A Case Study in the Development of Educational Training Programs

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A Case Study in the Development Of Educational Training Programs

by

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The University of Nebraska at Omaha

1981
A CASE STUDY IN THE DEVELOPMENT OF EDUCATIONAL TRAINING PROGRAMS

Floyd T. Waterman, Ed.D., Director

April 1981

Final Report of the Developmental Training Activities
Contract OE 300-77-0156
with
U.S. Office of Education, The Teacher Corps, and the
University of Nebraska at Omaha, Center for Urban Education
April 1977 - December 1980

The University of Nebraska—An Equal Opportunity/Affirmative Action Educational Institution
PREFACE

Perhaps the reader should have an orientation to this report and the perspective of the writer. I have had the good fortune of having a long association with the Teacher Corps and I am proud of that association; Teacher Corps is a program that has made a solid contribution to the field of teacher education. I do not think I am being immodest when I say that I have been a contributor to the success of the Corps.

I shall not detail much history of the Teacher Corps because some historical background will be presented in Chapter 1. But as one who has seen the development of the organization from its very outset, the changes are dramatic. I had the good fortune to be the Director of one of the original twenty-three Teacher Corps projects funded in Cycle 1, May 1966. Those directors were all assembled in a meeting at the old Willard Hotel in Washington, DC when President Lyndon Johnson signed the appropriation bill. Acting Director Charles Zellers, brought back to our meeting, a pen that has been used by the President to make National Teacher Corps a reality.

The early projects typically had 25-30 trainees called "Interns" and some projects like New York City and Chicago, had as many as 150-175 Interns. There were few resources to the local projects; we did not have program development specialists, community coordinators, or associate directors or other support staff. But more importantly, we each had twenty-two other directors or colleagues. We soon learned to work together and help each other. We visited one another's projects to give assistance and we became a resource to ourselves.

In the present, new Teacher Corps, there has developed a cadre of support personnel at the local project level and contractors to serve either the Teacher Corps—Washington office in formulation of policy or in direct service to projects.

The Center for Urban Education has served projects collectively with national activities since 1975. Some of them are before the terms of the contract for which this report is the accounting, but they set the context for the present report and contract. Just to mention a few major items:

- Starting with 1975 through 1979, we conducted four Corps-member Training Institutes (CMTI) providing special training to both Interns and Team Leaders. We have produced a number of reports and publications regarding organizational dynamics and the processes of institutionalization.
Conducted four National Developmental Training Conferences in Washington, DC involving the leadership from all projects and often providing a total training audience of 1100 persons for a week's training. A variety of reports, publications, and documentatory films has resulted therefrom.

We conducted four 3-day conferences in regions; we held two training meetings for principals; we conducted four training conferences on documentation/evaluation in cooperation with another contractor.

Produced a number of publications on issues such as evaluation, education that is multicultural, models of teaching, and organizational dynamics. Some of them have earned national awards and recognition for their quality.

Serving the diverse population of Teacher Corps projects has been both challenging and rewarding. As I close my personal career and involvement with the Teacher Corps, I do so with mixed emotions. I shall miss working with many friends and associates from all parts of the country with whom I have had many challenging and rewarding experiences over the fifteen year period. We have tried to work closely with the Teacher Corps/Washington staff, with the Executive Secretaries of the Networks, with other contractors, and more importantly, with the local project personnel.

Several features make Teacher Corps a solid approach to teacher education: collaborative governance, stress on equality, cooperative planning including community involvement, and the press for change and improvement. The team structure of the Corps also creates a critical mass that helps to induce change and install it, but only the permanent organization can insure continuation. We hope that some of the efforts of the Center for Urban Education and the Developmental Training Activities Contract have contributed to the technical skills and knowledge of personnel in projects so that lasting change and improvements become possible.

As I leave Teacher Corps, it seems to me we have come full circle—we are returning to a Teacher Corps that will have decreased resources and the need to look within itself to find support and reinforcement. But we now have a much stronger, wiser, more sophisticated organization with a history and tradition; we have a legacy of training experiences that should serve the program well.

I hope we have served Teacher Corps well and hope too, that all that has been done can in some way balance all of the personal and professional growth I have received, as I herewith submit my final report to the Teacher Corps.

FTW
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CHAPTER 1

THE CONTEXT, SETTING, BACKGROUND, AND OVERVIEW

Purposes of the Report

The purposes of the report are twofold: (1) to provide a final report of the contractor for the records and accountability of the Teacher Corps, and (2) to provide insights into the nature of development—a case study that should be helpful to educational planners in other organizations.

In order to understand the activities described in the report, it is necessary to develop the context in which the activities took place. The setting from which all of the activities were administered was the Center for Urban Education, a part of the University of Nebraska at Omaha. The context was the Teacher Corps, U.S. Office of Education, which is now the Department of Education. In this chapter, we provide an historical look at the Teacher Corps, a description of the Center for Urban Education and the Developmental Training Activities, and a detail of some of the major activities of the DTA contract, and forecast the content of later chapters.

Background of the Teacher Corps

The Teacher Corps, first authorized as part of the Higher Education Act of 1965, was funded in May 1966. At the time, there was a severe teacher shortage and it was particularly acute in inner-city areas, and thus President Lyndon Johnson visualized a "flying corps" of teachers especially prepared to work in inner cities and in other low-income areas around the country. In 1966, the National Teacher Corps was a
graduate-level, pre-service teacher training program, loosely patterned after the Peace Corps of the Kennedy era. The notion was to provide teachers who had been trained on the job, who were highly idealistic, dedicated to helping children of poverty areas, and embued with the spirit of change.

The first Teacher Corps funding cycle called for school districts and universities to submit separate but related proposals to Teacher Corps-Washington in April 1966; twenty-three local projects began in May 1966, after the appropriations bill was signed by the President. Meanwhile, the public affairs office of the U.S. Office of Education blanketed the media with public service announcements describing the new initiative; those spots generated a pool of intern applicants for service and training in Teacher Corps projects. Representatives of the school districts and universities which had been funded as local projects selected trainees from this national pool of applicants. Intern applicants were college graduates with B.S. or B.A. degrees and no previous teaching experience; they were paid a weekly stipend of $75.00 during their pre-service summer training, and the salary of the lowest-paid teacher once they entered the public school at the start of the school term.

From the outset, the purposes of the Teacher Corps were to: a) improve educational opportunities for children in low-income area schools; b) change the ways in which teachers were prepared in colleges and universities; and c) to help change school staff utilization through supplemental instruction in the schools. As a social change program, the National Teacher Corps attracted some strong criticism both from established educational institutions and politicians. As a result, the law was amended in 1967. The amendments changed the program in several important ways. First, provision
was made for local as well as national Intern recruiting mechanisms. Second, the rate of compensation for Interns became $75.00 per week throughout the year. Third, the word "National" was dropped from the name of the program. Finally, it became possible for the first time to recruit undergraduate as well as graduate Interns. The changes also placed an increased emphasis upon working with parents and community members. The training programs were field-based with Interns working under the direction of the experienced teachers, called Team Leaders.

By the 1970's compensation rates for Interns were again changed. In addition, Congress gave the Teacher Corps legislative authority to include other teachers, principals, and college personnel as recipients of allied training. That made possible some training to all of the personnel associated with a local project, as well as to deliver inservice education. Those changes made it possible to enlarge the project "team" to include not only Interns and Team Leaders, but virtually everyone in the project buildings. It also became possible to provide staff development activities for professors in areas such as mainstreaming and teaching the handicapped student. The Team Leaders were experienced certified teachers who worked in a new leadership role and provided a link between the university and the school; they also helped introduce Interns into the community. Interns were trained in a two-year period or "cycle."

By the second cycle, school districts and universities were required to submit a single unified proposal, which was routed to Teacher Corps-Washington via state departments of education, whose endorsement of the project was prerequisite for funding. In the beginning, there were large numbers of Interns in projects, typically about twenty-five or thirty. By Cycle X, Teacher Corps projects typically had four graduate Interns.
Organizational Structure of the Teacher Corps

In order to understand the developmental process involved in the activities of the Developmental Training Activities (DTA) contract, it is important to review the organizational structure of the Teacher Corps at the national, regional, and local levels. All Teacher Corps contracts and grants are awarded and monitored at the national level. Those functions are the responsibility of Teacher Corps-Washington.

The three branches of the Teacher Corps-Washington Office are Management, Development, and Operations. The Management Branch is primarily concerned with internal organizational matters of the Teacher Corps, but has monitored contracts on occasion. The Operations monitored two types of contracts (Networks and Site Specific Technical Assistance) but its primary responsibility is to monitor the grants for the funded local projects, and consequently, is the largest branch. The Development Branch was responsible for the monitoring of most of the contracts, including the DTA contract which is the focus of this report.

Each of the three branches has an Associate Director: Dr. James P. Steffensen, Associate Director—Development, was the officer to whom the Developmental Training Activities contractor was responsible. Mrs. Beryl Nelson was the Program Officer for most of the life of the contract; Mrs. Terry Kilgore Porter became Program Officer during the last four months of the project.

Regional Organization—Networks. Twelve regional Networks, represent a second-level organizational structure of the Teacher Corps. The DTA contractor worked closely with each of these Networks. All Teacher Corps projects were assigned to one of the regional Networks. In three cases, all of the projects of those Networks were confined to single states. Except for New York, California, and Texas, all others represented clusters of projects cutting across several states. Far West, for example,

Each Network contract was awarded to a university within the designated region, and the project director reported to that institution of higher education, but was designed as the Executive Secretary.

Each Network had a Board of Directors composed of all of the project Directors within that region. Each Network also had a Dean's Network Council composed of Deans from local colleges which had projects in that region. Each of the Executive Secretaries together with their Board of Directors, decided upon the training activities appropriate for their region. Deans within each Network selected a representative for the twelve-person national Dean's Liaison Council which was a part of the writer's DTA contract.

The role of the twelve Regional Networks was to collaborate with and coordinate the efforts of all the projects within their geographic areas. The Executive Secretaries periodically met as a group with the Teacher Corps leadership from Washington. They also met with the Directors of other Teacher Corps contracts to coordinate activities and to plan joint training activities whenever appropriate. The DTA contractor frequently met with Executive Secretaries as a group and with individual Network staffs and projects as well. The majority of DTA follow-up activities involved, in one way or another, the twelve Regional Networks and, occasionally, other contractors. For example, during the National Conferences, all of the various contractors were invited to contribute training sessions, or to be on the agenda in some way, to interface with Teacher Corps Project Directors and others from among the local personnel.
Local Organization—Projects. At the local level, the Teacher Corps organization was the funded project. While the contractors and Networks no longer exist, the local projects will continue to complete their five-year funding period. By law, Teacher Corps—Washington uses the local Project Director as the first line of communication. Throughout the life of the Developmental Training Activities contract, the writer interfaced with local project personnel from approximately 120 to 130 projects. DTA interface was always with groups of projects and never with a single local project for training purposes. While the writer or his staff visited some individual projects, such visits were for needs assessment purposes, rather than to render specific training or assistance. Whenever personnel from a particular Project or Network were desired as members of a planning or input group, the writer always made contact with the appropriate Teacher Corps—Washington staff, then with local Project Directors or with Executive Secretaries in the case of Networks.

The Center for Urban Education

The Center for Urban Education, a part of the University of Nebraska at Omaha, was the setting from which the DTA contract was administered. The writer founded the Center for Urban Education in 1969 to house a number of projects, including a local Teacher Corps Project, which were related to inner city and urban life. Throughout the life of the DTA contract, the writer maintained some portion of his time in continuing as the Director of the Center (CUE). He was assisted in those duties by an Assistant Director, Mrs. Edna Alexander, who administered the Center while the writer devoted a greater portion of his time to the DTA contract. Other personnel were associated with activities of CUE which are not germane to the DTA contract.
The writer's long and continuous involvement with the Teacher Corps gave him a unique perspective from which to administer the DTA contract. Some background and previous work with the Teacher Corps and the contracts that represented procurements of the Teacher Corps prior to the DTA contract might be helpful to the reader.

**Developmental Training Activities Contract**

Prior to the present DTA contract, there were two previous procurements that are related to the DTA effort and were the foundation upon which DTA was built. In 1975, the writer was operating one of the five Teacher Corps Recruitment and Referral Centers and the contract was increased to include the first Corpsmember Training Institute and the National Developmental Training Conference. Chapter II deals with the previous CMTIs, so they will not be discussed in detail here. In 1976, there was again a separate procurement for the CMTI and National Conference and this writer and the Center for Urban Education were the successful proposal writers.

The Developmental Training Activities contract itself was awarded by competitive bidding of the U.S. Office of Education and was for a three-year award which commenced in April 1977 and extended to April 1980, but was amended first to provide a no-cost extension until September 1980 and for reporting purposes, extended again until December 1980. Except for a small section in Chapter II, in which the 1975 and 1976 are briefly discussed, the focus of this report is entirely on the DTA contract and its activities.

