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ABSTRACT

The Training the Teachers of Teachers Program at Hunter College is a program designed to train faculty and field personnel so that a more effective teacher education program can be implemented. Feedback from faculty, students, and a core of liberal arts and education faculty recruited for the program resulted in several changes. A new group of liberal arts courses including Spanish for communication with Spanish children, multiethnic courses (including art, music, urban affairs, and anthropology) for information relevant to inner-city teachers, and courses in basic curriculum were among the changes. A 4-year sequence of practicums was installed. Courses in community study were planned to help the student adapt to any community besides the inner city. Also, it was hoped that there would be immediate feedback for the faculty from and seminars and workshops as to their own teaching success. Evaluations of the program indicated many successes including successful recruitment from inner-city areas, especially of males, and a more effective relationship between the college and public schools. (Additional material and a video tape of the program is available at the American Association of Colleges for Teacher Education, Washington, D.C.) (JA)

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HUNTER COLLEGE TTT PROGRAM
Training the Teachers of Teachers
Elementary Education

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Application for
1973 AACTE Distinguished Achievement Award

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in Education

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November, 1972

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OTHER EXHIBITS

1. Proposal for Institutionalization
(presented to College Advisory Committee
November 8, 1972)
2. Videotape - TTT at Hunter College
(approximately 30 minutes)
3. Handbook
4. Recruitment Brochure
5. Participating Personnel

HUNTER COLLEGE OF THE CITY UNIVERSITY OF NEW YORK

TTT PROGRAM FOR THE PREPARATION OF ELEMENTARY SCHOOL TEACHERS

Application for AACTE Award

1. SUMMARY

The TTT program at Hunter College has effected the amalgamation of a field-based program, the principle of community involvement in teacher education, the development of high morale in a school-within-a-school arrangement, and the recruitment of unprecedented numbers of minority group candidates into teacher education.

Hunter College's participation in the Federally funded Training of Teachers of Teachers program was predicated initially upon joining the forces of liberal arts and education faculty, public school personnel and community representatives in order to achieve more effective preparation for teachers in inner city schools. Student representatives were added at the very beginning to this four-way partnership to make a five-sided parity team. The result has been a program in which students and faculty share didactic experiences in the general education component of their college program as well as professional courses in public schools situated in poverty areas of Manhattan. They work with the close co-operation of community members and public school teachers and administrators to develop a sympathetic understanding of children and the community from which

they come. They also build a strong commitment to improvement of opportunities for these children.

The parity team, especially the students and community representatives, recruit candidates for the program from high schools in similar areas and have succeeded in recruiting a very high percentage of Black and Puerto Rican candidates. The new entrants become members of TTT which exists as a school-within-a-school, comprising approximately 100 students in each class, within the very large institution that is Hunter. Community input has resulted in determining the nature of the curriculum, in personnel resources offered to participants, and in opportunities to study and work in field situations.

Success of the Federally funded program is leading to institutionalizing TTT as a permanent part of Hunter College currently affecting 12 departments in the College, six elementary schools, some 40 or 50 faculty members, a large number of community representatives and 270 students at the present time. This is no miniscule "pilot" program operating with small numbers on a precious financial model that local resources alone cannot maintain. On the contrary, this large-scale application is leading to institutionalization on a fiscally responsible base.

Effectiveness of this field-based operation, involving a five-way partnership, is already affecting curriculum planning for the conventional program in teacher education as well.

2. CASE STUDY

2.1 HISTORICAL DEVELOPMENT

In 1969 Hunter College, as part of the City University of New York,* received a grant from the TTT (Training Teachers of Teachers) Division of the United States Office of Education to plan a new teacher education program with specific emphasis on basic liberal arts requirements and field experiences for prospective inner-city elementary school teachers. The 1969-70 academic year was reserved for planning the program after which 100 students were to be enrolled in the program each year. Four elementary schools from District #4 in Manhattan agreed to cooperate with the project. Representatives from community agencies such as the Puerto Rican Forum and Aspira were recruited to participate in the early planning stages. A parity board consisting of the deans of each college division, the college president, the superintendent of schools of District #4, and representatives from faculty, students, and teachers, as well as the community representatives was formed. This group, with the Dean of the Division of Programs in Education, selected a Director and the initial participants for the program. Approximately thirty members from ten departments at the college were given released time to plan the program and to participate in in-service activities so that they could be trained to implement the new program.

