FACULTY OF EDUCATION

<u>Summer/1973</u>   Instructor: Selma Wassermann

Education 484-8   <u>Curriculum Studies</u>
Education 485-15

This course is offered for students and practicing teachers who
wish to explore alternatives to traditional teaching-learning settings.
The course is designed to demonstrate, by its organization as well
as by its content, the principles upon which open education is based,
as well as the teaching practices which are integral to the open class-
room concept.

Three main types of experiences are included:

1) <u>Open Access Curriculum Area</u>

The Open Access area provides a setting in which students may
inquire into the major components of open classrooms. Three centres, "KIDS,"
"CURRICULUM BUILDING" AND "INTERACTIONS" will provide resource personnel
and materials which will enable students to gain competency in furthering
their understanding of human growth and development, of processes of
curriculum development, of the way in which they interact with others.

2) <u>"Creative Explorations"</u>

At the beginning of each class, students will engage in a.variety
of experiences involving the use of a variety of media. The purpose of
creative explorations is to give students opportunities to use different
kinds of media for creative expression.

3) <u>Seminars</u>

In seminars students will have an opportunity to reflect upon
and explore, in small group settings, the principles and practices of
open education.

<u>Meeting Times</u>

<u>Educ. 484-8</u>   <u>Educ. 485-15</u>

(I.S.)M, T, W, R 9:30 - 12:00   M, T, W, R   9:30 - 12:00
      M, T, W   1:30 - 3:30   M, T, W   1:30 - 3:30

(S.S.)M, T, W, R 9:30 - 12:00
      M, T, W   1:30 - 3:30

I love everyone even God.

This is the first
time I'm going to be 7.

My sister pretends
that she is a ghost.

the

An egg is to eat
and hatch.

Halloween is coming. I
am going to buying a pumpkin.

curriculum

centre

Fire pervention week. Don't
leave old rages out they may
catch on fire.

I never had a book written
BY ME before and wan I reed
my book I fell good.

Alligators are dangerous
because they have pointy things.

A porcupine has prickles
and it walks.

Wow, it's Saturday. I'm
swinging. It's fun. Weee.
Give me another push.

What's it all about?

It's about helping the teacher become a CURRICULUM MAKER

what are the specific learning needs in my class?

how do students learn?

what content is important?

what are my goals?

how will I organize the content?

demands of society: present & future?

how will I know that I have ac-complished my goals?

JUGGLING THE BIG QUESTIONS

The Curriculum Centre

What's it all about?

It's about helping the teacher to become a Curriculum Maker.

Is that like a bread baker?

Bread Baker	Curriculum Maker
1. You can buy a loaf of WONDER BREAD at the store and feed it to your children.	1. You can buy a teacher's manual from the store and feed it verbatim to the students. (If it's Tuesday, it must be Peru.)
or	or
1. You can ask yourself, "What kind of bread will be nourishing for the children? and, "What kind of bread do I hope to accomplish?"	You can ask yourself, "What kinds of experiences will be nourishing to the hearts and minds of the children? and, "What do I hope to accomplish?"
2. You can get the flour, the eggs, the honey, the yeast and the oil and put them into a bowl. You may want to add extras, like sesame seeds or wheat germ or sunflower seeds.	You can get the books, the paper, the audio-visual aids, the manipulative materials, the thinking activities and put them in your classroom. You may want to add extras, like an aquarium, pets, rugs and a piano.
3. You can knead, knead, knead until you're plenty tired.	You can work your head off organizing the classroom, arranging the materials, preparing new materials, organizing the time.
4. You can begin to doubt yourself when your friend says, "Why are you working so hard when you can buy bread at the store?"	You can begin to doubt yourself when the teacher next door says, "Why are you knocking yourself out like that when you can just use the manual?" and the principal says, "But are they really learning?"
5. You can wait for the dough to rise. This takes a long time, so you have to BE PATIENT.	You can orient the children to learn in a self-directed way. This takes a long time so you have to BE PATIENT.

6. You can bake the bread in a 350° oven and smell it while it's happening.

You can watch the children participating purposefully and energetically in the activities and feel it happening.

7. You can eat your bread warm with the butter melty and oozy all over the slice, and feel smug and satisfied.

You can see what the children are learning: content, problem-solving, self-directed inquiry, interpersonal relationships, and feel smug and satisfied.

8. It was hard work, but you can taste the difference between store-bought bread and YOUR breadk.

It was hard work, but you can taste the difference between the curriculum you made and the store bought kind.

9. And how did you know the bread was good? Silly, they ate it, every crumb and asked for more.

And how did you know the curriculum you made was good? Silly, the children learned the content, they became more independent in their functioning, they could handle problems thoughtfully and they grew to love school.

USING THE CURRICULUM CENTRE

The Curriculum Centre will help you to grow in competency in the process of curriculum development.

Developing curriculum is sometimes a pretty scary notion for teachers. Perhaps one reason is that the idea of a curriculum experience is too abstract; another reason may be because curriculum development is too complex -- something like educational engineering.

We want to take the mystery and the vagueness out of curriculum development. We thought we could help you "get a handle" on it by identifying some steps that you need to go through to develop curriculum experiences for your students. The steps are clear and specific; if you increase your understanding of the steps involved and gain some experience in practicing with each of the steps, we believe that you will become more competent in the process of developing curriculum.

Nine Key Steps in Developing Curriculum Experiences

1. Specifying learning outcomes

   Ask yourself these questions:

   > What do I hope to accomplish?
   > How do I expect the students to be different?
   > Are the outcomes realistic?
   > How are they related to students' needs?
   > Why are they important?

2. Identifying constraints

   Ask yourself these questions:

   > What demands are being made on me, e.g., community, school board, parents, society, etc.?
   > How much time do I have to do the job?
   > What resources are available?
   > Do I have administrative support?

3. Assessing physical environment needs

    Ask yourself these questions:

        How may the classroom be adapted?
        What furnishing, equipment, storage space is required?

4. Identifying the classroom practices required to do the job

    Ask yourself these questions:

        What are the instructional strategies I will need
        to promote the learning outcomes?
        Do I have the competencies in the instructional
        strategies?
        Where can I get help if I need it?

5. Orienting the students

    Ask yourself these questions:

        What advanced organizers will I have to provide to
        get the students ready?
        What procedures will I use to orient the students?
        Have I got these carefully thought out/worked out?
        Can I handle the initial dissonance?

6. Selecting teaching materials

    Ask yourself these questions:

        What materials will I need to do the job?
        What materials are commercially available?
        What materials will I have to prepare?

7. Organizing the learning experience

    Ask yourself these questions:

        What content will be included?
        How will the content be organized?
        In what ways will I allow for students to make choices
        relevant to their individual needs/purposes?
        How will I allow for students to progress at their
        own rate?
        How will I deal with behavior problems?
        How can I insure that thinking is being promoted?
        Where can I turn for help if I need it?
        What parts of the experience are teacher initiated?
        What parts are student initiated?
        What parts are teacher directed?
        When does the teacher make additional inputs?

