

# Field Services: Role and Function

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## Introduction

An analysis of Field Services operations at the University of Hawaii must take into account a number of realities and basic premises, both national and local in scope.

The first is the accelerated increase to one thousand graduates a year authorized at the recent Legislative session. Plans now call for reaching this total by 1972-73, some three to four years earlier than previous projections.

A second is that this increase in numbers will necessitate a closer cooperation and joint responsibility for teacher preparation between the College of Education and the Department of Education. Some of our understandings will have to be formalized. With the centralized system this should be easier to achieve here than on the mainland where agreements have to be made involving a large number of institutions of higher education and a multitude of districts. The 1969 Session of the State Legislature, in Concurrent Resolution #5, has directed the college and the department to work together in seeking better means for the evaluation of teachers and teaching.

Another is that the advancement of Field Services operations in Hawaii will necessitate change and innovation and the researching and evaluation of these efforts whether initiated here or elsewhere. Some will emerge from the sifting process with evidence of genuine worth and promise of contribution to better education. We must be aware of and give our students an introduction to the tools of modern educational technology. These changes and developments, and their effect upon our activities, however, must finally be consistent with some basic realities and unique factors which make up and fashion the pattern of education in the state. Changes must be realistic in terms of broad implementation. Too many of the federal and foundation programs are set on staff-to-student ratios which few states can afford.

We must also recognize that knowledge and practice of the modern principles of evaluation and supervision are not confined to the field of university education. Enlightened management in business and industry have fostered programs in career development and modern supervisory practices for many years. The modern Personnel Division is staffed with specialists who are at least the equal of their university counterparts in education and training. The program of the Hawaiian Telephone Company, described in an article in this edition of *Perspectives*, has had association with the university for many years.

## Field Services Programs

The Division of Field Services was organized in 1965 as a result of the reorganization of the College of Education. Seven staff members were transferred from the original elementary and secondary departments although the complete transition in terms of their duties was not effected until the fall of 1966. With college programs expanding, it was decided to specialize more, since a considerable number of the faculty were performing multiple functions. Curriculum specialists would be expected to research their area more fully, and Field Services staff would be primarily engaged in the practicums and the accompanying seminars.

The office was placed in charge of programs related to the Department of Education. Accordingly, administration of field experiences, observation-participation, and student and intern teaching activities were carried out. The above carried over to 1966-67 with the exception of the internship which was abolished as a fifth-year activity and replaced by a non-credit supervisory program for the first year beginning teachers in the Department of Education.

Essentially, the undergraduate programs of the division were designed to provide a sequence of practicums ranging from a preliminary experience working with children or

youth to a semester-long apprenticeship in the classroom. Although some of the other activities are covered elsewhere in *Perspectives*, they are outlined briefly to give the reader an idea of the scope of Field Services activities.

1. Field Experience consists of a minimum thirty hours of volunteer work with children or youth arranged individually or through the Volunteer Service Bureau, or other agencies. The main purpose of the requirement is to provide prospective teachers with opportunities to test their attitudes, feelings, and abilities in working with children and/or youth. Freshmen and Sophomores in the pre-education curriculum in the College of Arts and Sciences are asked to complete the program. Some difficulty in administration has appeared these past two years when students have not entered the College of Education until their junior year or later. Nevertheless, the experience can be valuable in testing the inclination of the student toward teaching and in limiting the number who become unhappy with their choice in later years.

2. Observation-Participation sets a minimum of one hour per week for one semester as a requirement although half-day schedules are encouraged. The program is accepted by the Department of Education and participating or host teachers are granted (2) ¼ "B" credits for each student. The main purpose is for the observer to see theory and principles in action and to gain a practical relationship to college course work.

3. Student Teaching is a semester-long full-time activity carrying twelve semester credits which is a basic requirement for teacher certification in all states. The growth of this activity is evidenced by the enrollment, actual and estimated, for the period 1963-73.

Number Completing Student Teaching

	Elementary	Secondary	Total
1963-64	181	155	336
1964-65	254	161	415
1965-66	259	183	442
1966-67	267	236	503
1967-68	274	207	481
1968-69	363	223	586
1969-70	400 est.	250 est.	650 est.
1970-71	460 est.	290 est.	750 est.
1971-72	520 est.	330 est.	850 est.
1972-73	615 est.	385 est.	1000 est.