*The City University TTT project has had four colleges participating--Hunter, City College, Richmond College and Brooklyn College, the last terminating in June 1972. Each took a different phase of teacher education, Hunter's being the basic prescription in liberal arts and field experiences in teacher preparation. The University has a central staff functioning out of the office of Benjamin Rosner, University Dean of Teacher Education, and a central advisory (parity) committee whose support to the Hunter College project is gratefully acknowledged. Hunter College was one of the four universities that conducted the four regional conferences and subsequent activities which initiated TTT planning and operation in the United States in 1967-68.

Goals of the TTI Program

The main goals of the TTI program were to train faculty and field personnel so that a more effective teacher education program could be implemented at the college. By training a core of personnel who would interact widely with teachers and students, the eventual impact on pupils in schools in New York City would be broad, reaching, in fact, thousands of children.

Feedback from faculty, students, schools, and parents indicated several mandates for change in structure and content of the teacher education program at the college.

1. Participation of liberal arts departments with education departments in planning, implementing and evaluating the teacher education program. Traditionally, prospective teachers take 75 per cent of their courses in liberal arts departments and little or no effort had been made to design and organize courses that would have significant impact on teaching. For example, all teacher education candidates at the college had taken a basic course in mathematics. However, on completion of that course very few had the confidence or ability to teach mathematics effectively to children. The same problem existed with science, social science, language arts and the arts.

The formation of an interdisciplinary committee to study the problems faced by inner-city teachers was a necessary prerequisite for a revised liberal arts curriculum. Reinforcement of demands for revitalized liberal arts by public school personnel, parents and college students heightened the sense of urgency and willingness to respond on the part of liberal arts faculty.

2. Relationship of the college to the public schools. Traditionally, college students were placed in a local elementary school for one semester of student teaching (half-time) preceded by some additional field experience with only a modicum of supervision. College and schools did little cooperative planning and classroom teachers received little orientation for their vital role as teacher trainers. College supervision of this program was minimal and yet expensive. The inter-institutional committees working on this problem mandated a partnership between college and schools so that the resources of both institutions could be utilized to maximum effect. As a result, Teacher Resource Centers are being established at each TTT cooperating school. Materials that supplement the schools resources are used by faculty, teachers, students, parents, and pupils in the schools in many ways to increase the effectiveness of in-service and pre-service programs. Materials include commercial and teacher-student made materials. College faculty work in the schools and have continuing interaction with teachers and pupils.

3. Selection of Teacher Education Candidates. Traditionally, teacher education candidates at the college had come from white middle class backgrounds. These students were often unable to relate to black and Puerto Rican children from poverty areas. Recruitment procedures therefore were devised to attract black and Puerto Rican students, including young men, to the teaching profession.

Development of the Program

During the 1969-70 academic year, study groups composed of professional and liberal arts faculty, teachers and school administrators, students, and community

representatives analyzed the current college program, the problems faced by beginning teachers in inner-city schools and the resources of the East and Central Harlem communities.

The most significant--and sometimes traumatic--experiences were encountered taking place in the interfaces between black, white and Puerto Rican, between professional and non-professional, between faculty and students, between college faculty and school faculty. These encounters revealed need for personal changes beyond the scope of some members and they withdrew. Others remained with a heightened sense of purpose and new awareness of other persons and the problems involved. The groups discussed problems, visited community agencies, observed in local schools, taught children in some of the schools, and utilized these experiences to plan the new curriculum. The staff visited high schools in the Spring of 1970 to recruit the fall class of 100 students.

2.2 DESCRIPTION OF THE PROGRAM

The new features of the Hunter College TTT program are as follows:

1. A new group of liberal arts courses provides a stronger conceptual background for teaching in each curriculum area.
2. A four-year sequence of practicums is articulated with these liberal arts courses.
3. A community study program is an integral part of the field experiences.
4. A bilingual program offers training for paraprofessionals, pre-service and in-service personnel.
5. In-service training has direct feedback for the undergraduate program.

