

STEP Toward Locksmithery

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UNLOCKING today's schools requires the combined expertise of a safe-cracking team, with special competence for working several combination time locks. Supreme Court decisions as well as federal and state legislation indicate that societal time locks are going off. Groups having scraps of the combinations are cooperating to unlock schools.

One cooperative effort began when San Francisco State College and Sausalito School District initiated the Sausalito Teacher Education Project (STEP) as an innovative program in teacher education curriculum for persons working with educationally deprived pupils. Teacher education curriculum change required the concurrent support of college faculty, college students, school district personnel, pupils, as well as parents and community groups. Collectively, these five groups hold the combinations to encourage schools to foster personality development and a positive, purposeful, enthusiastic, proud relationship to society.

Sausalito School District ended *de facto* segregation for four schools K-8 in 1965 by instituting a "Princeton Plan." Nine hundred pupils (500 Negroes—approximately 250 of whom are classed as educationally deprived—and 400 Caucasians) are bused within Sausalito. In addition, neighboring Mill Valley District buses over 100 volunteer Caucasian children to the desegregated schools and establishes a racial balance of approximately one for one. School enrollment and the number of volunteers have remained the same for 1966-67. The local community time lock is off.

California Legislation (McAteer 1965) provides funds to colleges that cooperate with school districts that qualify for ESEA Title I money. Innovation and research related to change in teacher education curriculum are emphasized. Unlike the obstruction of desegregation in Southern schools by citizens, as reported by the Southern Regional Council, California State and Federal representatives appropriate monies to extend needed services to children and youth. In the Sausalito District, monies are used in all four Sausalito schools because educationally deprived pupils attend each school. The State time lock is off.

In 1966, San Francisco State College established an off-campus Teacher Education Center (TEC) at a Sausalito School. College students and faculty com-

mute by bus to TEC several times each week, and teacher education courses are taught there concurrently with supervised experience with pupils in the district. The college time lock is off.

The Combination

College faculty and students, school district personnel, parents and community groups are learning to discuss matters of human relations and community life as they discuss cooperative means to develop pupils with healthy personalities. The negative consequences of segregation upon personalities require that information regarding personality growth rather than prejudice be deliberately considered for planning change in curriculum. Desegregation and eventual integration mark the open school, but desegregation exposes teachers to many additional insecurities.

Teachers in desegregated schools require personal integrity. Erickson¹ discusses healthy personality growth and crises and describes ego integrity as the final resolution for the individual. Teachers attaining integrity defend the dignity of the life style of the educationally deprived child against arbitrary conformity. Less mature adults break the learning spirit by making the pupil the victim of their own anxieties and prejudices. The change in teacher education curriculum places emphasis and evaluation upon personal and professional growth toward the concept of the open school.

STEP stresses a mutual combination to open preservice and in-service teacher education. The teacher education curriculum specifies the role of that teacher as a hypothesis maker. Education is defined as an explicit attempt to bring about behavior changes in specified desirable directions (Thomas).² Teaching is discussed in relation to a paradigm of "the educative act" (Coladarci).³

The teacher deliberately interrelates instructional objectives based upon information about learners and society in order to select teaching materials and strategies which can be assessed and evaluated continuously. The teacher-selected materials and strategies constitute the independent variable and the pupil behavior change the dependent variable. The hypothesis stating the relationship between the variables has the probabilistic nature of any prediction about a future event.

Establishing the mutually acceptable point of view regarding education creates a supportive team for change in the teacher education curriculum. In both classrooms and study centers, students have an opportunity to work with pupils whose life styles range from the easy-to-identify-with delight to the unruly alienated educationally deprived. Students' development of personal integrity while working with pupils as well as college, school district personnel and com-

¹ Erik H. Erickson. "Identity and the Life Cycle." *Psychological Issues*, Vol. 1. No. 1. New York: International Universities Press, Inc., 1959.

² Thomas, Kinny, Coladarci and Fielstra. *Perspective on Teaching*. Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1961. p. 186.

³ A. P. Coladarci. "The Teacher as Hypothesis-Maker." *California Journal for Instructional Improvement* 2:3-6; 1959.

munity parents, requires a willingness on the part of students to expose their thinking, feelings and work with children to examination.

Advanced technology and skilled professionals make possible both professional and personal examination. Video tapes, along with Educational Conferencing for all students in the form of individual or small group meetings with supervisors, make it possible to focus upon the student's ability to bring about desirable changes in pupil behavior. He is thus able to assess his professional ability.

On the personal level, required Group Counseling for all STEP students examines the effects of working with children upon the student. Professional counselors help him answer the question, "Even if I am 'successful' with children, how does this work make me feel about myself as an individual?" Counseling for in-service teachers on a volunteer basis may develop later.

This openness places welcome responsibility upon the college faculty. The students and resident teachers want us to specify our intended outcomes in behavioral terms and offer a tight rationale for the materials and activities we select for the teacher education sequence. There is extensive opportunity to work with children and meaningfully discuss the outcomes throughout the program. Resident teachers are assigned student teachers in pairs. These two students plan cooperatively and observe each other's teaching. Lesson plans are cast as hypotheses and the feedback furnished in the form of an interaction analysis. Re-planning is done cooperatively in relation to the outcomes.

A photo-essayist records the activities of college students against the background of Study Centers and classrooms. Thus records of baseline data are gathered for later evaluation of change. Video-tape recordings and student logs are maintained to record student activities, reactions and suggestions.

Locksmith Shop with a Ten Year Lease

As a case study of a pattern for change in teacher education curriculum, STEP is projected for a decade. The institutional arrangements must continue when individual personnel leave so that groups feel firm commitments. We find that school district personnel are willing to enter into experimentation when the college shares the responsibility.

Communication among the college and school district personnel is handled in the STEP Handbook and includes all materials given to students. In addition, a STEP Newsletter goes to school and community people periodically describing program activities. Written materials are supplemented by STEP Community Workers who contact parents and others who seek information in order to describe the change in teacher education to the district and community.

Change in teacher education curriculum requires a clarity of rationale, re-vamping of program, evaluation and research supported by college, school district and community. Time will determine if the STEP toward locksmithery has discovered the combinations to foster personal integrity in teachers that will open the schools to integration, individualization of instruction, and hypotheses regarding future change. ☞

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