8.   Getting daily feedback from classroom observations

Ask yourself these questions:

What am I looking for as evidence that the program
is a success?
If I feel my program is weak, what will I do?
What will I do about students who are not interested
in my program?
What will I do about students for whom the activities
are too difficult/ too simple?
What will I do about students who are having
difficulty handling the freedom?
Will I have the self-confidence and patience to
allow for the time it takes for students to grow
and learn?
If the program is not working, will I blame the
students and retreat into more traditional teaching?

9.   Evaluating the outcomes

Ask yourself these questions:

What evidence will I accept that my objectives
have been attained?
What will I evaluate?
How will I evaluate?

Here's something more for you to know. We see
these as the KEY STEPS in curriculum making, no matter what
type of curriculum experience you want to design.

You may want to use these nine KEY STEPS to design
a "micro" curriculum experience, like:

-- the writing and producing of an original play, or

-- a social studies unit on Peru, or

-- a study of magnetism, or

-- the development of a poetry unit.

In other words, these stpes will help you to design
a "traditional" curriculum experience for students in a
traditional school setting; or a more open type of curriculum
experience in a traditional school setting.

OR

You may want to design a "macro" curriculum experience like:

-- a new humanities program for grades 10 and 11

-- an open-access, integrated day program for grade 4

-- an individualized reading program

-- an organic day program for primary grades

-- a 483/484 course in teacher education

In other words, you may want to use these steps to design a slam-bang, no holds barred, open classroom all-the-way experience.

No matter whether "micro" or "macro", the KEY STEPS to curriculum development will help you to organize your thinking and get you going.

> **WARNING:**
>
> When you are unclear about what procedures you will follow for each step, then you may get into trouble. We think you should have a clear idea of what you are going to do and how you are going to do it.

And finally, you will have to make some values decisions prior to developing your curriculum experience. You will have to decide on how "open" this curriculum experience will be for your students.

We do not specify to what extent your curriculum experience should be open. But it is a given of this course that it should have some degree of "open-ness." (We assumed that if you wanted to learn how to do a better job of keeping the kids quiet so that you could "teach them the lesson" then obviously you would not have enrolled in 483/484 in the first place.)

To what extent your curriculum design is "open" will depend upon several factors:

-- how comfortable you feel with allowing your students to function independently (and what you consider independent functioning)

-- the constraints of your teaching position

-- your core, or inner beliefs about teaching and learning

We think it is important that you identify where you stand with respect to the degree of "open-ness" in your curriculum design before advancing through all the tasks. Knowing clearly where you stand will help you to avoid inconsistency and confusion and keep your practices closely aligned with your beliefs.

We have designed a series of tasks which provide practice for you in the steps of curriculum development. The resource faculty in the centre are available for answering your questions, clarifying your thinking, and providing support and encouragement through the capital-T Teacher task of curriculum making.

Just one more thing. Students enrolled in half of the course (Education 483 or Education 484) are required to do Task 1 through Task 4.

Students enrolled in the full course (Education 483 and Education 484) are required to do all five tasks.

THE TASKS

TASK 1 - Clarifying My Ideas About Teaching and Learning

ADVANCE ORGANIZERS

1) Read: The Individualized Classroom (mimeo)
2) Read: Open Classrooms - Closed Classrooms (mimeo)
3) Read: Vermont Design for Education (mimeo)
4) Read: Open Education: What is it? (mimeo)
5) Complete the Values tasks in the Interactions Centre

1) Form a trio. Choose some items in the Thinking About Teaching Box for your discussion. Clarify each other's position statements with respect to your ideas about teaching and learning.

2) Complete worksheet C-1.

3) Find a friend who has completed worksheet C-1.
   Exchange worksheets.
   Raise clarifying questions for each other with respect to your beliefs.

4) Re-examine your statements on worksheet C-1. Make sure these statements represent, as accurately as possible, your position with respect to each item. If you need additional clarification, repeat step 1 using different items from the Thinking About Teaching Box.

5) When you have completed this task, place worksheet C-1 in your folder.

Facilitative Tasks for Task 1

Facilitative tasks are optional. They are provided to help you to extend your thinking and give you additional experiences in this area. You may wish to do all, several or none of the following facilitative tasks. Your own assessment of your professional needs should guide you in the selection of facilitative tasks.

1) Look at videotape C-1 with a friend.
   Dialog with each other on the following questions:
   -- What did I like about this classroom?
   -- What did I dislike?
   -- What are the children learning?
   Clarify each other's statements on each of the positions taken.

2) Choose several items from the Thinking About Teaching Box about which you have unclear ideas. Engage in the clarifying process with a friend or a resource faculty.

3) Plan a hypothetical orientation program for the parents of the children in your class in which you present your ideas about open education and give your reasons for believing this is a better way to teach the children in your class.

TASK 2 - Specifying Learning Outcomes

ADVANCE ORGANIZERS

1) Read at least one of the Open Classroom
   selections before doing this task.
2) Read again the Vermont Design for Education (mimeo)
3) Decide upon the curriculum experience you wish
   to implement. Discuss your idea with a
   resource faculty and/or your seminar leader.

1) Select a partner.
   a) Describe to each other the type of curriculum
      experience you wish to develop
   b) Talk about learning outcomes. Address the question,
      "How will my students be different after this
      experience?"
   c) Ask each other questions, so that learning outcomes
      become more sharply focused.

2) Sit alone.
   a) Make a list of the major learning objectives for
      your curriculum experience. BE REALISTIC. STAY
      DOWN TO EARTH AND AWAY FROM "MOTHER" AND "GOD"
      OBJECTIVES.

3) Select a partner (again).
   a) Present your list of objectives for your curriculum
      experience.
   b) Have your partner raise clarifying questions for
      each objective.

4) Sit alone.
   a) Re-think all objectives on your list.
   b) Answer these questions for each:
      -- Is it specific?
      -- Is it important? Why?
      -- How is it related to students' needs?
      -- Is it attainable? Am I reaching for the moon?
      -- Do I have the competencies required to attain
         the objective?
      -- Will it require an extraordinary amount of
         preparation?
      -- Where can I get help if I need it?

5) Re-write your list of objectives.

6) Complete worksheet C-2 and discuss it with a resource faculty and/or your seminar leader.

Facilitative Tasks for Task 2

Facilitative tasks are optional. They are provided to help you extend your thinking and give you additional experience in this area. You may wish to do all, several or none of the following facilitative tasks. Your own assessment of your professional needs should guide you in the selection of facilitative tasks.

1) Examine the learning outcomes specified under the caption Objectives of the Program on page 2 of the 483/484 course outline. Do these meet the criteria described in task 2?

2) Read Chapters 15 and 16 of the Plowden Report (The Aims of Primary Education and Children Learning in School).

3) Read the list of educational "shoulds" specified by the B. C. T. F. on pages 13 - 45 (elementary) and 47 - 79 (secondary) in the report of the commission on education, Involvement: The Key to Better Schools.