Liberal Arts Courses in the Program

Spanish Courses. All TTT students are required to take at least one year of Spanish unless they are bilingual in another language useful for inner-city teachers. (There are some Italian and Haitian students in the program.) This requirement was based on the critical need in New York City for teachers who can communicate in Spanish to children and to parents, and also to increase the available number of bilingual teachers.

Approximately 30 per cent of the TTT students are Spanish speaking. A year sequence of courses has been developed to improve formal skills in reading and writing Spanish and to extend knowledge of Hispanic culture. Only then would it be possible for these students to be eligible for bilingual teaching.

A new sequence of courses has also been developed for students with little or no background in Spanish directed toward conversational ability. The staff developed dialogues on classroom situations (e.g., a parent-teacher conference, a child hurt on the playground) as instructional materials for these courses.

Multi-ethnic Courses. New courses in art, music, urban affairs and anthropology have been developed to provide students with information relevant to inner-city teaching while focussing on the basic concepts in these fields. The courses stress many ethnic groups and their relationships to American cultures.

Courses in Basic Curriculum Areas. Basic courses in Science and Mathematics have been modified in content and structure so that students are better able to utilize these areas in the classroom. As students learn content in these fields they observe in classrooms and teach children. They teach under the supervision of their liberal arts and Education instructors.

Four Year Sequence of Practicums

School and community personnel were especially instrumental in designing a four year sequence of practicums for TTT students. Beginning in their freshman year students spend a minimum of two half-days a week in a school. During these hours, they work with children, attend seminars, observe teaching techniques, and confer with their instructors. College faculty work in the school with their students.

The early start with practical teaching experiences serves several purposes. Students have the opportunity to try out their teaching talents early in their college career. If they find they do not relate well to children and do not enjoy teaching, they can easily be guided to another career by the middle or end of their freshman year. Approximately 10 per cent of the TTT students opt to withdraw from the program in this way. They receive counseling to choose other professional goals.

The early practicums also assist the instructors in identifying the needs of each student so that individualized instruction and selection of college courses can capitalize on strengths and correct academic deficiencies.

The practicums also serve to integrate the student into the school community. After two or three years in a school, the student is well aware of the community, school policies, the curriculum at several grade levels, the teachers, pupils and parents in the school. He has met the district staff and supervisors, and has utilized community resources in his teaching. Students are able to follow the process of pupils in the school, to see different developmental levels, and to see how problems with children intensify through the years and also how they are solved. The practicum sequence is a decided advantage for the top students

since the school is well aware of the caliber of the students and can request them upon graduation for appointment to the school staff.

The practicums also serve an important function as in-service training for college faculty. By observing students at work following their seminars, faculty get immediate feedback on the relevance and success of their own teaching. Also, by observing in schools and working with children, they can constantly test their own ideas and research. The ivory tower concept of teaching cannot be maintained.

The chart below outlines the sequence of practicums from a general orientation in the freshman year, through a focus on teaching basic skills, to a focus on the major conceptual disciplines, and finally to a culminating year focussing on the arts, an apprenticeship and individualized learning modules.

(See chart on Practicums on following page.)

TTT Sequence of Practicum in Education

Year in Program	Teaching Core (and college credits)	Time in School	Additional College Courses
Freshman	Child Development (3) Introduction to Education (3) Community study Introduction to curriculum and teaching	Two half-days	10-12 credits/semester Spanish Music and Art Urban Affairs or elective
Sophomore	School Mathematics (3) Methods of Teaching Math (3) Methods of Teaching Language Arts (3) Methods of Teaching Reading (3) Group Communications (3) or Creative Dramatics (3)	One and one-half to two days	6-9 credits/semester Basic requirements Electives First course in major field
Junior	Physical Science (8) Methods of Teaching Science (3) Anthropology (3) Methods of Teaching Social Studies (3)	One and one-half to two days	6-12 credits/semester Courses in major field Electives
Senior	Methods of Teaching Music, Art and Physical Education (4) Student Teaching (8) Mini-course as needed Values and Teaching (3)	Two half-days for one semester 5 half-days or 3 full days for one semester	10-12 credits Major field Electives 3-4 credits Elective or Major

Practicum Sequence may be modified in terms of needs of students and schools.
Changes requested by any group should be submitted to the director and to the
Steering Committee.

