



## A Beginning Teacher Development Program in Perspective

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### **Introduction**

A number of changes have taken place in teacher education in Hawaii within the past few years. A program supported by the Ford Foundation to strengthen the liberal arts preparation of teachers is now eight years old. The function of the University Laboratory Schools has been transformed from a teacher-training institution to an interdisciplinary center for research and demonstration. The College of Education has established and staffed a Field Services Division to coordinate and assist in the placement and supervision of student teachers. These are students in the College of Education who now almost exclusively receive their clinical experience in the public schools of Oahu under the direct supervision of co-operating teachers of the Department of Education.

Perhaps the most extensive change in teacher development has taken place in the induction of the teacher into teaching. Prior to 1966, the induction of the fifth-year student into employment as a teacher was

directed by the College of Education under its internship program. In this program the fifth-year student, called the intern, spent one semester of teaching in the Department of Education under close supervision by the University, for which he received the existing minimum pay for teachers in the Department and 16 college credits. The other semester of his fifth year, the intern returned to the University to take college courses, primarily those on the graduate-level. This fifth-year program has been modified to include a full year of academic study on campus. In other words, the one semester of clinical experience in the field has been supplanted with an additional semester of academic study.

In September, 1966 a pilot program was initiated incorporating the concept of supervision inherent in the fifth-year internship and recognizing the teachers as regular employees of the Department of Education rather than as college students. The Hawaii State Department of Education and the University of Hawaii are jointly implementing this program which is

specifically designed to provide supervised induction into employment of the first year teacher. Thus the program implements on-the-job assistance on a state-wide basis to beginning teachers from Hawaii and elsewhere who are under contract to the Department of Education. This article is about the program known as THE BEGINNING TEACHER DEVELOPMENT PROGRAM.

### **Purpose of the Program**

The foremost aim of the program is to assist the Beginning Teacher in his professional and personal growth at the point of entry into the profession. It is assumed that a program of assistance at this juncture is especially significant, for the Beginning Teacher generally experiences many problems and develops attitudes and techniques which are likely to affect significantly his future as a teacher. In addition, the program is intended to provide the fledgling teacher with a bridge between idealism and realism, between theory and practice, and between the academic setting of the

University and the realistic, demanding environment of the classroom. The program makes available to the Beginning Teacher the services of a supervisor of proven competence, whose function is to render the teacher sustained, constructive, supportive, and ready assistance. It is believed that such assistance would lead to a profitable and successful year for the Beginning Teacher, and to the formulation of a solid foundation of teaching based upon his genuine commitment to the profession and to children and youth.

### ***A Joint Enterprise***

One of the unique features of the program is its team approach to teacher development, involving the State Department of Education, which hires the teachers, and the University of Hawaii, which prepares a large percentage of them. Both institutions are departments of the State government and, perhaps more significant, represent the only two agencies that are responsible for public education — elementary, secondary, and higher education. Presently, the Department of Education administers the program, and the University of Hawaii provides consultative services.

### ***Financing the Program***

For the school year 1966-67, \$500,000 was budgeted by the Department of Education to cover the base salary of 55 supervisory positions. The base salary of the supervisor is determined by the existing salary schedule for teachers. The University of Hawaii underwrote an additional stipend for the supervisors, which amounted to \$33,000, or \$60 per month for ten months per supervisor. Beginning this school year, the Department of Education has budgeted, under current services for both the base salary

and the stipend for the supervisors. The consultants are paid by the University of Hawaii.

### ***Personnel Involved in the Program***

A brief statement of the responsibilities of the various individuals directly involved in the program should help to provide a clearer picture of the program.

The *principal* is responsible for the supervision of all personnel of the school. He is expected to provide assistance directed at the professional and personal growth of teachers, on probation and on tenure. Realistically speaking, however, the principal, because of multiple responsibilities, can provide only minimal supervision of all teachers. In many cases — and especially for the Beginning Teachers, whose needs are generally greater and oftentimes more pressing than those of the more experienced teachers — classroom observations of teachers-in-action and follow-up conferences cannot be conducted on a sustained basis because of the principal's heavy schedule.

Likewise, the *vice principal*, who has numerous administrative and instructional responsibilities, cannot do justice to the supervisory needs of the entire school personnel.

The *grade level* or *department chairman* is not able to provide close guidance to teachers in his department because about 80% of his time is devoted to teaching. He is generally responsible for providing leadership in curriculum within his area of specialization and not for the supervision of his colleagues.

The *supervisor* of the Beginning Teacher Development Program assumes a supplementary role to the principal in supervision of the Beginning Teachers. The principal can now depend on the supervisor to provide sustained and, if warranted,

close supervision of the new teachers. The supervisor, who is an experienced teacher with specialized skills and abilities in supervision, attempts to accelerate the development of teacher talent, remove frustrations that often beset the neophyte, help retain potentially competent teachers, and assist in counseling out those who show very little promise as teachers of children and youth.