4) Examine the list of cognitive and affective objectives in the new social studies curriculum guide published by the province of Alberta Department of Education (Experiences in Decision Making).

5) Read Chapter 13 in Hilda Taba's book, Curriculum Development, especially p. 199 - "Principles to guide the formulation of objectives").

6) Read Louis Raths' Teaching for Learning, or "The Professional Tasks of the Teacher" (mimeo).

TASK 3 - Teaching Strategies : Classroom Practices

ADVANCE ORGANIZERS

1) Select the curriculum text that is
most closely related to the field
of inquiry of your curriculum experience.
Read this text thoroughly before begin-
ning this task. (If you need help in
selecting the appropriate text, consult
with a faculty resource person).

2) Complete the required readings for the
Kids Centre.

1) Work in a group of 3 - 5.
Provide each other with copies of your "learning
outcomes" statement (C-2).

2) The objective of this task is for you to function as
resource persons for each other in providing help with
specific classroom practices.

a) Examine the lists of learning outcomes.
b) Make specific suggestions to each other, based
upon your readings and your classroom teaching
experiences, of how to promote these learning
outcomes.
c) Focus on:
-- types of experiences/activities
-- materials
-- resources
-- interactions

3) If your group needs help with respect to identifying clear
classroom practices for one or more of the learning
outcomes, consult with a faculty resource person.

4) Consider this task incomplete until you feel you have
a clear idea of specific procedures (experiences,
activities, materials, resources, interactions) which
will help you to promote your list of learning outcomes.
You may wish to repeat this task several times, inter-
acting with several different groups.

5)   Complete worksheet C-3 and get feedback from a
     faculty resource person and/or your seminar leader.

Facilitative Tasks for Task 3

Facilitative tasks are optional. They are provided
to help you to extend your thinking and give you additional
experience in this area. You may wish to do all, several
or none of the following facilitative tasks. Your own
assessment of your professional needs should guide you
in the selection of facilitative tasks.

1)   Examine the 483/484 model. Make notes on the
     specific experiences, activities, materials
     and interactions used.

2)   Read Barbara Blitz', The Open Classroom: Making
     It Work, for specific and practical help.

3)   Read Virgil Howes, Informal Teaching in the
     Open Classroom, for specific help.

4)   View videotapes C-1 and C-2. Make notes with
     respect to specific experiences, activities,
     materials, interactions seen.

5)   Spend a day visiting an open classroom. Make
     notes with respect to specific experiences,
     activities, materials, interactions used.

TASK 4 — Organizing the Learning Experience

ADVANCE ORGANIZERS

1) Complete curriculum tasks 1, 2, and 3 and all readings for the three centres before going on to Task 4.

2) Make sure you have obtained feedback from your seminar leader on C-1, C-2 and C-3.

*** You may wish to incorporate the materials you have already developed in tasks 1, 2, and 3 for this task. Or, you may wish to start with a brand new idea for a curriculum experience. Whichever alternative you choose, you might think in terms of its applicability to your classroom teaching in September.

*** If you are enrolled in either Education 483 or Education 484, which represents half of the course, we recommend that you choose a "micro" curriculum experience for this task (see pages 6 - 7 of this brochure). If it is your intention to choose a "macro" experience, please consult with your seminar leader.

1) Describe the learning experience you are planning in a clear and specific statement.

   a) Select an appropriate text which will serve as your resource.
   b) Identify the resource text you have chosen.
   c) Tell why you think this learning experience is important.
   d) How is this experience related to students' needs?

2) List the learning outcomes you hope to achieve. Be clear. Be specific.

3) Identify the constraints. Give some idea of how you might be able to deal with each.

4) Describe or diagram the physical space arrangement. Discuss problems you anticipate here.

5) Give a step-by-step procedural account of how you plan to go about orienting the students.

6) Include a list of materials which you will minimally need to do the job. Classify the list into two categories: commercially available materials, and teacher prepared materials. (Use your resource texts for help with materials lists.)

7) You initiate your curriculum experience according to the steps described in this outline.

    a) Describe what you see happening in the class-room that tells you it is going well.
    b) Describe what you would see that would indicate to you it is not going well. What steps would you take then? Be specific.

8) A visitor comes into your classroom at the "height" of this experience. What does he see? Describe, as lucidly as possible:

    a) How the room appears
    b) What the students are doing
    c) What the teacher is doing

9) Your principal is generally supportive and encouraging. He has some information questions about what you are doing. Help him to understand, by answering his questions in a clear and specific statement.

    a) What curriculum content is included?
    b) How have you organized the content?
    c) In what ways do you allow for students to make choices relevant to their individual needs?
    d) How do you provide for students to learn at their own rate?
    e) How do you deal with behavior problems? (Give an example and tell what you would do.)
    f) How are you promoting students' thinking?
    g) What parts of the curriculum experience are teacher directed?

    Add any additional statements that might further your principal's understanding of your program.

10) What aspects of this curriculum experience will you evaluate. Be specific.

      a) Tell what procedures you will use in your evaluation.

11) Place your completed task in your folder.

     *** If you are enrolled in 483 or 484, the completion of Task 4 represents the completion of your Curriculum Centre assignment.

         If you are enrolled in the full semester (483 and 484), go on to do Task 5.

TASK 5 - The Big One

1) Choose a particular open classroom model like:
    -- the organic day model (Ashton-Warner), or
    -- the 483/484 model, or
    -- the Parkway Project (Bremer), or
    -- the Walkabout model (Gibbons), or
    -- the Integrated Day model (Brown and Precious), or
    -- the Learning Centres model (Luetzen), or
    -- one of your own choosing

