17. Have early childhood education projects been established?</td>
<td>2 9 4 6 3</td>
</tr>
<tr>
<td>18. Do the interns function as a team in planning, developing and carrying out community activities?</td>
<td>2 6 4 12</td>
</tr>
<tr>
<td>19. Are interns receiving preparation for high-priority skills which will be needed at the time of graduation?</td>
<td>3 12 1 4 5</td>
</tr>
<tr>
<td>20. Has the school system agreed to hire interns after their graduation?</td>
<td>YES - 19</td>
</tr>
<tr>
<td>21. Have the interns agreed to teach in the schools after they graduate?</td>
<td>YES - 24</td>
</tr>
</tbody>
</table>

In order to respond to this questionnaire each intern had to check one of the KEY categories as shown at the top of Table I. This means that each intern had at least one choice and at most five choices to respond to every question. There are five categorical responses for the entire set of questions; thus it was possible for the range of responses to vary from zero to twenty-four per column.

Question number one has high frequencies in columns C and E. This should be interpreted as having the concept of differentiated staffing either introduced or increased.

*Total number of Interns participating was twenty-four (24).
substantially within both Teacher Corps and the school system. It was either introduced or increased in the school system at least partially as a result of Teacher Corps. Similarly, the use of team teaching, volunteers, new materials and new curricula geared to low-income and culturally diverse students, individualized instruction, independent study, cross-age tutoring, interns functioning as a team in planning, carrying out community activities were evident in the school system and Teacher Corps and at least partially as a result of Teacher Corps. Also, community based education, home visits, parent involvement and early childhood education projects were established within the school system partially as a result of the Teacher Corps program.

Eighty percent of the interns indicated that they had received preparation for high-priority skills that would be needed at the time of graduation. All of the interns agreed to teach in the schools after they had graduated. The school system had agreed to hire the best qualified interns after their graduation. The matter of negotiating a mutual agreement between the school system and the interns was phenomenal in a way; that is, the unanimity that prevailed on the part of both interns and school system reflected signs of program success ipso facto.

The notion of either initiating or expanding in-service training or regular school staff and the notion of having volunteers and teacher aides function as a part of the teacher team (Questions 4 and 5, Table I) were evident in the school systems. These features were not a result of any Teacher Corps efforts.
### TABLE II
ANALYSIS OF INTERN RESPONSES TO PROGRAM IMPROVEMENT QUESTIONNAIRE

<table>
<thead>
<tr>
<th>QUESTIONS ON PROGRAM ORGANIZATION</th>
<th>YES</th>
<th>NO</th>
<th>COMMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Are your responsibilities clearly defined in your mind?</td>
<td>17</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>2. Do you have regular contact with an advisor or supervisor?</td>
<td>18</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>3. Do you have a clear idea of the overall goals of the program?</td>
<td>14</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>4. Has your performance in the program been evaluated with you?</td>
<td>14</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>5. Have your ideas been solicited in terms of program and policy?</td>
<td>13</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>6. Have your ideas and/or those of your colleagues been incorporated into the planning and operation of the program?</td>
<td>15</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>7. Do you feel like a part of the program?</td>
<td>10</td>
<td>8</td>
<td>1</td>
</tr>
<tr>
<td>8. Are you aware as to who is your immediate supervisor?</td>
<td>19</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>9. Have you received adequate training and support in the performance of your duties?</td>
<td>13</td>
<td>6</td>
<td>0</td>
</tr>
<tr>
<td>10. Are there areas for which you think more training should be given?</td>
<td>9</td>
<td>9</td>
<td>1</td>
</tr>
<tr>
<td>11. Are there areas in which you feel the need of more supervision?</td>
<td>2</td>
<td>16</td>
<td>1</td>
</tr>
<tr>
<td>12. Do you have adequate supplies and materials for your responsibilities?</td>
<td>8</td>
<td>10</td>
<td>1</td>
</tr>
<tr>
<td>13. Do you feel that your superiors are qualified for their responsibilities?</td>
<td>16</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>14. Do you feel that your colleagues are qualified for their responsibilities?</td>
<td>16</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>15. Do you feel that you are adequately meeting your responsibilities?</td>
<td>17</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>16. Do you feel that the program is attaining its goals?</td>
<td>8</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>17. Are there areas where you think that there should be more emphasis?</td>
<td>9</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>18. Are the methods used in the program suitable for the program?</td>
<td>10</td>
<td>3</td>
<td>6</td>
</tr>
</tbody>
</table>
The analysis of program improvement questionnaire was used by the project director as a feedback instrument with the purpose of indentifying program weaknesses as perceived by the interns. (Table II, page 106). The questions were slanted so that they pertained to specific areas in order to reflect the intern's perceptions of their role and the usefulness of their functions to the extent that it has a positive influence on the programmatic aspect of the Teacher Corps involvement.

It is noteworthy to mention that of the set of questions cited above, seventy-nine percent of them received affirmative answers by a significant majority of the participants. Regarding the questions (3, 8, and 14) about having a clear idea of the overall goals, awareness of the immediate responsibilities of their colleagues, one hundred percent of the responding interns felt positive about these questions.

About half of the interns felt that there were some areas for which more training should have been given. Most of the interns felt the need for more supervision and the ill-effect of inadequate supplies and materials to carry out their responsibilities.
### TABLE III

**ANALYSIS OF PROGRAM GOAL BY CYCLE IV INTERNS, UNIVERSITY OF HARTFORD**

<table>
<thead>
<tr>
<th>QUESTIONS*</th>
<th>RATING</th>
<th>YES</th>
<th>WELL</th>
<th>MODEST</th>
<th>POOR</th>
<th>NO</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To stimulate changes in the schools...</td>
<td></td>
<td>20</td>
<td>7</td>
<td>12</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2. To encourage colleges and universities to broaden their programs of teacher preparation.</td>
<td></td>
<td>18</td>
<td>5</td>
<td>8</td>
<td>2</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>3. To provide educational services to the schools... strengthen educational opportunities available to children...</td>
<td></td>
<td>20</td>
<td>8</td>
<td>12</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>4. ... introduce or expand programs of community based education...</td>
<td></td>
<td>17</td>
<td>5</td>
<td>9</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>5. ... develop and adopt cooperative programs for the training, retraining and utilization of teachers.</td>
<td></td>
<td>9</td>
<td>1</td>
<td>4</td>
<td>4</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td>6. To create public and professional awareness of the goals...</td>
<td></td>
<td>17</td>
<td>2</td>
<td>10</td>
<td>5</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>7. To recruit and train... qualified candidates who might not otherwise enter the teaching profession...</td>
<td></td>
<td>16</td>
<td>7</td>
<td>7</td>
<td>2</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>8. (Open-ended) Miscellaneous...</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*For complete text of each question see Appendix B.*

In addition to the frequency responses indicated above, each goal is individually listed with supportive comments regarding the answer provided. That is, after having made an affirmative response the intern was asked to rank his affirmation as either well, modest, or poor and comment accordingly. The detailed comments make the Appendix B. section of this document.

As can be seen from Table III above, with the exception of Goal #5, the interns felt very positive about the program goals. In fact, their degree of positiveness about the goals...
ranged from a low of eighty percent to a high of one hundred percent considering the entire set, save the open-ended goals.

The following is a listing of some anecdotal concerns that reflect the interns feelings about the worth of their day-to-day experiences. This investigator tried to categorize the feeling of the interns by using eighteen simple sentences that summarized their attitude about their experiences. Their individual feelings were ranked according to the scale as indicated. The numbers appearing in columns A thru E., represent the percentage of frequency of response on an individual basis. The population equalled twenty-four interns.

It can be ascertained at a glance that the attitudes reflected here are consistent with the expressed attitudes of the previous data. It is of interest to note that the interns made a distinction between "busy work" and meaningful tasks. Thus the rank of "little importance" and "unimportant" was used rather liberally by some interns relative to the items which follow.
### TABLE IV

**INTERN'S PERCEPTIONS OF THEIR RESPONSIBILITIES**

Scale: A) Very Important, B) Important, C) Semi-important, D) Little Importance, E) Unimportant.

<table>
<thead>
<tr>
<th>Activity</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Providing assistance to overextended teachers.</td>
<td>12</td>
<td>41</td>
<td>35</td>
<td>12</td>
<td>0</td>
</tr>
<tr>
<td>2. Providing slower pupils with individual help.</td>
<td>53</td>
<td>32</td>
<td>5</td>
<td>10</td>
<td>0</td>
</tr>
<tr>
<td>3. Involvement with problem students on an individual basis.</td>
<td>58</td>
<td>32</td>
<td>10</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>4. Consulting with parents on student progress and failures.</td>
<td>40</td>
<td>40</td>
<td>20</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>5. Visiting homes of students.</td>
<td>42</td>
<td>42</td>
<td>16</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>6. Meeting with student groups in and out of school.</td>
<td>37</td>
<td>53</td>
<td>0</td>
<td>10</td>
<td>0</td>
</tr>
<tr>
<td>7. Meeting informally with teachers.</td>
<td>17</td>
<td>17</td>
<td>50</td>
<td>11</td>
<td>5</td>
</tr>
<tr>
<td>8. Serving as resource persons for regular teaching staff.</td>
<td>26</td>
<td>47</td>
<td>16</td>
<td>11</td>
<td>0</td>
</tr>
<tr>
<td>9. Going over student records for teachers.</td>
<td>0</td>
<td>5</td>
<td>21</td>
<td>26</td>
<td>48</td>
</tr>
<tr>
<td>10. Making sure the appropriate visual aid equipment is present in class.</td>
<td>0</td>
<td>16</td>
<td>21</td>
<td>37</td>
<td>26</td>
</tr>
<tr>
<td>11. Lunch room duties.</td>
<td>0</td>
<td>0</td>
<td>11</td>
<td>31</td>
<td>53</td>
</tr>
<tr>
<td>12. Handling student extra curricular activities.</td>
<td>5</td>
<td>42</td>
<td>37</td>
<td>16</td>
<td>0</td>
</tr>
<tr>
<td>13. Working with outside community organizations in an effort to learn first hand of student problems.</td>
<td>47</td>
<td>21</td>
<td>32</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>14. Providing materials for bulletin board displays.</td>
<td>0</td>
<td>11</td>
<td>31</td>
<td>37</td>
<td>21</td>
</tr>
<tr>
<td>15. Serving as para-professionals or teacher aids.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>39</td>
<td>51</td>
</tr>
<tr>
<td>16. Teaching classes on a regular basis.</td>
<td>44</td>
<td>22</td>
<td>17</td>
<td>17</td>
<td>0</td>
</tr>
<tr>
<td>17. Meeting with PTA groups.</td>
<td>16</td>
<td>47</td>
<td>27</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>18. Introducing innovations into the classroom.</td>
<td>79</td>
<td>16</td>
<td>5</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Perhaps it is significant to mention that while the corpsmembers were candid in their expressed views about Teacher Corps, they were not alone. Both teachers who had affiliated with corpsmembers, reported a positive image of Teacher Corps presence in Hartford. In fact, the majority of the responding
teacher population had no direct involvement or interaction with corps members. The responding teacher population was made up of the following distribution.

<table>
<thead>
<tr>
<th>Co-operating Teacher</th>
<th>Non-involved Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number Contacted</td>
<td>Number Responding</td>
</tr>
<tr>
<td>32</td>
<td>43</td>
</tr>
<tr>
<td>26 or 81 percent</td>
<td>30 or 70 percent</td>
</tr>
</tbody>
</table>

It should be observed that the seventy percent of those teachers not involved represent a higher number of teachers than the eighty-one percent of the co-operating teachers.

In the table which follows, the teachers perception of both the interns services and competence is presented.

**TABLE V**

**TEACHER PERCEPTIONS OF INTERN SERVICES**

<table>
<thead>
<tr>
<th></th>
<th>YES</th>
<th>NO</th>
<th>NO RESPONSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Would you like to see Teacher Corps interns assigned to your building next year?</td>
<td>52</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>2. Did Teacher Corps interns provide services that were not usually provided by regular staff members?</td>
<td>48</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>3. Has Teacher Corps made any major contributions in your building?</td>
<td>48</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>4. Has new curricula, in particular curricula appropriate to low-income and culturally diverse students, been introduced or expanded by Teacher Corps interns?</td>
<td>40</td>
<td>10</td>
<td>6</td>
</tr>
<tr>
<td>5. Have after school instructional and/or recreational programs been developed or expanded by Teacher Corps members?</td>
<td>46</td>
<td>4</td>
<td>6</td>
</tr>
</tbody>
</table>
TABLE V (CONT'D)

<table>
<thead>
<tr>
<th></th>
<th>Building Principals</th>
<th>Team Leaders</th>
<th>Interns Themselves</th>
<th>Co-operating Teachers</th>
<th>No Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>22</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>32</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>28</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Analysis by Percentage of Table No. V.

One hundred percent of the teachers responding, indicated that they would like to see Teacher Corps interns assigned to their building next year.

Ninety percent felt that interns provided services that were not usually provided by regular teaching staff members and ninety-six percent of the respondents felt that major contributions were made by corpsmembers.

Eighty percent of the responding teachers were aware of new curricula being introduced or expanded (by corpsmembers.) Ninety-two percent were cognizant of after-school and/or recreational activities initiated by interns.

To the question (6), who was responsible for the kinds of experiences received by interns, several of the respondents gave equal credit to interns, team leaders and cooperating teachers. Sixty-four percent indicated the interns; forty-three percent indicated team leaders; and fifty-five percent indicated co-operating teachers.

The body of the evidence from Table V, indicates that while all teachers responding to the questionnaire did not have interns in their rooms, the services corpsmembers provided for the schools in general were worth requesting them for another year. One might argue that para-professional duties were assigned to interns; therefore teachers would like to have them for another year for that if no other reason. It is true that these services were rendered, but they were only rendered if a regular teacher participated in the same or like activities. It is also interesting to note that ninety percent of the
respondents indicated that services were provided by the regular staff. And ninety-six percent felt that major contributions were made by corpsmembers.

One of the major contributions, as indicated by the research, was in the area of curriculum development. Eighty percent of the respondents were aware of this and ninety-two percent knew of after school recreational and/or tutorial services being provided by corpsmembers. This general knowledge about after school activities can no doubt be traced to bulletins being circulated through the schools that advertised these activities and solicited participation by students and teachers. Awareness also may have been stimulated thru the television coverage of two very innovative programs involving students from all three target schools.

**TABLE VI**

**TEACHER PERCEPTIONS OF INTERN COMPETENCE**

<table>
<thead>
<tr>
<th>RATE THE FOLLOWING</th>
<th>A=Very Good</th>
<th>B=Good</th>
<th>C=Average</th>
<th>D=Below Average</th>
<th>NO RESPONSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The general competence of interns when the program began.</td>
<td>10</td>
<td>28</td>
<td>10</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>2. The general competence of interns after the first year and a half.</td>
<td>38</td>
<td>10</td>
<td>6</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>3. The preparation of Teacher Corps interns after the first year and a half.</td>
<td>34</td>
<td>14</td>
<td>6</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>4. Your personal relationship with corpsmembers in your building.</td>
<td>32</td>
<td>18</td>
<td>4</td>
<td>0</td>
<td>2</td>
</tr>
</tbody>
</table>
Analysis by Percentage of Table VI

Seventy-six percent of the respondents rated the general competence of interns when the program began, as being good to very good; with twenty percent indicating them as average.

Eighty-nine percent felt that the general competence of interns after a year and a half was good to very good with only ten percent indicating an average rating.

To the question, "How would you evaluate the preparation of Teacher Corps interns after a year and a half?," sixty-three percent of the respondents indicated they felt the preparation was very good and twenty-six percent rated it as good.

Ninety-two percent of the respondents evaluated their relationship with corpsmembers in their building as being from good to very good.

Although a considerable number of respondents indicated that interns came into the program with a great deal of teaching competence, they felt that there was growth after being in the program for a year and a half. This could be contributed to a number of developments in the program. One might be that when interns became acquainted with the teaching environment and students, they naturally performed better; or that interns after getting to know their co-operating teachers, felt more at ease in their presence and began performing better. The teachers however, contributed at least some of this success to the preparation interns were receiving for the profession. Thus it seems that teachers in the building where interns were located confirmed evaluations completed by interns.

It is also interesting to note that very little if any animosity developed between corpsmembers and regular teaching staffs. The exact reasons for this are not known but special
effort was made during the first few weeks of the program to explain the intent and purposes of Teacher Corps and its value to the school and community. This lack of friction then, to a certain extent, can be attributed to the team leaders and intern's efforts in disseminating information.

5. Current Status of Teacher Corps

It seems fitting to assert that while Teacher Corps can rightly credit itself for having done a successful job in the Hartford community, the overall implications are much broader than what the data seems to indicate. In fact, much of the thrust of the Teacher Corps program coincides with the existing plan of the Hartford community. The Hartford '74 Program, in particular.

"Changing the schools from their traditional focus on the group to a focus on the individual is the job of a Program called Hartford '74. It involves reorganizing our schools to create a more flexible school environment, one which takes the educational process to the learning style, needs and capacity of each student."

It is further emphasised that the ultimate goal is the development of each student as, "a 'self-directed learner' in acquiring academic and vocational skills."

To reach the stated objectives of this program the board began, in 1969, an intensive three week training program for teachers in the primary grades kindergarten through third. This training was designed to get traditionally oriented teachers to re-think their educational philosophies and hopefully adopt one which combined elements of Montessori teaching, British primary
school experiences and others, which used as it's basis the capacity of young children to grow at an early age. 61

The innovations contained in the program are identical to the changes the National T.C. believes should be the new focus in education, and as of 1970 required a commitment to this idea in any proposal submitted for funding: Some of the innovations contained in Hartford '74 are:

1. The teacher's role is that of an "expeditor of learning" with an eye on individual needs.
2. Children teach each other.
4. Learning centers are established around the room and contain different types of activities.
5. Students have alternative means to achieve objectives and can move at their own rate.
6. Objectives are stated in behavioral terms.

Although the program began with the training of primary teachers (Project Follow Through), the entire school system according to the plan will have individualization of instruction and alternative routes available to students to reach stated objectives, by 1974.