For purposes of identification, the activities of DTA included the following:
• The Dean's National Liaison Committee

• The Corpsmember Training Institutes of 1977 and 1979


• Four Regional Conferences in May 1980

• Two Principals Conferences in 1979

• Four regional Evaluation/Documentation Conferences, 1979

• The Teacher Corps Task Forces - 1977; a blue-ribbon committee divided into task forces on: 1) Demonstration; 2) Program Evaluation; and 3) Technical Resources.

• National Conference and CMTI Follow-up Activities which included mini-conferences at the Network level, meetings on organizational theory, institutionalization, and documentation follow-up. These also included projects to develop training materials and monographs on various thematic efforts of the Teacher Corps.

Not all of these activities will be discussed in detail for some of them (Task Forces, for example) are described in reports that received extensive distribution to Teacher Corps audiences. The balance of this report and its organization will be forecast in the next section.

**Forecast of Things to Come**

In Chapter II, the venture into the unknown, the Corpsmember Training Institutes, are discussed. Chapter III discusses the training of the Teacher Corps leadership in national and regional conferences. Chapter IV deals with the Follow-up activities resulting from concepts introduced or materials developed in either the conferences or the CMTIs. Finally, Chapter V represents the lessons learned from the developmental efforts of the contract.
CHAPTER II

VENTURES INTO THE UNKNOWN: CORPSMEMBER TRAINING INSTITUTES

During its ten-year history between 1965 and 1975, the Teacher Corps had commissioned a number of research studies and national evaluations. Dr. Ronald Corwin concluded in a 1973 study that the Interns, though idealistic and interested in change in the schools, often lacked the most basic information about how schools, as organizations, function. Further, the Interns often viewed themselves as super-agents of change and encountered human relations problems as they attempted to interact with other teachers, with parents, and within the universities in which their training programs were housed. Corwin concluded that Teacher Corps Corpsmembers (Interns and Team Leaders) needed an overview of organizations, with particular stress on the school as a social institution.

Prior to 1975, the large numbers of Interns in each local project represented a critical mass within project schools. But the program revision in that year meant that there were to be only four Interns per project, and it was feared Interns might lose their identity. It was also felt that Interns could profit from a national pre-entry activity. Hence, the national director, Dr. William L. Smith, wanted to have a central "pre-service orientation" which ultimately evolved into the idea of the Corpsmember Training Institute (CMTI), for the purposes of: 1) developing an esprit de corps; 2) providing Corpsmembers with a rich multicultural experience; and 3) involving Corpsmembers in an academic experience designed to "open their eyes to theories of organization,... and to the many styles of learning and teaching there are."
Organizational Theory New in Teacher Education. Not only were the institutes a new venture for the Teacher Corps, but many of the aspects of the CMTIs were new to pre-service teacher education as well. Seldom do teachers encounter studies of organizations until they enter courses on administration, and introduction of studies of organizations to classroom teachers was quite unique in the general field of teacher education. Thus, the Corpsmember Training Institutes were ventures into the unknown. The concept of the institutes and resulting materials may well go down in the history of teacher education as unique contributions to the field.

The curriculum for the CMTIs was not neatly developed nor readily available for implementation in 1975. There were no materials available to provide a perspective on organizations and thus the instructional designers had to develop, test, and refine materials on-site or immediately before convening the 1975 institute. Each of the other institutes were refinements of the program and of the lessons learned from those which preceded it. There were staffing and logistical considerations as well that influenced subsequent institutes. The first CMTI was conducted as two sessions, each of which was two weeks in length. The staff for the organizations component was different (with one or two exceptions) than the teaching and learning component.

Before discussing each of the institutes, we provide a chart, Figure 1, which shows a basic overview of the four institutes. Note that curriculum had some changes over the four training sessions. Three of the CMTIs were three weeks for most participants and two of them were held in the same location.
Figure 1

CORPSMEMBER TRAINING INSTITUTE OVERVIEWS

<table>
<thead>
<tr>
<th>Year</th>
<th>Location</th>
<th>Curriculum Focus/Participants</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>1975*</td>
<td>Richmond, VA</td>
<td>Organizations/Teaching &amp; Learning Some separate training for Team Leaders</td>
<td>4 weeks</td>
</tr>
<tr>
<td>1976*</td>
<td>Tallahassee, FL</td>
<td>Community, Organizations/Teaching &amp; Learning. No separate training for Team Leaders</td>
<td>3 weeks</td>
</tr>
<tr>
<td>1977</td>
<td>San Diego, CA</td>
<td>Organizations/Multicultural Educ; &amp; Community. Team Leaders separate half day for first week</td>
<td>3 weeks</td>
</tr>
<tr>
<td>1979</td>
<td>San Diego, CA</td>
<td>Organizations/Multicultural Education &amp; Community Based-Education Team Leaders came 1 week early for separate training</td>
<td>3 weeks</td>
</tr>
</tbody>
</table>

*These two institutes were administered by the Center for Urban Education, University of Nebraska at Omaha, but were separate procurements from the present DTA contract on which this report focuses.

In the sections that follow, the four institutes will be discussed separately, but it should be stated that Education that is Multicultural (or Multicultural Education) was brought in somewhat in the Teaching and Learning section of the first CMTI (1975), and to a greater degree in 1976, but was a formal requirement of the subsequent two institutes in 1977 and 1979. Some of the professional staff and faculty were involved in all four institutes.

The First CMTI

As is always the case with new ventures, there was natural resistance on the part of Teacher Corps Project Directors. There was some distrust
of the idea of removing all Interns from their projects and assembling them in one place. Directors feared that Interns would come back to the project fired with a "revolutionary" spirit that might detract from their local objectives. There were, however, compelling reasons for a centralized pre-service orientation of Corpsmembers.

First, the expense of mounting a pre-service program for each group of five local trainees was impractical. Second, research studies and evaluations of the Teacher Corps program indicated that Corpsmembers knew little or nothing about the school as an organization. Centralized instruction would make it possible to provide uniform instruction and to caution against the over-zealous "change agent" role. Third, the centralized program made it possible to assemble a faculty of national stature and thus improve the quality of instruction offered to the Corpsmembers. Finally, the Director of the Teacher Corps agreed that only instruction which could not be given at the local project level would be a part of the CMTI. After the decision to sponsor a national CMTI was made in early 1975, Teacher Corps-Washington asked Drs. Ronald Corwin and Bruce Joyce to prepare a two-pronged curriculum in the fields of organizational theory and learning theory. Corwin added Dr. Roy Edelfelt to his team and the planning commenced. Meanwhile, Dr. G. Thomas Fox was asked to run an evaluation-impact study, and the writer was asked to be the overall director and to manage the funds for the enterprise.

The organizational pattern and logistical demands of the first CMTI resulted in some tension and organizational stress. Each of the three components functioned independently of the other and of the contractor. That resulted in a rather fragmented institute. Moreover, Teacher Corps-Washington decided to bring the Project Directors to the CMTI in Richmond
for a week in order to learn about a new Management Information System
with which Teacher Corps was experimenting. Thus, in addition to the
500 Interns and Team Leaders, assembled for a new curriculum and with an
inexperienced staff, the system was forced to cope with the addition
of the Project Directors and their staffs, swelling the numbers for one
week to approximately 700.

Since 1975 was also the tenth anniversary of the Teacher Corps, the
Interns and Team Leaders were bused from Richmond to Washington to partici­
perate in the National Developmental Training Conference and to hear
some of the founders of Teacher Corps speak (e.g., Senator Edward Kennedy).
Team Leaders remained for the balance of the Conference, but Interns
returned to a new staff and a new area of study, without the support of
their Team Leaders (and the comfort of the Washington Hilton Hotel) to
the dorms of Richmond!

Despite the stress mentioned above, the first CMTI provided an
experience base which was helpful in the design of subsequent institutes.
Dr. Fox and his staff were ultimately to produce ten reports on the
evaluation and impact of the CMTI. In the two years that followed, he
produced a number of scholarly papers and presented at professional
meetings such as the American Educational Research Association. Drs.
Corwin and Edelfelt and others working with them produced three volumes
titled, Perspectives on Organizations which were jointly published by
the Association of Teacher Educators and American Association of Colleges
for Teacher Education.

The Second CMTI

The 1976 CMTI contract was solicited through a Request for Proposal
to which the writer and the University of Nebraska at Omaha responded.
This second institute was built upon the experience gained in 1975 and the contract was planned from the outset as a single, unified project. The writer selected curriculum developers for each of the three curriculum strands—organizational theory, teaching and learning theory, and multicultural education. Rather than a separate faculty for the organizational and learning theory strands as was the case in 1975, the faculty was selected on the basis of their competence in at least one of the three areas and the instructional team was expected to function together and cooperatively deliver all of the instruction.

During the first portion of the 1975 CMTI, Edelfelt had grouped the Interns and Team Leaders into "clusters" which proved to be a very useful organization. The 1976 institute was subsequently built around the cluster as the unit of instruction. Staff of each cluster was responsible for delivering all three content areas. Efforts were made to insure that the staff and faculty of the '76 institute were representative of different ethnic/racial groups and thus, the instruction as well as the living environment became multicultural.

One of the lessons learned from the first CMTI was not to combine it with other activities as was the case with the addition of the Directors in 1975. The length of the training was also altered from four to three weeks. Both the evaluators and some of the instructors felt that future CMTIs should be held on campuses where someone from the institute was part of the faculty of the host institution. This thinking influenced the selection of the 1976 site because Dr. Jack Gant, the '76 instructional leader, was also Dean of the College of Education at Florida State University. The trade off for such local influence was cramped instructional space and very uncomfortable weather. It was decided therefore, in
subsequent institutes, to select adequate instructional space as well as more favorable climatic conditions.

Because of a strong commitment to egalitarian norms, Dr. Gant did not want to have separate instruction for the team leaders. This decision proved to be an error and was corrected in subsequent institutes. It proved to be a problem with which designers wrestled again in 1977 however. All in all, CMTI 1976 proved to be very successful and was one more experience upon which to build for those that followed.

The Third CMTI

The 1977 CMTI was held on the campus of the San Diego State University which had both excellent climatic conditions as well as instructional space. It was possible for the first time, to have all participants (staff and trainees) housed in the same living quarters rather than in several buildings as was the case in the first two institutes. The curriculum was altered to exclude the teaching theories since materials at the close of the 1976 CMTI were more readily available to the general public and specifically to the Teacher Corps groups. In place of the learning theory component, Teacher Corps requested improved instruction in the area of multi-cultural education and community organization.

One of the major features of the 1977 CMTI was the "concerns-based" approach and the push for Interns to experience as much "project reality" as possible. Thus, Dr. Roger Pankratz, Instructional Leader for the '76 CMTI, conceived of the idea of having some case studies of real projects for use and analysis at the CMTI instructional site. The case studies will be described in greater detail at a later point, but suffice it to say that they were case studies of actual Teacher Corps projects.
(unidentifiable as to places and persons) which were used to make explicit the realities of the school as an organization, the classroom settings, and the community and its norms.

The case studies were used in draft form in 1977 during the second week of instruction. Content specialists in the areas of multicultural education, community, and organizational dynamics were on site at the CMTI for that five day period. This proved to be a design flaw to be corrected in the 1979 CMTI.

It will be recalled that Team Leaders received no specific supervisory training in 1976 at the CMTI; this situation had to be corrected by a special session in November of that year. The expense of a separate training session was not practical for the 1977 CMTI, and thus, for the first week of CMTI, Team Leaders had their training half of each day, then joined the Interns in the afternoon and on a full-time basis for the second two weeks. This arrangement was also not satisfactory because the Team Leaders had difficulty moving into groups that had formed during their absence.

The Final CMTI-1979

With all of the previous problems of site selection resolved, the CMTI for 1979 went rather smoothly. The curriculum strands were the same, but it was felt by both the writer and the Teacher Corps-Washington staff, that adequate attention had not been given in previous institutes to the areas of education that is multicultural (or multicultural education) and community-based education. Therefore, highly qualified content specialists (two for each area) were selected to work with the planning team and with the organizational theory content specialist, to design a more adequate curriculum for these two areas. Greater refinements were made in the general integration of content strands, and more design effort went into
preparing instructors for better use of resources, instructional strategies, and utilization of Teacher Corps-developed materials for teaching in the CMTI.

Dr. Norman Dodl worked as a special design consultant with Dr. James Tanner as the content specialist for organizational theory and Dr. Beryle Banfield and Mrs. Bernice Peebles as content specialists for education that is multicultural and Drs. Larry Winecoff and Conrad Powell as content specialists for community-based education. The results were rewarding and the 1979 CMTI was operationally the smoothest of the four, but there were problems with the heavy stress of academic approaches and too much emphasis upon testing. These factors are dramatic proof that no training program can be perfect!