The *district superintendent* and/or his district-staff designee is delegated the responsibility of implementing the program in his district. Under his direction, therefore, are the principals, the supervisors, and the Beginning Teachers.

Overall direction for the program is given by the *Superintendent of Education*. He works with the district superintendents to whom he has delegated the responsibility for the implementation of the program.

The University of Hawaii *consultant* has direct working relationships with the State and district offices, the principal, and the supervisor, rendering consultative services to upgrade the quality of supervision to personnel engaged in supervisory functions.

### ***The Beginning Teacher***

The Beginning Teacher is a regular employee of the Department of Education and, according to the laws of Hawaii, serves a minimum of two years under probation. All teachers in the program are probationary teachers; the purpose of the program, therefore, must be consistent with the overall purposes of the probationary program.

During the 1966-67 school year, approximately 500 out of about 700 Beginning Teachers in the program were covered in all of the seven school districts in the State. For the first semester 44 supervisors were deployed on the basis of one

supervisor to ten Beginning Teachers. Forty-eight supervisors were assigned to the program for the second semester. Over 100 elementary and secondary schools of the State were served by the supervisors. Because the teachers are scattered throughout the school system, the majority of the supervisors worked in several schools, with one designated the base school for the supervisor.

This school year 50 supervisors have been assigned to approximately the same number of schools as last year. The deployment ratio of one supervisor to ten Beginning Teachers was again used this year. At this point, the other dimensions of the program have remained substantially the same.

Statistics relating to training and employment gathered during the first semester reflect the great mobility of the Beginning Teachers. A total of 112 colleges and universities, located in 32 states, helped to train them. One-hundred-ten institutions, from Maine to California, awarded degrees to 54% of the Beginning Teachers, with the University of Hawaii awarding nearly all of the remainder of the degrees.

### ***Responsibility of Teacher Growth—The Principal and Supervisor Team***

The Beginning Teacher Development Program as it now exists is not set apart from the overall professional growth program of the school for which the principal has responsibility. The goals for the development of Beginning Teachers are consistent with the goals for other probationary and tenure teachers as previously mentioned. Basic supervisory activities and requirements, such as classroom visitations, supervisor-teacher conferences,

self-evaluation, and planning, are supported by the principal. Clear-cut objectives and operational procedures, developed and supported by the total faculty, contribute to the development of a unified school program of professional development.

Helping the Beginning Teachers understand the supervisor's role in personnel evaluation at the school level is an important function of the principal. It is in the role of helper and friend to the Beginning Teacher, not that of rater, that the effectiveness of the supervisor can be more fully harnessed. For in this non-threatening role the supervisor's chief concern is that of helping the teacher become self-directive, with skillful self-evaluation as a means. The Beginning Teacher, in such a relationship, is more likely to initiate requests for help and consultation, for basically he is interested in improving his teaching and in succeeding as a teacher.

The supervisor also has the responsibility to present to the principal his assessment of the Beginning Teacher's growth and needs. Such an assessment of the teacher's growth is based on the teacher's active participation in his own evaluation. Based on this report and other observations, the principal makes a judgment regarding the teacher's competence. The supervisor's responsibility, then, is to provide the principal with accurate, objective, comprehensive, up-to-date data that will assist him in arriving at a fair and accurate appraisal of the Beginning Teacher for retention or dismissal and for salary increment the following year.

### ***Responsibility for Teacher Growth—The University Consultant***

Through the Field Services Division of the College of Education,

the University of Hawaii is actively involved in the Beginning Teacher Development Program. The Division has assigned two of its faculty members to provide full-time consultative services to the program. During the first semester of last year and this year the University of Hawaii offered a graduate course in supervision, taught by the consultants, to the supervisors on Oahu. Last year, a similar course was offered on the Island of Kauai. These courses enabled the supervisors to study in depth various philosophies, theories, and practices in supervision, and relate them to their thinking and action. In addition to formal courses the consultants have utilized individual conferences, special group meetings, and work-committee meetings to stimulate the growth of 48 supervisors on the various islands.

The supervisor-consultant relationship, like the teacher-supervisor relationship, is chiefly that of rendering assistance. Unlike the principal, who represents the official authority with the power to hire and fire, the two University professors have no line authority. This non-threatening role affords the consultants a unique opportunity for professional service based upon requests initiated by the supervisors who desire and seek such assistance.

Another significant point is that the consultants are able to assume a more detached stance than the principal, who is enmeshed in the daily operation of the program of the school which he has had a great part in fashioning. This detachment has enabled the consultants to discuss problems confronting the supervisors with objectivity and critical analysis.

Such a relationship between consultant and supervisor has helped to strengthen the principal's role in the development of the Beginning

Teacher. For growth of the supervisor, effected through a planned program, has brought about improved communication and understanding between supervisor and principal, and the development of a team approach to supervision of instruction.