The Board of Education has also demonstrated its commitment to change its existing structure of education by encouraging community participation on an advisory level and

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establishing innovative pilot programs designed by individual school staffs. In 1968 a self-help program in individual school change was inaugurated. This change according to Robert J. Nearing, Coordinator of Evaluation for the Hartford schools, could be done by, "... helping selected school staffs to conceive, thoroughly plan and subsequently evaluate programs which they themselves felt to be necessary in bringing about meaningful change within their own school environment.\textsuperscript{62}

Thus, in 1969, three programs were funded, all with a different focus but quite innovative and, again in agreement with changes advocated by Teacher Corps. The first project, PROJECT M(ulti) I(nstructional) A(rea) established an open classroom for 275 pupils. This project was housed in a building that was a former synagogue, across the street from the main school building. It was staffed with volunteer teachers who wanted to try something different. The philosophy adhered to was that of Hartford '74 whose initial training sessions began at about the same time the M.I.A. opened.

The second project was designed to "bridge" the gap that existed between the community and the school and to involve more parents in the educational program. A full-time liaison person, available to the community and a series of activities which were oriented around the resources of the

school community were the major devices to be utilized in achieving these goals.  

Strike Back, the name of the third project, was an attempt to demonstrate that pre-school kindergarten-aged children, of Puerto Rican origin, required a different instructional model for their readiness training in communication skills than did the typical Hartford native-born youth.  

A number of other programs, supplemented with federal funds, have also been established and further indicate the direction in which the Hartford school system is going in relation to curriculum changes and in-service training of teachers. These include:

1. Five intensive instructional centers for 200 children who are emotionally or socially maladjusted.

2. A school and community workstudy curriculum in the high schools, which gives students the opportunity to spend part of the school day learning on the job.

3. HICUT, a summer session for teachers who work with Hartford pupils. In 1970, the program focused on instruction in the free learning environment of MIA.

4. Programmed reading materials for Hartford's project Read and classroom materials for the free learning approach of Project Follow Through in primary grades.

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63 Ibid., p. 2.
64 Ibid., p. 1.
5. Youth Tutoring Youth is an after school program in which high school students are paid to tutor elementary students. All the above stated evidence points to the Hartford school system's willingness to question traditional educational procedures and establish innovative approaches to problems usually associated with inner-city education. It also shows that the changes they are advocating, while in agreement with Teacher Corps philosophy, were being planned and implemented prior to T.C. entrance into the school system.

The University of Hartford

The University of Hartford, a small university on the fringes of Hartford, Connecticut, is composed of six undergraduate and five graduate schools. It was established by uniting three well recognized institutions of higher learning and in 1957 they became an independent, co-educational, non-sectarian university. In 1970 it had an undergraduate enrollment of 3,400 full time and 6,000 part-time graduate and undergraduate students.

In 1969, the university's School of Education decided to depart from the "lock step" course method of educating its undergraduates to an experimental based program. The new program structure consisted of a full-year internship in an inner-city school supplemented by directed readings, seminars and demonstration of competency in the classroom. A unique feature of this program was the assignment of full-time clinical professors to the schools involved.
"The five schools in the northwest section of Hartford which are the principal focus of the University of Hartford, a full-time faculty person will be assigned to each of the schools and an over all co-ordinator has also been appointed. This over all co-ordinator has the added responsibility for liaison with the neighborhood and community groups in the area."65

The structure of this new program was very similar to that of Teacher Corps, aside from a lack of emphasis on community based education, and indicated the willingness of the university to test some of the innovative ideas advocated by Teacher Corps Washington office. The planning, state and school system approval, took place before the Teacher Corps Proposal was submitted; thus reinforcing the commitment to change, which must be agreed to in the proposal. It must be noted however, that the courses outlined in the proposal for interns and team leaders to complete during the program, were the same courses listed in the universities' bulletin for those graduate students seeking state certification and a Graduate Degree in urban education. Thus deviating from the Teacher Corps Principle which advocates new and innovative courses and experiences for its interns.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The multitude of studies that have been done on the urban disadvantaged student adequately focuses upon the problems of the urban school and suggests means of dealing with them. For the most part however, educators active in these areas have failed to bring about meaningful change in schools serving the disadvantaged student. One of the most frequent reasons for not proceeding to implement the suggestions made in these studies had been lack of funds. However, it seems obvious that in many cases it has been more an unwillingness to institute innovative solutions because of the possibility of disrupting the status quo.

The problems of educational progress of the urban disadvantaged are many; however the most detrimental are listed below:

1. Inability of school administrators to deal with or understand controversial problems.
2. Physical environment of both school and home.
3. High percentage of new inexperienced teachers.
4. Teachers not trained to deal effectively with the cultural differences they are confronted with in disadvantaged areas.
5. Inadequate or non-existent means to expose students to other cultures.

6. Poor or non-existent in-service programs to update teaching methods and procedures of school personnel.

7. Lack of instructional materials that relate to the child's environment and everyday circumstances.

8. Little or no effort to involve parents in the educational process of their children.

9. Flight of teachers from the disadvantaged areas as soon as they have qualifying experience.

It becomes obvious after a reading of the list above, that institutions that educate teachers must shoulder their share of the responsibilities for the conditions that prevail in the ghetto schools. They have, either because of inability or lack of effort, not been able to produce teachers who are comfortable or competent in situations which are distinctly different from any with which they have a familiarity.

As a result of the above-mentioned problems, conditions, incompetencies, the federal government exerted itself in the area of pre-primary and elementary education. Their efforts in the pre-school students made genuine progress in acquiring those skills needed for successful entry into elementary schools. This apparent success was, however, short lived because of the poor teachers and/or curriculum Head Start students were confronted with after entering elementary schools.
Additional federal programs were instituted to increase the likelihood that students would continue to progress after completing their Head Start experience. Several problems, however, were overlooked. The major question still remains, where would the additional personnel necessary to carry out these programs come from and how they should be trained once recruited?

The National Teacher Corps was created to help solve this and numerous other problems confronting ghetto education. It was created by the Higher Education Act of 1965 and the stated objectives were to strengthen and improve the educational opportunities available to children in schools serving low-income areas, and to encourage colleges and universities to broaden their programs of teacher preparation. These objectives, according to the legislation, were to be accomplished by attracting and training dedicated people to be made available for teaching in disadvantaged schools, stimulating communities to re-evaluate their educational structures and take a more active part and facilitate cooperation between state certification officials, universities and school systems.

From the very first introduction of initial legislation to create the Teacher Corps it was confronted with numerous difficulties. Certain congressmen opposed the establishment of the program for what they believed to be an effort by the federal government to inject an element of federal influence into the local school situation. Others opposed Teacher Corps
because they feared it would bring untrained and unqualified people into the teaching profession. Another frequently cited reason was that it seemed that preferential treatment was to be accorded interns because they were to receive the same salaries as beginning teachers without the full responsibility of a classroom.

The debate on these problems created delays in the appropriation of funds, thus causing doubt as to whether programs already authorized would receive them. In 1965, the legislation was passed but money for summer programs were not appropriated until several programs were already in progress. Appropriations for in-service programs was not authorized until two months after corpsmembers were in the schools.

Significant changes made in the legislation in 1967 had the effect of quieting some of the opposition to the Teacher Corps program. One of the major changes had the effect of giving more control of the program over to the local school systems, thereby easing, the fears expressed over federal interference. One step in this direction was the removal of the word "National" from the program title; thus erasing any inferences of being a national program. The national office did however retain some control. They, through the issuance of Teacher Corps Guidelines, retained the right to determine which programs were to be funded and in order to retain funding universities and school systems were obligated to carry out its initial contract commitments.
Initially, program funding was given to program proposals that indicated they would initiate new and innovative curriculum for teacher training. Of equal importance was the commitment of the school system to try new instructional techniques and staffing patterns to better serve the students in target schools. Another focus advocated was the inclusion of community people into the educational structure, both at the university and school levels.

During the first two years of Teacher Corps activities the objectives advocated and the procedures suggested were loosely defined and resulted in some programs falling short of expectations. Interns were becoming better teachers, co-operating teachers were satisfied, but the structural changes advocated for the universities and school systems were not materializing. In an effort to cope with this problem, Teacher Corps Washington office in 1969 took a more active role in specifying the kinds of changes they were seeking. No longer could universities consider the institution of new courses as satisfying federal guidelines. Nor could school systems claim implementation of these guidelines by citing their allowance of new curriculum to student by Teacher Corps interns. "Provoking Change" became the focus, and funding of projects was determined by the extent to which local programs incorporated pre-determined concepts into their proposals.

With a knowledge of these new goals in mind, the University of Hartford in conjunction with the Hartford Board of Education took the major role in developing the Fourth Cycle
Teacher Corps program proposal. Inputs for the proposal was received from teachers and administrators working in the target schools in which Teacher Corps programs were to be instituted. The emphasis of the proposal was to educate interns for inner-city teaching with a concentration on reading instruction and the stimulation of community involvement in the schools. The input considered most valuable came from teachers and took the form of specifying practices they felt were detrimental to a successful student teaching experience. Valuable contributions to the development of the proposal also came from consultants made available by the Teacher Corps National office and local community representatives. Their suggestions mainly concerned ideas as to the kinds of after school activities that they felt were needed in the community. Also considered of great value in structuring the program was a detailed analysis of the assumptions that could be made about the backgrounds and experiences of potential corpsmembers based on accumulated data of previous programs.

In accordance with the Federal Guidelines, pre-service was designated as the time during which corpsmembers would hold provisional status while undergoing training. This training was designed to acquaint them with the communities in which they would serve and also provide them with some preliminary experiences in teaching disadvantaged children. The role of the university during this period would be to help interns make a start in developing competencies the university and the school
system felt were necessary before interns could take on their initial responsibilities in the target schools.

The actual in-service training experiences for interns were designed to begin with individual and small group instruction, progress to larger groups and be completed by taking over a class of students for an extended period of time. The interns in-class activities were to be supplemented by encouraging them to design and implement after school activities for their students. The role of the university in the in-service period was to provide additional training experiences in the form of special courses designed to connect theoretical knowledge with practical experience. At the conclusion of the two year program, interns were to receive certification for teaching in the state of Connecticut plus a Masters Degree in urban education.

Evaluation Summary

Among the things that the Hartford Teacher Corps project set out to do, was to provide an evaluation of its program activities with respect to local and national objectives. This was important for two reasons. The primary reason was to provide Teacher Corps' national office with information that would help them make the decision as to whether another Teacher Corps Cycle would be funded for the city. The second reason was to inform university and school system administrators of the areas of success and failure in the program so any future proposal could avoid the obvious pitfall that might hinder future success.
However, it was not the investigators intent to examine each objective rigorously and with specificity. It was intended, rather, to present what Teacher Corps participants thought to be successful aspects of this program with respect to meeting stated goals.

The span of this assessment was over three-quarters of the duration of the Fourth Cycle Teacher Corps Program in Hartford, Connecticut. It covered pre-service, the first years experiences and the first semester of the final year.

Pre-Service

The pre-service experience proved to be somewhat shaky for the first few weeks of the program. This uncertainty was created by the unexpected and mandatory absence of the associate director and all five team leaders. As a result of what seemed to be disorganization on the part of university instructor, whose responsibility it was to schedule experiences, activities and consultants during the absence of the specified personnel, interns were restless and discontented. However, while criticisms of pre-service were many, the pre-service period ended on a note of optimism. This was in part attributable to the return of the team leaders and the associate director and partially due to the increased participation of interns in activities they associated with the philosophy expounded by Teacher Corps.
In-Service

The in-service experience of Teacher Corps was evaluated by the use of several instruments designed to focus on those activities of corpsmembers which characterized the efforts of Teacher Corps to accomplish local and nationally determined objectives. These instruments were as follows:

A. Personal interviews: used for the purpose of ongoing assessment and acquainting interns, team leaders, principals and lay community people with Teacher Corps.

B. Program Inventory Questionnaires: designed to determine to what extent the three in-service components (university educational component, the in-school teaching component, and the community component) were successful in achieving the desired results.

C. Analysis of Responses to Teacher Corps Innovations in the Schools: to determine to what extent interns felt they had changed the schools in which they were involved.

D. Analysis of Program Improvement Questionnaire: to aid the associate director to determine, on a regular basis, the kinds of concerns interns had about needed program improvements.

E. Analysis of Program Goals: to determine to what extent the broad overall national goals were being accomplished.

F. Anecdotal reports: a written analysis of individual corpsmember activities by interns and team leaders and used as a basis for conferences between team leaders and the associate director.
G. Teacher Perceptions of Intern Competencies and Activities: used as a barometer of the attitudes that existed in a school towards interns and their activities and also as a means of determining to what extent co-operating and regular teachers had been positively affected by Teacher Corps activities.

The University Education Component

The university's role in preparing interns decreased as the program went into its second year. At this time the associate director and team leaders became primarily responsible for the kinds of experiences being offered to the interns. While it is important to note that the university allowed this to happen, the interns still felt that the university needed an overall revamping of its educational system. Chiefly cited as the reason for this was that the freedoms granted to interns did not carry over into the educational offerings to regular students who were also preparing to teach. However, interns while dissatisfied with a lack of changes within the university, did indicate that the special courses and experiences they were receiving at the time the questionnaire was circulated would better prepare them for teaching in the inner-city as opposed to a traditional student teaching experience.

Teaching Component

The experiences interns received in their individually assigned buildings were very successful. They indicated that the Teacher Corps program was an effective way of making
changes in these schools and that they were providing services that were not usually available from the regular teaching staff. These services ranged from home visits with student's parents to field trips for students, to curriculum revision and development. Their positive responses led this investigator to conclude that whatever effect Teacher Corps had on the schools, it was appropriate and in the best interest of the Hartford community's welfare and the Teacher Corps philosophy.

The Community Component

The third area investigated dealt with the community component of Teacher Corps. Interns indicated that their participation in community projects helped them in their area of teaching responsibilities and that there was some carry-over of this kind of activity to the regular teaching staff. Interns also felt they were effective in involving community people in the administration of the programs and, in at least one of the community based programs, indicated that interest would continue after their Cycle was over. The impact of this component on interns, regular teachers and community again reflected accord with Teacher Corps philosophy. Further indication of their success was the fact that the overwhelming majority of interns when asked, responded affirmatively to the question of continuing with some form of community participation after the program was completed and they were in a regular teaching position.
The most impressive statistic in the evaluation of the program, came from the interns' response to questions dealing with their projected plans after the end of the Fourth Cycle program. The majority not only answered affirmatively that they would continue working in inner-city areas but also indicated that they felt their qualifications would enable them to assist other teachers in inner-city schools improve their teaching performances. Both of these areas in Teacher Corps advocated results are given top priority; thus it is this investigator's impression that these objectives were successfully attained.

In addition to the interns' positive responses, the teachers they worked with in their schools, both co-operating and regular, responded with equal satisfaction with the corps-members performances. An indication of this is seen in the enthusiastic replies to questions dealing with their evaluation of intern services. Not only did teacher denote special service provided to children by interns but that interns had made major contributions in their building. Another expression of this was the fact that 100 percent of the responding teachers would like to see Teacher Corps interns assigned to their schools in the next year.

In the area of intern teaching competence, (what Teacher Corps is all about) teachers felt that the general competence of interns had grown over the year and a half period and that their preparation was excellent. However, this
investigator found no evidence that either a systematic approach was being used by team leaders to train interns in the competencies listed, or that co-operating teachers had any special training to impart this knowledge. Rather because of personnel changes and a lack of university personnel who were themselves not trained in competence based teacher education, a hit or miss, trial and error training process resulted. This investigator is by no means signifying that the training of interns was inadequate: Instead the systematic approach, advocated by Teacher Corps Washington office, was not used on a regular basis or in the manner stated in the Fourth Cycle Teacher Corps Proposal.

The Hartford school system must be given credit for a great deal of the successes indicated above. As shown in Table I, Chapter IV, many of the changes the Washington office advocated in school systems were either underway or planned for prior to and during Teacher Corps presence in the city. These changes are best explained in a school system publication, Hartford '74 and indicated the direction the school system was already headed. This plan called for a complete revamping of the existing educational structure and includes innovations such as:

1. The use of para-professionals to assist regular teachers.
2. Individualization of instruction.
3. The use of learning centers.
4. Students having access to alternative means to accomplish objectives, etc.
While Teacher Corps cannot be given credit for the school systems direction, the evidence would seem to indicate that they have had an impact for assisting the plan to become a reality.

Recommendations

The recommendations which follow were derived from analysis of data presented in Chapter Four and from the investigators perceptions gained while serving as the Associate Director of the project. These recommendations while specifically earmarked for a particular university and school system, have implications for teacher education institutions interested in developing programs suited for not only urban educators but also suburban and rural teachers.

Although teachers in training have preferences for the kinds of areas in which they desire to teach, as was indicated in Chapter One, they seldom realize these ambitions and are frequently forced by circumstances beyond their control to accept positions in situations for which they have little or no training. They should therefore be exposed as students to difficult urban environments and trained to cope with these situations. With the gap closing between the various sections of cities it is unrealistic for any university, if they are sincerely interested in developing good, effective teachers, to train them for one environment or one economic class of students.

To the extent that the recommendations in this section deviates from the norm in teacher education they may be looked
upon as experiments. It is therefore realized that some educational critics will reject the notion. This investigator however does not look upon experimentation with students as treating them as guinea pigs, or that they would be receiving a substandard education. Actually, it is intended as an alternative to the existing system which has already been considered, in large part, a failure.

Recommendations to the University

While the University of Hartford allowed quite a bit of flexibility in respect to intern course work during the second year of the project, it seems that they were not totally committed to, or had knowledge of, the innovations in teacher education advocated by the national office of Teacher Corps. This was the case primarily because the teaching staff at the university did not take an active role in preparing the fourth cycle proposal. Nor did the university have enough personnel to take on the added responsibility. It is therefore recommended that the following considerations be taken into account in the preparation of subsequent proposals:

A) University instructors, in the School of Education, be given a reduced course load so that they may have time to develop special courses and experiences for corpsmembers.