In the sections that follow, the instructional modes, materials developed, and general lessons learned from the CMTIs will be discussed.

The Instructional Mode of CMTIs

Several important facets should be noted regarding the instructional mode of the Corpsmember Training Institutes. First, a three-week training period is, in one way, a very short time and yet it was a period of intense training for the participants who were removed to a special environment away from family and loved ones. Second, the instructional day involved eight hours of interaction and learning. Third, it was a self-contained community. All of the CMTI community lived in common dorms, ate meals together, and were a complete community. The intense training situation necessitated a qualified counselor on site as part of the staff and who was on call twenty-four hours per day. There was little "escape" from the learning environment.
CMTI trainees were organized into "clusters" consisting of six project teams (a Team Leader and 5 Interns) per cluster or about thirty persons. Teams from local projects were kept together within the cluster so they could deal with problems and relationships that might come up when they return to their home sites. Teams of urban and rural projects were mixed so that each cluster would have a multicultural experience. Each cluster had three instructional personnel (one of whom was designated as a cluster leader).

Role playing, lectures, readings, dramatizations, simulations, and interactive instructional modes were utilized by the teams of instructors. Audio-visual materials as well as special library collections were assembled for participants in the Instructional Materials Center. Participants were encouraged to "debrief" and to analyze their own instruction and experiences as clusters.

Teams from local projects were encouraged to compare the "reality" of the case studies with their project realities provided in the form of local Teacher Corps project proposals that were sent to them on site. Some "recreational activities" were built into the instructional day as well. Experimentation was encouraged with the "new games" approaches to break up the pace and vigor of the instructional day. Swimming, play games, and other recreational outlets were available after the close of the instructional day.

Instructional Strategies Book. This "Fat Book," as it was called, was one of the products and outcomes of the three previous CMTIs and as a result of Dr. Roger Pankratz's instructional design experiences. Pankratz was commissioned for the 1979 CMTI, to prepare as a resource for the CMTI faculty, a complete reference and cross-reference system that included
organizational concepts, community-based education concepts, and concepts on education that is multicultural. The "fat book" included examples of teaching strategies from which instructors could select to insure the on-site availability of both the resources and techniques to use at the CMTI. A copy was prepared for each member of the faculty. It was produced in loose-leaf format so additions and/or corrections could be made with ease. Photocopies of instructional strategies, materials and activities were included in the book. Several members of the faculty who were themselves outstanding curriculum specialists indicated that the resource book was truly remarkable and it proved to be an invaluable resource during the actual on-site instruction.

Temporary Systems Theory Approach. From 1976 onward, the CMTI curricular approach was rooted in the temporary systems theory. Indeed, one of the products of the 1976 CMTI was the production of a privately published book, Temporary Systems (published by authors, Jack Gant, Oron South, John Hansen, P.O. Box 20011 Tallahassee, FL, 1977). This book was used as one of the CMTI texts in 1977 and 1979 and proved to be very useful to local projects as they came to view their projects as temporary systems operating within the permanent systems of the school district and university.

Concerns-Based Model and Living Learning Environment. In addition to the Case Studies and the other approaches mentioned, there were two other approaches which were detailed in the writer's 1977 DTA contract proposal:

"1. A 'Concerns-Based' Model for Curriculum Design. Nearly fifteen years of research by Francis Fuller and others at the University of Texas consistently indicated that student teachers and experienced teachers approaching a new role begin with 'self concerns' suggested by the question, 'How will this affect me?' They then move toward 'task concerns' 'How do I do it?' Finally, they develop 'impact concerns': 'Are children learning?' The research data also indicate that until self concerns are dealt with, neither teachers nor student teachers are motivated to deal with task or impact concerns. This Concerns-Based Model implies the following:
• The basic concepts of organizational behavior, community, multi-culturalism, and learning should be directly related to Interns' self concerns during the first week of CMTI.

• Team Leaders come to CMTI with different concerns than do Interns; their concern is for the self as a Team Leader in a new role: Team Leaders thus should have some separate training during Week One in Team Leader skills to address their unique concerns.

• To be meaningful to Interns and Team Leaders, instructional concepts at CMTI must be seen as having direct application for entry and participation at the local project, since concerns about self in relation to the local project will remain high over the three-week CMTI experience.

"2. The CMTI as a Living and Learning Laboratory. Interns and Team Leaders will have a number of self concerns at CMTI. The CMTI is a multi-cultural community, a learning environment and an organization with structures, processes, and behaviors. Therefore, the CMTI itself should serve as a living instructional exemplar; it should seek to develop concepts in education that is multi-cultural, in organizational behavior theory, in community organization theory, and in learning theory. CMTI faculty and administrators will be encouraged to take cognizance of the living and learning environment that CMTI provides. Instructors will be urged to model the behavior expected of participants." pp. 15-16.

Certain logistical details such as the arrangement of graduate credit for each of the participants, transportation to and from the local project sites, and the arrangements for housing were also part of the contractor's responsibility under the DTA contract. The participants of the CMTIs received three graduate credits through The University of Nebraska at Omaha. Arrangements were made for receipt of transcripts and the admission of every CMTI participant in the Graduate College at UNO. Arrangements were also made for transfer of credit (through official transcripts) to the over one hundred training institutions to which the Corpsmembers returned.
Evaluation and Documentation of CMTIs

The documentor for the 1977 CMTI was Robert Holland; his report, Documentation of Planning for CMTI-77 (Center for Urban Education, November 1978) became both a very useful resource in planning CMTI 1979 and another model of documentation for the Teacher Corps field. The writer engaged the firm, Andrews/Bryant, Incorporated, to do the evaluations of both the 1977 and 1979 CMTIs. The two reports on the 1977 were made available to Teacher Corps projects and proved helpful to the contractor and to Teacher Corps-Washington in their planning efforts for the '79 institute. Volume I, Corpsmember Training Institute, Description 1977, was released by the Center for Urban Education in February 1978. Volume II, Teacher Corps Corpsmember Training Institute 1977: Synthesis and Analysis of Data, was released in March 1978 by the Center for Urban Education.

Some insights as to the nature of the CMTIs can be gleaned from the following passage taken from Holland's documentation:

"To accommodate those Intern characteristics, participant concerns, and required outcomes and skills, the planners created a set of givens which were to be parameters for the development of the CMTI design. The CMTI givens as perceived by the planning staff were:

1. Non-egalitarian system/Team Leaders would have a different role and some different training experiences.
2. Staff would live in dormatories with Interns.
3. Case studies would be a key instructional strategy.
4. The CMTI would be structured as a multicultural community.
5. A core set of objectives for each week with weekly accountability would be required.
6. Third week would have a product orientation.
7. Data and site of CMTI were fixed.
8. Staff must have capacity in several areas.
9. Organizational dynamics would be a central focus.
10. Cluster organization would include eight clusters of 35 each, with one cluster leader and two additional staff.
11. Evaluation data would be collected.
12. Teacher Corps produced material would be utilized where possible.
13. Course credit and Intern accountability for outcomes would be required.
14. Staff training would take place one week prior to CMTI."

Holland, pp. 11-12.
Summary Statement on CMTIs

The Corpsmember Training Institutes were indeed ventures into the unknown when they were first instituted by the Teacher Corps, but after four of them, the experience has shown that CMTI is a valuable delivery system for instruction. Each institute built upon the experience and evaluations of the previous ones and the integration of content was accomplished a little more each time and reached its highest degree of integration in the 1979 institute. The notion of a self-contained community isolated from other campus activities is a valuable one; it has power because of the multi-racial staff and the utilization of the institute itself as a living-learning environment. The combined living community for staff and participants is an additional means of fostering learning.

The introduction of the study of organizations with pre-service teachers as well as for Team Leaders has proven successful. Indeed, as the discussions on Follow-up (discussed in Chapter IV) show, the study of organizations by inservice teachers has been proven a viable concept. Perhaps a pattern worthy of replication with the general teacher education community has been established.

In Chapter III, which follows, the various national and regional conferences are discussed.
CHAPTER III
DEVELOPING LEADERSHIP: AN INVESTMENT IN THE FUTURE

Introduction

This chapter is a discussion of the various meetings and conferences designed and implemented by the Developmental Training Activities contract as part of its obligations to the Teacher Corps. It is the contention of this writer, and a view shared by the contractual mandates of the Teacher Corps, that working with leadership of projects represented an investment in the future success of the program. Certainly, an informed local leadership contributes to the overall objectives and success of the Teacher Corps.

One of the things that the contractor attempted to do in each of the DTA activities was to model behavior worthy of emulation by the local projects. The concept of behavior modeling applied particularly to the processes of planning, documentation, and demonstration. It is obvious that a meeting of 200 or more persons does not happen without planning. Not so obvious as the need for planning, however, is the need for the collaborative nature of planning. Nor is the degree of involvement and input by local project personnel always apparent. That same complex planning and collaborative involvement process was part of the CMTI efforts discussed in Chapter II as well as with every other activity conducted by the DTA. A continuous process of planning, documentation, review, and re-evaluation permeated all activities. The section which follows might have been placed in Chapter V, Lessons Learned, or it could have been included in Chapter II as the CMTIs were discussed. It is, in fact,
appropriate throughout the report.

Collaboration: A DTA Standard

The operational procedures which permeated every activity in which the DTA was engaged are discussed here in this section to avoid repetition in other sections. Moreover, the National Conferences are excellent examples to illustrate the degree and extent of the planning process so common to all DTA efforts.

By its very nature, the Teacher Corps is a collaborative program: local school districts and universities collaborate with parents and leaders of low-income area communities in which they operate. That triad (school-university-community) must work closely with the state department of education and with Teacher Corps-Washington. Networks were an amalgamation of project Directors, hence Directors within a given geographic area worked on collaborative decisions. DTA, both by preference and by mandate, worked closely with those Networks and with other Teacher Corps contractors.

Planning, review and critique by persons representing the various levels of the Teacher Corps became a way of life. The writer was in almost daily contact with his Program Officer and frequently met with the Associate Director and with the Director of Teacher Corps-Washington to insure that national program objectives were being served by the various DTA functions. This collaborative effort and mode of operation was part of the overall process that was characteristic of the DTA contract.

Planning Activities

Planning in so great a detail may seem to some unnecessary, but the writer has found that though tedious and arduous, such planning activities
have paid handsome dividends in terms of field support. The support from the Teacher Corps field manifest itself in terms of ownership and commitment of local project personnel to the conference or effort planned.

Each National Conference was planned in strands, or related topics. A planning task force was organized for each of the strands. The planners included Executive Secretaries, Program Officers from Teacher Corps—Washington (in addition to the DTA Program Officer), Project Directors, and when appropriate, Team Leaders or Interns. Representatives of the major Teacher Corps contractors were also included in the planning task forces.

Planning task forces also often involved content specialists or consultants so that program concerns and logistical arrangements were planned simultaneously. Mr. Paul Collins, who served as Conference Coordinator and Facilitator of other DTA activities, presided over the total planning process. The writer and his DTA Program Officer were involved in all of the general planning meetings as well as in sub-committee meetings so that budget, logistics, and Teacher Corps program objectives were met in all DTA activities.

In the two CMTIs of 1977 and 1979, the planning was again organized in task forces and blue-ribbon review panels were established. The review panels consisted of Interns who had been involved in one of the previous institutes, representatives of the Networks, Operations and Management Branches of Teacher Corps—Washington, a project Director, content subject-matter specialists, and outside experts who could review planning of content and general operations. Thus, the review panel could satisfy itself that DTA as contractor, had attended to the major concerns of the Teacher Corps and it could be a quality control on project planning and operations.
Planning of the CMTIs always involved consideration of the results of previous institutes. Tom Fox, Ted Andrews and Brenda Bryant (the persons who had studied previous institutes) were invited to become part of the early planning process. Some of the key cluster leaders were involved in the planning to assure the understanding and their acceptance of the CMTI design. Special design consultants were also part of the planning groups.

**Documentation, Demonstration, Dissemination**

Throughout the activities of the Contract, there was a deliberate effort to model not only cooperative planning, but to also foster demonstration and dissemination. Thus, there was careful documentation of the planning activities as all stages of operation of a particular activity. In this way, it became possible to demonstrate the activity to others both within and external to the Teacher Corps. Much of the dissemination was accomplished in reports, monographs, and in the form of films, but as will be seen in Chapter IV, the Follow-up activities themselves were often an effort to disseminate.

Commencing with the 1976 CMTI and National Conference, the writer engaged Dr. John A. Savage as a documentor. Gradually Savage was brought into other substantive areas as well. His reports became models of documentation for the Teacher Corps. The two reports, made available to the field in 1977, were: *The Planning of the Corpsmember Training Institute 1978*, and *The Documentation and Demonstration of the Planning Process: A Report of the Teacher Corps National Developmental Conference*. These reports were not evaluations, nor were they conference proceedings. As stated earlier, the writer was attempting to model documentation and demonstration processes, thus the reports were intended to serve the
purposes outlined by Savage:

"First, it was to be a record of the planning process: to tell what happened, when it happened, why it happened, and who made it happen. Second, as such a record, the documentation was to provide information to audiences which are concerned with the accountability of the Teacher Corps planning process: it was to document the process of initiating, receiving, and using field input for planning. Third, the documentation report was to serve as a model for other documentation and demonstration efforts, primarily within the Teacher Corps.