2) Repeat Task 4 to design a "macro", slam-bang, open-classroom all the way experience for your students.
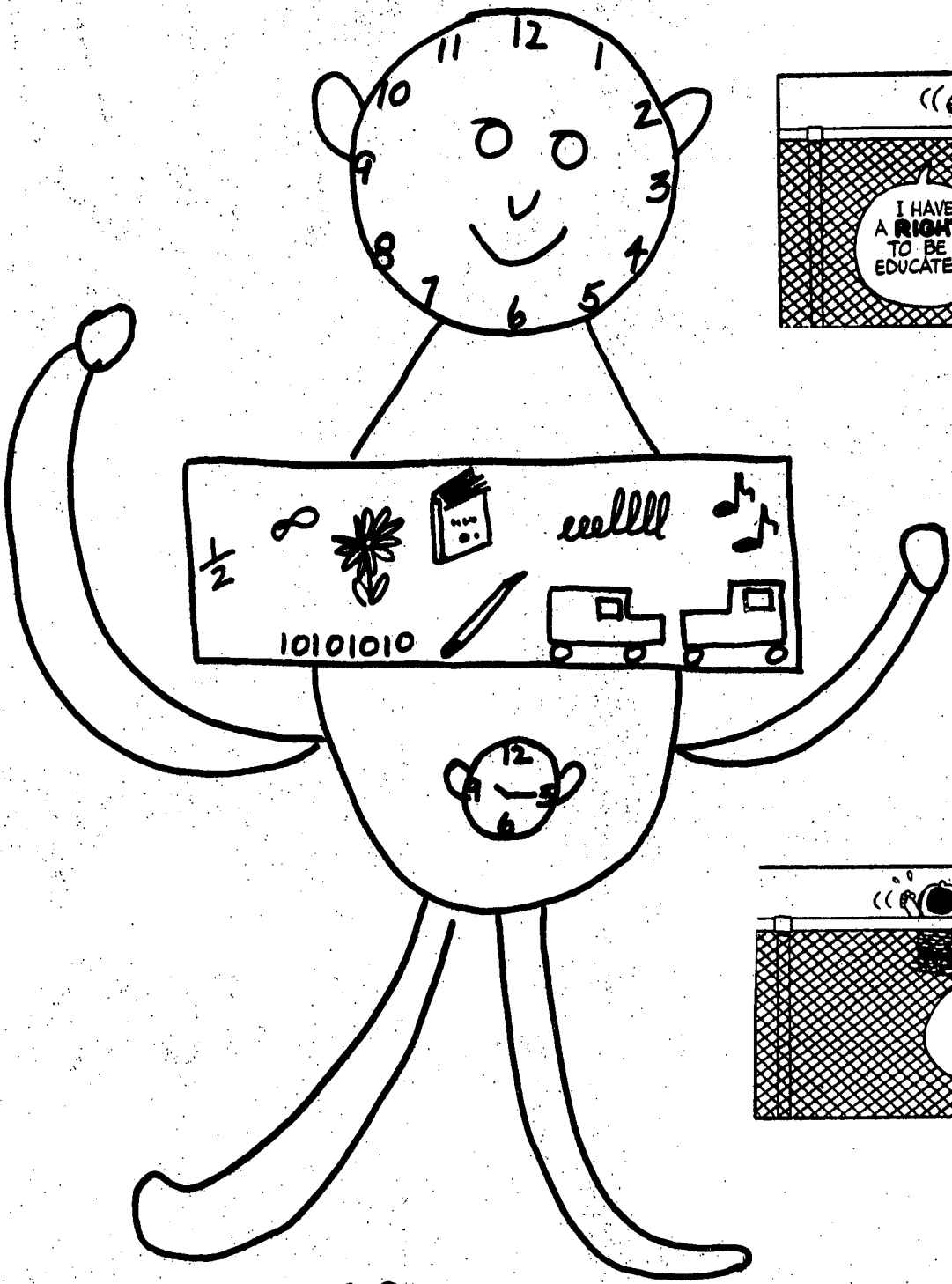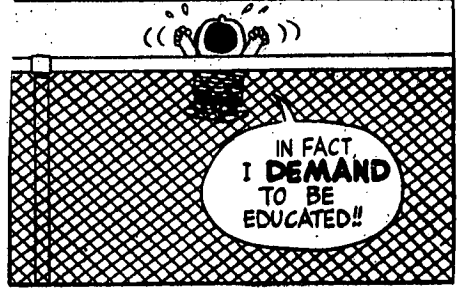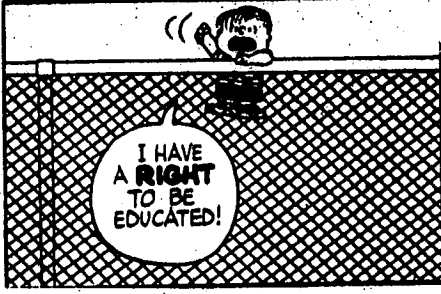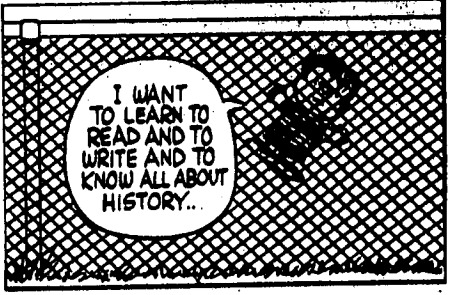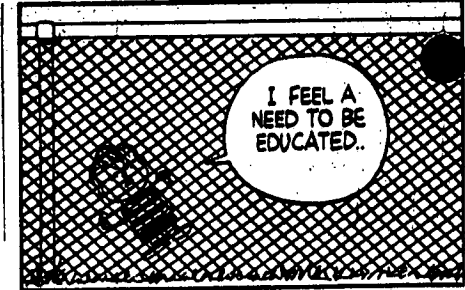
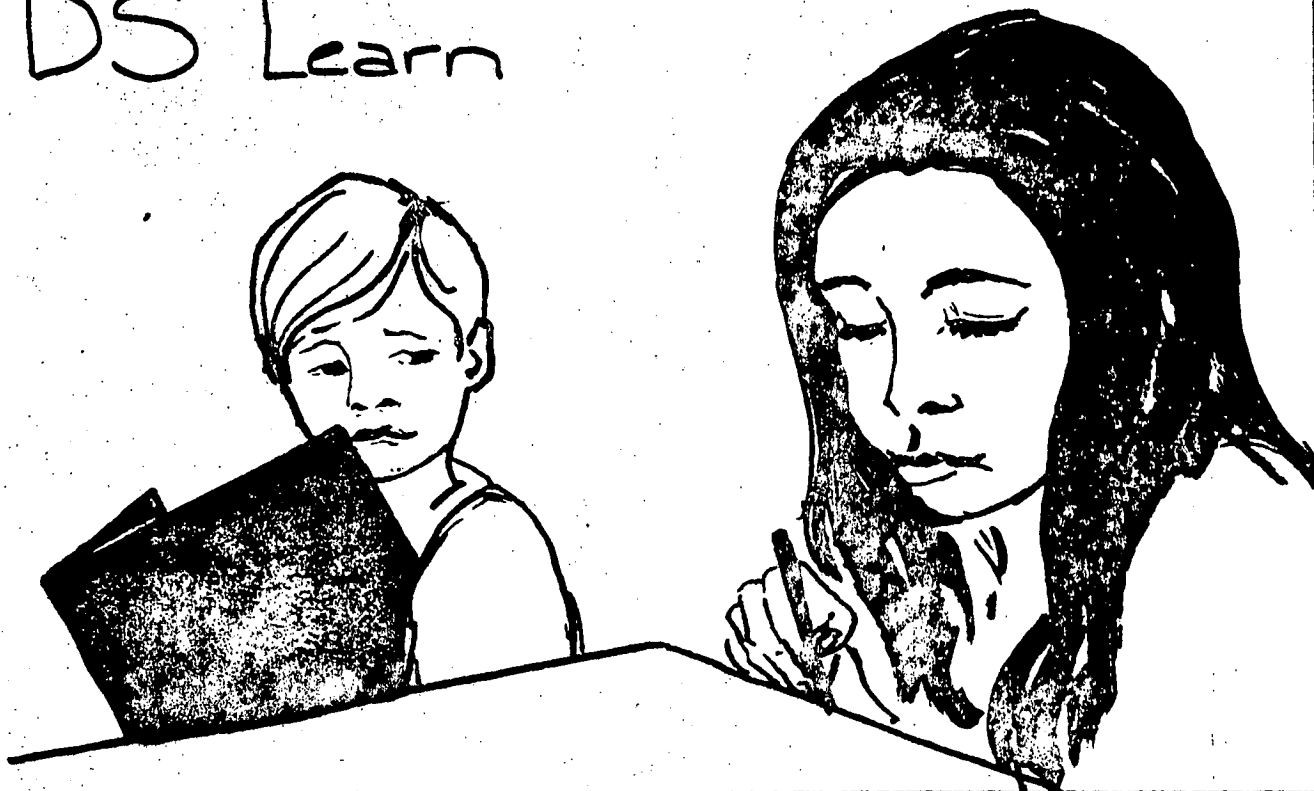THE TEACHER AS CURRICULUM-MAKER