B) That regular university students (both undergraduate and graduate), who indicate an interest in urban education, be allowed to choose between regular university courses and those
experiences or activities designed for corps members.

C) That interns be allowed to earn university credit for supervised involvement in the community and that this activity be made available, for credit, to the regular School of Education students.

D) That program interns and team leaders be given the opportunity to take an active role in revising pre-service training schedules designed for future programs.

E) Regular university instructors who are training teachers be encouraged by the School of Education administrators to find out first hand, by on-site visitations, what is happening in the urban schools.

F) Individualization of instruction be instituted within the university through the use of educational modules or other alternatives to mass instruction. This will necessitate the adoption of existing competencies associated with successful teaching performances or the development of new ones to fit the philosophies of the institutions involved.

G) In the area of evaluation, both the school system and the university should develop quantitative, systematic means of evaluating the effectiveness of program components in light of advocated changes in teacher attitudes and student performance.

Recommendations to the Local School System

With respect to the local school system and any future Teacher Corps programs, we suggest the following recommendations
A) The L.E.A. co-ordinator should be made responsible only to Teacher Corps and the successful implementation of its objectives.

B) Inasmuch as the local school system has developed some innovative programs in the areas of curriculum and early childhood development, these should be made known and available to corpsmembers and possibly to regular university education majors.

C) The community based education component of Teacher Corps be extended to the regular teaching staff. It is realized that full-time teachers are overburdened with the number of classes they are required to teach and that involvement in the community would necessitate freeing teachers up for at least one half day a week. However, since this can be done for in-service days, and their effect is questionable, it most definitely can be extended to such a vital area as indicated in Chapter Four.

D) The school system should develop and implement systems and techniques for informing the school community about the programs, progress, plans and needs of the school as well as developing a format whereby parents and other interested citizens can participate in discussions, including the instructional program, regarding the school.

E) It is incumbent upon the school system to develop guidelines and a format for citizen visitation to the school and for corpsmembers and regular staff visitation to the homes of students.
Some Concerns About Team Leader Training

The experienced teacher who serves in the capacity of Team Leader, although recruited for their ability to teach, do not ipso facto become good trainers of teachers; therefore it is of utmost importance to begin the screening process for these individuals as soon as there is some indication that programs might be funded. His attitude, ability to get along with others, philosophy of education and personality should be known by the screening committee before the teacher is considered. This individual should be required, whether they have university credit hours in supervision or not, to avail themselves for regular seminars, discussions and presentations in which the role and responsibilities of the Team Leader, supplies the content. Team Leaders should be individuals with aspirations to become excellent teachers, department heads or supervisor of teachers. But, if the position is looked upon as stepping stone to a post as principal within the same school system, the chances are that the candidate will look at the team leader position as an internship, thus losing the intended relationship between the principal and team leader role. The team leader can then be used as a policeman, paper pusher, lunch money collector, and all the other roles associated with being the principal's subordinate.

Some idea of the complexity of the team leader role can be gained by studying the following listing that enumerates the various responsibilities:
1. Evaluator of intern progress
2. Curriculum specialist
3. Community co-ordinator
4. Change agent for innovations
5. Supervisor or facilitator to interns
6. Human relations expert
7. Counselor
8. Organizer of intern activities

With regard to the complexities of the role as outlined above, the following recommendations are set forth:

A) At the beginning of their involvement with the program they be required to participate in activities designed to allow them to confront their feeling about themselves, the race questions, education etc.

B) A two year on-going course be established to familiarize them with the competencies needed to successfully fulfill their role. This would include the following specifics:

1. Human relations techniques
2. Development of proficiency in interaction analysis
3. Analysis of video-taped teaching sessions with relevance to the competencies advocated by the school system and the university
4. Counseling techniques
5. Micro-teaching techniques
6. Curriculum development for the inner city
7. Modual development so that they will be able to judge intern proficiency in developing same
8. Individualization of instruction
9. Writing behavioral objectives

Some Thoughts About Community Involvement

A child's cultural heritage should be considered by his teacher to be the basis for his education, not something to be discarded. All children have culture and no matter how different it is from the middle-class, it can and must be utilized in
teaching the child. What is desired are teachers that have broad life experiences which will enable them to identify with and effectively teach a variety of students.

To accomplish this end interns can be required to successfully complete a series of experiences for which they will be given university credit. These experiences should be placed in a developmental sequence to give the intern the opportunity first to become aware of environmental factors, socio-economic factors and the socio-political factors that affect the lives of students and parents in the target areas. To deal with these factors and finally to get involved educationally into the lives of both students and parents, the following activities are recommended.

A) To develop and measure the intern involvement in the school community, each team should have the opportunity and time to develop a comprehensive notebook containing the following information.

1. How do people within your area live? Specifically: the kind of housing, the condition of same, the number of people per dwelling, and why do people live within this area?

2. What is the topographic features of this area? Specifically: what are the main streets, the residential areas, what kinds of commercial and industrial establishments, where are these areas located, where are the playgrounds and play areas, what and how do the children play, what are the age groupings of the children (are there "segregated" age play areas)?

3. What are the socio-economic factors within the area? Speciavally: where do the parents work, what kinds of work do they do, where do they shop, who owns the shops, and are there any socio-economic differences reflected within the school district?
4. What are some of the socio-political aspects of the area? Specifically: is the school district also a voting district or is it divided by other districts? Does it have representatives on the Board of Education, does it have representatives on the city council, what community organizations serve the area, where are these organizations located, and where do the people who run these organizations live?

The Teacher Corps intern by discussing and recording the answers to the above questions will hopefully have some idea of the social realities within the area of his work. The information necessary for the development of the community fact notebook could be obtained from any number of sources; however some of the most helpful areas are in the following list:

1. Housing projects
2. Bars
3. Supermarkets
4. Churches
5. Community Centers
6. Thrift shops
7. Neighborhood stores
8. YMCA and YWCA
9. Playgrounds
10. Street corners
11. Neighborhood hangouts, etc.

The choice of means will hopefully reflect the learning and personality styles of the individual intern. For example, some interns like to go about gathering information alone, some prefer to go in groups, and some need to be introduced. It would be to the programs advantage for all to start by using the means most convenient for them.

B) Development of relationships with the communities, children and adults in and out of the school situation by developing and establishing community-based educational projects.
C) Promote a closer relationship between school and low-income parents so that the parents can become a more positive force in the education of their children by more closely involving them in their children's day-to-day learning process.

There are many possible developmental steps that could be recommended to enable the interns to reach the objectives previously outlined. For example, the intern could walk, by himself or in special instances with another intern or team leader, through the proposed area making as many mental notes as possible. At the end of the walk, all of the interns in that particular team could get together with their team leader and a community person and compare and evaluate their findings. Hopefully, new areas of exploration would arise thru these discussions. Another aid would be the construction of a map of the community making the geographic boundaries familiar to all those involved. This map could also serve as a focal point for the future compilation of other related data such as where individual children and families live, or social clusters within the prescribed geographic bounds. As a supplement, a data file could be initiated at the same time in order to keep an on-going record of parent or family contacts and other social encounters. This might also include a list of effective community leaders from whom advice and information can be obtained.

At some undetermined point, a program could be instituted using student guides from the schools to further
acquaint interns with the communities' observations of itself. This first hand experience could then be used to augment and/or refine the interns initial impressions and observations. The planning and occasion of a specific event would provide a chance for the interns to meet and become known to some extent to the parents of their students, such as a "Meet the New Teachers Picnic." Follow-up programs would then be planned to reinforce contacts as well as to provide additional data for the interns. Thereafter, informal visits could be arranged. At this stage, interns and team leaders should have a series of meetings with parents and community leaders to find out what kinds of educational projects would be of value to the community. These individuals would then serve as paid consultants in the development and implementation of these projects.

While parents, community people and the students themselves would have input into planning and implementation of community based educational projects, some possibilities might be programs of the type listed below:

1. Establishment of store front schools
2. Establishment of after school tutorial programs
3. Traveling book store
4. After school homework centers
5. Dramatic or fine arts clubs for both students and parents
6. Co-operative store
7. Community Head-Start program
8. Regular home visits to converse with parents about the needs of the child
9. After school recreational programs for students
10. Parent advisory clubs
These programs would of course have to be continually reviewed and updated by both community people and the interns, in order to obtain a pertinent evaluation of not only the program but the intern role within the school and community.

Conclusion

The evaluation of the stated objectives of Teacher Corps, contained in Chapter IV of this work, indicates beyond question that the desired effects of having a program of this nature in the Hartford School System were achieved. Changes, at the conclusion of the program, were taking place on several fronts. The School of Education at the University of Hartford had indicated its willingness to broaden its program of teacher preparation. The Hartford School System, while already involved in innovative programs, increased its efforts in this direction. The Community was becoming more active in school affairs and more teachers were taking an active role in after school activities for students. While all of these successes cannot be contributed to Teacher Corps presence, it can be said that Corpsmen were partially responsible for extending the school systems efforts in these areas.

The above findings lead the investigator to conclude that where there is a predisposition for change at the State Department of Education, Board of Education, and participating University levels, the chances are greatly enhanced that an innovative
program (such as Teacher Corps) funded by the Federal Government, would reach its stated objectives. It also seems appropriate to assume that where this predisposition does not exist, it would be ludicrous for anyone to think that a few interns, located within a large urban school, would have any lasting effects on teacher attitudes, curriculum, and teaching methods. It is for this reason that the investigator strongly recommends the continued funding of the Hartford Board of Education/University of Hartford Teacher Corps Program. It is further recommended that the National office consider funding only those school systems and Universities that have established a long-range plan for positive change.
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APPENDIX A
APPENDIX "A"

SAMPLE FORM - INTERN PRE-SERVICE EVALUATION

TEACHER CORPS

PROGRAM EVALUATION

Using the following scale(s), please evaluate the various phases of the program. (Circle the number)

<table>
<thead>
<tr>
<th>Item</th>
<th>Could Be Improved</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Over-all Program</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Number of Weeks</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Location and Facilities</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Value of Texts</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Value of Mimeographed notes, reprints, etc.</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Value of Team Leaders</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Value of Student Guides</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Value of Class Discussion</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Value of Workshops</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Value of Independent Study</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Value of Group Discussion</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Value of Tutoring</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. Value of Lectures</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Content</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Presentation</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
METHODS OF PRESENTATION

Rank in order the following methods of presentation from 1 to 4, letting one (1) be the best method. Use as your criterion (1) the ones you learned the most from, (2) the ones you enjoyed most.

<table>
<thead>
<tr>
<th>Item</th>
<th>Learned Most</th>
<th>Liked Most</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Discussion</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Workshops</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Lectures</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Independent Study</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

ACTIVITIES

1. Indicate the value of activities listed below.

2. Next, indicate by adding a plus (+) next to the activity you would like to do more of if you took the program again. Add a minus (-) after the activity you liked least.

<table>
<thead>
<tr>
<th>Item</th>
<th>Minimal Value</th>
<th>Average</th>
<th>Valuable</th>
<th>Exceptional</th>
<th>Plus or Minus</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Neighborhood Walking Tours</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>2. Workshops Within the Schools</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>3. Observation in the Schools</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>4. Sensitivity Sessions</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>5. Drug Sessions</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>6. Simulation</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>7. Field Trip to HICUT</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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<tr>
<td>8. Tutoring</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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</tbody>
</table>

3. Indicate any other activities you might like to have been involved in.
SPEAKER TOPICS

Follow the same directions for the evaluation of Speaker Topics as for the Evaluation of Activities.

<table>
<thead>
<tr>
<th>Item</th>
<th>Minimal Value</th>
<th>Average</th>
<th>Valuable</th>
<th>Exceptional</th>
<th>Plus or Minus</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Language Development for the Disadvantaged</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td></td>
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<tr>
<td>2. Who Am I</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>3. Welfare and Minority Grps.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>4. The People - Through the Eye of a Priest</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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<tr>
<td>5. ESL</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>6. Black History and Culture</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>7. Panel of Principals</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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</tr>
<tr>
<td>8. Pharmacology of Drugs Subject to Abuse</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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</tr>
<tr>
<td>9. Puerto Rican History and Culture</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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<tr>
<td>10. Over-all Physical Education Program</td>
<td>1</td>
<td>2</td>
<td>3</td>
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<td></td>
</tr>
<tr>
<td>11. Organization of Leisure Time Activities</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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</tr>
</tbody>
</table>

Indicate any other Speaker Topics you would have found worthwhile.
Answer the following questions in two or three sentences.

1. What did you expect when you enrolled in this program?

2. How did you feel about the program during the first few days?

3. If you felt negative, explain why.

4. If you felt positive, explain why.

5. Did you change your feelings about the program as you continued in it? What made you change? (If you can report specific instances, it would be helpful for future planning.)
6. Were your expectations fulfilled? Why or why not?

7. Please feel free to make any further comments.

8. Comment briefly on the content of each of the assigned texts.
SUMMARY OF INTERN EVALUATION OF PRE-SERVICE TRAINING

Evaluation by interns of various program phases. (Scale: 1-2, Could Be Improved; 3-4, Good; 5, Excellent.) Topics are listed in scale rating.

<table>
<thead>
<tr>
<th>RATING</th>
<th>ITEM</th>
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</thead>
<tbody>
<tr>
<td>4.1</td>
<td>Value of Team Leaders</td>
</tr>
<tr>
<td>3.8</td>
<td>Location and Facilities</td>
</tr>
<tr>
<td>3.8</td>
<td>Value of Group Discussion</td>
</tr>
<tr>
<td>3.5</td>
<td>Value of Independent Study</td>
</tr>
<tr>
<td>3.5</td>
<td>Value of Mimeographed notes, reprints, etc.</td>
</tr>
<tr>
<td>3.3</td>
<td>Value of Workshops</td>
</tr>
<tr>
<td>3.26</td>
<td>Value of Class Discussion</td>
</tr>
<tr>
<td>2.9</td>
<td>Value of Lectures - Presentation</td>
</tr>
<tr>
<td>2.9</td>
<td>Number of Weeks</td>
</tr>
<tr>
<td>2.8</td>
<td>Value of Over-all Program</td>
</tr>
<tr>
<td>2.8</td>
<td>Value of Texts</td>
</tr>
<tr>
<td>2.7</td>
<td>Value of Lectures - Content</td>
</tr>
<tr>
<td>2.7</td>
<td>Value of Tutoring</td>
</tr>
<tr>
<td>2.5</td>
<td>Value of Student Guides</td>
</tr>
</tbody>
</table>

Methods of Presentation Evaluation. (Scale: 1-4, one being the best method; Criterion (1) the learning experience, (2) the enjoyment factor.)

<table>
<thead>
<tr>
<th>LEARNING EXPERIENCE</th>
<th>ENJOYMENT FACTOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.6 Lectures</td>
<td>2.9 Lectures</td>
</tr>
<tr>
<td>2.5 Independent Study</td>
<td>2.48 Independent Study</td>
</tr>
<tr>
<td>2.2 Workshops</td>
<td>2.3 Workshops</td>
</tr>
<tr>
<td>2.0 Discussion</td>
<td>1.8 Discussion</td>
</tr>
</tbody>
</table>
### Evaluation of Activities:

(Scale: (1) Minimal Value, 1; Average, 2; Valuable, 3; Exceptional, 4. (2) +, activity you would like more of; -, activity you liked least.)

<table>
<thead>
<tr>
<th>Activity</th>
<th>(2) Plus/Minus Rating by No. of Interns</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drug Sessions</td>
<td>24 plus 0 minus</td>
</tr>
<tr>
<td>Field Trip to HICUT</td>
<td>23 plus 5 minus</td>
</tr>
<tr>
<td>Observation in the Schools</td>
<td>23 plus 4 minus</td>
</tr>
<tr>
<td>Simulation</td>
<td>17 plus 4 minus</td>
</tr>
<tr>
<td>Workshops Within the Schools</td>
<td>21 plus 2 minus</td>
</tr>
<tr>
<td>Sensitivity Sessions</td>
<td>9 plus 10 minus</td>
</tr>
<tr>
<td>Tutoring</td>
<td>12 plus 3 minus</td>
</tr>
<tr>
<td>Neighborhood Walking Tours</td>
<td>15 plus 9 minus</td>
</tr>
</tbody>
</table>

### Evaluation of Speaker Topics:

(Scale: by number of intern count)

<table>
<thead>
<tr>
<th>TOPIC</th>
<th>Minimal Value</th>
<th>Average</th>
<th>Valuable</th>
<th>Exceptional</th>
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<tr>
<td>Language Development for the Disadvantaged</td>
<td>2</td>
<td>13</td>
<td>18</td>
<td>4</td>
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<tr>
<td>Who Am I</td>
<td>1</td>
<td>9</td>
<td>18</td>
<td>8</td>
</tr>
<tr>
<td>Welfare and Minority Groups</td>
<td>4</td>
<td>14</td>
<td>18</td>
<td>2</td>
</tr>
<tr>
<td>The People Through the Eyes of a Priest</td>
<td>1</td>
<td>6</td>
<td>14</td>
<td>16</td>
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<td>ESL</td>
<td>9</td>
<td>21</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Black History and Culture</td>
<td>3</td>
<td>5</td>
<td>17</td>
<td>13</td>
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<tr>
<td>Panel of Principals</td>
<td>0</td>
<td>1</td>
<td>20</td>
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<tr>
<td>Pharmacology of Drugs Subject to Abuse</td>
<td>0</td>
<td>3</td>
<td>11</td>
<td>25</td>
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<tr>
<td>Puerto Rican History and Culture</td>
<td>1</td>
<td>2</td>
<td>23</td>
<td>11</td>
</tr>
<tr>
<td>Over-all Physical Education Program</td>
<td>11</td>
<td>19</td>
<td>8</td>
<td>1</td>
</tr>
<tr>
<td>Organization of Leisure Time Activities</td>
<td>7</td>
<td>15</td>
<td>10</td>
<td>3</td>
</tr>
</tbody>
</table>
QUESTION: (A.) What did you expect when you enrolled in this Program?

1. To be prepared to help others. To learn about others, to get a better understanding of minority groups.

2. I expected to go into a regular summer program of class taken to prepare us for student teaching during the Fall. I did not expect to be involved in the community during the Summer. I did expect to have been met at the airport, or at least, at the university when I arrived. Instead, no one knew of my coming.