"Additionally, the procedures and events described in the planning report were expected to serve as a model of a planning process itself, particularly as that process involved the participation of a wide variety of individuals and constituencies. Thus, the process of documentation was useful to on-going planning as well as a tool for future planning."

The same collaborative, interactive process was utilized in December 1977 when the DTA contract worked with the Teacher Corps/Washington staff as it convened national task forces which were to deal with future directions of the Teacher Corps itself. Out of the work of these task forces, the design for other Teacher Corps contracts emerged. Utilizing the legislative pattern for Program 78 and Program 79 (five-year funding cycles), the task forces were three in number: Demonstration, Evaluation, and Technical Resources.

Dr. James Steffensen, Associate Director of Teacher Corps, described the task forces:

"...Members came from across the nation, from the public schools, their communities, high education, state departments of education, and the organized profession. Teacher Corps/Washington designated the chairperson and writer for each Task Force.

"This report, Document I, contains the overall analysis of the work of the three Task Forces, as well as an individual report from each of them. In a separate volume, Document II, two of the Task Forces, those on Technical Resources and Evaluation, provide additional charts, tables, and analyses that undergird their more concise reports in this volume.

"Teacher Corps/Washington has been incorporating the contents of these reports into its planning process, as an invaluable resource."

Thus, the collaborative processes, the extensive planning, documentation, and dissemination efforts of the contract have had far-reaching influence upon the Teacher Corps in both the field and in Washington, D.C. Having dealt with such processes which were a part of all DTA activities, we now turn to the major focus of this chapter: leadership in the field. The purpose of most DTA-sponsored activities (except for CMTIs) was to help the Project Director, and other project leaders, to gain insights, awareness, and skills that would be useful to them in the governance, management, and operation of their projects.

Descriptions of the Director's Meetings, Developmental Conferences, Pilot Trainer Workshops, Principal's Meetings, Training Sessions on Evaluation and Documentation, and the National Dean's Liaison follow.

**Director's Meetings**

Usually the meetings were called by the DTA contractor for the purpose of orientation to CMTI, or for involvement in planning of the National Conferences. Since the writer worked closely with Teacher Corps-Washington in the scheduling of such meetings, the program officers or the Director frequently added addition agenda items to the Director's Meetings. Items such as second year amendments were discussed by Program Officers in those meetings. The senior staff of Teacher Corps-Washington wanted to be certain that Project Directors understood program objectives and thus themes of the meetings were related to the global objectives of the Corps. Another objective of meetings was to obtain feedback and information in the field as to the progress of projects.

An excerpt from Holland's documentation gives a sample of a meeting called to orient Project Directors to the Corpsmember Training Institute:
The New Director's Meeting

The primary focus of the CMTI is Intern based. What it has done, unfortunately, is given the Interns an expectation of the next two years which historically, over the last two years, has not been met. That expectation has not been met because CMTI has not been viewed by Project Directors as being part of their Teacher Corps. And therefore CMTI is almost like an appendage in some instances. This was so primarily because we did not have the delivery capacity to take the local project the kinds of materials and training that would provide for the Director and staff, the wherewithal for using what has been learned at the CMTI. Over the last two years we have diligently worked to develop the materials for CMTI in such a way that they are transportable. To make this year's CMTI a success it is going to require on the part of the Project Directors a great deal of work beforehand. You will be asked to work with the evaluation team and with Floyd and Roger in instruction. There will be expectations for you to help us put the pieces together beforehand so that it will be successful. We've got now to see that CMTI belongs to everybody.

Dr. William L. Smith  
to New Project Directors  
June 1977, Washington, DC  
-from Holland, page 44

From the above passage, it can be seen that Directors were asked to be supportive of CMTI and other activities. The meeting was also an opportunity for the DTA developers to test out some of the early drafts of training materials that were to be used with the Interns and Team Leaders. One example of training materials so tested was, Teacher Corps Portraits: Four Case Studies, which was used in both the 1977 and 1979 CMTIs and will be described in greater detail in Chapter IV on Follow-up. It was during this exercise, that the writer and his staff became aware of the potential for those materials for use with experienced teachers and indeed with the project leadership. It became very obvious that not all Directors were as conversant with organizational concepts as they might be; those materials therefore became part of the Follow-up activities.
Developmental Training Conferences

One of the annual activities of the DTA contract was to conduct the National Developmental Training Conference which was held at the Washington Hilton Hotel in Washington, DC. The National Conference was a carefully planned training activity with enthusiastic support for the field. The basis for that support and commitment was reflected in the field involvement in every phase of its planning and operation. Teacher Corps-Washington decided who would be invited to participate in the National Conferences.

Typically, the conference attendees were drawn from among: Project Directors, Program Development Specialists, Special Educators, Principals, Classroom Teachers, Team Leaders, Community Coordinators, College Deans, Local Educational Agency Coordinators, Co-Directors, Chairpersons of Community Councils, or Local Community Council Consultants. Representatives of State Departments of Education were also invited. The DTA contract was responsible for the travel and conference expenses of State Department representatives and only those local project personnel who were involved on the program and/or planning and who would not have otherwise been sent to the conference by their local project.

Both the writer and Mrs. Paul Collins, who was Conference Coordinator, spent considerable time debriefing Dr. William L. Smith, Director, Teacher Corps-Washington to be certain that the Conference was one which offered training consistent with the Teacher Corps program objectives. The task forces described earlier (in the planning section) were in charge of a single strand. Strands, organizers for the conference, were series of sessions related to a single topic. For example, the 1977 strands indicate the wide range of topics handled for the approximately 1100 participants:
Demonstration: Field Experience

- Honesty & Courage: Lessons for Demonstrators
- A Federally-Funded Demonstration Project: A Survey
- Focusing and Delineating: Lessons for Demonstration
- Science Outreach Centers and Collaboration in Teacher Corps Projects

In-Service Education: Obstacles and Accomplishments

- Effective In-Service Teacher Education Program
- A Fishbowl Interaction: In-Service Illuminated Participant Viewpoints

Multicultural Education in Theory and Experience

- Cultural Pluralism: Difference, Independent, Interdependence
- Multicultural Education and Cultural Pluralism
- A Model for Examining Multicultural Concepts
- Bilingual/Bicultural Education: A Dimension of Education That is Multicultural
- Bilingual Education: Obstacles and Opportunities
- Bilingualism: A Dialogue

The Education of Exceptional Children

- The Education for All Handicapped Children Act
- Collaboration in the Exceptional Child Component

Community-Based Education and Community Needs

- Teaming for Community Involvement
- The concept of Community-Based Education in Teacher Corps Project: The Washington Perspective
- Community Involvement, Collective Bargaining, and the Teacher Corps: A Conflict Ahead?

The Deans' Colloquium

- The Teacher Corps Director Delivers a Charge to Constituent Deans
- The Teacher Corps and IHE: Mutual Means Toward Common Ends
- Of Critics, Seagulls, and Opportunity
- The Teacher Centers Program: Implications and Direction
- Implications and Directions of the Education of all Handicapped Children Act

Issues and Insights

- The Teacher Corps and Cost Effectiveness
- Mobile America: Dimensions of Migrancy
- Perspectives on Youth Advocacy
- Program 78, The Developmental Year
- Early Childhood Intervention: Support for Family and Child
Issues and Insights (cont.)

- The Mental Health Aspects of Quality Education
- Our Educational Legacy: A Challenge to the Future
- The Teacher Corps and Public Policy
- We Know How to Train Teachers Right: Let's Do It
- Doing What We Know and Doing It Better
- A Challenge to the Teacher Corps
- A Crisis and a Challenge

Resource speakers at general sessions. The week-long Conference typically had speakers who represented the cutting edge on research and/or critical issues in education. The list read like a Who's Who in American Education. Deans, college presidents, researchers, lawyers, U.S. Senators, Members of Congress, outstanding policy makers, and the leadership of outstanding local projects made up the list of possible speakers. For example, the major speakers in 1977 included: B. Othaneal Smith, Robert N. Bush, Jonathan Messerli, Peter Relic, Samuel Halperin, Balanda Cardenas, Price Cobbs, and William L. Smith.

Pre-Conference Organizers were mailed to all projects prior to the Conference. This was a means of assisting local projects with their conference attendance team. Thus projects were encouraged to do some back-home planning prior to their arrival in Washington, DC.

This preview of the Conference also verified to local project personnel the nature of the program and the quality of resources and speakers. In this way both preparation and anticipation were facilitated prior to conference attendance.

Local project sharing was also built into the conferences with opportunities for local project personnel to submit proposals for workshops and idea exchanges which were a very popular feature of the Conferences.

Documentation was a part of the Conferences as well. In addition to the documentation of the planning described earlier in this chapter,
the text of major speeches was made available to the Teacher Corps and general audiences. Documentary films (16mm) were made and distributed to each Teacher Corps Network. Thus, local projects could borrow the Conference films and have the benefit of a nationally known educator for use in their local in-service programs. Conferences were also formally evaluated by an outside evaluator and these reports were used in the analysis of both program and logistics for subsequent conferences.

**Training Aspects of the National Conferences.** The list of topics for major strand sessions detailed above is impressive. It shows that clearly there was diversity as well as a distinct relationship to national program needs and objectives. With the birth of Program '78, there were new expectations and procedures for the Teacher Corps. The 1978 program of the Conference, therefore, had to deal with some of the social and program imperatives such as:

- Education That is Multicultural
- Migrant Education
- The Exceptional Child Component
- Community-Based Education
- Minimum Competency Programs

The 1978 Conference also included sessions dealing with topics such as:

- The History of Change
- Where is Educational Policy Made?
- Toward a Generic View of Teaching

Still other topics related to the expectations for the new programs were covered in sessions. Some of these included:

- What is Program 78?
- New Teacher Corps Legislation and the Exceptional Child
- Varied Approaches to Documentation
- Review of Teacher Corps Evaluation Designs
- Documentation as a Management Tool
- Organizational Theory and Institutionalization
- Planning for Institutionalization
Team learning at the Conference was a norm established by policy and by DTA conference design. There was an expectation, in 1978, that attendees would come as local project leadership teams to work together, to debrief on sessions attended each day, and to relate things heard to their back-home project activities. The leadership for assembling these teams fell to the Project Directors. From the Conference Report, evaluator, James Burry of the Center for Evaluation Studies observes:

"The concept of project teeming was extremely important to the structure of the 1978 national conference. In order to help participants exploit the best that the conference had to offer, each local team met at the conclusion of each day's training in an hour-long teaming session. In that hour, the teams began to debrief, to put their experiences into a context growing from local and national concerns for addressing Teacher Corps goals, and to begin the process of deciding which of the sessions might be of use to the local project. Thus, it was important for each project to plan to systematically cover the conference with the intention of staying with an activity until its conclusion."

James Burry
University of California at Los Angeles

Thus, the National Conferences were more than assemblages of people attending lectures and skill sessions. The Conferences were truly training experiences for the project leadership. They were designed both to mesh with national program goals and to meet the needs of large numbers of local projects. There was, in addition, a kind of electricity generated with the excitement and idea exchange when over one thousand persons from 130 projects assembled for the Conferences. The 1980 movement to Regional Conferences seemed to lack much of the excitement and enthusiasm so characteristic of the large national meetings.
A chart below diagrams the years and the type of conferences held under the DTA contract. Figure 2 shows that only two National Conferences were held under this procurement although the writer has been associated with the planning and operation of National Conferences since 1975.

**Figure 2**

OUTLINE OF TEACHER CORPS CONFERENCES

<table>
<thead>
<tr>
<th>Year</th>
<th>Type</th>
<th>Place</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>1977</td>
<td>National</td>
<td>Washington, DC</td>
<td>Leadership Orientation</td>
</tr>
<tr>
<td>1978</td>
<td>National</td>
<td>Washington, DC</td>
<td>Leadership Orientation</td>
</tr>
<tr>
<td>1979</td>
<td>Regional a</td>
<td>Los Angeles, CA</td>
<td>Principals of Teacher Corps</td>
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<tr>
<td>1979</td>
<td>Regional b</td>
<td>Atlanta, GA</td>
<td>Principals of Teacher Corps</td>
</tr>
<tr>
<td>1979</td>
<td>Regional a</td>
<td>Washington, DC</td>
<td>Documentation/Evaluation</td>
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<tr>
<td>1979</td>
<td>Regional b</td>
<td>Dallas, TX (1)</td>
<td>Documentation/Evaluation</td>
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<td>1979</td>
<td>Regional c</td>
<td>Dallas, TX (2)</td>
<td>Documentation/Evaluation</td>
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<td>1979</td>
<td>Regional d</td>
<td>San Diego, CA</td>
<td>Documentation/Evaluation</td>
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<td>1980</td>
<td>Regional a</td>
<td>Denver, CO</td>
<td>Leadership Orientation</td>
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</tbody>
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**Regional Conferences**

As may be seen from Figure 2 above, there was no National Conference in 1979. Rather, two different types of conferences were held on a regional basis. One type was the Training on Documentation and Evaluation and the other was for Principals of Teacher Corps Program '78 projects. In the next section, the training on evaluation and documentation
regional meetings will be discussed. The principal's meetings are discussed later in this chapter.