Each Teaching Core is taught by an interdisciplinary team who plan the curriculum and evaluate student programs. The team also serves in consultant capacity to the school.

Each course varies in terms of the needs of the school and resources of the staff. A sample format might be:

Freshman Year

- Weeks 1 - 2: Orientation on New York City schools and the role of the students in the school.
- 3 - 4: Orientation to the school, its program, curriculum and general services. (Conducted by the school administrators.)
- 5 - 15: Assignments of students to a class for 1 1/2 hours of practicum each of two days. Seminars on child development and teaching. Four sessions on community study.
- 16 - 27: Assignment to a different class in the same school. Continuing seminars and community study.
- 28 - 30: Evaluation and revision of program.

Sophomore and Junior Years

- Weeks 1 - 5: Intensive seminars on curriculum content
- 6 - 10: Classroom observations and demonstrations by college and school staff
- 11 - 15: Planning and teaching individual lessons in classrooms.
- 16 - 30: Teaching units to groups of children on a continuing basis. Continuing seminars.

Senior Year

- Weeks 1 - 15: Continuing classroom experiences four hours per week. Seminars on the arts. Demonstrations and observations.
- 16 - 30: Apprentice teaching 15 hours per week. Learning modules as needed.

Community Study

While the TTT program is specifically geared to preparing teachers for inner-city schools, students should be able to adapt their training for use in any community. The community study begins therefore with instruction in techniques for community study. Students learn to observe, interview, record and analyze and compare resources and interaction patterns in communities. Their first assignment is a study of a city block. Each group of 4-6 students is assigned a complete block near their school for intensive study. The blocks are compared and inferences are drawn on the nature, needs, aspirations, and directions in which the community is changing. This initial experience is followed by a study of different types of community services: housing, child care, health, consumer goods, recreation, education, and welfare.

Several of the basic courses (music, art, urban affairs, and anthropology) are related to the community study. In succeeding years, students are guided in an individual way to use these resources as they teach and work with parents. Students are encouraged to participate actively in community activities. They help with special parent programs at the school, participate in local meetings and organizations.

The Bilingual Teaching Program

Students are recruited for the TTT program to insure a significant bilingual group. Currently most of these students speak Spanish, but as other nationalities are enrolled, the bilingual program is applied to those groups in terms of language and culture.

The bilingual program is offered only to those students who speak a second language fluently. A bilingual coordinator supervises them.

An important part of the program is the language sequence already described. On the whole, the TTT students who speak a second language fluently have had no formal training in that language. They, therefore, need special language training to be truly bilingual.

The second phase of the bilingual program is a series of workshops articulated with the four-year sequence of practicums. Bilingual students are placed in schools with large Spanish speaking populations and where bilingual classes are planned or already in progress.

Freshmen receive an orientation to the field of bilingual education. Workshops at this stage are concerned with qualifications for special licenses and with issues in the field. Students visit several bilingual programs.

In succeeding years workshops are conducted to acquaint students with bilingual materials in each curriculum area and with development of specialized vocabulary in each field. Students have the opportunity to teach in Spanish and are supervised by the bilingual coordinator.

TTT In-Service Program

Faculty and teachers work together in many different ways in the TTT program. Teachers are invited to participate in all seminars held at the school. Faculty is available for consultation and to offer workshops in specialized areas. When a group of teachers wishes a graduate course in a special area, it is offered at that school by the TTT staff. In the previous two years, courses have been held on the Open Classroom, Advanced Methods of Teaching Math and Science, Oral Communication, and Art. As teachers participate in these courses they also work with undergraduate TTT students in the same curriculum area.

2.3 PERSONNEL IN THE TTT PROGRAM

Twelve departments at Hunter College are currently working with the TTT program. Approximately thirty staff members are involved. Most of the TTT courses are taught by teams of instructors, on which one member is new to the college. The president and the deans of the college are active on the TTT Advisory Council.