3. Idealistically, I expected we would learn teaching skills that would equip us to teach inmates in the Fall. I also expected that we would be welcomed into Cheshire - with the administration cooperating in our program. (Correctional Component)

4. I expected a lot of involvement with what the community and the kids in it - that we'd be working by - would be like. Also I expected some theoretical background to it by guest lecturers that really knew what Teacher Corps Hartford was about and who would therefore speak effectively to us.

5. I expected that the improving of my knowledge in the organization of the community. When I enrolled in this program I understood that I would be better prepared to be a teacher and I would understand the people in better ways.
6. Actually, I was not sure of what to expect when I enrolled. I really thought I would be faced more or less with a classroom setting along with a lot of book work and tests.

7. Minimally, I expected many procedural problems to have been solved; i.e., insurance, reimbursement for shipping, for travel. Many inconveniences resulted because no one knew the Corps' policy or because nothing had been previously arranged. A list of housing would have also been helpful. VERY IMPORTANT - I had also hoped to establish creative relationships with the Team Leaders and my fellow interns. I also hoped to learn more about the experimental teaching methods, and help construct some new approaches myself.

8. I really did not know what to expect. I just hoped for the best. I really thought that I could succeed in working in the reformatory. I believe that I can now succeed somewhat better in the inner city program. I didn't know what extent our training would be. I was somewhat shaky about the whole program.

9. I expected to be taught how to teach and more specifically, to be exposed to as many of the new teaching approaches as possible so that I could teach harder to reach children more effectively.

10. I expected that my initial pre-service training period would be used to familiarize me with the community, the school in which I would work, and some elementary teaching methods.
QUESTION: What did you expect when you enrolled in this program?

11. I had virtually no preconceptions; and, therefore, few expectations. I suppose the program has progressed as I thought it would.

12. I really didn't know. I am with Cheshire and everything was up for grabs. (Correctional Component)

13. An intensive program of preparation for teaching in the schools in September.

14. I expected a training program similar to the one for pre-service Peace Corps training - that is, a "crash" preparation for our job beginning in the Fall.

15. I expected to be involved in a well planned dynamic program. A program searching for new ways and new answers in the field of education. A program which would have a deep community concern in and out of the classroom.

16. To be honest I really did not know what to expect. However, I really can say that I enjoyed pre-service training and would do it all over again if I had to.

17. Orientation. Instructional Methods in teaching the ghetto pupils. Workshops - for creating instructional material and techniques of instructions. Graduate courses - that will enable me to better operate in the schools.

18. I expected pretty much that occurred, although I thought there would be more emphasis on neighborhood involvement and school involvement.

19. A basic preparation in teaching remedial subjects and working with incarcerated teenage offenders. (Correctional Component)
QUESTION: What did you expect when you enrolled in this program?

20. I expected to deal with a bureaucratic mass and was not disappointed. Also, I expected to learn, at least, the problems (and their theoretical solutions) of penal teaching; herein, I was disappointed.

21. I expected to learn more of the background information that goes into making a teacher. At first I thought most of it would be of the mechanical variety, but it has turned out to be a lot more personal than I expected.

22. I expected to train myself to be an urban teacher with disadvantaged students. I expected to become involved in a career.

23. I expected to have more workshops such as penmanship, writing compositions, mathematics, and science and how we are to work with children in general.

24. I expected to get an overview of the philosophy of teaching, methods of teaching, and a general orientation to the community. In eight weeks, I don't think that it's possible to do too much more than this.

25. Immediately upon being enrolled in the program I was given a copy of the pre-service training schedule. Because of this, there was little difference in what I expected and what was presented.

26. To learn the means and ways of teaching. Basically, to learn about the community and to learn to help myself in relation to the children I will be working with.
QUESTION: What did you expect when you enrolled in this program?

27. A well planned, cohesive introduction to the community in which we will be working. I expected supplementary courses (in depth) of Black and Puerto Rican history and culture, and I expected to work with people who would consider me an adult and not ask me to rewrite such time-wasting evaluations.

28. To work in a group with one common goal in mind and to become instruments of change where needed.

29. An education - concerning inner city schools and minority groups - an opportunity to teach and help improve the well known inadequacies of inner city schools.

30. To better understand children. To better understand problems of Black and Puerto Rican communities.

31. I expected a similar program, but with more emphasis on classroom teaching.

32. I expected an intensive program, with many after-hours commitments. I expected more Black-White sensitizing, more reading (especially in race relations).

33. I expected a program that would give me the experience of getting involved with "inner-city" life. Both that of adults and children.

34. I expected an orientation program concerned with teaching in the inner-city schools.

35. I expected that an attempt would be made to make me aware of the problems involved in the inner-city school - a sort of eye-opening experience, but who said my eyes were closed anyway.
QUESTION: What did you expect when you enrolled in this program?

36. I had no "expectations" except that the pre-service would be of some value. Although I feel that real teacher training takes place in an actual classroom experience, I did accept the pre-service program with an open mind. I'm glad that I did because now I feel a certain amount of confidence in myself and in my team - which I would not have had without this experience.

37. I had no specific expectations of what the program would be like. I would say, in general it was pretty much as I expected it to be.
QUESTION: (B.) How did you feel about the program during the first few days?

1. I was very proud of being part of the Teacher Corps and I still feel the same way. I think that this is a great program.

2. Since I was late in arriving, I felt very confused at the beginning. The absence of team leaders, which was taken as an excuse for disorganization, made it hard for me to adjust. My having to stay at a hotel the day of my arrival also made it very difficult.

3. In short, it seemed totally irrelevant to the Cheshire's group situation.

4. I felt somewhat confused - for the most part - because I did not understand exactly what was going on and why it was going on.

5. During the first few days, I was confused about the program, because we received only different lectures about education, and we were drawing, and making different things for the elementary schools.

6. I was very disgusted and insecure.

7. The first days reminded me of the first few days in public schools. High level of disorganization, negative, condescending treatment by some of the administrators, and no orientation to the program in general dominated the first days. The orientation packets were never distributed, and housing wasn't well organized giving me a sense of disorientation and making my adjustment to Hartford much harder.
QUESTION: How did you feel about the program during the first few days?

8. I was somewhat unaware of what my actual job would be.

9. I felt somewhat negative about the program because I felt that we were not being treated maturely (forced to sign attendance sheets, etc.) and that the cutting and pasting and manuscript writing session was busy work and a waste of time.

10. I was confused about how the various lectures, workshops, etc., fitted in with any over-all program. I was also disappointed that we wouldn't be in contact with any inner-city children until the third week. (At HICUT, Follow Through, etc.)

11. I waited, in a state of ambivalence and flux for the first few weeks. The majority of the time was fairly uninteresting.

12. Completely out of it. Everything appeared to be useless. I thought it was a waste of time.

13. Apathetic to the extent that everything seemed unorganized.

14. Quite content. The liaison with the program as available through the team leaders was largely responsible for this feeling of well being. Unfortunately, when this method of communication was removed, I felt that an all-important link was missing in the program mechanism.

15. I was very excited and enthusiastic.

16. During the first few days, I thought the program was really "shaky," especially during the three weeks when our director and team leaders were away in Pennsylvania.
QUESTION: How did you feel about the program during the first few days?

17. I was not motivated. I felt disappointed because the program did not come up to my expectations.

18. It was well organized in that we had classes, lectures, etc. but the content for the first week or so was such that I felt I was back in an education class - which I definitely wanted to avoid.

19. It was disappointing and very disorganized.

20. I felt confused and generally insulted by the lack of preparation evident for the Cheshire Group.

21. The first few days were hectic and fairly disorganized. Too many people expected too much too soon. Things have tended to be a lot better.

22. The program at first failed to balance up to the group interest. People were not encouraged or motivated enough to become involved in the over-all Teacher Corps Program.

23. I had an apathetic view of the program, that the program would improve as we progressed.

24. During the first two weeks, I was a little disappointed in the program. It did not come up to my expectations.

25. The early speakers (Hopkins, Graham) were two of the best - this stimulated a positive feeling. On the other hand, the writing workshop should have been held off a while until we were tired of the "big" over-all questions of the "how" of ghetto education.

26. As if very little effort was made to help the interns in orientation to Hartford and its problems in finding a place to live. Without the team leaders - there really was very little direction to the program.
QUESTION: How did you feel about the program during the first few days?

27. It was an insult to the intelligence of a college graduate.

28. I felt a lack of direction, and also a lack of definition of the program.

29. Interested.

30. Ambivalent, disappointed.

31. I was satisfied due to my patience. I understood the problems of a beginning program, but I was curious as to what would happen during the rest of pre-service and this Fall.

32. I didn't like the "instant teaching" approach. I felt that more philosophy of education and educational psychology discussions and reading were needed before we went into techniques right in the beginning. The first few days had "poor organization" written all over them, but this was somewhat understandable. I felt that the people were warm and responsive, however, and that any problems could be worked out.

33. Waiting for something to happen.

34. I was somewhat confused and kept hoping things would get better.

35. I was impressed by the friendliness of the staff and other interns. I was very grateful to have been included in the program. I found myself bombarded by "what I think about
QUESTION: How did you feel about the program during the first few days?

35. (Continued)
this and that, " and "what would I do in such and such a situation" type questions; and felt very much on the defensive. I resented being told by people who had known me only a few short days that, "you are this or you are that" when no one really knew me. I didn't like being told, in very definite terms, what sort of a person I was on the basis of a few short conversations. For a very short time I was almost ashamed of being white middle-class, of the school I went to, opportunities that I have had, etc.; but I am not or never have been ashamed of myself, my family, or what I am or am not. I am proud and don't really feel that I have to defend that to anyone.

36. During the first few days, I did more listening than talking - that's the way I am. Where the program was very effective, I learned from it; and where it flopped, I built my own self-confidence up. It was good that I occasionally felt better qualified or highly critical of some aspect of the program - that gave me confidence, and confidence is what I need to function effectively.

37. I would rather speak on how I felt through the first two weeks as I don't remember having any well formed feelings for the first few days. I wasn't napping. It seems we were being given busy work; that the program was treating us as passive learners rather than active learners. The return of the team leaders completely reversed this feeling;
QUESTION: How did you feel about the program during the first few days?

37. (Continued)

but I do feel that even once they returned, we should have spent more time with them in discussions.

38. I was lost in the program, but I believed in the program. I didn't know what to do, although I was not negative. I tried to acustom myself to this new environment, and I did it.
QUESTION: (C.) If you felt negative, explain why?

1. No comment.

2. Being disoriented, having missed the first week of the program, having no place to stay when I first arrived, and not having been assigned to a group for my first week here; all of these things contributed to my negative feelings.

3. Block, printing, children’s reading, Burns School Program, were not, it seemed, designed for Cheshire group. I felt these things would help us very little if at all. Hartford Teacher Corps, I thought, had had us dumped on them, and we were going for the ride.

4. I felt negative sometimes because the program was moving in a more theoretical than practical (experimental) direction and I had hoped to work in more experience-oriented things.

5. In any way, I felt negative; but I had the problems to understand better the directions because my first language is Spanish, and I was confused.

6. I was uneasy because I could sense that there existed a lot of disorganization among our leaders. I felt that none of you knew what to do, nor did you seem sure as to how or when.

7. See answer to question B.

8. I felt this way because this was a new program and our role had not really been totally defined.
QUESTION: If you felt negative, explain why.

9. No answer.

10. I expected a clearer, over-all explanation by the leaders of the program as to where they figured we were at the start, just where we would be at the end of the nine weeks, and how we would get there.

11. I didn't really feel negative, but did for the most part, feel that the time could have been used to greater value.

12. There wasn't anything important or relevant to my job activities at Cheshire.

13. The art workshop and the paper-cutting worried me. If this was an indication of what was to come, I had my doubts about the program. Also, having no team leaders when we needed them most.

14. No answer.

15. I felt that we could have been doing some of the more meaningful activities that we later got into.

16. The program got off to a poor start because the director seemed not to have known what to do or to tell us; and the interns in turn, did not know what to do or what was expected of them.

17. Generally, the program was not organized, and contained no definite objectives.

18. Only in the sense that much of the lecture content seemed trivial and irrelevant.

19. It is necessary to explain that I am from the Cheshire group, and our participation in the over-all program was not known until a day or two before the program began. This is why I got the impression I had. (See answer to question B.)
QUESTION: If you felt negative, explain why.

20. See answer to question B.

21. Lack of sufficient planning made me feel a little uneasy, but it never got to the point that I felt negative about individuals or the program.

22. I felt limited. I am married with two kids, and out of school for four years working in the private industries setting. This affected me because I was grouped together with a whole mass of college kids, disregarding my individuality, personal interest, and problems.

23. The caliber of some of the speakers was not worth my time to listen. The outstanding ones were Mr. Plathal Benjamin and Mr. Jose Monserrat. If we had more lectures from people of their caliber, then I would have enjoyed the lectures.

24. The reason that I was disappointed was that we were involved in a few activities that had little value; such as, the art workshop and manuscript writing. It's not that we don't need manuscript, we do; but just to give us paper and pencil and say start writing, doesn't help us much. It was the approach, not the content that was lacking in our first few days of training.

25. Did not feel negative.

26. The program should have begun after the team leaders returned from Philadelphia.

27. I explained in my weekly evaluations.

28. First of all, the program immediately was put on the defensive. Lectures and sessions seemed to be in bits and parts in addition to the team leaders being away.
QUESTION: If you felt negative, explain why.

29. I only felt negative after a few weeks of boring, irrelevant lectures, and negative attitude displayed by the staff; i.e., signing in, threatening speeches, etc. In their lectures, the staff spoke of treating school children as individuals, being warm and sensitive to human needs, and not laying down iron, inflexible rules. Apparently, these same actions were not to be extended to Teacher Corps Interns. The hypocrisy of the situation was overbearing.

30. No direction - understandable to an extent in the light of being the first year for program at Hartford.

31. Already explained in question B.

32. See answer to question B.

33. The reason I answered question B this way was because so little seemed to happen in the first several days. I went into this in great detail (four pages) in my first evaluation - an evaluation of my first month in the Teacher Corps.

34. If being confused can be classified as being negative, then it was due to the fact that my group did not have an experienced leader for a few days. He knew really no more than we knew about what was happening. This really didn't help anything.
QUESTION: (D) If you felt positive, explain why.

1. I love people. I like to do anything to alleviate the situation of minority groups.

2. The only positive feelings I had were derived as a result of Mrs. Davis and Mrs. Brassil's concern for me. The group of Puerto Ricans were also extremely helpful.

3. No response.

4. I felt positive because I thought things would gradually work out.

5. I felt positive because I wanted to learn how to be a teacher and how to improve my knowledge and education.

6. No response.

7. No response.

8. No response.

9. No response.

10. I felt positive about the Interns and had confidence in the good judgement and good will of the team leaders and other Teacher Corps leaders. Regardless of my disappointment over some early phases of the pre-service training, I was, and still am, confident that the program would be effective and successful.

11. No response.

12. No response.

13. No response.

14. As indicated in response to questions B and C, I felt positive because the program, as initiated, lived up to my expectations of a crash training course.
QUESTION: If you felt positive, explain why.

15. No response.
16. No response.
17. No response.
18. No response.
19. No response.
20. No response.
21. I felt positive because the program was designed to do many things that I feel strongly about.
22. I felt positive when I refer to the Hartford group. The Professors are devoted educators which I personally liked to identify myself with. From a Cheshire standpoint, I only felt positive toward the challenge the work would require from an educational standpoint to solve the inmates problems.
23. The group discussions with our team leaders may be the workshop - possible. There is a need of interns in the schools to give tutorial programs to students who need them. I don't think we can give a true evaluation until we start working in the schools with the children.
24. No response.
25. I tend to be optimistic about anything during the first few days - also see answer to question B.
26. Recognizing that the program was just getting off the ground, I had faith that organization and relevancy would improve.
27. No response.
QUESTION: If you felt positive, explain why.

28. There were some positive feelings as well. Mainly due to the honesty and perserverance of those in charge. They also helped me to aspire to a better forthcoming program.

29. I have felt positive about practical involvement in the community; such as, HICUT, and some of the lectures; such as the two by Mr. Monserrarr and Mr. Benjamin. Also, I have felt positive as to the team leaders - they have been dedicated. Mrs. Brassill and Mrs. Davis, although I was disappointed at some of their actions, are most sincere and dedicated.

30. No response.

31. See answer to question B.

32. I wasn't impatient, really. I knew the program was new, and I felt that everyone involved was trying his (or her) utmost to make it a success.

33. No response.

34. No response.

35. No response.

36. I felt positive because I could see value in both the good and not so good aspects of the program. To me, a completely effective program would of necessity be made up of "good" and "bad" because what you can learn from a "bad" movie, ineffective speaker, etc. is of critical value.

37. No response.

38. Because I have faith in people, and because Mrs. Brassill and Mrs. Davis were so good with me. The speakers,
QUESTION: If you felt positive, explain why.

38. (Continued)

conference, and everything helped me to find me in this program. I have to give thanks too, to all the components of the Teachers Corps, especially to Bill Bell and Nick Duke.
QUESTION: (E) Did you change your feelings about the program as you continued in it? What made you change? (If you can report specific instances, it would be helpful for future planning.)

1. I still have the same feelings.

2. My feelings began to change as soon as I became aware that most everyone in the program was disoriented. When we visited HICUT, I finally met with a situation that I had previously expected and desired, although it took place earlier in the program than I had expected. The team leaders were highly valuable as far as organizing was concerned and in orienting.

3. My feelings did change because Teacher Corps began to consider our problems, and began to help us deal with them. We went on tour visiting prisons and listened to speakers at these places - the program at University of Hartford began to consider Black and Puerto Rican problems.

4. I felt more positive during and after the HICUT experience because it made sense to me. I returned to negative feelings when we had meaningless lectures and positive during the few good lectures, and also during the drug workshop. I felt very negative about the timing of the sensitivity sessions. We all were kind of down at that point, and didn't feel very "sensitized."