Evaluation and documentation meetings. As part of its collaboration with other Teacher Corps contractors, the DTA staff participated in 1979 in designing and sponsoring a series of meetings for all local project Directors and Documentors. One of the mandates of all local projects was to provide a record (or documentation) of project activities. Although this was being done, Teacher Corps–Washington has been interested in fostering documentation as a process. The notion was to emphasize the integral part of the processes of documentation, demonstration, and indeed the process of institutionalization. SRI International, a firm in California was designated by the Office of Evaluation, as the official evaluator of the Teacher Corps program. SRI had certain reporting requirements and forms which it required and certain data to meet the mandates of its contract. The evaluation/documentation meetings were to meet the SRI needs and to generally educate participants as to the role of documentation and evaluation beyond the requirements of SRI.

Each of the 132 projects was assigned to attend one of the meetings in either Washington, DC, Dallas, or San Diego. These two-day meetings were interactive in nature, and used as time to: (a) distribute materials that had been prepared by DTA on Documentation. The works of Holland and Savage plus a monograph on evaluation were very helpful for that requirement; (b) distribute forms and requirements of SRI; (c) respond to questions from the field; and (d) hear a presentation on general research ideas and documentation techniques for Teacher Corps projects. The four meetings in three cities were quite well received and also represented a type of dissemination effort by the DTA project. A different type of
regional conference will be discussed in the next section.

Regional Conferences for 1980. Teacher Corps-Washington senior staff decided that the National Conferences would be replaced in 1980, with four regional conferences to be held in the cities of Philadelphia, Denver, San Diego, and Chicago. This was a one-time effort to meet with smaller local teams and to reduce the cost of travel for the attendees. Each of the projects was advised which regional conference to attend. Usually, most of the projects in a particular Network were combined, but in order to even out the population of various sites, some Networks were divided. San Diego and Denver were the smallest conferences due to the heavy concentration of projects near and east of the Mississippi River regions. Three and one-half days in length, each conference was shorter than the National Conference; to the extent possible, the content was held constant. The purposes were as follows:

- To communicate policy positions from Washington to the field.
- To develop a national program identity while allowing projects time to share their experiences.
- To build cohesive understandings and skills related to Teacher Corps objectives.
- To allow participants the opportunity for both formal and informal interaction among themselves as well as with representatives of the Washington Office.

The process of conference development. Because the processes used in developing the four regional conferences were illustrative of the collaborative mode essential to the DTA contract; and because the writer believes there are lessons to be learned for other conference planners, the following excerpt which details the process is included from the Conference Program for the 1980 Regionals:

"Those purposes grow not only from past experiences, but also from an extensive planning process which involved over 40 projects, Washington staff members, Network Executive Secretaries, and a group of task forces drawn from within and outside the Teacher Corps. The first step of that process was a series of needs
assessment visits which the planning staff made to projects. Wherever possible and practical, subsequent planning took the results of those visits into account. Indeed, the substance and processes which made up the regional conferences were designed to reflect what planners learned in the field.

"After the needs assessment visits and further input and reaction from Teacher Corps-Washington, planners convened a small group of consultants from within and outside the program. That group worked with the conference planning staff to identify specific areas upon which the conferences might focus. The most important recommendation of that group was the suggestion that the core of the conferences--the middle two days--be devoted to addressing the four Teacher Corps programmatic outcomes. That course was followed. As a result, conference days two and three will be spent in half-day sessions concerned with improving school climate; improving educational professional development systems; dissemination and demonstration; and institutionalization.

"As a further result of that recommendation, the conference staff convened four task forces, one for each of the four outcomes. Those task forces worked with a leader and a conference staff liaison to develop the four half-day sessions. It was also determined that the final conference day in each region should provide an opportunity for projects within the region to share their local experiences with conference participants. Such regional project experience sessions were solicited at large from all projects. The responses to that solicitation make up the fourth conference day. Thus, each regional conference will share a common experience related to the four outcomes and will have a unique regionally-centered focus on its final day."

Taken from the Program Format, 1980.

Each of the half-days was devoted to the four Teacher Corps outcomes; each was started with a contextual speech, followed by four concurrent sessions in which examplars of that concept were presented. At this point, teams debriefed and reviewed their own plans on school climate, for example. Teams formed clusters of other teams and had a discussion with a facilitator regarding the outcomes. In this manner, discussants heard the latest research, had opportunities to relate it to their own needs, and finally to interact with persons from other projects regarding a particular subject.

While it was a one-time experience, the reaction of the participants
to the regional conference was good. Though the regionals lacked some of the excitement of convening the total group in one place, local teams were able to exchange ideas with others on a regional basis and it was a fitting close to an era of supportive services that would no longer be available to Teacher Corps projects. The next section deals with a different type of conference which was part of the DTA contract.

**Pilot Trainer Workshops**

The Teacher Corps-Washington staff saw the potential of the CMTI as a means of helping others in the projects besides the Interns and Team Leaders and thus, in 1977, one of the workstatement requirements was to conduct two CMTI-like conferences to be conducted at two regional Networks which had been selected by Teacher Corps-Washington--Mid-Atlantic and Texas. Actually, both Networks had volunteered to become pilots and hence the name, Pilot Trainer Workshops or PTWs as they soon became.

In late 1976, the Director of Teacher Corps, speaking to Network Executive Secretaries indicated that (a) results of the Corpsmember Training Institutes were encouraging and that (b) materials which had been developed in the CMTIs seemed to have potential beyond the use with the Interns and Team Leaders who had been trained in the CMTIs. The materials on organizations, which eventually became a three-volume set, *Perspectives on Organizations*, were available. The Director of Teacher Corps was further anxious for college persons, for principals, and classroom teachers as well as project Directors to be exposed to these materials and to the concepts of organizational dynamics. Thus, funds for the two Pilot Trainer Workshops were part of the DTA contract.

The Board of Directors of the Mid-Atlantic Network, the writer, the program officer of the Network in Washington, DC and the Executive Secretary of the Texas Network met in 1977 to plan the logistics and general program format for the Pilot Trainer Workshops. While Teacher
Corps/Washington staff had outlined the general parameters of the PTWs, there was room for each Network to make some variation according to their local needs and perceptions.

Pilot Trainer Workshops, nine days of training, were to be conducted on a college campus (like CMTIs) so the participants could simulate, to some degree, the living-learning environment used in the training offered at the CMTIs. The study of organizations was the major curriculum requirement for the PTWs. The planning and establishment of the PTWs as a new venture provided an excellent opportunity for the study of a temporary system from early planning stages to completion. Thus, the DTA contractor asked Andrews/Bryant, Incorporated to evaluate them. The rather unique report, *Engaging in the Study of Organizations* (Center for Urban Education, February 1978) by Brenda Bryant, Robert Houston, and Theodore Andrews, became a well-read document in the Teacher Corps field as well as in the general educational world. The report helped to further popularize the concepts of temporary systems and other organizational concepts; thus, the largest contribution of the PTWs may have been the dissemination of information on organizational concepts to a larger audience.

In the Mid-Atlantic Network PTW, there were just under 100 trainees: 43% were classroom teachers, 26% were Teacher Corps project staff (such as Project Directors, Program Development Specialists, Assistant or Deputy Directors, Community Coordinators, or Team Leaders). Nineteen percent of the participants were college professors from the constituent projects, and 9% were school administrators--principals of either elementary or secondary schools, and school coordinators or assistant superintendents. In the Texas Network, a larger percentage of the trainees were classroom teachers--51%; 22% were from Teacher Corps project staffs; 9% were
principals, and 18% were college professors.

The idea of Pilot Trainer had been that each of the projects would send a team that could go back and do additional training at the local sites. As may be seen from the demographics above, it was clear that most of the participants were classroom teachers and not well enough informed about organizational concepts to be prepared to teach them. Thus, the original intent of the PTWs was somewhat subverted by the localized control granted to the Networks in the directives from Teacher Corps/Washington. However, the logistical arrangements of the PTWs did teach the value of all workshops being handled directly under the administration of the DTA contractor rather than a semi-decentralized administration utilized in the PTW.

Bryant and her associates made an excellent suggestion regarding the PTWs:

"If Teacher Corps elects to continue supporting workshops on organizations which evolve out of past experience, then it will be necessary to engage training personnel who are familiar with existing materials and activities or who are committed to their use. Less experienced co-trainers and other resource personnel could also be used to steadily build a trainer cadre that could be available to local sites after the initial training activity has ended."

p. 196, Engaging in the Study of Organizations.

Thus, PTWs were an attempt to spread the concept of organizational theory throughout the Teacher Corps. Perhaps the two small groups of attendees from the networks involved gained an initial perspective on organizations, but the use of organizational concepts theory in the National Conference probably did more to popularize these notions throughout the Teacher Corps. Three other types of meetings were held as part of the DTA contract and will be explained in the sections that follow. They are the Dean's Liaison Committee, Evaluation and Documentation
Meetings, and the Principals' meetings.

The Dean's Liaison Committee

An important effort, yet a minor part of the DTA contract, the national Dean's Liaison Committee, made a contribution to the communications structure of the various Deans' Councils in the twelve Regional Networks. Each Network had a council composed of all college deans associated with the Teacher Corps projects of that Network. Each council elected one dean who became part of the national Dean's Liaison Committee. The Committee served as a sounding board, a planning group for the National Conferences, and as a communications link with the Teacher Corps/Washington leadership.

The Liaison Committee met, on the average, about three times per year to plan colloquia, to plan special sessions of the Teacher Corps Deans during the annual convention of the American Association of Colleges for Teacher Education. Perhaps the greatest involvement of the Committee however, was to plan for the Deans at the National Conferences of the Teacher Corps.

Principals' Meetings

In 1979, Teacher Corps-Washington and DTA jointly planned and implemented two meetings for principals in Teacher Corps schools. The DTA staff assembled a group of Principals, Project Directors, and others from the Washington staff to plan the meetings. Two meetings—one for approximately half of the projects was held in Los Angeles and one for the other half at Atlanta. The Principals were from Program '78 projects which had been in operation for approximately one year—their planning year.
The Director of Teacher Corps was scheduled to speak at each of the meetings so the Principals would know the national leader's goals and hopes for their involvement with the program. The meetings were to deal with aspects of 94-142 and the exceptional child component of projects. They were also to deal with violence and with youth advocacy concerns. Apparently the planning group which had been assembled was much more involved and aware than was the case of the typical principal at that stage of project development.

Both the Director and the meeting planners were somewhat shocked to learn that the assumptions made by the planning committee were incorrect and the meeting had to be re-structured at the close of the first day. After almost one year of planning in the projects, some of the Principals did not have the most basic information about Teacher Corps nor had some of them even met the local project Directors.

Despite the frustrations of the first Principal's meeting, they went rather well and one of the products of these meetings was the development of a monograph, *Positive School Climate* (Center for Urban Education, 1980) which was distributed to Program '78 and Program '79 projects in the Spring of 1980. That activity was a joint effort with the Youth Advocacy Loop (a collection of all youth advocacy projects) and the DTA contractor. It became a dissemination effort which grew out of one of the sets of conferences. The next section describes a series of meetings that do not meet the normal criteria of conferences because they were structured by the program for a special purpose and influenced, but did not involve the general population of the Teacher Corps.

**Special Task Forces on Teacher Corps**

The collaborative, interactive modes of operation of DTA are also shown in the example of the series of meetings held in December 1977 when
Teacher Corps—Washington asked DTA to sponsor what amounted to a "think tank" task force. Three national task forces were convened in Washington, DC to deal with future directions of the Teacher Corps itself. The areas of concern, each representing a separate task force, were: Technical Resources, Demonstration, and Evaluation. Each task force met three times in Washington, DC. After each session, the writer-documentor for each group was asked to digest, synthesize, and organize the two-day deliberations into a written statement. After the third and final session, the three writers together with their chairpersons, prepared an analysis, which became known as Document I: Reports on Demonstration, Evaluation and Technical Resources (Center for Urban Education, 1977).