The KIDS Centre

wants YOU

to look at
to interpret
to understand

KIDS' Behavior

and learn how
to help

KIDS Learn

Learning about KIDS "in trouble" can help you to understand a LOT more about

GROWTH AND
DEVELOPMENT

and isn't that mostly what LEARNING is all about?

What's MORE...

Learning is hard for kids "in trouble".

And isn't learning what

TEACHING

is all about?

The KIDS Centre will help YOU to develop skill in:

- identifying kids in trouble
- collecting relevant data
- seeing the world from the child's point of view
- relating background data to his behavior
- generating working hypotheses
- planning what to do in the classroom
  - your goals for the child
  - how to interact with him
  - how to develop his curriculum
  - how to create an environment in which he can learn

- recognizing ways the trouble might have been prevented in the classroom

So...

Here's what you'll need to do:
KIDS KITS TASK

a. Select a child from the hypothetical kids kits.

b. List what you know about the child's behavior. Be specific.

c. Gather data from other sources available to you.

d. Try to put yourself in the child's place. How do you think he feels?

e. Relate background data to the child's behavior.

f. Using (b), (c), (d), (e), and appropriate texts, generate a working hypothesis.

g. Make a teaching plan. Specify:

- how you hope the child will be different as a result of being in your class (goals).

- the interaction strategies you would use related to your goals and working hypothesis — use the interaction leader to formulate a two or three sentence dialogue.

- some curriculum experiences you would provide and why you think they would help.

- some features of your classroom environment that would help promote your goals for the child.

h. Suggest what school experiences might have contributed to his trouble.

Consult with your seminar leader

'Teacher as Person' Task

This task is designed to help you explore an area where your feelings may interfere with your professional functioning. It will assist you in:

- Locating an area of difficulty
- Finding reasons for your feelings.
- Looking at the related behavior and its effects on kids.
- Identifying ways to function more professionally.

Obtain a copy of the 'Teacher as Person' task from the kids centre and work through the steps outlined. When you have completed the task consult with your seminar leader.

Complete your requirements:

Students taking either 483 or 484
- do two hypothetical kids kits
- do the teacher as person task
- re-do one of your first kits

Students taking both 483 and 484
- do three hypothetical kids kits
- do the teacher as person task
- re-do one of your first kits
- do a final kids kit

NB: Before moving from one kit to the next it is imperative that you consult with your seminar leader.

And then...

You're
   Finished!
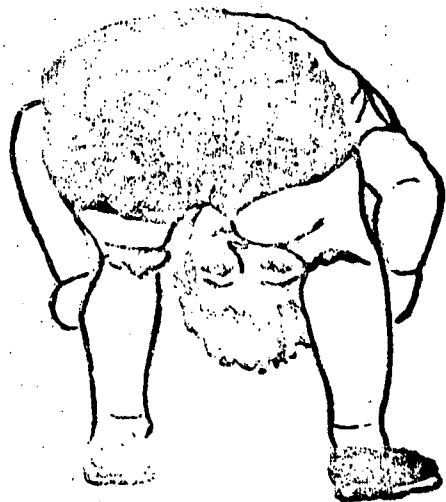
HELP IS ALL AROUND YOU

Try a facilitative task.

Talk with a resource person.

Read a book from the reading list.

Talk with a friend.

" It is difficult to stand forth in one's growing if one is not permitted to live through the stages of one's unripeness, clumsiness, unreadiness, as well as one's grace and aptitude. Love provides a continuous environment for the revelation of one's self, so that one can yield to life without fear and embarrassment. That is why love is in the strictest sense necessary. It must be present for life to happen freely. It is the other face of freedom. "

Mary Caroline Richards:
CENTERING

The course is offered for students and practising teachers who wish to explore alternatives to traditional teaching-learning settings 🎀

The course is designed to demonstrate, by its organization as well as by its content, the principles upon which open education is based, as well as the teaching practices which are integral to the open classroom concept. 🎀🎀🎀🎀🎀🎀🎀🎀🎀🎀🎀🎀🎀🎀🎀🎀🎀🎀🎀🎀🎀

Participants may enrol in:

Education 483 Group 1, (Inter Session), 8 credits, or

Education 484 Group 1, (Summer Session), 8 credits, or both 🎀🎀🎀🎀🎀🎀🎀🎀🎀🎀🎀🎀🎀🎀🎀🎀🎀

Sessions take place:

Tuesday, Wednesday, Thursday, Friday : 9:30 am ~ 12:00 noon

Tuesday, Wednesday, Thursday : 1:00 pm ~ 3:00 pm 🎀🎀🎀

The course is organized to include the following:

🎀 open-access curriculum centres, in which you will inquire into the major components of open classrooms. Three centres, Kids, Interactions and Curriculum, will enable you to further your knowledge and skills in: understanding of human growth and development; the ways you interact with others; and processes of curriculum development;

🎀 creative explorations, in which you will have opportunity to engage in a variety of experiences, using different kinds of media for creative expression;

🎀 seminars, in which you will engage in small-group discussion, reflecting upon and clarifying your ideas and feelings about teaching and learning; and inquiring into the principles and practices of open education;

🎀 readings.

the delicious alternative –

Education 483/484 (Group 1):
Curriculum Studies

an exploration
of
ALTERNATIVES
to traditional learning settings

summer 1976

for more information:

Selma Wasserman   291-3624 office ;   921-7079 home

Neil McAlister   921-9963 home

Maguido Zola   291-4484 office ;   941-7278 home

SIMON FRASER UNIVERSITY
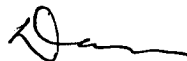
MEMORANDUM

To .... M.S. O'Connell, Director

Undergraduate Programs

Subject .... Calendar Revisions re Educ. 484, 485, 483

From .... Daniel R. Birch, Dean

Faculty of Education

Date .... August 12, 1974

The Executive Committee raised two major questions regarding this submission:

1. The rationale does not indicate why the committee considers it desirable for the calendar description to "more specifically include a focus on (one) design of the course." The original intention was that a variety of foci and designs might be reflected in the offering of the course over time. If this is now considered undesirable some arguments should be adduced to support the committee's current position.