4. Beginning Teacher Development is a cooperative venture with the Department of Education which utilized the fifty-five positions formerly allotted to the intern program. The original assignment of supervisors to the districts was based on a study of the placement of beginning teachers initiated by the university in the spring of 1966. Adjustments have been made annually and have been fairly accurate except in respect to the Honolulu District where late placements have been common. The ratio of supervisors-to-beginning teachers has been set at 1-to-10 with primary attention to those schools with large concentrations of inexperienced teachers. This has resulted in assignments in the Central and Leeward Districts accounting for nearly sixty per cent of the total.

The role of the supervisor is primarily that of a helper who guides the young teacher from the orientation period through at least a semester of teaching. University involvement has developed from an early participation in administration to that of a consultant service. Two staff people serve as liaison to the Department regarding the preparation and follow-up of teachers, and at times conduct special credit courses and seminars.

5. Teacher Corps is a federally-sponsored activity which is designed to prepare teachers to work with students in disadvantaged areas. A two-year sequence of academic work and practical experience is designed to qualify the candidate for certification and culminate in the granting of a Master's degree. Hawaii's program has been in existence for three years and a two-year extension for the period 1969-71 is assured. Four teams of six persons each will be placed in elementary schools on the Waianae Coast.

6. Educational Professions Development Act is also a cooperative program with the Department of Education which will seek to attract candidates for teaching of secondary mathematics and science and special education on a crash-program basis. Funds are available for attracting between fifty and sixty candidates with Bachelor's degrees in areas other than in Education. The Mathematics and Science courses were initiated in June, 1969, while the Special Education studies started in September, 1968. Both will be completed in an academic year or less with successful candidates being placed in positions at the Class II level encouraged to work toward Class III certification.

#### The Student Teaching Program

The basic role of the Division of Field Services is in carrying out the Student Teaching Program. This assumes

added importance with the commitment to the College of Education to accelerate the increase in its output to one thousand graduates by 1972-73.

In planning and budget requests, the Division has used as a guide the Revision of Circular #351, Proposed Standards for Teacher Education, a project of the National Association of State Directors of Teacher Education and the U.S. Office of Education. Projections are set at the upper limit of their recommendations as more practical for a young state with growing needs in many areas. As a result coordination ratios of 1-to-24 are being sought.

#### **Personnel**

The first resource of any operation is in the quality of its personnel. In this respect, the University of Hawaii has been fortunate.

In recent years, admission to the College of Education has been limited to those in the upper half of their entering class. Further regulations for secondary majors have included a minimum of 2.5 in the subject field, and credit requirements are considerably in excess of national averages or even of the requirements of the Department of Education. Elementary candidates also have preparation in a major field. Both academic and professional standards are relatively high. There is a carryover of the respect for education prevalent in island homes, and a strong desire to succeed in teaching persists.

Cooperating teachers are selected by procedures similar to those recommended by the Association for Student Teaching. Generally, these include the possession of a Class III certificate or higher, a minimum of three years teaching experience, completion of a course in the supervision of student teaching and recommendations by the Principal and Department or Grade Level Chairman. The course requirements can be met subsequent to appointment, and, significantly, five sections of the elementary and two of the secondary have been, or will be, offered during the calendar year 1969 to approximately two hundred active or prospective cooperating teachers.

The university coordinating staff is also well qualified. The minimum academic standard is the Master's degree plus thirty credits. Five members possess the doctorate and others have been granted specialist certificates in the field of supervision. The staff is exemplary in the amount of experience represented both in teaching and administration. Many had extensive supervisory experience in the Univer-

sity Laboratory Schools prior to transferring to the Division of Field Services. In addition to the basic assignment in Field Services, staff members carry out several other functions in the college. Two are members of the Graduate Faculty with the Department of Curriculum and Instruction. Others carry out teaching assignments in Summer Session and in the College of General Studies. Representation in the Faculty and College Senates and on important committees is extensive.

#### **Placement of Student Teachers**

The location of the University of Hawaii in Honolulu provides the college with a natural and extensive laboratory for Field Services operations. This is especially important since the majority of our students live in close proximity to the campus and depend upon public bus transportation. As a result, approximately seventy per-cent of student teaching placements are made within the city.