Members of the three task forces came from across the nation, from the public schools, their communities, higher education, state departments of education, and the organized profession. Teacher Corps—Washington designated the chairperson and the writer for each task force. The task forces greatly influenced the development of the Teacher Corps and the policies which evolved surrounding Program '78 and Program '79. Indeed, the ideas on writing the specifications for the contractors (e.g. demonstration, evaluation, and others) came from the thinking of the Task Forces.

Dr. James P. Steffensen, Associate Director for Development, described the influence of their work:

"This report, Document I, contains the overall analysis of the work of the three Task Forces, as well as an individual report from each of them. In a separate volume, Document II, two of the Task Forces, those on Technical Resources and Evaluation, provide additional charts, tables, and analyses that undergird their more concise reports in this volume.

"Teacher Corps/Washington has been incorporating the content of these reports into its planning process, as an invaluable resource."

Summary Statement

This chapter describes the cooperative planning processes that were part of every DTA effort. Also described are the various training conferences including the National Developmental Training Conference, the Training Sessions on Documentation and Evaluation, Regional Conferences, Pilot Trainer Workshops, Dean's Committee, and the Task Forces. When one adds up the amount of time devoted to planning and implementing the various meetings and when one considers the number of participants involved in the total set of meetings, it is no small accomplishment.

Not only were content and substance a major undertaking, but all of the support services (preparation of materials, arrangements for meeting sites and travel arrangements to mention a few) were a major effort in and of themselves.

As can be seen, most of the activities discussed in this chapter were for the Project Directors and for other leaders of the local projects. There is ample evidence, the writer submits, to indicate that the training efforts described herein were, indeed, an investment in the future.

In Chapter IV, which follows, DTA Follow-up Activities are discussed. Many of the initial activities of DTA were followed up in the field at the regional level. Some were picked up as local project efforts, and some were sponsored by the Networks themselves. The follow-up activities provided opportunities for demonstration, materials development, and dissemination to projects and beyond to larger educational audiences.
CHAPTER IV
MEANWHILE, BACK HOME--FOLLOW-UP TRAINING ACTIVITIES

More important than the training activity of a given moment, is what happens to those who attend the session once they return home to their local projects. It is the belief of this writer that the DTA contract was helpful to the Teacher Corps in this respect. First, activities were always associated with the major program objectives and goals. Secondly, the various levels of the Teacher Corps--national, regional, and local were involved in planning those activities. That involvement helped to increase a sense of ownership by personnel from the field. Their participation in both planning and delivering skill or substantive sessions made participants feel that the training conferences or meetings were theirs. Third, there was always a sense of Teacher Corps reality in the activities undertaken.

The purpose of this chapter is to discuss some of the activities that were part of the DTA Follow-up efforts. These activities may be reviewed to some extent in the final chapter as it pertains to lessons learned about the developmental process. DTA operated under the philosophy that provision of training materials is insufficient. Persons in the field must be provided with materials but they must also know how to use them. Hence, the follow-up activities described in the sections that follow were developed to enhance both purposes--materials and training.

Models of teaching, Multicultural Education materials, Case Studies, and materials designed to explore organizational concepts are discussed in this chapter. Processes of institutionalization and leadership development materials are also discussed. By no means, however, is the chapter a discussion of every activity and of all materials developed
under the DTA contract. Such a discussion would go beyond the scope of this report. In the sections that follow, the models of teaching materials development is discussed.

Teaching and Learning

In Chapter II as CMTI is discussed, it was mentioned that at the close of the 1976 institute, Teacher Corps-Washington made the decision that learning theories and stress on teaching would be discontinued from the CMTI curriculum henceforth. This decision was based, in part, on the fact that materials were becoming available by then to help local projects teach this material on their local site.

Two of the training packages available on the models of teaching were outgrowths of the DTA contract. In January 1977, the Association of Teacher Educators published *Teaching and Learning: Demonstration of Alternatives* by Michael McKibbin, Marsha Weil, and Bruce Joyce. Teacher Corps Director, William L. Smith wrote in the foreword:

"Teacher Corps feels that this volume will be useful to both beginning and practicing teachers as they attempt to more fully understand the variety of learning styles and corresponding teaching strategies. This volume along with the accompanying tapes give an overview of eight of the teaching models which were developed by Drs. Bruce Joyce and Marsha Weil.

"Teacher Corps is pleased that the Association of Teacher Educators chose to publish this volume. It's constituency is an important one in any effort to implement change in the preparation of educational personnel.

"This volume offers to those who may share our concerns, some of the materials and procedures that were used to give corps members an understanding of the processes of teaching and learning."

Sets of teaching video tapes illustrating the Models of Teaching were made available to each of the twelve regional Networks for loan to Teacher Corps projects to be used in consort with the McKibbin ATE monograph. In this manner, it became possible for projects to assume
responsibility for teaching the models and thereby enlarging the audience. For example, the materials could be used for inservice to an entire faculty rather than the Interns and Team Leaders as was the case in CMTI.

Still another resource on the models of teaching was made available through the efforts of DTA to the projects in early 1977. The writer made arrangements with the authors and publishers to produce from Prentice-Hall publisher print galleys, three volumes: Academic Models of Teaching; Social Models of Teaching; and Personnel Models of Teaching. The three books were later published (1979) by Prentice-Hall and made available to the general public through normal outlets but almost two and one-half years after they were being used by Teacher Corps projects.

Thus the Models of Teaching materials were follow-up materials as well as examples of demonstration and dissemination. The next section demonstrates how the two-pronged approach of training plus materials was implemented in DTA.

The Emergence of Training Cadres

In late 1977, the decision was made to develop a training cadre—a pool of trained consultants who would be available to either local projects or Networks for training sessions on the Models of Teaching. Thus, DTA undertook a two-orientation session in Los Angeles under the direction of Drs. Bruce Joyce, Roger Pankratz, Michael McKibbin, and Marsha Weil. The cadre represented persons from various geographic regions of the country, each of whom was familiar with the models and were specifically trained (in the DTA orientation) to the problems and needs of the Teacher Corps projects who might be requesting their services. An orientation/announcement packet was prepared and sent to the projects in the field. The information included information on the various types of workshop formats
for various purposes (awareness training, skill training, or advance trainer orientation).

Thus, DTA said to the field, "Here is a list of persons who have been trained and certified as capable of handling training workshops on the Models of Teaching. They are willing to come to your area and train your people in the models." Local projects or regional Networks were encouraged to conduct their own workshops. The DTA contractor made available to each Network or project conducting a large workshop, copies of materials developed by Drs. Weil and Joyce and the McKibbin material was available through the Association of Teacher Educators. Moreover, each Network had a set of the training video tapes for its use in the Network or in the projects.

In this manner, qualified consultant-trainers were available to demonstrate and explain appropriate utilization of the materials which had been carefully developed. The writer served as an advisor to Executive Secretaries who wished to plan workshops and to discuss them with their Boards of Directors. Some of the Network workshops included classroom teachers, Interns and Team Leaders, as well as other project personnel and administrators. The training was thereby extended or "demonstrated" to others. Some workshops combined the models of teaching with work on other subject areas, such as Education That is Multicultural.

**Education That is Multicultural**

Following the 1976 CMTI, a board of educators familiar with multicultural education was assembled to mount a development effort that resulted in three works which are still sought after by school districts, state departments of education, and colleges and universities. The three works, completed under the direction of Drs. Milton Gold, Carl Grant,
Harry Rivlin, and Gloria Grant, were used in the 1977 and 1979 CMTIs as well as in the 1977 and 1978 National Developmental Conferences. These volumes have been reviewed in *Teachers College Record* and a number of journals dealing with ethnic studies and with multicultural education. Some of the materials have been used in Canada and in Australia and have been adapted by the latter country for use in low-income area schools. One is published by the Association of Teacher Educators and the other two by Center for Urban Education. The three works are: *In Praise of Diversity: A Resource Book for Multicultural Education* (ATE 1977); *In Praise of Diversity: Multicultural Classroom Applications*; and *Multicultural Education: Bibliography for Teachers*.

DTA did not develop a training cadre to help in the utilization of these materials, but the Teacher Corps Associates contractor, Dr. Carl Grant conducted a number of workshops around the country for local projects as well as for Networks. As word spread about the workshops, other non-Teacher Corps groups also invited Grant and his associates to conduct multicultural education workshops and they often used the materials developed from the CMTI and by DTA.

*Teacher Corps Portraits: Four Case Studies*

As mentioned in Chapter II, Dr. Pankratz wanted the 1977 CMTI to have a project reality and thus conceived of the simulation-type training using the case studies that were developed expressly for the CMTI and for Teacher Corps. They are discussed here in the chapter on Follow-up because they were used by many groups beyond the CMTI for which they were originally intended. Their potential for inservice use and for wider dissemination was "uncovered" during a meeting for project Directors to orient them to the materials and content for the 1977 CMTI. They were
also used in the 1977 and 1978 National Conferences and in a number of Network follow-up meetings.

The volume, Teacher Corps Portraits: Four Case Studies (Edited by John Savage, Center for Urban Education, 1977) resulted from actual observations and site visits to Teacher Corps projects. Data were re-arranged and names and places changed to protect identity and to maintain confidentiality, but the experiences were real.

Under the direction of Drs. John Savage, Roger Pankratz, and the writer, and in association with the DTA Program Officer, Mrs. Beryl Nelson, four sites of Cycle XI projects were selected. Sites were visited by data gatherers and Project Directors were assured that all identifying features would remain anonymous. The purpose of the case studies was stated by Savage:

"...(To) enable participants to adopt the viewpoint of an outsider looking in...to identify and explain the dynamic structures and processes present in multi-cultural settings, in communities, school organizations, and classrooms of determinedly typical Teacher Corps projects...The case studies will provide the unifying vehicle for integrating the content areas and relating theory to the real world which Team Leaders and Interns will enter." (page 4)

The development of the case studies was an interesting process itself and a topic to which we shall return in Chapter V as part of our discussion concerning the nature of developmental activities and lessons learned therefrom. Three criteria were applied in selecting data-gatherers for the case study. Data collectors were expected to: (1) have had previous experience with past CMTI institutes so they understood the nature of the user; (2) have familiarity with the type of setting selected (e.g. Native American, inner-city) for visitation; and (3) to understand the organizational concepts and other related concepts which would be explicated through the case studies. An additional requirement was that the data collector's ethnicity corresponded with the site to be visited. Moreover,
Project Directors were asked to review the material to determine accuracy and to insure that anonymity of both persons and places was preserved. The four areas, called Distant Drum, Mid-America, Buena Vista, and Smoke City were known to only a very few persons. The writer has had individuals say, "I know that Smoke City is Chicago," "I know that Mid-America is Phoenix," and other such comments, none of which were true, indicating that the problems were genuine and somewhat alike in many different areas. Insofar as this writer knows, the true identity of the four sites remains uncompromised.

The Study of Organizations

The notion of having teachers study the nature of organizations and organizational theory was a new one in 1975 when the first CMTI was held. Indeed, Teacher Corps has made a contribution to the field of preservice teacher education by practice. Thus, Dr. Smith's decision to include such study part of the first and all subsequent CMTIs was indeed far-reaching. Small wonder that both the Association of Teacher Educators and The American Association of Colleges for Teacher Education decided to publish the works growing out of the original CMTI.

Perspectives on Organizations: Viewpoints for Teachers (1976); Perspectives on Organizations: The School as a Social Organization (1977); and Perspectives on Organizations: Schools in the Larger Social Order (1978) were all written by Ronald Corwin and Roy A. Edelfelt and edited by Theodore E. Andrews and Brenda L. Bryant. All three are now used in a number of undergraduate as well as graduate courses in teacher education. Interestingly enough, these volumes received high praise from persons in the field of teacher education, but reviewers from the field of organizational development considered them oversimplified, outdated, and somewhat inaccurate. The writer suspects that their newness to the field of teacher
education may account for their appeal. Nonetheless, they represented yet another example of impact of the Teacher Corps and of CMTI in particular.

A number of Follow-up meetings were held in local projects and in Networks concerning organizational concepts and these volumes were often the core of such instruction. These volumes were also used in the 1977 and 1978 National Conferences

**Training Cadre on Organizations**

Organizational study in the Networks was fostered by the work of the DTA contract. Initially, DTA used the material in the CMTI and then introduced the organizational concepts materials into the National Conferences of 1977 and again in 1978. Dr. James Tanner, then Deputy Superintendent of Cleveland Public Schools, together with Dr. Roger Pankratz, Assistant Dean of Education, Western Kentucky, Mr. William Moore of Bill Moore Associates in Chicago; and Dr. John Leeke, National Education Association, became a training cadre used to disseminate training workshops on organizational concepts. Under the direction of that team, the DTA Follow-Up Activity on Organizations was to work with the Networks in conducting workshops on organization.