2. With the addition of Educ. 483-08, is it necessary to continue offering Educ. 485-15?

DRB/dr

C.C.   Executive Committee

SIMON FRASER UNIVERSITY

MEMORANDUM

To .... Faculty Executive Committee ....

From .... Sheila O'Connell, Director ....

.... Undergraduate Programs ....

Subject .. .. Calendar Revisions ....

Date .... August 6, 1974 ....

The Undergraduate Programs Committee recommends that the attached
Calendar Revisions: EDUC. 484-08, EDUC. 485-15, EDUC. 483-08 and its
accompanying Rationale be forwarded to the Faculty Meeting for approval.

EDUC. 484-08 Curriculum Studies

Alternatives to traditional teaching-learning settings with emphasis on principles of open education in elementary and secondary schools. The course deals with human growth and development, teacher-student interactions and their relationships to curriculum development. Students will develop competencies in teaching practices integral to the open classroom concept, in a self-directed open classroom setting. The course will normally be taught by a faculty team.

Prerequisite: EDUC. 401/402 or permission of instructor

Note: Students with credit for EDUC. 484-08 may not take EDUC. 485-15 for credit.

EDUC. 485-15 Curriculum Studies

Alternatives to traditional teaching-learning settings with emphasis on principles of open education in elementary and secondary schools. The course deals with human growth and development, teacher-student interactions and their relationships to curriculum development. Students will develop competencies in teaching practices integral to the open classroom concept, in a self-directed open classroom setting. The course will normally be taught by a faculty team.

Prerequisite: EDUC. 401/402 or permission of instructor

Note: Students with credit for EDUC. 485-15 may not take EDUC. 483-08 or EDUC. 484-08 for credit.

Add a course:

EDUC. 483-08 Curriculum Studies

Alternatives to traditional teaching-learning settings with emphasis on principles of open education in elementary and secondary schools. The course deals with human growth and development, teacher-student interactions and their relationships to curriculum development. Students will develop competencies in teaching practices integral to the open classroom concept, in a self-directed open classroom setting. The course will normally be taught by a faculty team.

Prerequisite: EDUC. 401/402 or permission of instructor

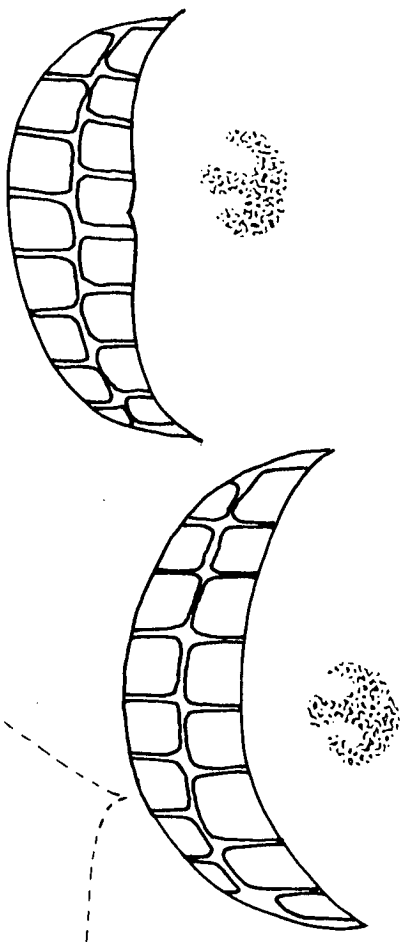Note: Students with credit for EDUC. 483-08 may not take EDUC. 485-15 for credit.

RATIONALE

When the course (Education 484/485 - Curriculum Studies) was originally conceived, it was intended that it focus on innovative and current curriculum practices. This is, indeed, what the course attempts to do. The proposed calendar description is not significantly different in content from the original description. However, it more specifically includes a focus on the design of the course. It should be made clear that we are not proposing a change in course content, but rather proposing a calendar description which more accurately reflects both content and design.

The dynamic duo!

Selma Wasserman——— 291-3624
Harry Locke————— 291-3395

LET US HELP YOU!
HEH! HEH!