5. No response.
6. Yes, I changed my feelings as the program continued. The tidings that made me change were the return of our director and team leaders from Philadelphia, better lectures, more workshops, social activities, community involvement and the expression of security from director, programmers, and team leaders.

7. The program became more positive once I had settled into my house, and we began to work in HICUT, probably the most valuable experience of the summer.

8. I changed my feelings about the program because I changed over to the inner-city program. Although, I still felt somewhat really unknowing about my role in the program.

9. I changed my attitude when I began observing and teaching at HICUT and when I realized that cutting, pasting, printing, and idea and picture files were not only helpful, but essential.

10. As the program progressed, I became more and more convinced that my real training would not begin until I entered the classroom in the Fall. The HICUT program whet my appetite for more - and for the real thing.

11. The major change in my attitude toward the program came about when our team solidified and began to work well together (around the fifth week). From that point on, I didn't care too much about the general program, concentrating instead on team relationships and projects within the community.
QUESTION: Did you change your feelings about the program as you continued in it? What made you change? (If you can report specific instances, it would be helpful for future planning.)

12. Yes. Once we were in the Reformatory, everything began to fall in place. The discussions with Dr. Weinswig were very rewarding. The Black History lectures were important.

13. Yes. Mainly because of the people running it. I knew Mrs. Brassill and Mrs. Davis were for real, and this was reassurance enough that things would work out. Also, when the team leaders came back.

14. Some of my enthusiasm for the program was greatly dampened during the second week. This feeling was in response not to the technical problems confronting the initial situation (meaning the difficulties of handling such a massive effort in a limited amount of time), but more in terms of my disappointment in the evident inability of some of my fellow interns of coping with the situation. On the other hand, I did feel that our desires as interns could have been incorporated into the planning of these past few weeks at that time, meaning that because the situation had changed, that the program should have been changed accordingly. I felt that much of the hostile feelings engendered in the interns at that time resulted from the attitude that we were being treated like children; having to accept our lot whether we liked or needed it or not. I wish we could have done more things during the second week. (meaning workshops, role playing, practice teaching situations and independent activities.)
QUESTION: Did you change your feelings about the program as you continued in it? What made you change? (If you can report specific instances, it would be helpful for future planning.)

15. Of course, my feelings about the program continually changed in this pre-service period. I was constantly evaluating what was happening with me and around me. The return of Mr. Williams and the team leaders were a definite up.

16. Yes. As the program continued, I gradually changed my feelings because the director seemed more sure of himself and the program, and the interns in turn started feeling more accepted into the program and sure of themselves and their role in the Teacher Corps.

17. I changed because the program became more organized and by asking many questions, I was able to see clearer some sense of its directions and goals in relationship to me.

18. Yes. When the team leaders returned, there was more of an emphasis on community involvement and a move away from constant lectures. I definitely felt that the speakers began to improve, but this is probably due to their availability.

19. Yes. Because as the program progressed, there were more and more activities geared towards the Cheshire group which proved very helpful. For instance, the discussion of remedial reading with adults, the discussion of drugs, the sister from the schools for girls, etc.

20. My feelings changed in a positive direction. The effort to institute penally-oriented lectures, discussions with Mrs. Brassill, and especially the reading workshops with Dr. Weinswig contributed to my attitude change.
QUESTION: Did you change your feelings about the program as you continued in it? What made you change? (If you can report specific instances, it would be helpful for future planning.)

21. My feelings never really changed about the program. Adjustments have been made, but feelings are the same.

22. I enjoyed the last three weeks of the program. The sensitivity program helped create a group functional setting which helped us blend together to improve the over-all program, together with the instructors.

23. After the sensitivity training, I felt a warm feeling toward our team. I feel that we can help bring the standards of the school higher so that there won't be a need for students to transfer to other schools because of lack of knowledge of subject matter.

24. Yes. Emphatically so. The first positive feelings I had came when we went to HICUT and Follow-Through. I feel that working with kids is an important part of pre-service and should be emphasized as much as possible. Also a big difference came when our team leaders came back, and this gave us important resource people who we could go to with any problems or questions we might have.

25. I think the biggest difficulty with the program was the relatively little actual contact with children. This is my only major criticism. Naturally, not every speaker will be exceptional and not every activity will be thorough to be beneficial by all; but on the whole, these areas were well handled. I have no suggestions as to how to bring in children. In the future, all available summer programs (HICUT, Follow-Through) should be utilized as much as possible.
QUESTION: Did you change your feelings about the program as you continued in it? What made you change? (If you can report specific instances, it would be helpful for future planning.)

26. Certainly, a turning point in the summer was the return of the team leaders. It is a crime that they were not here to discuss the relevancy of HICUT. The teachers at HICUT were invaluable, and not enough opportunity for "feedback" on the teaching was given.

27. Better guest speakers and better workshops changed my opinion. Also, the team leaders helped iron out many of the problems.

28. Yes, I did. Especially after my two weeks experience at HICUT. Then I could begin to see the relationship between the theory and the practical.

29. Yes. When the team leaders returned some of the "harrassment tactics" disappeared; i.e., there were much fewer threatening speeches, signing in was dropped, etc.

30. Return of team leaders gave concrete direction, established definite roles and goals, got the groups working coherently together. Speakers the last week were brilliant.

31. The team leaders and the return of the Associate Director made all the difference. Their absence definitely was detrimental to the program. (For planning, see my planned proposal evaluation.)

32. I was still rather bored, but this was more from a lack of effort on my part in after-hours reading and activities. (Just having gotten married didn't help too much there.)
QUESTION: Did you change your feelings about the program as you continued in it? What made you change? (If you can report specific instances, it would be helpful for future planning.)

32. (Continued)

Sensitivity training gave me a very positive, hopeful attitude; mainly because I knew even more that everybody cared a great deal about what they were doing.

33. My feelings of frustration during the first few weeks began to change after my involvement with HICUT and Follow-Through. The reason for this is that we were involved with children for the first and only time this summer. (With the exception of the student guides who were "older kids" anyhow.)

34. My feelings were changed to a positive nature. I think it would have stayed positive from the beginning if our team leaders had been present. My feelings also changed after becoming involved in HICUT.

35. Not really. I am here because I want to be, and hope that I have something to offer as a human being to other human beings and will exert every possible effort toward that end.

36. No.

37. The return of the team leaders. See answer above.

38. No response.
QUESTION: (F.) Were your expectations fulfilled? Why or why not?

1. My expectations were not at all fulfilled, but I am happy and I am in part satisfied. This is my first time working together with people with a different culture and background, and I am very satisfied with the program.

2. Since I had expected to have been going through a regular summer session, my expectations were not fulfilled. However, the program, as it was presented, was probably more valuable than a regular session of courses; and the lectures and workshops probably more related to our situation than any course could have been.

3. My expectations were partially fulfilled. I feel somewhat prepared to begin teaching for I have some background of ideas concerning teaching methods and the very touching situation at Cheshire.

4. On the whole, my expectations were fulfilled because we did get some meaningful experience and knowledge; but I feel like much more could be done – than was – principally through effective lectures and experience. Otherwise, the program should be shortened to six weeks.

5. No, but I want to learn more about people and education.

6. As I said before, I didn't come with a lot of expectations because I was not too sure of what to expect in pre-service.
QUESTION: Were your expectations fulfilled? Why or why not?

6. (Continued)

However, I participated as effectively as I could, and I hope that what has been done this summer has mildly prepared me at least for the school year.

7. It is hard to measure fulfillment of any of my expectations. Certainly, few, if any, of the minimal requirements have been met; however I have started to learn more about my fellow interns.

8. Now I possibly know my role because of the many experiences in orientation we have gone through. My role has been more defined by my team leader too.

9. So far my expectations have been fulfilled in that I have obtained much background information on Puerto Rican and Black culture and history, drug dependence, etc. that will help me in the Fall. But I feel somewhat unprepared in the area of "how to teach" a particular subject (such as reading, spelling, etc.) even on a one to one basis.

10. No. I expected that after nine weeks I would be far more familiar with the community, methodology and all other phases being covered by the program. I do not think the program challenged me as much as it could have; and, unfortunately, I failed to fill the gap by challenging myself.

11. I felt that in general, the majority of the speakers were uninteresting. I can't say if this was what I expected or not.
QUESTION: Were your expectations fulfilled? Why or why not?

12. I can't say at this point. If I could extend the program another week, maybe I could get a little more than frustration out of some of the sections; but academically, I have to say yes.

13. Yes. Over-all I feel the pre-service program was good. Although the structure was a bit shaky at times, the people running it were not.

14. Yes.

15. I felt I've wasted a lot of time during these eight weeks, but I also know I've learned more during this summer than any time before in this span of time. It was a very valuable eight weeks for me and my career.

16. To a great extent, most of my expectations were fulfilled because I did get to familiarize myself with my assigned school and the school's community; however, the poorly presented reading workshop wouldn't have even helped the sort of "born teacher" to have made it in the ghetto schools.

17. Not entirely, because at this point I feel that my role in the Teacher Corps program should have been made clear by a written statement and specify in detail for the entire period.

18. Yes, I came away with a good understanding of the community I'll be working in and of the town itself. Especially important, I think I have a much better understanding of the problems of Puerto Ricans and Black people.
QUESTION: Were your expectations fulfilled? Why or why not?

19. Partially, as I explained above, there were so many more things the Cheshire group could have used. However, without this program, our task would be almost impossible.

20. See answer to question E.

21. I think my expectations over-all were more than fulfilled. In this type of program, there must be a certain amount of boring material, etc.; we had this. However, the good and relevant parts of the program more than outweighed the bad.

22. No, from a Cheshire standpoint. I see too many administrative handicaps, no job flexibility, or responsibility. I see no concern for the inmates and too much POLITICS AND POWER STRUGGLE.

23. Some of the points of the program were what I expected; such as, the math workshop but bringing in some of the local personalities who cannot handle a class of future teachers was the biggest disappointment.

24. Yes. I feel that we have gotten a general picture of education in the inner-city and an orientation to the community in which we will be working.

25. Generally, yes. There is a limit to the amount of training that can be given without actual practice at the schools. I'm anxious to get into the real thing.

26. Yes. I believe in many ways they were. There is nothing that can replace actual classroom participation, but an adequate background has to be obtained in fundamentals. I feel somewhat prepared for September, and I guess this was the aim of the summer.
QUESTION: Were your expectations fulfilled? Why or why not?

27. More or less. Still could use more Black History though.

28. All of my expectations were not fulfilled, mainly due to the fact that I assumed that we would start the program at a certain level of experiences rather than at a level that would be repeated performances and awarenesses.

29. Partially. I have listed previously the qualities lacking that shouldn't be: (a) Greater involvement in community activities, especially with kids, and especially in the schools - much more practical experience. (b) Topics such as suggested previously. (c) We are at a great loss for not having an extensive preparation in Negro and Puerto Rican history and culture.

30. My understanding of social situation has grown immeasurably. I feel aware of the problems, which are America's problems. I am by no means secure in feeling that I am prepared to work with children.


33. My expectation about getting involved in "inner-city life" of adults and children has not been fulfilled at all. I expect that this is something which will come about this next year. However, as I mentioned above, there was very little involvement with kids or with the community.
QUESTION: Were your expectations fulfilled? Why or why not?

34. For a six weeks program there isn't but so much that one can do. For the allotted time, I believe we made the best of it.

35. Yes. My impressions looking back, though, are sort of colored by a rather pessimistic attitude of many people. Sure, the task is great, the problems are many; but if there are a few around who are willing to try to do a little something, don't knock'em.

36. Yes. Because I really had no expectations, and I now feel confident and ready for the tasks. The program was a learning experience for both those who enjoyed it and those who criticized it.

37. See answer to question E.

38. Not at all, and this is because I'm always expecting more and more. I'm not a conformist; but in a sense I'm satisfied with the principals of the program and with the respect that the directors and teachers treated us.
APPENDIX B
INTERN SELF AND PROGRAM EVALUATIONS

The following are progressive intern evaluations from Pre-Service through the first year of the Teacher Corps Program. They contain both personal and professional opinions on their own and the program advances and failures. Of particular interest is the growth pattern and the progression of relationship between the interns themselves and their associates (team leaders, directors, school staff members, students, and community people).
Evaluation of Pre-Service Training: July 1 - 11, 1969. I'm just glad that I wasn't the person who had to set up this pre-service program. Having participated in a number of similar workshops and training programs in the past (though in different areas), I appreciate all too well the problems involved; estimating where those being trained stand at the outset, determining where they should be at the close, then trying to assemble what talents might be available during the period of training (and this during the difficult summer months) to lead them from here to there.

The varied backgrounds, experiences and aptitudes of the interns in this program surely compound the problem. Some interns who have already taken a number of education courses, but who have not yet worked with inner-city children, could benefit most perhaps by plunging immediately into some involvement with children. Other interns, who have worked with such children but who are untrained in educational methods and philosophy, need workshops and theoretical classroom lectures. Then, there are those like me who lack both experience and theory; we have to become acquainted with Hartford's children, and we need expert guidance in how to teach them.

I lament the absence thus far of the former, and I have to question the relevance of the latter.
Now, I realize that we will be spending a good portion of the next two weeks observing and working with inner-city children in the HICUT and "Follow-Through" programs. This is good. My regret here is that this was not started in the very first week of the program. I personally am one who learns best by first gaining an understanding of a problem, then by examining some of its possible solutions. I believe the talk by Dr. Weinswig was useful in helping us understand some aspects of the problem (though other interns strongly disagree), as were the lectures by Delores Jones' group, by (TC team leader) William Pitts, and by reading of Sidney Trubowitz's "A Handbook for Teaching in the Ghetto School." But the first full week of the training program ended without my having any real grasp of the challenges that face us in wondering whether many of the other lectures, discussions and workshops were, in fact, being helpful.

Was the Binney Smith workshop being helpful? One wondered, since the lecturer raced through mediums and techniques at the rate of one every two or three minutes (or so it seemed), then left the interns to pursue what, in many cases, were their own artistic interests, with virtually no supervision. Was Miss Zacco's reading aids workshop appropriate? One wondered whether a demonstration by a reading expert who had worked in the inner city, rather than in the suburbs, might not be more helpful. (Perhaps not, but having no real grasp of the problem one wondered all the same.) Was Lee Hopkins' listing of book
titles of any use? One had no idea, since one didn't have any idea what books were available in one's school, not when he might have the chance to help order any new books. And what was the relevance of Richard Huat's demonstration of visual aids? The movie he showed was of debatable value to an inner-city audience, the film strips unusable; one wondered why Mr. Huat did not, instead, show METRO film strips that an earlier lecturer had singled out as of real value - "We Have Overcome" and "Minorities That Have Made America Great."

I am afraid many of us gained the impression during the first full week of the program that Washington expected us to fill so many hours with "art," "reading," etc., and that these hours (or too many of them) were being filled by busy work (as in many of the workshops), by lecturers that didn't quite hit the target, and by general idle talk (no one at Northwest Jones seemed prepared for Friday afternoon's "Community Involvement;" the interns initiated a discussion on Hartford politics, but the session ended early after this topic seemed exhausted. In time, perhaps much of this will fall into place, and maybe we will see good reason for much of it. (We grumbled, for instance, when we first heard we would have to assemble picture and idea files; I think that now, upon reflection, many of us are beginning to appreciate the eventual usefulness of these - even while we are still pretty much in the dark as to how any particular idea or set of pictures can be used for any particular grade). I would suggest, though, that
the pre-service training might have enjoyed a smoother beginning had the program directors spent more time explaining to the interns just where they figured we were starting, where they expected us to be at the end of the summer, and just how the various workshops, lectures and discussions would lead towards that goal. Which, admittedly, is difficult when you’re just beginning a program. I’m glad the task wasn’t mine.

Evaluation of Pre-Service Training: July 14 - 18, 1969.

This had really been a very informative and interesting week for me. I got a chance to observe the Montessori method of teaching at Vine Street School, and it was amazing to see thirteen or sixteen pre-schoolers roaming around the classroom doing exactly what they wanted to and at the time that they wanted to do it. Also, I got a chance to talk and to work with a reading consultant and a wood work consultant at the Vine School and the experience really helped me a lot as far as working with inner-city children. Also, the discussion with Mr. Marshall, the Hartford Welfare agent, was very interesting because it gave us a highlight on the children whom we will be working with in the fall and the many problems that we probably will be confronted with as far as working with inner-city children.

Evaluation of Pre-Service Training: August 11, 1969.

The past week started off beautifully with the Drug Seminar. Dr. Weinswigs lecture was both informative and refreshing in that
his approach was factual rather than moralistic. Thus, I obtained a better understanding of the types of drugs available; the degrees of drug dependence; and the rehabilitative facilities available. However, the movies shown as a follow-up in the afternoon were quite disappointing. I found them unrealistic and laughable, and feel that students would view them in much the same manner. I question their effectiveness in the schools.

The panel of ex-drug addicts served as an excellent follow-up to our week of sensitivity training in that their set-ups; such as pull ups and hair cut were quite similar to the confrontations I experienced in our sensitivity group. I feel that the interns were totally interested in the ex-addicts because they were down to earth people who really told it like it was. I observed much less restlessness and clock watching in other interns as well as myself during this panel discussion.

The panel of Puerto Rican Interns were superb. Their love of country was contagious and their charasma fascinating. It served to heighten my desire to learn more about Puerto Rican culture and history and to visit Puerto Rico. Mr. Morales' speech though seemed to be a repetition of many of the other lectures we had heard on Puerto Rican culture and history to-date, and I feel that I did not learn anything new from him.

Phil Smith's math lecture was quite interesting and informative. He seemed to bring math alive with his explanation of shepherds and their families, water tanks, cookies and the
Chinese alphabet. At one point, though, he began to hang himself when he stated that ghetto kids could not learn by rote but suburban kids could. He hit a sensitive point in that we as interns, etc. want to do away with a lot of the assumptions and classifications of ghetto kids as different from other kids. Mr. Smith, however, explained his position more clearly and succeeded in putting across an excellent lecture.