A meeting was held in 1978 in conjunction with a meeting of the Plains Network in Kansas City. Trainers were identified on a regional basis and DTA paid for their participation in organizational workshops in the various Networks. Most of these Network meetings used materials on organizational concepts developed for the CMTI and the National Conferences. Furthermore, *Teacher Corps Portraits: Four Case Studies* was also used extensively because the case studies amplified certain organizational concepts.
In this way, DTA was providing trainers, materials and expertise for the various Network meetings. Thus an even larger number of persons was exposed to the content that had been part of CMTIs or National Conferences. A natural outgrowth of this focus on organizational concepts led to the development of training sessions in the area of institutionalization of changes made in educational settings.

**Institutionalization--Product and Process**

One of the major goals of the Teacher Corps, as a national program oriented toward change, is that educational practices geared toward school or college improvement should remain after the project's funds have ended. These changes should become a regular part of the educational structure in which they were developed. This concern plus the advent of Program '78 resulted in a new approach to the National Developmental Conference in 1978. The new projects were to stress teaming. They went through exercises (led by the Pankratz/Tanner team described above) which helped these new projects develop possible project components that would be targets for institutionalization. After the 1978 Conference, some of the materials and processes were tested in the New York Network. Training cadre leaders were involved in both training and in the refinement of the processes and materials utilized. Ultimately, the materials were described along with the institutionalization process in a short monograph, *Planning for Institutionalization: The Continuation of New Programs and Practices* (Center for Urban Education, 1980) which was made available to the Teacher Corps field in the winter of 1980.

**Documentation Follow-up**

After the training sessions on documentation and evaluation described in Chapter III, DTA cooperated with regional Networks in conducting meetings on documentation. Materials used in these follow-up meetings included:
Teacher Corps Evaluations (Center for Urban Education, 1978) by James P. Steffensen, G. Thomas Fox, Robert Bush, and Bruce Joyce. Copies of Dr. Schwartz's address to the meetings were used. A brief paper on documentation by Savage, titled, "On Inventing a New Wheel" which had been done in 1979, completed the materials of instruction.

Thus, both materials and resource persons were provided the Networks by the DTA contract. DTA attempted to foster the philosophy that documentation was not the responsibility of an individual who bore the "documentor" title; it is a responsibility of every person associated with a project.

Follow-Up with School Principals

In Chapter III the two national Principals' meetings were described and while there were no direct contacts with the project Principals, there were materials developed and made available to all Teacher Corps projects. As mentioned in Chapter III, one of the outcomes of the Principals meetings was the development of the monograph, Positive School Learning Climates which was distributed to all projects in June 1980.

While they were not an outgrowth of the Principals' training sessions two other publications relating to principals, were follow-up activities carried out under the auspices of the DTA contract. One was a study of principals in schools in federal programs (including Teacher Corps) were involved. That work by Spencer H. Wyant, Diane L. Reinhard, and Richard I Arends, titled, Of Principals and Projects was published in 1980 by Association of Teacher Educators and made available to all Teacher Corps projects.

A second project concerning principals was a product of the DTA contract. It was tested in Networks and eventually (late 1980) disseminated to all Teacher Corps projects. Building on their experiences in
working with leadership training at the CMTIs for Team Leaders, Dr. Robert Elmes, Donald Barr and Bruce Walker, created a set of training materials consisting of three video tapes and a participant's manual as well as a trainer's manual. Titled, *Educational Leadership for In-School Administrators* (1980, Center for Urban Education), the materials represent another resource resulting from the development efforts of the DTA contract.

**Collaboration with Networks on Follow-up**

Beyond the collaboration described earlier in which the DTA contractor worked with Networks to conduct workshops and/or training sessions on either the CMTI or Conference follow-up, there were times when materials were field-tested for eventual modification and utilization in the National Conferences or in the development of materials. The Elmes/Barr/Walker materials just described were tested out with a group of New York City Principals before they were put into final form. Principals in Texas and in Utah also reacted to the drafts of those materials.

The Plains Network, located at the University of Nebraska at Omaha developed a conference on documentation to which they invited several outstanding authorities in the areas of evaluation and documentation. Following that conference, DTA, in cooperation with the Plains Network made available to all Teacher Corps projects, the monograph, *Six Elements of Change* (The University of Nebraska at Omaha, 1980).

Listed below are examples of the outstanding articles that should serve projects well:

- "Taking Six Words Seriously" by G. Thomas Fox
- "Evaluation at the Classroom Level" by Vito Perrone
- "The Word Factory: An Exercise in the Use of Multiple Research Methodologies" by Henrietta Schwartz.

Thus, DTA, through the training conferences, preparation of cadres to train others, and through the distribution of materials, has made a
contribution to the field of teacher education and provided very specific assistance to the Teacher Corps program. The concept of Follow-up training materials was a new and emerging field that became one of the valuable contributions of the Developmental Training Activities.

Thus, the DTA contractor made a deliberate effort to work with all levels of the Teacher Corps and to follow-up, where possible, the training offered meetings at both the regional or national levels. The discussion of lessons learned through the various activities of the DTA contract, is the basis for Chapter V which follows.
CHAPTER V

"AND SO WHAT DOES IT ALL MEAN?": LESSONS LEARNED

Introduction

Chapter I provides the background and the nature of the Teacher Corps and a brief description of the Center for Urban Education which was the setting from which the Developmental Training Activities contract was administered. The context for the training was the Teacher Corps on either a national or regional basis.

Chapter II discusses the new curricula and logistical arrangements for the Corpsmember Training Institutes (CMTIs). Truly these were learning experiences and had an impact upon teacher education but they also provided new knowledge upon the nature of adult learners. The lessons learned will be discussed at a later point in this chapter.

Chapter III points out the various meetings held for the leadership of local Teacher Corps projects was an investment in the future—the future of the Teacher Corps projects as well as the future of teacher education in a larger sense. The point was not made in Chapter III, but it has been documented that many of the local Teacher Corps project Directors have gone on to assume leadership positions in other universities and/or school districts. There are many examples, but one case in point is Dr. Perry Zirkel, now Dean of Education, Lehigh University in Pennsylvania. He was the former Project Director, Teacher Corps, University of Hartford. Dean Zirkel was involved in many of the planning meetings. In addition, he was a speaker at both national and regional conferences. There are other former Teacher Corps Directors such as
Thomas Arciniega, who became Dean at San Diego State University and most recently an academic vice president in another California institution. Thomas Thompson, a former Director in Montana is now an assistant superintendent in the Browning, Montana Public Schools.

Chapter IV details some of the Follow-up activities of the DTA contract and pointed out that the Follow-up often was much more than making training materials available to the field. Rather, experienced training cadres were developed to serve as resources for both Teacher Corps projects and Networks. Concepts and materials developed for the CMTIs were utilized in the National Developmental Conferences and became part of the Follow-up that was sponsored by Networks. Since organizations like the AACTE and ATE often served as publishers of materials, they broadened the audience and base of knowledge of teacher educators outside of the Teacher Corps and became models of dissemination of materials developed within the Teacher Corps.

In Chapter V, an attempt is made to illustrate that the process of development is slow but most rewarding. Some of the ways in which steps were taken to insure authenticity of materials, usefulness of procedures are detailed. These experiences have convinced the writer that there are procedures and processes which would be useful to teacher educators in other enterprises beyond the Teacher Corps itself.

The Continuous Process of Development

Few realized at the outset, what was involved in the development of new educational processes and products. Indeed, the writer feels that part of the contribution of this report may be in the detailing of some of the steps of development so that others may gain insights which will be useful in their planning and development efforts. That is not to say that an educational product could not be developed without the careful
planning, critiquing, testing, and reviewing used by DTA, but the results would not be as useful to personnel for whom the produce or process is intended. Only a few cases will be selected for discussion in this chapter, which it is hoped, will illuminate the principles involved.

Organizational Theory Concepts

As discussed in Chapter II, the study of organizational theory was a new area for classroom teachers. The three volumes, *Perspectives on Organizations*, were a good beginning, but they related to organizations in general and to schools in particular. In order for these materials to become more useful, there remained the task of helping to further explicate the organizational structures in which Teacher Corps projects, for example, are embedded. Although Temporary Systems theory was not an integral part of the discussions in the these three volumes, DTA was slowly gaining experience with the theory of temporary systems in the conduct of two Pilot Trainer Workshops and three CMTIs.

A Teacher Corps project is a temporary system—a project established to bring about change in both schools of education and in the public schools in which low-income children attend. Moreover, each Teacher Corps project set out to foster community-based education, to encourage education that is multicultural, to better provide for the children who have physical or other handicaps, and to help to institutionalize successful practices in the schools and colleges after the close of the funded project. This concept of "institutionalization" was itself a new one for many of the projects—both the teachers and project managers. A product or process is not "institutionalized" unless it becomes a regular part of the culture of that organization. Unless regular line item funds are allocated for the continuance of the product, the process, or practice, it cannot be
considered to be a lasting change.

Program '78 projects and some of the Cycle XII (last of the two-year operations) projects, were operating within an organizational structure of a policy council. Policy councils were made up of the School Superintendent (or representative), the Dean (or representative) of the College or School of Education, and the Community Council Chairperson. Both the Dean and the Superintendent operate from positions of power. Each of them has a separate budget and an organization separate and apart from the Teacher Corps project. Yet, the Policy Council was expected to establish policies and budget decisions for the funded Teacher Corps project. Although the budget represented a combined school/college effort, one of the two organizations had to act, as the legal fiscal agent. Moreover the expectation of change (insofar as the project was concerned) had to be made with full cognizance of the policies, and legal framework in which school superintendents and college deans operate.

Special sensitivities combined with an awareness of their power, influence and authority was required by the two power brokers sitting on the Teacher Corps policy council. Although the Teacher Corps Project Director was usually invited to attend their meetings and to carry out their policies, he or she was generally not an official part of the Council itself. The organizational concept of "role set" was one more example of the understandings that Teacher Corps personnel needed to understand. To a large extent, people who are in the positions of "superintendent," "dean," "counselor," or indeed, "teacher," are influenced by how an individual perceives a role as well as how others perceive it. These dynamics must be explained; furthermore, individuals need to know
and come to a somewhat common language in order to function effectively within organizations and to maximize the potential for a project to achieve its goals.

With the awareness outlined above, the writer and his staff, working closely with Teacher Corps-Washington, engaged a team of developer-instructors to work with the contractor. The team, as described in Chapter IV, consisted of Drs. Roger Pankratz, James Tanner, John Leeké, and William Moore. Materials that had been used in CMTIs and in National Conferences as well as in the PTWs were carefully examined by this team. Some workshops were held with Teachers, with Principals, and other local project personnel in the New York Network. What emerged was the design for one component of the 1977 Developmental Conference and also the exercises used in the 1978 National Conference with new project Directors for Program '78.

The training procedures, continually refined and altered, were used in other Networks for training. Gradually, the focus in these training sessions, settled on the idea of selecting components as "potential targets for institutionalization." Some of the Cycle XII Project Directors were asked to write a description of their experiences in the process of nominating (or selecting) one component, activity, or product of their local project as a target for institutionalization. These Directors were asked to detail their problems, the issues faced, and their failures as well as their successes. The training team examined the written reports as they came in and reviewed them and asked their writers to revise them. Ultimately, a design emerged for use in the 1978 National Conference concept of teaming as the delivery system for instruction at the Conference.

The Pankratz/Tanner team conducted a variety of workshops in both
local projects and in Networks; this backlog of experience resulted in refinement of procedures utilized in subsequent workshops. *Teacher Corps Portraits: Four Case Studies*, the monograph described in Chapter IV, was very useful in these workshops as part of the instructional material.

It will be recalled that it was first used in draft form for the 1977 CMTI. Based upon the feedback received from CMTI instructors, and from the organizational concepts team, the editor, Dr. John Savage, made refinements in the book. Embedded in the steps of development, there are some lessons learned. Savage says:

"There were many steps involved in the development of the four case studies. First Waterman, in tandem with... chose the individuals who would visit Teacher Corps project sites to gather data for use in each case study. In the meantime, they also chose this writer (Savage) as the Person who would use that data to write the four case studies...

"Pankratz then met with the Data Collectors and briefed them on their task....

"After the Data Collectors' initial task had been accomplished, they met with the writer and debriefed, providing both an oral and written description of their observations and the hard data which they had gathered...other Data Collectors and the writer then asked questions, made comments, and on occasion drew parallels or pointed out contrasts between various sites. Next, the writer and Data Collectors...met with the four Content Specialists (and other key planners) who would serve the CMTI content areas, the Content Specialists developed conceptual materials in their respective areas. ...the Content Specialists reacted to early drafts of the case studies to ensure that the concepts which the studies intended to demonstrate were in fact in evidence." pp. 6-7

Time was approaching when the case studies would need to be used and even though the developers were racing against time, further steps were taken to insure usability, authenticity, and accuracy. Note these steps:

"During the time then remaining before the CMTI--about one month--the four case studies were written, reviewed others, and rewritten. ...Facts, names, and locations were frequently changed or modified, first, to ensure confidentiality and privacy. Second, changes sometimes involved using data from more than one site in common settings in a single case study. Finally,
changes served to highlight site features which explicated the target concepts and occasionally to downplay features which inhibited the explication of those concepts.