WE'RE NOT
JUST ANOTHER
PRETTY FACE

A DELICIOUS ALTERNATIVE FOR

Education 404
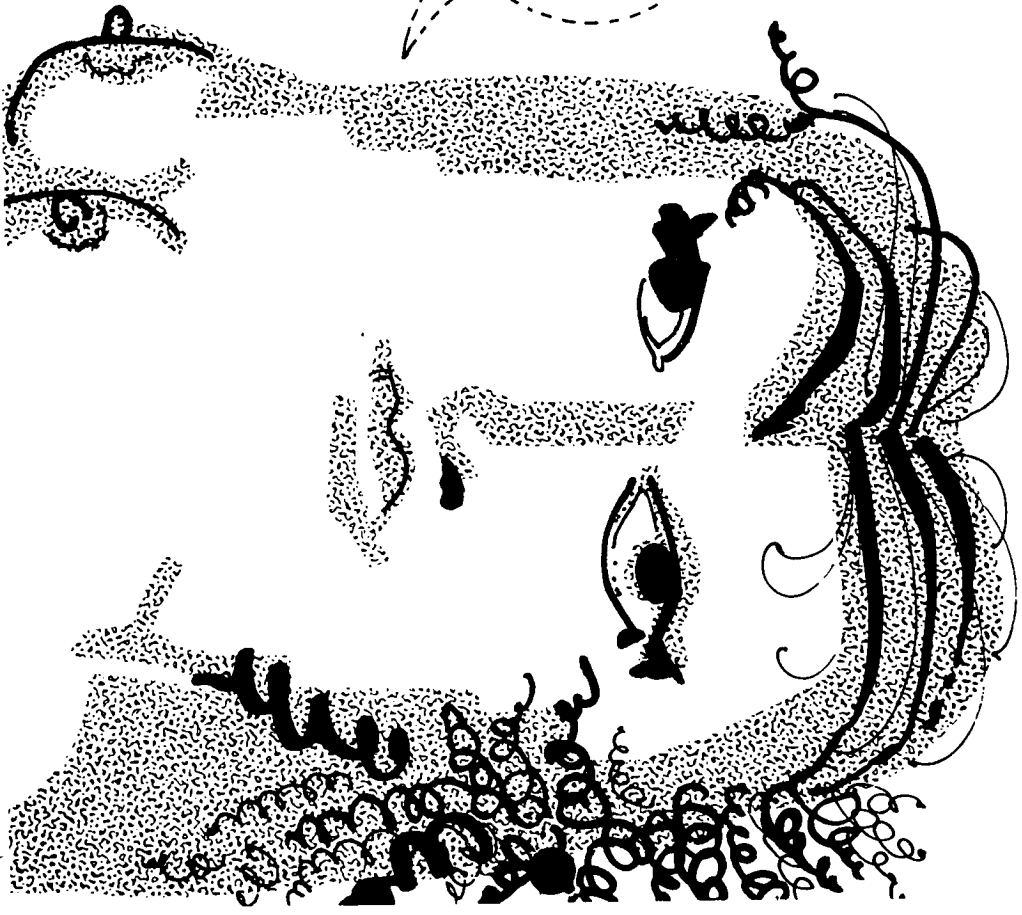
COME to the

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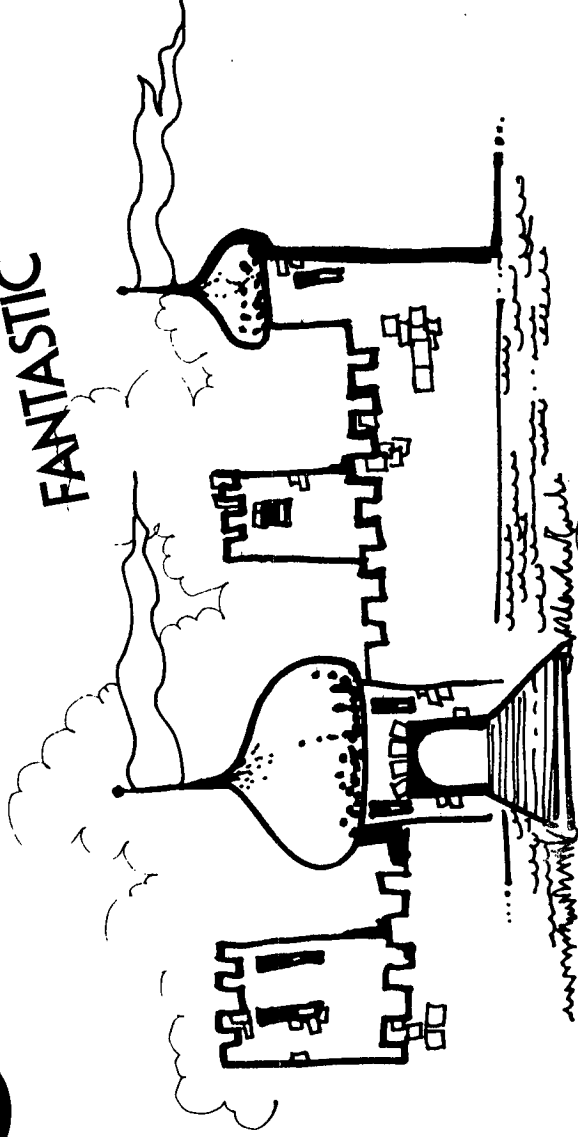
building no.3 for

"Curriculum Studies"

CURRICULUM WORKSHOP

for students and teachers who wish to
explore alternatives to traditional
teaching-learning settings...

EXPERIENCING CURRICULUM BUILDING

GENERATING & USING CURRICULUM MATERIALS

" self initiated inquiry "

EDUCATION 485-15   MAY-AUGUST

EDUCATION 484-8   MAY-JUNE
                     JULY-AUGUST

Profiles of Teaching Competency: A Way of Looking at Classroom Teaching Performance

Selma Wassermann and Wally Eggert
simon fraser university

Les auteurs nous font part du sentiment d'incertitude qui les anime lorsqu'ils ont à juger de la compétence d'un futur enseignant. On y décrit les problèmes que soulèvent la définition et l'évaluation de la compétence; les auteurs ont élaboré leur propre instrument de mesure, le *Profiles of Teaching Competency*, qui comprend sept critères différents et qui aura mis huit ans à être mis au point. Les éléments devaient refléter «ce que nous valorisions dans l'enseignement» et être en relation avec l'apprentissage des élèves.

Il y a en tout dix-neuf éléments dont sept sont reliés au concept de «l'enseignant en tant que modèle à suivre», six, aux interactions élève-enseignant et six, à la relation élève-enseignant-programme.

Chaque profil a une facette positive (i.e. facilitant l'apprentissage) et une facette négative (i.e. non fonctionnelle). Nous pouvons vraiment nous rendre compte de l'efficacité de ces profils, lorsque nous les utilisions dans le but d'animer le dialogue entre les élèves-maîtres et leurs conseillers (supervisors).

On peut se procurer un exemplaire de cet instrument de mesure en communiquant avec les auteurs.

This is the city. Vancouver, British Columbia. We were working the day watch out of Simon Fraser University, looking after 500 student teachers in various school placements all over the province. My name is Wassermann; my partner is Wally Eggert. Our job: deciding which of the students are competent to teach.

We turn the car around and head down Hastings Street towards the centre of town. Fred Fonebone, the principal, is waiting for us in the office of the Archive School. "How's she doing?" we ask, expecting a preliminary report on the progress of the student teacher, who had been placed in a fifth-grade class two months earlier. "Just fine," Fonebone nods, knowingly.

"Any problems?" we raise the possibility.

"No, she has good discipline and is covering the fifth-grade curriculum satisfactorily. Her handwriting on the blackboard is a little sloppy. What's the matter with you people? Don't you teach blackboard skills at the university any more?"

Wally and I exchange glances and move up to the classroom. The regular classroom teacher greets us at the door. "How's she doing?" we ask. She stiffens her voice into professional falsetto. "Well, she's very willing to learn and very enthusiastic about teaching. The children like her, but she is a little too friendly with them, and needs to learn how to assume a more

teacher education has been elevated to the position of being lettered (CBTE) — a sure sign of status.

ACHIEVING AND ASSESSING COMPETENCY

While the idea of being competent in one's craft is certainly sound, the complexity and variety of the tasks of the classroom teacher pose formidable obstacles for evaluation. Consequently, the competencies to be assessed frequently emerge as less than useful:

• he demonstrates a good understanding of how children learn (where the objective is laudable, but the matter of deciding what behavior constitutes a demonstration of this competency poses new problems)

• he has examined sets of materials used in beginning reading instruction and given an opinion of each (where the competency reflects standards of performance in a university course and where the application to classroom teaching is left unexamined)

• he can thread and operate a 16mm film projector (where the competency is reduced to the lowest level of abstraction; certainly easy to assess, but are these the things we really prize in teaching?)

For a competency instrument to work effectively towards the professional development of the classroom teacher, it must meet at least seven criteria:

1. It must assess the performance of the person in the context of the classroom. (In examining a surgeon's competency to do a kidney transplant, we would expect that whether he "had the jam" would be pretty much determined by his performance on the operating table; whether he had read at least two books on kidney transplants would be a meaningless measure, unless he demonstrated the ability to translate what he had read into surgical practice.)

2. It must focus on behavior that is capable of being observed. But,

3. It must not provide us with the lowest level of behavioral characteristics to assess, just because those are the ones that are most easily observable.

4. The competencies included should relate clearly to the furtherance of pupils' learning.

5. The competencies should reflect the educational values to which we as professional educators aspire.

6. The instrument should emphasize the identification of strengths and weaknesses, as a springboard for growth, rather than merely promote the passing and failing of student teachers.