Speaking of people who hang themselves - Athanson did so. He was a total bomb, refusing to answer any questions directly, insulting his audience. (On several occasions he told interns, "You don't know what you are talking about, etc." ) Sticking to one point (foreign policy and how it relates to domestic policy), although his audience grasped the point and wanted him to discuss more directly relevant areas.
IN-SERVICE PROGRAM:

Weekly Evaluation, Dated September 3 through September 8
(First week in schools): The program for the Hartford Public Schools really was introduced to me with the opening of the schools. In view of the circumstances under which I came to the Northwest Jones team (transferred from the Correctional Component at Cheshire at the end of the Pre-Service program), the transition was made very easy by immediately placing me with the I.I.C. team as my contact teacher. The flexibility fostered by both my team leader and the teachers in the I.I.C. made my introduction to teaching elementary school very easy.

Classes at the University of Hartford continued in the pattern of this summer - they sound great on paper, but the quality is disappointingly low. Large lecture classes are scheduled for small rooms. The bookstore ran out of texts for EDP 162 before the conclusion of the introductory lecture, a development not particularly conducive to academic achievements.

On September 8th I got my first chance to teach a class and to discover just how much I had to learn before I would be prepared to really take over a classroom. This was probably the most humbling and, therefore, valuable experience of the last month (to say the least).

Evaluation, September, 1969: In an attempt to describe my feelings after having spent almost one month as a Teacher Corps
Intern at Northwest Jones, I must make use of a few cliches. "Positive reaction" — from the first day I have had only good feelings about where I am, what I am doing here, and what I am supposed to be doing here. These feelings have served to reassure me that I had made the right decision in leaving an excellent position in the business world in order to work with inner-city children as a member of the Teacher Corps.

Having had very little experience with children, I was at once very comfortable with them; and am quite certain that many of them feel as comfortable with me. I certainly must say the inhibitions that certain people tried to instill in me during the summer have not affected my relationships at all.

Although I was initially assigned to Mrs. Levine in grade 3, I feel it is most advantageous for me to work with Mrs. Fisher in the MIA at this time. Mrs. Levine couldn't quite comprehend what I was, or even just what would be attractive about the Teachers Corps Program. "Why hadn't I taken that six week emergency certification course instead?" or "After the two years in the Teacher Corps then will you be able to get a job?" were some of her questions to me. An older woman, she exerted little energy in order to maintain order; proceeding with lessons and decorating her room seemingly oblivious to the confusion of the classroom.

Mrs. Fisher, however, was most cooperative and helpful. She included me in all aspects, and the children accepted me as their other teacher. Whereas, I felt that was not my place to attempt to
enforce some semblance of order in Mrs. Levine's room by myself, Mrs. Fisher and I can reinforce each other as far as discipline is concerned. I felt that I could learn a great deal by working in my present situation, but also, that I could make a valuable contribution to the education of the children.

Evaluation, First month of in-service program: (Organization of "English as a Second Language" program). In organizing an "English as a Second Language" program at Northwest Jones, the first problem was division of students into two very broad categories; those who had just arrived from non-English speaking countries, and those "foreign" (including Puerto Ricans in this category, even though they are American citizens.) Students who had already spent at least seven months in the United States. Although such categorizing might be questionable as far as knowledge of English is concerned, it still provided for a basis from which further sub-divisions were possible.

The first week of school, after a list of names was obtained, was spent observing the students in a classroom setting, the lesson having been introduction to:

Good morning, good afternoon.
How are you? Fine, thank you.
What is that? That is a (object).
(Use of "That is an object") was avoided.)

The students were made to repeat after me a certain sentence, and following such a drill, I furnished them with the Spanish or French equivalent. (Instructions such as "Repeat" were given in Spanish or French.) While picking the students up from their
respective classes, I spoke to them in their native language, something which eased the general atmosphere for the truly non-English speaking children, as opposed to giving those who already had been here in the States for several months the idea that they would be able to pretend not to have any knowledge of the English language. Such pretending is very effective during the first few lessons; however, as the week progressed, it came to light that a few of the children had some knowledge of the language - this became obvious either from their obvious boredom with the class or from very spontaneous answers which were fluently recited. Some teachers also observed that a few of the "foreign" students understood what was happening in the classroom.

Until today a set schedule has not been made. During the first week, I set up a tentative schedule in which three groups would meet for a forty-five minute period every day of the week. The grouping was made according to age and disregarding grades; thus, one group included an eighth grader, a seventh grader, and a fifth grader; the three students being between the ages of eleven and thirteen; the second group was made up of fourth, fifth graders; and the third group, of first, second and third graders. This last group I never met with because of the lack of organization at M.I.A. However, I had personal contact with three of the students in this third group.

Mr. Kleinman, from E.S.L., who comes to Northwest Jones twice a week for a period of two hours each day, will be conduct-
ing three classes, each forty minutes long. The division was made according to grade: first through third, third and fourth, and fifth. There are no sixth graders, and the seventh and eighth grades (two students) were given to me as my responsibility. However, I had them included in the fifth grade period directed by Mr. Kleinman.

I conducted morning sessions of forty-five minutes with my three groups, and in the afternoons I carried on Mr. Kleinman's schedule daily, except for the fourth and fifth graders who I saw in my morning groups.

Evaluation, September 20 through November 14, 1969: For the most part I've remained in Mrs. Terry's room for the past month helping the children individually and teaching classes.

The biggest problem is with the B.R.L. because most of the children are in Book A and with the large number of absences, it is difficult to keep a group together. It is also difficult to schedule the work so that while several children work in the A book the rest will have their own work to do.

Another problem was to find different interesting things for the children during their free time. For the most part there were only puzzles and dominoes to use, but there had to be something that would be equally enjoyable and perhaps more beneficial for them.

After reading an article distributed in Mrs. Graham's (University Instructor) class on motivating children, I decided to try using candy as a reward for those who finished their work
Within a limited amount of time. After only two days of use, it seemed to be working and the children finished their work much more quickly. One child, who never finished her morning work, finished well ahead of time. How it would continue to work, remained to be seen.

Evaluation, September 29 through October 3: October 6 through October 10: These past two weeks were another two weeks of mistakes for both myself and Mr. Robinson. As far as I was concerned, our discipline problem had shown no signs of improving, and at best it was becoming worse. We were both at fault, but I think my position in the class had enabled me to be more aware of the situation than Mr. Robinson. In my attempts to communicate to him how I felt, I failed; simply because I had been afraid to speak openly and honestly with him. What was necessary now was for both of us to sit down and express candidly our ideas and feelings on how our class was progressing, or for that matter regressing. Until this was done, we would not be able to initiate the solutions we felt were necessary for the problems we were facing.

I was quite pleased with the work I had been doing with BRL and the three students from Mr. Fagen's class. The experience I gained in that area of programmed reading, I knew would be invaluable; but even more important, was the experience I gained from working on the almost one-to-one basis with the students. I
found that I was growing closer and closer to the students whose thoughts and feelings I then only began to truly understand.

_**Evaluation, January 19 through January 23, 1970:**_ This was a mixed up week. At times I felt I had accomplished something with my group, then at times I felt I was a complete failure.

It seemed that my group's attitudes towards learning had been "turned off" at times. I gave a test involving parts about the sentence. Two points were not clear - the subject and the verb would both have to be retaught.

I felt, however, that I helped Clem (intern) organize her lesson after having a trip with her group to the Harriet B. Stowe and Mark Twain houses.

At times I felt that I wouldn't make it to the end. I had to. This was my last chance. My university grades would have to improve. My personal problems interrupted too much.

_**Evaluation, Spring to Winter:**_ I was, as usual, alternately encouraged and discouraged with life at Barbour (school). Encouraged for the changes I saw in the students attitude toward me, discouraged with the limitations of myself and the system.

The students were beginning to respond much more openly and honestly to me. The hostility was quickly going; the pressure was off. They no longer bothered testing me, and that was groovy.

But now - what is there to do? The simple logistics of meeting, planning, coordinating, gathering materials, and putting it out to the kids, is incredibly - ridiculously - complex. It
was like starting from scratch. An assignment was given to the class, but they just played around and avoided their work. Why? Where's the motivation? Well, you finally discover that it was not a matter of motivation, but pride. Half of the kids could barely read the directions of the work involved, and they were too embarrassed to admit to it or ask for help. So they ran around. A trouble maker had a better image than a dunce. They were scared. And now, five years too late, we had to diagnose this and try to prescribe for 90% of our 100 junior high students. So it was a lot of work, man a lot of work with only a 50 - 50 hope of success. Just hoped that the people in the first, second, and third grades were listening.

Evaluation, March 23 through March 26: This was a short week, but several things came out of it. There was a meeting with members of the teaching staff to discuss Youth Tutoring Youth. The problems that existed in the program were overcrowded classrooms, attitudes of tutors toward teachers, tutors not reporting to sessions, use of chalkboard, etc., more supervision was needed. Another meeting with tutors was planned for March 30.

Sat with Clarice (student) as she was taking a psychological test. The tester did not seem to think much could be accomplished, but I did. It would take time. Clarice performed for Lana all that week.

This was more or less "fun week" for the class. Lana brought a rabbit. They enjoyed having him. They wrote cute stories about the rabbit. Colored Easter pictures. Still I needed to control the class.
I started collecting information from teachers about tutors to evaluate them and have started evaluating the program.

**Evaluation, dated April 9:** At this point I was beginning to find a direction for my next period of growth with regard to education in general and the Teacher Corps in particular. Both the program designs of Steve and Bob (Interns) have impressed me considerably. They have manifested an ability to conceive such ideas and, more important, to organize an over-all scheme for their implementation. I personally feel that, since both of these programs fall neatly into the broad philosophical framework (of freedom in education, etc.) which I have nurtured over the past several months, perhaps I should gear my energies—whatever they may be worth—to cooperate (aiding and abetting with Bob and Steve.

In my conversations with them I have easily envisioned ways in which I might be able to contribute. With Bob I have discussed its uniqueness and the basic philosophy which underlies his project. The importance of maintaining a "pure" set of principles, the uniqueness of his role as "teacher"—their not having anything for a deeper awareness of how change can be institutionalized on such a scale (if carefully a learning environment which is essential to the philosophy of freedom in education. With Steve I have been overwhelmed by the potential of the program. Despite its foreseeable difficulties in student recruitment at this time, I see it as answering on some scale many problems within the
community. One, it is the essence of the ongoing nature of learning (ignored by the traditional teacher); two, JOY - it incorporates a new role for the "teacher" - as the "teacher" no longer is the only stimulus, but rather one of many, as classroom walls are debilitated and the learning environment is expanded into the woods, into new areas, into the community. (More stimuli equals more student participation.) New role for teacher equals more critical thinking by students. JOY. Three. New subject areas, more experiences - beautiful and real; film, science, effective - other possibilities - English for Spanish children - on any scale, this project would set a remarkable precedent.

Also, the Summer school can become a "school" within the school next year" as we can develop a small group curriculum incorporating our philosophies and innovations that would function concurrently with regular class sessions.

Teacher Corps Evaluation Summary, dated May 21: At the end of the first year of internship, my view of the Teacher Corps was that it had been a qualified success. There were certain areas in which we succeeded and certain areas in which we did not fail but did not completely succeed in.

The remedial reading program was, I think, particularly successful. Not all the pupils were reached, but those that we did work with undoubtedly benefited from the closer attention they received from us. However, I think it could have been a little better organized to the extent that many students were not reached.
Perhaps a better plan would have been for the program to have run full scale for four months, then a break of three to four weeks (the program can become quite wearisome and taxing) and then a full scale resumption. Since one of the biggest problems is reading, I think we could not have put enough emphasis on reading; particularly since so many children with reading problems go unnoticed.

In retrospect, if the interns had gotten together for an hour or so each week and given self-reports, it would have helped each of us in clarifying our goals and our problems. Although I very much dislike meetings, I think "informal meetings" between interns just to talk over problems and perspectives would have been accepted more readily than if we had had to meet to make an "official" report.

The best experience was being in the classroom teaching. It gave us a chance to find out where we stood on problems such as discipline, teaching methods, etc. As I understand, some of us feel prepared to teach, some want more experience and some have found they do not want to teach.

Some of the areas of conflict, such as covering classrooms, door duty, etc. could be avoided if this was explained from the beginning by the principal. In all honesty, though, and as much as I dislike covering classes, I found it to be one of my best experiences as I had to learn to walk in "cold" and try to cope with the problems inherent in covering classes. I gained a
great deal of confidence just from being able to cope with a new class and in seeing what different classes were like.

I do not think the team leaders should have been imposed upon so heavily by the school system. Perhaps a better way of handling our internship would have been to give the team leaders each a class with two interns in the morning and two in the afternoon; the other interns could go to other classes. In this way, the team leaders could have started the year off as the teacher, and then begun to delegate his teaching responsibilities to the interns. Within several months, depending upon the interns, the team leaders would have been free to attend to other matters and the interns could be teaching a half-day, with the team leader always available to drop in and observe. In this way, interns would begin by observing, then trying one lesson and then moving on to take the entire class by themselves. This would also leave the other interns free, during their free morning or afternoon, to observe other classes, cover, guard doors, etc.

From what I have learned from the other interns, but particularly from what I have experienced myself, I think that, often, we had to deal with the frustrations of wanting to do something in a class, but not being able to do so simply because of the teacher. This ranged from complete disagreement with a teacher's philosophy and her practical application of it to just changing the emphasis in a lesson from one thing to another.
In the final analysis, I do not feel, that as agents of change, that we really changed very much. Perhaps the attitudes of teachers with whom we worked changed to a certain degree, but being in such close contact with teachers, and being subordinate to them, effective change on a school-wide basis had not taken place. For example, if any of us wanted to try the concept of the open classroom as espoused by Herbert Kohl, there was just no opportunity to show that it could work. However, perhaps I, too, am too close to the picture; perhaps someone else coming into observe the Teacher Corps would have a better perspective on the over-all program. As individuals, I think we have all been successful; (I feel far more competent today than I did nine months ago), but as a group I do not think the Teacher Corps has had a substantial effect on the school system.
APPENDIX "C"

FIRST SEMESTER - SECOND YEAR

ANALYSIS OF PROGRAM GOALS BY CYCLE IV INTERNS
UNIVERSITY OF HARTFORD

The following responses were the result of a questionnaire (copy attached) distributed to twenty out of twenty-four interns remaining in the Cycle IV Program in September 1970. The YES answers were broken down by a qualitative description of how well the program succeeded: WELL, MODESTLY, or POORLY.

Each question is individually cited with the numerical analysis of the responses following. Individual comments solicited by the questionnaire are separated - YES responses, and NO responses, if any.

A. TO STIMULATE CHANGES IN THE SCHOOLS WHICH STRENGTHEN THE EDUCATIONAL OPPORTUNITIES AVAILABLE TO CHILDREN IN AREAS HAVING CONCENTRATIONS OF LOW INCOME FAMILIES.

(New curriculum, more individualized instruction as a result of the Teachers Corps, introduction of cross-age tutoring, bilingual education, initiate in-service training programs for regular teachers operated by team leaders or Teacher Corps faculty, development of a "learning" internship for both interns and team leaders that is relevant as a result of close working relationship between school and university, improved use of teaching materials and audio-visual equipment, etc.)

Does the program proposal include an objective(s) that reflects the objective described above? If YES, how well is the program meeting this objective?

YES: 20

WELL, 7; MODESTLY, 12; POORLY, 1

NO: 0

Support the answer you give by describing the strengths and/or weaknesses of the program in relation to this objective.

What can be done to remedy any weaknesses in this instance?
YES: Rated WELL

I cannot speak for the entire Hartford team. Individual programs of interns vary from school to school, and the communication between interns of different schools within the Hartford Program is minimal. I can speak for the program that I have immersed myself in within my school. Frankly, this first objective is being well met, I believe in my case. Working with former interns, I have been able to help establish a real alternative to a school system that is a crippling failure for children within it, and the alternative is practical, viable, and progressive.

One member of the Teacher Corps developed new curriculum which was used in primary grades K-1 which he put into use in the sixth grade the second year of the program.

1. There need to be a continued distance between interns and teachers because once the intern is too closely identified as a teacher, his flexibility to experiment is gone, and his freedom to work on changing teachers is gone.

2. The strengths came last year when interns had more free time to carry through on developing innovations.

Generally, Teacher Corps is one of the best programs that could have entered Barbour School. Because we have few interns, the goals could not be reached for every grade. I would like to see an intern in every room where there might be a good learning situation for the intern.

Regular teachers are now able to see that small group situations are better than large groups. It has created a situation
Analysis of Program (Continued)
where teachers have a better over-all relationship with students and parents.

This is done on an individual basis. The interns themselves are giving the teachers examples of innovative programs.

The Hartford Teacher Corps - 4th Cycle - has operated on the philosophic principal that theoretical and practical information concerning pedagogy, social interaction and philosophy be filtered down from resources available at and through the University. The greatest problems with this philosophy are those which are found in any bureaucratic structure: communication, flexibility, fluidity, and spontaneous reaction.

YES: Rated MODESTLY

There is a great flexibility in initiating such innovative programs.

Strengths - close contact between interns and parents.

More individually specific objectives for interns.

There is an ESL teacher in the team, team leaders have suggested innovative ideas and each intern has certain subtle influences on change; however, in general the Teacher Corps is not a "change agent" in our school.

Our biggest impact has been on the teachers themselves. Through our individual communications with various teachers, I think in some cases we have managed to open their minds to what
Analysis of Program (Continued)

education is and what it should be. Beyond this, nothing of any consequence has happened.

Strong in individualized instruction, cross-age tutoring, bilinqual education and most of above.

The program has not had enough "competency based" training for interns to implement much of the above. Greater ability to do the above should strengthen this. The last two parts of the above statement are being fulfilled on a regular basis.

There does not seem to be any organized program in relation to this objective. The weakness might be remedied by organizing such a program.

The greatest impact of Teacher Corps in providing opportunity to children comes simply from increasing the student/teacher ratio in the school and from providing more hands to do the work. Real changes in school structure do not seem to be a part of Teacher Corps.

Not enough interns to stimulate changes. The change must be primarily effected by the teachers, and eighteen Teacher Corps programs cannot change teachers that don't want to be effected.

Except for any meaningful relationship between school and university.

(No individual comments.)