The staff faces, however, varying points of contention in placement that do not lend themselves to easy decisions. The metropolitan area of District I and other close in population concentrations on the island of Oahu are priority choices for teacher placement on the basis of seniority rights as spelled out in the School Code. Consequently, most teachers hired for the Honolulu schools will have four or five years of experience, especially if the idea of a placement pool assignment as established during 1968-69, works.

It naturally follows that the Central and Leeward districts, where the greatest number of beginning teachers are hired, feel that they offer a more realistic learning environment for the young teacher. The position of the division has been to place students in the outer areas of Oahu whenever possible. The policy is to honor the request of the student as to geographical location whenever a good program and an adequate and willing supervisor is available. Similar policy holds for the outer islands where some placements have been made in past years. Generally, an attempt is made to keep our promises somewhere within the bounds of possibility.

There is also a feeling that young teachers should be introduced to educational programs in areas enrolling higher proportions of disadvantaged students, and this position contains merit. A survey of school areas qualifying

under the Economic Opportunity Act programs indicated that more than eighty per-cent of the teachers in these schools had three years experience or less. Some of these areas are located on the fringes of the island and placement has only been possible when housing was made available to the student teachers.

Another position holds for the establishment of teacher education centers in a number of elementary schools. In cooperation with the Honolulu Project, student teaching centers are being established at Ala Wai Elementary, Aliiolani Elementary, and Pauoa Elementary Schools for the current school year, 1969-70. Also placement at the secondary level has evolved so that ten to fifteen student teacher placements are effected each semester in the larger high schools, such as Farrington, McKinley and Roosevelt. These will likely be designated as student teaching centers for seminars and assignment of coordinators.

With an expanding program, it is likely that all the interests mentioned can be served. That Honolulu is a magnet attracting teachers and the center for a high proportion of population and island homes is a fact that must be accepted. A large number of experienced cooperating teachers are thus made available in these schools. The extension of freeways and the growth of suburbs are taking effect and insures more placement there. The staff of the division is gratified that its programs are welcomed in many schools. And, finally, the contention can be made that the important factor is the student teacher gaining sufficient experience which will enable easier adaptation to changing conditions.

#### Evaluation

Starting with the fall semester of 1969-70, the evaluation of student teachers will be changed to an optional Pass-Fail designation. The option will extend only to those students who were in the program when the change was made and will be mandatory by 1970-71. The same evaluation check lists and narrative reports will be used, and these will continue to be filed as a part of the cumulative and employment folders.

The change was made in full realization that the weight of evidence is seldom one-sided and that decisions must often be made on the probability of better results. But the disparity in assignments to schools and classes is so great that the letter grade seems to have limited meaning. Often the best judgment of the students' progress and potential is gained from the narrative report.

#### Conclusion

Student Teaching based on a university experience of approximately fifteen weeks will continue to serve as a basic part of our program. A special Honors section was added this past year, and the previously mentioned Pass-Fail option went into effect with the beginning of the 1969-70 school year. Reciprocal arrangements will be planned with the new four-year college in Hilo where we have been placing approximately twenty students a year. With this accomplished, attention will be directed more to Kauai and Maui. Since we have a sufficient laboratory in our local schools, the need for simulation and micro-teaching is not as great. Some work with the latter is being carried out in conjunction with the specific methods courses. Finally, a semester consisting of ten credits for student teaching, two credits for the seminar, and two credits for a special audio-visual course is being discussed.

Field Experience and Observation-Participation will be largely dependent upon the responsibility of the individual student in exhausting the possibilities inherent in the assignment. In large measure, that might be a fair definition of what a university education is. Opportunities should be enhanced for the one hundred elementary students assigned to the Honolulu Project teacher education schools.

If past experience is a criterion, we are educating many teachers who will not enter teaching or whose stay in the classroom will be short-lived. It follows that in-service work such as internships, or help extended to beginning teachers who are on the job, assumes extra importance. The form which Beginning Teacher Development will take in Hawaii will be dependent on decisions made in the Department of Education. The appointment of a staff member of the Personnel Division to the area of career development is a forward step.

The practicums offered by the Field Services Division offer fundamental experiences for those completing teacher education. A growing number of intelligent, articulate, and enthusiastic young people offer promising service to the schools of Hawaii.

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