7. The instrument should be capable of use by the student teacher himself/herself for on-going evaluation and growth.

PROFILES OF TEACHING COMPETENCY

The Profiles of Teacher Competency is an instrument which takes a stand in specifying some functionally meaningful criteria for judging teaching competency. It represents, in its current state of development, the evolution

professional role. Otherwise, she's all right." Wally and I move to the back of the room to observe.

A student's career is riding on our decision.

The lives of untold numbers of children may be deeply affected by what we decide. How do we decide if this neophyte student teacher is going to "make it?" What criteria do we use to guide our decision?

"She has good potential," Wally says, looking into our Faculty of Education issue crystal ball. "I think we should pass her."

I agree, suppressing some reservations. She may not be great, but after all, she has come this far in the education program and it would be a shame to remove her now. Not a really bad job; just very mediocre....

And thus another young person becomes certified to enter the teaching profession, to reach, touch, and teach, perhaps for years to come, the young minds of her captive charges. Have we sentenced hundreds of her future students to a prison of boredom and tediousness for their fifth-grade careers? What are we looking for when we try to assess competency in teaching? Is education the only profession where the index of performance (good handwriting, good use of audiovisual aids, good classroom discipline, neat bulletin boards, etc.) has little to do with outcome criteria (children's learning)? As we sit in the hot June sun and watch the future teachers receiving their degrees, of how many can we say, with pride and confidence, "That kid will make one hell of a fine teacher"? What does that mean, anyway? Why don't we know?

The struggle for the identification of "good teaching" goes on and on — a lot of hoo-rah, but not too much evidence that something positive is actually happening to the educational product: the classroom teacher. (Pick a school. Almost any school will do. Peer into a classroom of that school-Chances are that what you will see is representative of today's teaching: the teacher standing or sitting in front of the class, doling out information by the bushelful — filling the empty vessels with his pure, unadulterated wisdom.)

We have moved from phase to phase in our odyssey — the basic education proponents with their insistence on students' acquisition of factual content as signifying teaching competency; the accountability boys, who, smelling public discontent and a new profitable market, moved big business into the public education arena, by introducing the notion that teachers be held accountable for what their students did not learn. Now in a new flurry of activity, teacher education "experts" are suggesting that there might be some specific competencies which teachers might be required to possess in executing their craft, and that these competencies might even be identifiable.

So we have climbed on the competency bandwagon. Competency instruments pour out of teacher-education institutions and competency-based

tive (i.e. desirable) side of each profile:

In the instrument itself, the pairing of the positive and negative views of the behavioral pattern appear as thesis and antithesis. For example:

Profile 1. His behavior is thoughtful

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

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

of our efforts over an eight-year period to assess student teaching performance in a classroom context. If it has one major purpose, it is that of promoting professional growth—excellence in classroom teaching.

The selection of items included in a competency instrument is, first of all, a matter of coming to grips with what it is one values in education. Obviously, one cannot have an instrument which includes all the competencies. There are dozens of alternatives to be considered; the decisions about what to include are difficult. In generating our list, we asked ourselves again and again, "Is this what we really prize in education?" The instrument which emerges from this kind of scrutiny should reflect the values (theoretical and practical) of the teacher education program it serves.

A second factor in the selection of items reflects the relationship of the item to pupil learning. For each item, we had to be able to point to research and experimental evidence in the literature on learning and be able to say with some certainty, "If the teacher does this competently, learning will be enhanced."

In our attempts to identify competencies, we talked with our colleagues who had considerable experience in working with and assessing student teachers. We examined the literature in teacher education which dealt with evaluation. We looked at dozens of evaluative instruments that we had collected and used over the years.

As the list of competencies began to grow, we began to see that they fell into three distinct categories. One group of competencies was clearly related to the idea of "teacher as a role model." Another set of competencies could be grouped around the idea of teacher–pupil interactions as these must create the conditions that will facilitate pupils' readiness to learn. The category into which the remainder of the items seemed to fall hinged on the triangular relationship between teacher, pupils, and curriculum.

We needed to resolve the problem of identifying each competency so that it would be observable without reducing it to the lowest level of performance, lest we wind up with a list of easily observable and assessable characteristics which would make our instrument professionally worthless. For that reason, we rejected the idea of the "laundry list" type of competency instrument and instead selected a behavioral pattern model, in which a particular teaching competency is identified so that a profile of a behavior emerges. To add to the power of the identification, we decided to show profiles of the behavior in both negative and positive dimensions.

In our final culling, we selected 19 items of teaching competency and then proceeded to develop behavioral profiles for each. We paired each of the items, presenting each in both a "positive" and "negative" view. In this way, we were stating explicitly that some characteristics of teaching behavior are dysfunctional with respect to pupils' learning.

The 19 headings in the Profiles of Teaching Competency reflect the posi-

He prizes, cares about, and values each individual.

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

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

(Copies of the complete instrument *Profiles of Teaching Competency* may be obtained by writing to Dr. Selma Wassermann, Faculty of Education, Simon Fraser University, Burnaby, British Columbia.)

The first field testing of the Profiles was done with a sample of 100 student teachers. In this field test, student teachers rated themselves on the instrument, along with ratings by their school associates (classroom teachers) and faculty associates (supervisors of student teaching). We interviewed the student teachers, faculty associates, and school associates to obtain their feedback. We also solicited anonymous feedback from the three groups. We were able to discern which items produced a high level of discrepancy among the raters and used all of these data in refining the Profiles.

When the Profiles had been modified, we then subjected them to an additional field test in which we found a reliability coefficient of +.70 among 20 raters who rated one teacher.

Using the Profiles

What we have tried to do in the Profiles of Teaching Competency is to provide the student teacher with a set of behavioral guidelines which we believe to be related to positive learning outcomes. What's more, we have tried to provide the means by which the student teacher may, from his first day in the classroom, assess his/her own teaching behavior in relationship to these guidelines. As we see it, the most effective use of the instrument will occur when (a) the student teacher rates himself/herself; (b) supervisory personnel rate the student teacher; and (c) all raters engage in dialogue, on each profile, in an attempt to promote the student teacher's analysis of his performance.

CONCLUSION

In the manner of educational innovations of the past, we may be deluged by a flood of instruments which purport to assess teaching competency. With such a prospect, perhaps the best advice one can offer is: Let the buyer beware! Assessing teaching competency can be very anxiety-provoking to teachers, to student teachers, to supervisory personnel. If one is going to assess teaching competency, it might be advisable to consider some questions which might serve as guidelines to the "buyer." Does the instrument reflect my educational values? Are these the behaviors that I truly prize in a teacher? In what way are these behaviors related to pupils' learning? Does the instrument provide for continued self-scrutiny and professional growth? If we can answer these questions in a way which is satisfactory to us, we may have the rudders to guide us through the sea of instrumentation and to give us some measure of confidence as we take the risks involved in assessing teaching competency.