YES: Rated POORLY

I think Teacher Corps interns are producing very few changes in the school - I don't think I have influenced the other teachers in any way. If any education changes exist
because of my success, they are undoubtedly temporary. They will leave when I do.

Describe any outputs of the program which represent the impact that the Teacher Corps and its participants have had on the schools.

In our school, we have established several innovations that directly deal with problems facing children, teachers, and the community. For example, an alternative classroom as a demonstration for other teachers not only within the school but within the entire city system.

In our summer programs each intern created more individualized instruction in their programs such as science program, language arts experience program, and a creative writing program.

1. A new fifth grade classroom.
2. A summer school for students emphasizing individual work and work done by students choice.
3. A tutoring program.
4. A seventh and eighth grade environmental studies program.

Teacher Corps has put in mini-MIA team teaching (this could be a great thing for many reasons on all grade levels), tutoring, in charge of field trips that are related to subject matters, etc.

1. Teachers are more open to new ideas.
2. Teachers have seen corps-members in the community and now proceed to have more community involvement.
Analysis of Program (Continued)

Demonstration MIA by one intern and one extern. Team teaching drawing upon exchange of teacher resources. Restructuring of teaching techniques because of the ideas and influence of Teacher Corps interns (objective, humane, thoughtful). Open classroom atmosphere, etc.

More emphasis on programs for the Spanish speaking child.

One completely individualized grade five class using the MIA concept. New curriculum developed by interns for use in the class rooms. Summer and tutoring programs for youth. Development of curriculum on environment. Use of video taping to improve instruction.

Maybe a little more individualization.

There has, of course, been more individualized instruction simply because Teacher Corps interns were present in the classrooms.

9 - No individual comments.

B. TO ENCOURAGE COLLEGES AND UNIVERSITIES TO BROADEN THEIR PROGRAMS OF TEACHER PREPARATION.

(Development of an internship program of competency based education, instructors have a knowledge of disadvantaged schools, continuous assessment of interns' performance by instructors and by himself, intern feedback sought on a continuous basis to provide for modifications in the training program. Liberal admission requirements, university instruction tied to internship in the schools, many disciplines in the university involved in the training program - not just school of education, etc.)

Does the program proposal include an objective(s); that reflects the objective described above?
Analysis of Program (Continued)

YES: 18
WELL, 5; MODESTLY, 5; POORLY, 8
NO: 2

Support the answer you give by describing the strengths and/or weaknesses of the program in relation to this objective. What can be done to remedy any weaknesses in this instance?

YES: Rated WELL

There has been some changes in courses offered to interns for certification and M.A. degrees, but these should also be extended to other students attending the University of Hartford. They may need it more than people who are already geared to innovation.

Some of the instructors did have knowledge of the disadvantaged schools, and they related our courses to them. Others did try, but they did not relate. Each intern has continuous assessment of his performance by himself and some of his instructors.

There has been major changes in our program of Teacher preparation. We started out in huge (100 plus people) graduate courses. Most of the interns are now in "independent study" courses. (But it was a rough fight.) What this means is that the interns are taught largely by team leaders and the associate director - and the university gets its money for doing nothing.

University professors have given interns special consideration in terms of providing course material geared to our specific needs. So too has the university broken down its traditional requirements of attending classes on campus. Much of our course work this second year has been completed in the field.

1 - No individual comment.
Analysis of Program (Continued)

YES: Rated MODESTLY

There should be special courses discussing ideas of how to cope with classroom management and developing those ideas in the classroom. A closer supervision should be with the intern.

In terms of tying university training into practical experience in the school, the development of competency has surpassed that which might be gained in a regular university education program.

Many university teachers do not have a knowledge of disadvantaged schools; there is almost no continuous assessment. Intern feedback was sought, and in a few (I stress a few) instances resulted in change of training program. University instruction has begun to become tied to schools. Increased emphasis on competency-based training so the corps members really would be equipped when through.

Closer communication between the university and school administration.

Many college instructors haven't been as involved in the total situation as they should have.

YES: Rated POORLY

Teacher Corps has encouraged the University of Hartford to broaden their programs of teacher preparation (but for the Teacher Corps interns only) not the rest of the student body. Or let me say, the University has not responded by making changes for its student body.
My first Teacher Corps Program was to stress courses in corrections which were non-existent. My second Teachers Corps program featured redundant courses in urban education, and no electives in departments other than education was permitted.

Many of the teachers seem somewhat unaware of what Teacher Corps is. The university is beginning to ask for more intern feedback and to provide for independent studies, which is good since a number of the regular courses are not "tied closely to internship in the schools." I have not seen university personnel assessing or substantially aiding interns. To remedy some of these problems, the university needs first to take the above examples of good university participation seriously. This university seems far more interested in the money it receives than the services it can give back to the interns.

Get rid of university free-loaders. We don't need fifty highly paid rednecks observing an intern once a month and getting $500 a week. Put Teacher Corps programs at truly reputable institutions - where perhaps there are a few fulltime Ph.D's on the total graduate faculty.

There are very few courses that have been prepared to meet the needs of the Teacher Corps intern. Instead he is placed into the "usual education courses."

As a privately financed institution, the university seems to buy and breed particularly slippery administrators. Beyond open confrontation and a continued program of accountability, I don't know what can be done in this area. They all seem to be super pro-mo men, mouthing change, but keeping their eyes on the till.
Analysis of Program (Continued)

1. Early pre-service was run in traditional way with no meaningful solicitation of intern ideas or decisions.

2. Innovative classes handled too ambiguously with too many changes, too frequently, too late to allow any real program to evolve.

3. Stalling from administration on questions from interns on academic programs. What do we need to take? Will teachers allow this?

   Basically, our Hartford Program has done well to take teacher training out of the colleges and into the elementary school. Of course, university courses are, in the traditional sense, still available to interns and some are worthwhile; but most of them are quite irrelevant. As an alternative, the program has allowed for individualized training of interns; i.e., experiences of the interns has replaced text book pictures and boring lectures; and for myself, this has been most important to the development of any educational philosophy and ideas.

NO:

   The interns have been allowed to pursue flexible programs than other students, but I have never heard that this has effected any change in the University of Hartford.

1 - No individual comment.

Describe any outputs of the program which represent the impact that the Teacher Corps and its participants have had on the University teacher training program(s).

   Some instructors have structure courses just exclusively for Teacher Corps.
Analysis of Program (Continued)

The University of Hartford has a new Teacher training program. While I am unsure about the motivation, I am sure it wasn't because of the success or the failure of the Teacher Corps.

Teacher Corps has been able to get courses designed for the training of teachers taught by Teacher Corps personnel. All subjects should be of this nature — directly dealing with classrooms of the inner city schools.

Coursework — we have our own seminar group which reads and discusses materials relevant to our needs. Activities in the school are being counted as the basis for some graduate credit.

University professors are now sending volunteers to inner city schools as part of course work. Interns are being given credit for classroom work and other involvements such as after school activities and community activities. University set up a course in Educational Administration and Supervision for team leaders.

More indication as to the courses given and needed as to how they can be of value in their profession.

Some instructors have structured courses just exclusively for Teacher Corps.

In its second year, the University of Hartford allowed students to earn credits based on community involvement and work within the school; hopefully, this opportunity will be expanded to non Teacher Corps students.

We now get university credit for on-site "experiences." (The university didn't have much to offer but about ten redundant courses anyway.)
There have been a couple of course adjustments made under the Teacher Corps interns suggestions and demands.

Very little - we have been isolated in a program flexible for us, but there is no direct impact on other educational programs.

We fired one teacher and established a relevant seminar. We have openly criticized university courses for their shallowness and irrelevancy. Thus, we de-emphasized the university as a training resource and re-emphasized the student as teacher; a great and, to my knowledge, unprecedented improvement.

C. TO PROVIDE EDUCATIONAL SERVICES TO THE SCHOOLS THROUGH TEAMS. INCLUDING TEACHER INTERNS AND TEAM LEADERS, IN ORDER TO STRENGTHEN EDUCATIONAL OPPORTUNITIES AVAILABLE TO CHILDREN IN AREAS HAVING CONCENTRATIONS OF LOW-INCOME FAMILIES.

(Individualized instruction to pupils, expansion of instructional program currently available - arts, music - etc. - increased educational opportunity beyond regular school curricula - tutoring, science clubs, etc. - development of curricula and materials appropriate to pupils, provision of non-instructional supplementary services to children and parents, health referrals, corpsmen use the language of the target group, provide in-service training for regular teachers, etc.)

Does the Program proposal include an objective(s) that reflects the objective described above?

YES: 20
WELL, 8; MODESTLY, 12; POORLY, 0 No: 0

YES: Rated WELL

Various things are now being cranked up in this area at Northwest - Jones, and it appears more will be accomplished this year than last.

In our school, our team has had great impact mainly because we were of an effective size. Our school of 500 and staff of 30
Analysis of Program (Continued)

was about the right size for a team of six or seven interns and a team leader. I understand that in the other much larger schools the small teams were overwhelmed by much needless "police work" and stop gap activity around the school.

All except for in-service to regular teachers.

Many after and in school activities have taken place as a result of the interns input and energies.

Tutoring has been one of our greatest strengths. Not only did the children gain, but the high school students also. Other programs such as sciences and Black history could and should be expanded. Our summer school was great.

Most of the above was done on a daily basis.

Interns and team leader are enthusiastic about new programs. Pupil involvement increased.

Much better this year. Our total involvement in the school enabled us to provide along with the teacher the material and the personal contact that was needed by the children.

YES: Rated MODESTLY

Just the fact that the interns are in-service, the student teacher ratio is important.

Some interns are utilizing team teaching in the schools.

It is difficult to answer this question; our service consists of being in the classroom for the total school day. For this reason our support is given within the regular classroom and with standard curricula; there is little time in the course
Analysis of Program (Continued)

of the day to initiate needed extra programs. On the other hand, the presence of Teacher Corps increased classroom efficiency.

The children definitely benefit by having extra personnel in the classroom to work with them. By not holding down full responsibility for the entire class, corpsmen are freed to provide educational opportunities the children wouldn't ordinarily receive.

We are all trying: 1) Action Center, 2) Food Co-op, and 3) Tutor Programs.

As far as the team aspects goes, there has been a great weakening in group endeavors. The teams are working more and more on an alienated individualized basis.

Most of the efforts in this direction have been sporadic because we have done more to work on innovating rather than expanding existence.

We don't provide in-service training for teachers. In addition, there is almost no "teaming" where two or more interns work on a project together or with a team leader.

4) Individual No comments.

Describe any out puts of the program which represent the impact that the Teacher Corps and its participants have had in regard to service in the schools.

There has been an increase of extra-curricular activities sponsored by members of Teacher Corps.
Analysis of Program (Continued)

We initiated after school tutoring, student council, candy drives, and talent shows.

One intern worked with the completely individualized grade five classroom. This gave the pupils more individual attention. Camera club for interested junior high students. Interns and team leader were involved in Project MELD; a project with participation from students, teachers, parents, community people, and representatives from TTT.

Involvement with reading program; after school tutoring, and community involvement; relieving teachers of certain responsibilities; talent show.

Teacher Corps members were very much involved with the community projects dealing with the school P.T.A., Project MELD, and voting registration drive.

Babour school was deeply affected by our team.

D. TO PROVIDE SUPPORT FOR TEAMS WHICH WILL INTRODUCE OR EXPAND PROGRAMS OF COMMUNITY-BASED EDUCATION. IN ORDER TO STRENGTHEN THE EDUCATIONAL OPPORTUNITIES AVAILABLE TO CHILDREN IN AREAS HAVING CONCENTRATIONS OF LOW-INCOME FAMILIES.

(Expand or support educational programs outside the regular school curriculum - tutoring, promotion of educational TV in homes; home visits with well-defined purposes; increased parental participation in school affairs including involvement in program development and assessment and personnel selection; and community-based projects supervised by the team leader who plays an important supportive role.)

Does the program proposal include an objective(s) that reflects the objective described above?
Analysis of Program (Continued)

YES: 17
NO: 2
NO ANSWER: 1

WELL, 5; MODESTLY, 9; POORLY, 3

Support the answer you give by describing the strengths and/or weaknesses of the program in relation to this objective.
What can be done to remedy any weaknesses in this instance?
YES: Rated WELL

Tutoring after school - high school students working one-to-one with dozens of children after school. Home visits - parental involvement in the MIA fifth grade room which was my program with another former intern.

Again, where there was time, I had time to work on getting parents involved with the school.

Team is involved in many community based programs.

"Project MELD" is designed for teacher-parent participation of any program within the school. It is the breaking down of any barrier that may exist between home and school. All interns participate in home visits. Interns have taken children on field trips after school hours to build a personal relationship with children and their parents.

1 - No individual comment.

YES: Rated MODESTLY

There have been a few highly successful programs, such as Youth Tutoring Youth. On the whole, I would suggest that moving in this direction requires the full time attention of a coordinator and resource person.
Analysis of Program (Continued)

While there are many home visits, there probably hasn't been a great increase in community participation in the schools that can be traced directly to Teacher Corps. Community-based projects are of various effectiveness.

Since the involvement of several new experimental school programs, the emphasis has been within the classroom. Although there are more community members being involved within the school.

Not due to any planning, but mostly due to individual intern thrust and community. Teams could function WELL with no team leader. All we need is a team of evaluators (3).

After only two months with this program, it is only possible to say there are plans and beginning which may help fulfill this objective. One team is working on a food co-op; another on tutoring and a day care center. Several of the interns spend a great deal of time with children and their families outside of school.

Most work with parents and community groups was done on the personal initiative of individual members. Since so much of our time was spent in the school, community work played a minor role in our achievements; and what there was, was based primarily on in-school activities which involved mostly kids and not parents.

Role of the parent in school affairs was nil. We were not asked to organize such activity.

Some interns had a special group of seventh and eighth grades using effective domain curricula.
Analysis of Program (Continued)

Purposeful home visits were made and there was a small degree of involvement with outside school education programs. There was no real emphasis on community based projects. Involvement with community activity was minimal. There was little organized work on increased parental involvement. In order to change this, it was made a required part of the day.

YES: Rated POORLY

It is hard for a white middle-class person to just go in and in a short time; i.e., two years, really get involved with the community.

2 - No individual comments.

NO: 2 - No individual comments.

Describe any outputs of the program which represent movement in the direction of community-based education.

1. Parents involved in creating philosophy of school and directing in-service programs.

2. Parents involved on field trips.

3. Parents on Board of Directors of summer school.

4. Intern planning of community center programs.

Project MELD. Home visits with parents of pupils that are achieving as well as those who are not. Communication of yearly goals to parents. Programs developed and carried out at the Community Center.

Teacher Corps members are the principal agents for community contacts and home visits.

Home visits which get the parents involved as a partner in their child's education.

I believe we made headway, but it was slow. To now, only parent conferences. They distrusted us, and rightfully so.
**Analysis of Program (Continued)**

**E.** TO ENCOURAGE SCHOOL SYSTEMS, STATE DEPARTMENTS OF EDUCATION, COLLEGES AND THE COMMUNITY TO DEVELOP AND ADOPT COOPERATIVE PROGRAMS FOR THE TRAINING, RETRAINING AND UTILIZATION OF TEACHERS.

(Adopt a State accreditation policy which will encourage the development and adoption of competency based teacher education, etc.)

**Does the Program proposal include an objective(s) that reflects the objective described above?**

YES: 9  NO: 6  NO ANSWER: 5

WELL 1; MODESTLY 4; POORLY, 4

YES: Rated WELL

1 - No individual comment.

YES: Rated MODESTLY

It seems that the requirements for teacher training should be modified according to how an intern gets along in the classroom with students. Just because an intern has had all of the required courses does not make him a good teacher. Yet, there are teachers that should not be in the classroom simply because they have had all of the courses. The State should have an alternate plan of evaluating a teacher.

More involvement from university personnel would be an asset to this project.

Any program is only as strong as the people in that program. The top officials - at the university, at the Board of Education - have not been clear as to what they have done at that level to influence training of other teachers in the
Analysis of Program (Continued)

system. Hartford has expanded its Teacher Corps Program, but probably only because they can get people inexpensively.

1 - No individual comment.

YES: Rated POORLY

We have not done this as of yet.

Outside of the immediate university situation in which they are attending, there has been very little other educational systems involvement.

There is nothing in proposal about "retraining of teachers," and virtually none is done as a result of Teacher Corps; as for the rest, I can't say.

The University and school systems still seem to be primarily concerned with preserving the status quo. Common sense measures in educating teachers, and in accepting ideas of teachers, are reserved as far out and experimental. The prime example of this is the obvious need to move the community instead of waiting for the community to move to you. Store front schools, small flexible classes in various parts of the city, schools in refurnished warehouses or office buildings; although economically and philosophically sound, are far from becoming a reality. They still think in terms of housing 2,602 high school or 1,600 junior high students under one (new) roof.

NO:

Unless these changes are to occur in the near future, we have failed. We have proven to ourselves the **best** way to **train**
Analysis of Program (Continued)

teachers, but I don't think we have affected those institutions of training. Rather, we sort of "dropped out." To remedy this, perhaps the Teacher Corps administrators would do well to relate to this University administration the feelings of interns in this matter.

5 - No individual comments.

Describe any outputs of the program which represent impact the Teacher Corps has made on fostering cooperation between schools, state department of education, colleges and community.

Project MELD workshop - participation from students, teachers, parents, central administration in developing goals and objectives for school year.

The only success has been at the school level where the community has participated in a program with teachers of writing the philosophy of the school. The weakness here is that teachers are afraid their perogatives will be usurped.

Very little other than Teacher Corps acting as a small liaison between schools and community.

F. TO CREATE PUBLIC AND PROFESSIONAL AWARENESS OF THE GOALS AND ACCOMPLISHMENT OF LOCAL PROGRAMS AND THE TECHNIQUES BY WHICH THEY WERE ACHIEVED SO AS TO ENCOURAGE OTHERS TO ADOPT THE PRACTICES WHICH WERE SUCCESSFUL.

(Disseminate information about the program to university staff and student body, inform community of the Teacher Corps role, prepare pamphlets, etc. for distribution, etc.)