Administrators from each of the six TTT schools meet monthly with the college staff in those schools. The majority of teachers in these schools work closely with the program. There are at least two school wide meetings each year to plan and evaluate the program plus many individual and small group conferences.

At least one parent from each school works directly with the program. It is that parent's responsibility to communicate the aims and methods of the program to other parents from the school.

Additional staff members are recruited from the community to serve in professional and paraprofessional capacities. Artists, dancers, film directors, and musicians have been associate instructors in various courses. In addition, directors of community agencies have been consultants in planning and implementing the community study program.

A core of college faculty has been trained to carry out the major instructional functions in the program. The design of the program included provisions for in-service training of new faculty members for the program.

PARITY INVOLVEMENT

Some Statistical Data

	<u>Planning Stage</u>	<u>Operational Stage</u>		
	<u>1969-70</u>	<u>1970-71</u>	<u>1971-72</u>	<u>1972-73</u>
Education Faculty	13	20	16	13
Liberal Arts Faculty	8	14	14	20
Public Schools Teachers and Administrators	14	17	166	125
Graduate Students		7	7	7
Community	17	13	18	10
Students	<u>4</u>	<u>125</u>	<u>217</u>	<u>279</u>
Total Participants	56	196	438	454
Public Schools Participating	6	7	7	6

2.4 BUDGET OF THE TTT PROGRAM

The grant from the United States Office of Education was approximately \$100,000 per year for the first four years of the program. As of September, 1973, the program will be supported entirely by college funds.

Federal funds were spent mainly for released time for faculty to plan, develop materials and carry out team teaching (double time) assignments. Funds were also spent on in-service programs for the TTT cooperating schools. Materials for the Teaching Resource Centers were also purchased with these funds.

Some cutbacks may be necessary when the program reverts to college funds. However, plans are being made to assign administrative and guidance funds to the program. Placement of large numbers of students in each school and the four year practicum sequence cut the cost of the traditional student teaching program. These savings make possible the increase in supervisory staff for the sequence of practicums.

2.5 EVALUATION OF THE TTT PROGRAM

It is not yet possible to evaluate the skills of the TTT graduates and to compare them with graduates from the traditional program since the first full TTT class will graduate in June, 1974. However, some changes are already apparent.

1. The TTT program has been successful in recruiting students as planned. Most of the students are from inner-city neighborhoods and of minority backgrounds. There has been a dramatic increase in the number of males in this elementary education program.
2. The college-school relationship in the teacher education program has been changed. The TTT schools work actively in planning and evaluating the teacher education program.

3. Basic liberal arts courses have been instituted at the college. These courses are open to all TTT students and in some cases to students at large in the college.
4. The four year practicum sequence is in operation with a full quota of students.
5. Feedback from the schools is encouraging. Schools who have had one group of TTT students are eager for a second group. Several schools already identify themselves as TTT schools.
6. The TTT program was selected as one of the five model programs by the United States Office of Education from a group of 40 TTT projects over the country.
7. The main evaluation is by the TTT students who have a morale and sense of identity that is unusual to find on a large city campus.

Further studies are planned as the TTT students graduate to compare them with other students and to revise the program in terms of their continuing needs.

2.6 CONTRIBUTIONS OF THE PROGRAM TO THE IMPROVEMENT OF TEACHER EDUCATION

The Hunter College TTT program can make a variety of contributions to the improvement of teacher education. We consider our pioneering effort to be of critical importance today when the whole field of education is under fire. The following items are models that can be considered by other teacher education programs and adapted to their needs.

1. The formation of a core of liberal arts and Education faculty to plan, implement, and evaluate the teacher education program.

2. The development of a new inter-institutional structure wherein the resources of college, schools, and community are utilized to maximize the effectiveness of teacher education.
3. The development of a more efficient framework which includes training of paraprofessionals, pre-service and in-service personnel.
4. The development of a flexible program that responds to the backgrounds and needs of teachers and pupils.

Another contribution of this project to teacher education programs lies in the history of the project. There are many lessons to be learned on the subject of parity, of the selection of faculty for a field project, on building channels of communications with other people and institutions. Some material on these matters is already available in reports and on tapes. A detailed study of the processes involved in developing the TTT program will be available in Fall, 1973.