"Next, the first drafts were reviewed and reacted to by CMTI planners and Cluster Leaders, the latter of whom would lead teams of instructors at the institute. Among typical reactions, these reviewers suggested that the first drafts were possibly too didactic and should show (rather than tell about) the organizational concepts. One major shortcoming of the first drafts was their lack of classroom incidents to depict the organizational and classroom dynamics concepts which would be introduced at the CMTI. The second draft thus incorporated new material which placed Teacher Corps Interns and other project personnel in classrooms with children, where they interacted in ways which illustrated the target concepts..." p. 7

Further writing, beyond that described above, took place before the monograph was finally made available to the projects. These steps detail the constant reviewing, critiquing, re-drafting, and evaluating that was a regular part of all of the materials developed by the DTA contract. One of the constant battles was that of time; editorial assistants were often upset by the press for materials on a short turn-around. Deadlines were often very unrealistic but developers also made great personal sacrifices in terms of their own time and energies in order to complete materials so they could be used for instruction.

Institutionalization Materials

The development story of materials used to help project personnel understand the processes of institutionalization is very similar to the story just related concerning the case study development. Indeed, the two projects started at about the same time.

It was evident in 1977 that the five-year funding cycle of the Teacher Corps Program '78 projects would require schools and universities to continue school improvement projects beyond their original funding period. Projects were expected to select components for institutionalization. In cooperation with the New York Network, the writer and his
DTA staff decided to mount a pilot institutionalization effort, working with each of the ten projects in that network. Mr. Paul Collins, Executive Secretary of the New York Network and also the DTA contract Facilitator, provided outstanding leadership on that project.

The results of this initial, planned-change program were encouraging. Documentation of that effort enabled the Pankratz/Tanner/Leek/Moore development/writing team to validate a conceptual framework for the institutionalization process. The writing team designed a set of materials and a simulation exercise found to be very useful in the planning, installing and institutionalization phases for new programs or practices. In July, 1978, these training materials, in a slightly modified form, were used in the National Conference with 81 Program '78 project teams.

National Conference Follow-up workshops, were conducted in ten of the twelve regional Networks during the 1978-79 school term. The monograph, Planning for Institutionalisation: The Continuation of New Programs and Practices, then, was the result of three years of testing, reviewing, and revising. All during the above-mentioned conferences, the monograph was in draft form and under the constant process of development. It was not released to all Teacher Corps projects until late 1980.

The authors of the above monograph took the position, that while planners, managers, and communities in previous Teacher Corps projects had succeeded in developing and installing new programs, they had not attended to the development of formal and informal support systems in organizations in order to insure the continuation of new programs and practices after funds were terminated. The monograph attempted to address
that concern. Five principles which were developed by the authors are worthy of mention here:

"PRINCIPLE 1. Temporary systems initiated by regular members of the permanent system are more likely to have their products accepted by the permanent system. Likewise, persons from the permanent system who join a temporary system and then re-enter the permanent system are more likely to be accepted (and to have their ideas accepted) than are outsiders who attempt to enter the permanent system.

"PRINCIPLE 2. The more participants in the temporary system understand the nature of both systems, the greater will be the effectiveness of the temporary system in helping participants develop new skills, attitudes, and programs that can be installed in the permanent system.

"PRINCIPLE 3. The greater the difference between life in the temporary system and life in the permanent system, the greater will be the problems of entry and re-entry, particularly if programs and practices developed in the temporary system are being considered for installment in the permanent system.

PRINCIPLE 4. The more effective the communication between the temporary system and the permanent system, the easier it is for members to move from one system to the other.

PRINCIPLE 5. The more well-developed the support systems in the permanent system are for new structures, processes, or behaviors introduced from the temporary system, the greater will be the chance for adoption and institutionalization."

pp. 11-12.

The development of the institutionalization materials and the Teacher Corps case studies began at about the same time. Each of the two projects conscientiously attended to factors which made the final product better. Nevertheless, the process was much slower, much more costly than either the writer or some of the instructors and consultants would have wanted.

Returning to the case studies, for a moment, Savage felt it necessary to develop a separate instructor's guide which had not been visualized at the outset. The process of development is always filled with unanticipated needs and surprises! Nobody could have estimated the number of hours that would be required to write, re-write, revise, and reality-test
either the case studies or the institutionalization materials.

Had the institutionalization materials not been tested throughout a school year in the New York Network, the production would have been hastened, but the constant use, re-use, and referral back to the project realities enhanced both the quality and the usefulness of the product. There is value in a review, but review based upon a year's experience is certainly more valid.

**Multicultural Education Materials**

Another example of the continuous process of development is found in the set of multicultural materials described in Chapter IV. When the editors (Milton Gold, Carl Grant, Harry Rivlin) first met, a single volume was anticipated. It was decided that writers would be selected because of their knowledge of a particular culture and because they came from an ethnic/racial background which corresponded to their writing assignment. Moreover, a panel of reviewers was selected in a similar manner. The Teacher Corps Associates used some of the teaching materials in their workshops and in the National Conferences. These mechanisms provided opportunities for user-feedback and served as the basis for review and revision.

**Educational Leadership for School Administrators**

The set of materials, titled *Educational Leadership for In-School Administrators*, also evolved into its final form by use of trial formats which were revised and refined after it was reviewed and critiqued both by Teacher Corps and Non-Teacher Corps Principals in several parts of the country. At one of the New York Network meetings, the authors with Paul Collins and with the writer to obtain feedback and reactions both
to the materials and to the proposed training format. The Council of Supervision and Administrators, AFL-CIO of New York City also provided many suggestions and some helpful feedback following a workshop in which the trainers (authors) used draft forms of the participant manual.

The writer felt that a separate Trainer's Manual was necessary and that the materials should be written in such a manner that they could stand alone; Materials should not be dependent upon the presence of the author-developers to make them effective vehicles of training. The results for the final package consisted of 1) Participant's Manual; 2) Trainer's Manual; and 3) three different training video tapes. A validation instrument was provided at the end of the Trainer's manual in the event that a trainer wished to gather data for validation and review panels.

The finished training package was divided into nine modules for instruction; they fall into the following six general categories:

- Communication Skills
- Facilitating Small Group Decision-Making
- Large Group Meetings
- Institutional Problem-Solving
- Diversity
- Creating Observation Instruments

The set of materials was distributed to all Teacher Corps projects in late 1980 and it will make a genuine contribution to staff development in both schools and colleges.

**Adult Learning**

One of the results of the DTA efforts, particularly the CMTIs, was a new awareness that unlike the research on learning with young children, "time on task" does not result in greater learning. As a result of the CMTI evaluation, the key leaders who had been involved in the Corpsmember
Training Institutes were interviewed and the results are included in the monograph which was published in 1979 by the Association of Teacher Educators. Copies of the monograph were also made available to every Teacher Corps project. The work, titled, Designing Short-Term Instructional Programs, is by Floyd T. Waterman, Theodore E. Andrews, W. Robert Houston, Brenda L. Bryand, and Roger S. Pankratz. It describes some of the research findings about adult teaching and learning styles. The volume not only suggests some of the Teacher Corps lessons learned, it should be helpful as a reference for planners and designers of short-term instruction for adults. As Andrews points out,

"Designing workshops requires specialized skill, and that fact is not widely understood. All teachers and administrators have experience in curriculum design, but that is not the same thing. Experienced and skilled workshop designers know the importance of groupings, instructional settings, the careful use of time, how and why and what norms should be established, what problems to anticipate, and what methods to use to cope with them. Participants (and sometimes even other facilitators) in a well-designed workshop are often misled. Everything looks so easy (a good design principle, by the way) that details are overlooked."  

p. 25.

Based on his data for the chapter on strategies, Houston points out seven conclusions:

"Conclusion 1: Achievement of a concept is not related to the amount of class time devoted to that concept.

Conclusion 2: Adults in process-oriented groups achieve more than those in task-oriented groups. Those in groups that are not clearly task or process-oriented achieve least.

Conclusion 3: Participants rate the institute higher when they are taught by a greater number of instructors with previous institute experience.

Conclusion 4: Participants rated the institute higher when more interactive instruction was employed.

Conclusion 5: Participants rate an institute higher when they perceive that greater emphasis is being placed on concepts."
Conclusion 6: Participants in task-oriented groups perceive that content is emphasized to a greater extent than those in process-oriented groups.

Conclusion 7: Participant ratings of an institute are related to their achievement on concepts taught in the institute."
pp. 41-46.

In his final comment, Pankratz concludes:

"...Once start operations are completed, the institute or workshop is projected like a rocket out of the launching pad. Its direction and final destination will depend almost entirely on the internal guidance system that was built in during the planning and design phases." p. 85.

Hopefully, all short-term institutes and activities which are planned for adult learners are based upon data from previous experience. Unfortunately, policy decisions sometimes go contrary to what we know is best. The final Corpsmember Training Institute was built upon the materials, curriculum, and experiences of the past efforts and evaluations were considered. Nonetheless, the '79 CMTI was under a constraint of the Director of Teacher Corps to be certain that it was a rigorous academic experience. This mandate may have caused some instructors to function in a less process-oriented fashion than they might otherwise have utilized. Actual evaluations showed that the clusters with the process-oriented approach resulted in greater gains. Thus, one of the lessons learned in development: Sometimes public policy will go counter to research and the best available information and designers must work within such constraints.

Lessons Learned on Development

In the previous four chapters, some of the major activities and problems encountered were described. Central to each of the developmental activities was a keen awareness of the audiences for which activities
were intended. The cooperative nature of every venture both complicated and enhanced the scope of the final product. The point has been made that collaboration was a way of life for the DTA contractor. Constant involvement was maintained with the funding agency—the Teacher Corps. Indeed, the interaction with the funding agency leadership is a part of the process of development.

Willingness to be open for new input, to undergo countless revisions, and to maintain a high tolerance for ambiguity were essential lessons learned. While working with the various planning groups, the writer and the persons with whom he worked most closely (Steffensen, Nelson, Collins, Savage) heard participants from the field make the same kind of comments over and over again as different input groups were assembled. But the important thing was that those persons were giving their feelings, suggestions, and reactions to proposed programs or activities. This degree of involvement added to the commitment and support of the activity by persons from the local projects.

The lesson learned was not that the content, suggestions, or ideas proffered by the constituent groups were so novel; what was terribly important, however, was the process of involving them. By their involvement, the groups developed a sense of ownership. Nevertheless, the contractor and his associates attempted to be alert for new ideas and tried to display an openness for suggestions from the field.

The interrelatedness of concepts, program goals, and teaching strategies was one of the valuable lessons learned in administering the DTA contract. There was great power and instructional potency in the fact that organizational concepts were useful as both content and process for CMTI, the National Conferences, and for Follow-up Activities. The
fact that DTA attempted to make concepts and instruction reality-based, yet consistent with national program goals and to new developments, was also a useful tool in accomplishing the activities of the contract. All activities were designed to serve the Teacher Corps and Teacher Corps—Washington was the writer's client.

Finally, the writer would summarize the lessons learned as follows:

- There is power in the Temporary Systems Theory.
- Careful attention to the total learning environment is required; the setting of the instruction can contribute to it.
- Substantive and logistical planning must be considered at the same time and planning must be continuous.
- Planning is a concept rarely understood and utilized to its capacity; planning is never completed and it cannot be too detailed.
- Continuous adjustments must be made in plans if the program is to be effective.
- Collaboration is time-consuming, yet rewarding.
- Documentation is essential and the documentor must have adequate independence to serve the program.

The items above may seem like obvious items or more like simplistic homilies, yet anyone who has been involved with large organizations with complex programs, realizes that these factors are often overlooked both in day-to-day administration of programs as well as in general assemblies or conferences. Training programs, especially at colleges, are frequently inappropriate or of little value. Reality is often lacking in both the delivery system and the curriculum. Hence, there is ample evidence that the lessons learned in the DTA contract can apply to other audiences, especially to those in the development process.

The nature of development in education is such that most institutions do not devote the resources to it. The violations of good development planning and practice listed above are more often the rule. Frequently, the budget considerations do not include the type of planning required
for effective development. Certainly programs that pretend to be fostering demonstration, documentation, and dissemination for the purpose of institutionalizing changes would do well to give careful attention to the nature of development.

It is the writer's position that careful attention to the lessons he has learned will result in program and product improvements well worth the investment. The DTA was an extremely complex organization and had a complicated charge. The workstatement gave only slight hints of the degree of complexity and the difficulty of accomplishing the work expected by the funding agency. This fact is probably because the very nature of development is such that all of the details and expectations are difficult to "nail down" and to spell out in great detail. But, indeed, developmental work is a continuous process filled with ambiguity and unplowed ground, yet it is a rewarding and challenging quest.
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