Does the program proposal include an objective(s) that reflects the objective described above?
Analysis of Program (Continued)

YES: 17
WELL, 2: MODESTLY, 10: POORLY, 5
NO: 2
NO ANSWER: 1

YES: Rated WELL

The public could be more informed of specific goals of Teacher Corps in addition to communities with Teacher Corps teams.

Each intern canvassed parents in community explaining the role of Teacher Corps. At school meetings teachers were informed about Teacher Corps roles in school.

YES: Rated MODESTLY

It seems that because of lack of communication in some areas it was necessary for a group of interns to form a council. This should be continued so that if any intern has a gripe, praise, etc. it can be hashed out in the council and brought to the attention of the powers that be at the university and the Board of Education.

There never seemed to be an awful lot to talk about.

Those community people we contacted are informed of our goals.

We put out a news letter, talked about ourselves all the time - BUT not to student body.

This happened in my case; hopefully, my program will reach many other professionals who visited my demonstration classroom and took the time to converse with me.
Analysis of Program (Continued)

YES: Rated MODESTLY

Top level people did very little to disseminate information about Teacher Corps. Most of the professors at the university knew little or nothing about us until we told them and got after the administrators to talk to them.

3 - No Individual comments.

YES: Rated POORLY

Teacher Corps is not that well known locally (at least from my experience) so any new techniques are usually ignored.

I do not know of anything that was done to educate people about the meaning of the elementary Teacher Corps (I do know of efforts to explain the secondary program). One thing that definitely needed doing in my school was for someone to explain Teacher Corps in an all-school staff meeting.

We didn't really do this either. One letter to parents.

There was an uneven distribution of knowledge regarding Teacher Corps. Important community leaders were not informed of our purposes.

I doubt that 5% of the parents of kids at my school could say what Teacher Corps was. And if they had heard of it, it was probably by name only.

NO: 2 - No individual comments.
Describe the attempts that your program and its participants have made to make the Teacher Corps better known and accepted to educational and non-educational groups of people.

Teacher Corps (personnel) interns, team leaders and associate director explained the program to teachers. Teacher Corps interns and team leaders attended PTA and community meetings to introduce Teacher Corps to the community.

Word-of-mouth mostly.

We have done this with local business groups in the area (corporations and smaller type business) to obtain funds, but otherwise, it basically has been done on an individual basis when the occasion arose.

Publicity within school community (Barbour). A television appearance describing a specific program (i.e., at Arsenal School). A filming of Tutoring at Barbour school.

Again, most of the work was done by the interns at each school, by doing community programs, speaking with members of the community, etc.

Through better community relations, Teacher Corps has become better known.

G. TO RECRUIT AND TRAIN, AS TEACHERS OF DISADVANTAGED CHILDREN, QUALIFIED CANDIDATES WHO MIGHT NOT OTHERWISE HAVE ENTERED THE TEACHING PROFESSION.

(Attract and train persons who show promise for careers in education.)

Does the program proposal include an objective(s) that reflects the objective described above?
Analysis of Program (Continued)

YES: 16

WELL, 7; MODESTLY, 7; POORLY, 2

NO: 3

NO ANSWER: 1

YES: Rated WELL

We were given the opportunity and expertise to teach in the inner city. The training was good. It was up to us to respond to it.

This is true, but there is such an over abundance of teachers now that this is hardly a necessity any more.

In my case, this is entirely true. I would not otherwise have thought teaching could be so exciting and children could be so inspiring.

The interns in our program faced a trial by fire method of developing competency in teaching disadvantaged children.

3 - No individual comments.

YES: Rated MODESTLY

Many persons who were not in teacher education became involved.

Teacher Corps members should be on a steady trial basis regarding endeavors, innovative performances, etc. instead of being placed in a two year secure position.

Before the latest draft developments this program attracted a number of men who might not have entered teaching and who have become good teachers. However, the Teacher Corps should do a great deal more to attract teachers from minority groups. This must be done by increasing the salary and perhaps by including a program for those still working on their B.S.'s
Analysis of Program (Continued)

(rather than master degrees). It is hard to see why Teacher Corps should continue to turn loose teams of all white middle-class people in inner city schools and expect them to become intimately involved in the community.

Our training has been more general than specific. We will not have nearly as much competency as we should have for two years of experience. Our team leaders have not spent as much time working on our development as they should. In some cases, they get team leaders that are not only competent, but are also really gung-ho about being team leaders; i.e., being willing to spend as much time as each intern needs to develop properly.

The reasons for many joining the Teacher Corps are somewhat suspect.

There should be a method of recruiting more black candidates who came up in the inner city schools. The black colleges are your best bet. More campaigning to get black team leaders who are qualified should be done.

1 - No individual comment.

YES: Rated POORLY

There was an extensive recruiting program which brought in a diverse number of people - some with education majors which was a weakness. Because of a last minute shortage of black personnel, blacks from teacher colleges were recruited. This caused a great deal of frustration for them because of their previous training. On the whole, recruitment was reasonably balanced. Also, not enough local people were recruited.
Analysis of the Program (Continued)

1 - No individual comment.

NO: 3 - No individual comments.

Describe any outputs of the program which represent impact the Teacher Corps has made on recruiting and training teachers for the disadvantaged.

Many interns were not undergraduate education majors.

There were certain innovation ideas put into plans by Teacher Corps members which seem to have had a tremendous amount of potential.

The team leader used constructive criticism to help interns develop. The team leader had a good knowledge of what teaching was all about.

The end results; however, were that all of the Puerto Ricans recruited left. A large number of the undergraduate education majors, and also a number of others who objected to being used as slave labor (poor wages, with many not having good teaching experiences; some being used as substitutes, hall guards, etc.) left the program. On the whole, too many left.

H. MISCELLANEOUS - ARE THERE ANY OBJECTIVES IN YOUR PROGRAM PROPOSAL WHICH ARE NOT COVERED HERE? IF SO, DESCRIBE THEM AND EVALUATE THE PROGRESS MADE TOWARD ACCOMPLISHING THEM. DO YOU HAVE ANY OTHER CONCERNS OR PROBLEMS YOU WANT TO RAISE?

I tried to make my comments in relation to what has actually taken place to-date.

I would like to see more communication among the different intern projects and school programs within the Hartford Teacher
Analysis of Program (Continued)

Corps. I also think that future cycles should de-emphasize university training as long as that training remains so narrowly conceived as part of an ineffective and self perpetuating educational system. Take training out of the classroom at the university and into the elementary school classroom. (Training must follow, or proceed from, careful and lengthy observation of the system as it is in the schools.)

I have been quite negative in this report because I feel there is a great deal wrong. Also, a number of the objectives are difficult to carry out. On the other hand, I still feel Teacher Corps is a good idea, especially because it involves long term participation in schools, rather than the normal few weeks as a student teacher.

If the objectives are thoroughly met, we would have top notch teachers for the inner city.
APPENDIX D
ORIENTING PEOPLE BACK HOME

HARTFORD, CONNECTICUT
ORIENTING PEOPLE BACK HOME

1. Orientation

1.1 Staff meeting presided by principal.
   1.11 Overview of expectation of corpsmen and principal.
   1.12 Participation of team leaders in explanation of Teacher Corps.
      1.121 Open door policy.
      1.122 Sharing materials.
      1.123 Defining interns' roles.
      1.124 Orientation to school policies.
   1.13 Introduction of interns.

1.2 Team leaders to report week before opening of school.
   1.21 Meeting teachers.
   1.22 Familiarization with school.

1.3 Systematic feedback of school and community organizations.
   1.31 Regular meetings.
   1.32 Public and private affairs, seminars, etc.
   1.33 Consultations with community coordinator.

1.4 Reception of all school notices by corpsmen and communicating all corps business to school.
   1.41 Teacher Corps bulletin board.
   1.42 Teacher Corps workshop (interns, team leaders, university staff, master teacher, school staff).
Orienting People Back Home

1. Orientation (Continued)

1.5 Work on problems of space for operating relevant to individual target schools.

1.6 Determine needs of community.
   1.61 Questionnaires.
   1.62 Door-to-door canvassing.
   1.63 P.T.A. get-togethers, discussions.

1.7 Referral of all school operations to principal (inquiries to be directed to proposals).

1.8 Involve interns in Hartford's orientation of new teachers.

1.9 Involve interns in Chamber of Commerce's luncheon for new teachers.

1.10 Roles, duties, responsibilities, etc. to be placed in teachers' handbook in target school.

1.11 Identification of power elements in school.

1.12 Director to communicate with higher school officials.

1.13 Utilization of screening teams as links to the community.

1.14 Acquisition of new evaluation booklet (non-tenure teachers in Hartford).
   1.141 To inform interns and team leaders.
   1.142 Use as a means of self-evaluation.
2. Role and Responsibilities of Team Leader

2.1 Facilitation of work of corpsmen.
   2.11 Involvement in problems of interns.
   2.12 Resource person offering ideas.
   2.13 Demonstration teacher of various techniques.

2.2 Administration of Teacher Corps goals.

2.3 Coordinate -
   2.31 Interest, school and community.
   2.32 Cooperating teacher with intern and Teacher Corps.
   2.33 Help staff utilize interns and vice-versa.
   2.34 Community activities with school and university.
      2.341 Parents
      2.342 Child
      2.343 Organizations -
         2.3431 YMCA and YWCA programs.
         2.3432 Tutorial programs.
         2.3433 Boy and Girl Scouts
         2.3434 Athletic programs.
         2.3435 Boys Club programs.
         2.3436 Social activities.
         2.3437 Clubs.
         2.3438 Newspaper.
         2.3439 P.T.A. programs.

2.4 Keeping school system coordinator informed.

2.5 Responsibilities to principals.
   2.51 Establish a positive working relationship with principals.
Orienting People Back Home

2. Role and Responsibilities of Team Leader (Continued)

2.52 Utilization of principal's expertise in planning and implementation.

2.53 Continual consultation and evaluation.

2.54 Continual support of principal's role as defined in item 5, Principal's Role.

2.55 Recognition of principal's authority as maker of final decisions in school.

3. Implementation of Responsibilities

3.1 Workshops, training sessions with feedback.

3.3 Group meetings with immediate feedback.

3.4 Curriculum development including new techniques and innovations.

3.5 Individual conferences with immediate feedback.

3.6 Micro-teaching.

3.7 Flanders approach to interaction analysis.

3.8 Decision making.

3.81 Resolving group problems.

3.82 Selecting appropriate approaches and materials.

3.83 Keeping interns in touch with reality.

3.9 Defining new roles of interns in relation to school community.

3.10 Community and parent involvement.

3.101 Assist in evaluation of pupil progress.

3.102 Social activities.
Orienting People Back Home

3. Implementation of Responsibilities (Continued)

3.103 Athletics.
3.104 Helping interns develop strategies for effective parent involvement.
3.105 Revitalization of parent-school organization.
3.106 Assist in planning programs dealing with community.
3.107 Assist in solving problems of parents when possible.
3.108 Development of parent awareness of school and community.
   3.1081 Teaching parents what to ask of school.
   3.1082 Teaching parents meaning of records and evaluative measures.
   3.1083 Discussion of what is needed in community.
   3.1084 Improvement of feeling of pride and self-esteem.
3.11 Correlation of course work to practical experience.
3.12 Dissemination of information from Project REAL institute to interns with feedback.

4. Director's Role

4.1 Assist in orienting school to Teacher Corps.
4.2 Systematic feedback on corps effectiveness.
Orienting People Back Home

4. Director's Role

4.3 Contact with principals.
4.4 Contact with team leaders.
4.5 Insure implementation of proposals.
4.6 Communication with high level school officials.
4.7 Handling of referred problems.
4.8 Promote harmony.
4.9 Suggest changes in curriculum.
4.10 Maintenance of good working relationships between the university, the community, and the target schools.
4.11 Explanation of Teacher Corps to community.
4.12 Assist in training of team leaders, interns.
4.13 Assist, encourage and cooperate.

5. Principal's Role

5.1 To work with team leader in selection of cooperating teachers.
5.2 To provide for utilization of instructional materials and facilities.
5.3 To provide an atmosphere for feedback.
5.4 To insure commitments of Teacher Corps proposal are met.
5.5 To insure that Teacher Corps activities are not detrimental to students, teachers, community, or school system.
5.6 To insure that Teacher Corps objectives correlate with school and/or Board of Education objectives.
5. Principal's Role (Continued)

5.7 To insure that an atmosphere for effective innovation is maintained.

5.8 Work with other target school principals, coordinator, associate director, to insure success of the Teacher Corps program.

6. Ways To Communicate Goals

(6.1 through 6.7 are community)

6.1. Regular meetings with parent advisory committees.

6.2 Soliciting parents help in school.

6.3 Demonstrations (voting, sewing, etc.)

6.4 Speakers (politicians, etc.)

6.5 Working together on controversial issues.

6.6 Parent classes on curriculum.

6.7 Parent trips and excursions.

6.8 Sharing ideas with teachers.

6.9 Diplomacy so as not to antagonize teachers on staff.

6.10 Planning sessions to incorporate relevant curriculum about community.

6.11 Working with under achievers and low achievers; helping teachers with plans in order to meet the teachers' needs.

6.12 Having interns become thoroughly familiar with existing programs and procedures before changing or implementing new ideas.
Orienting People Back Home

7. Strategies for Utilization of Interns (Brain-Storming)

7.1 Match interns with teacher of like personality.

7.2 Match intern with teacher with like or desired skills.

7.3 Interns tutoring small groups.

7.4 Interns becoming in demand through proficiency.

7.5 Rotation of interns to observe all levels of instruction.

7.6 Development of professional ethics among interns to prevent back-biting.

7.7 Development of diplomacy among interns to avoid conflict.

7.8 Constant assessment and feedback about level of competency of interns.

8. Implementation of Minority History (Brain-Storming)

8.1 Motivate Interns towards teaching minority history.

8.11 Effective discussion.

8.12 Research.

8.13 Showing need.

8.2 Use of consultants.

8.21 Dorothy Leach.

8.22 Dr. Rogers.

8.23 Playthell Benjamin.

8.24 Edward Robinson.

8.25 Delores Graham.

8.26 John Leach.
Orienting People Back Home

8. Implementation of Minority History (Brain Storming) (Cont.)

8.261 Materials and supplies and resource personnel - insurance company; Kodak.

8.3 Use of published materials.
8.31 Old Taylor Distillers.
8.32 Seagram Distillers.
8.33 Ebony Magazine.
8.34 B'naï B'rith Anti-Defamation League.
8.35 Metro.

8.4 Problem solving approach.
8.41 Problem census.
8.42 Starting with today's problems.

8.5 Great minority books sessions with effective discussion.

8.6 Black History Club - Puerto Rican History Club.

8.7 Use of Hartford Library, school libraries, Metro Audio Visual Aids State Library.

8.8 Debating Society about minority books.

8.9 Theatre skits.

8.10 Project approach.
8.101 Use of cameras, film.
8.102 Visitations on homes of Black and Puerto Rican leaders in Hartford Area.
8.103 Development of books, magazines and/or pictures by students.
8. Implementation of Minority History (Brain Storming) (Cont.)

8.11 Presenting intern with task of teaching minority group history.

8.12 Use of minority group history syllabus.

9. Evaluation

9.1 Self Evaluation -

9.11 Have I properly and adequately applied the Flander's and Blumberg system of interaction?

9.12 Have I kept abreast of the progress of Teacher Corps through proper use of publications from Washington office?

9.13 Have I seized every opportunity to develop better teaching techniques and increase competence through use of:

9.131 Micro-teaching?

9.132 Effective discussion?

9.133 Correlating community experience?

9.134 Using community resources?

9.14 Have I utilized the expertise of resources found in:

9.141 University personnel?

9.142 School staff personnel?

9.143 Corps personnel?

9.144 Central personnel?

9.145 Community resources?

9.146 Washington staff?

9.147 Temple University staff?
9. Evaluation (Continued)

9.15 Have I developed group interrelation and implementation of human relation skills and behavioral objectives?

9.16 Did I continually analyze our team process as developed at the Temple University Institute?

9.17 Have I been a sincere facilitator and continued utilizing strengths rather than status positions?

9.18 Have I supplied adequate feedback to interns and teacher personnel of Hartford's team?

9.19 Have I been receptive to suggestions from those to whom I am responsible?

9.110 Have I sought evaluation from those to whom I am responsible?

9.111 Have I created an atmosphere conducive to and acceptance of innovations?

9.112 Have I given adequate thought to prevention of and solutions to problems that have arisen or might arise?

9.113 Have I truly become involved in community activities?

9.114 Have I adequately involved teachers in our schools in innovation and made our sessions open to those who wish to be involved?
9.2 Team Assessment -

9.21 Have we met the criteria set up by the team?

9.22 Are we functioning as a team?

9.23 Have we been totally involved in activities as a team?

9.24 Have we maintained the cooperative effort as an inter-team and as an intra-team?

9.25 Did we make provisions for having each member feel a part of and not apart from the team?

9.26 Do we continue to respect individual needs?

9.27 Do we continue to give the necessary support to individual members of the team?

9.28 Are we utilizing the total resources of our schools and communities?

9.29 Are we accepting and respecting the roles of those around us?

9.210 Are we continually seeking solutions to and evaluating causes of problems that present themselves?

9.211 Are we creating and maintaining a climate for the achievement of the goals as set up by the team?

9.212 Do we continue to assess and evaluate our initial objectives and add to and delete from when appropriate to the program?
Orienting People Back Home

9. Evaluation (Continued)

9.3 University Staff Evaluation -

9.31 Have they continued to increase their competencies?

9.32 Have they continued to get people involved?

9.33 Do they continue to assess their effectiveness?

9.34 Are they receptive to Teacher Corps evaluation of their effectiveness?

9.35 Are they making a conscientious effort to make their courses relevant?

9.4 Program Evaluation -

Have the objectives of the program been met?

9.42 Does our program allow for flexibility and modifications?

9.43 Does our program incorporate a means of implementing and evaluating our courses in minority history?

9.44 Does our program truly meet the needs of those it effects.

9.45 Has our suggested innovation become operative in the school?

9.46 Is an honest effort being made to make curriculum courses functional in our Teacher Corps program?