During the first semester meetings jointly planned by supervisors, principals, district office co-ordinators of the district superintendent, and the University of Hawaii consultants were held to enable them to take a closer look at the program. Out of these meetings has emerged a better understanding of the expectations and potential of the program and the roles that need to be assumed by those involved to realize these expectations and potential.

In working with the principals and with the district and state office personnel, the consultants' relationship with them is essentially a non-threatening one similar to their relationship with the supervisors. The consultants, in the final analysis, are not a part of the system but members of the University whose function is to offer specialized and general assistance to the Department of Education. The resultant cooperation is a necessary condition for the success of the program.

### **Conclusion**

Based on the 1966-67 first-semester assessment in which the Beginning Teachers, supervisors, principals, and personnel at the district and state levels participated, the program was rated "Good" in achieving its primary purpose — that of assisting the Beginning Teacher with his overall growth. Strengths were seen primarily in constructive assistance and guidance in areas of personal and professional growth and teaching competencies.

Recommendations for improvement of the program were noted principally in the organizational and administrative aspects of supervision, such as reduction of supervisor's load, provision for conference time for supervisors and teachers, improvement in the assignment of supervisors, and provision for supervisory personnel stability. A concerted effort to improve these areas is currently being undertaken by those involved in the implementation of the program.

The value of the program is best described by a study committee on teacher utilization in Hawaii in its second report to the State Legislature. The committee was chaired by Dr. Thomas Hamilton, President of the University of Hawaii, and advised chiefly by Dr. Lindley J. Stiles, Professor of Education for Interdisciplinary Studies, Northwestern University. On page 18 of the report published on April 14, 1967 it reads, "The Beginning teacher development program, only in its first year, has already demonstrated improvements in instruction that come from providing orientation for beginning teachers to their jobs . . . It gains added strength from being more closely affiliated with the district schools as well as from service provided to all beginning teachers. The advantage that comes from professional leadership and consultation from the University is an indispensable factor." As the program moves into its second year of existence it appears that the BEGINNING TEACHER DEVELOPMENT PROGRAM — a planned, supervised program of induction of the teacher into teaching assumed jointly by the primary agencies that prepare and hire teachers — is a promising innovation to promote teacher growth in the State of Hawaii.

### **Sanborn—continued from page 7**

Polanyi suggests, a person's effectiveness requires a commitment, freely given; that the student view the performance entire, in terms of its personal relevance and with an explicit knowledge of what its purpose is, coordinating and applying the competence, the tools, the concepts in subsidiary manner in such a way to execute the performance in an orderly and smooth manner. The knowledge thus used and attained becomes properly one's own, and avoids poorly understood, unsystematized agglomerations of facts. Since awareness of the full performance requires that the student must perceive its existential meaning, the performance should have a purpose. White has suggested that a moderate but persistent motive is effective motivation. Problem-solving appears to be a direct method of engaging this motive, yet to avoid posing contrived and irrelevant problems, school should provide environments which would encourage exploratory and experimental attitudes toward encounters with those problems for which relevant, productive, rigorously disciplined conceptual framework are known to exist (while the solutions to particular problems are not yet known), culminating in some product. It is thus that students would be engaged in truly heuristic acts, rather than merely replicative performances. Such problems, however, will need to be well-defined, which implies that satisfactory tests for solutions to these problems must either already exist or the need for the tests be acknowledged.

### **Implications**

If the foregoing seems plausible, these implications would appear to follow:

- The curriculum will be designed to encourage the student to free-

ly commit himself to a disciplined style of human knowing and making.

- Educational objectives will stipulate those performances which characterize the seasoned practitioner of this style.
- Teaching will concern itself with enabling students to model their performances after those of seasoned practitioners of this mode, and to *innovate* upon the model.
- Evaluation will assess the degree of mastery and innovation of the students' performances, viewed longitudinally, against a schema which represents the fundamental cognitive, affective, and replicative behavior of the professional, for the primary purpose of providing curriculum-makers with information about the school program, not the student, which will assist curriculum personnel to make intelligent choices and changes in materials.

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particularly for the male student. Many students use the normal junior college as a stepping stone to other professions once they have completed their required teaching period. Some transfer out, part way through their program, to enter universities and four-year academic colleges. In order that elementary school teaching be accorded equal status to secondary school teaching, the Ministry of Education should consider the further upgrading of the education of elementary school teachers. Normal junior colleges should be raised to the level of four-year colleges. The principle of equal pay for equal training can then be adopted in the salary schedule for teachers. In view of the fact that there was an

over-supply of elementary school teachers graduating from the various teacher education institutions last year, and a similar situation is expected this year, it may be that the time has arrived for the government to consider these steps.

Perhaps a more immediate problem that needs to be considered by the government is an evaluation of the selection procedures used to admit students to the teacher education institutions. Great reliance is made on the examination system today. It may be questioned whether or not these examinations do test for those qualities such as abilities to reason, to organize, to lead, and the like, so much needed in teachers of boys and girls who will live in a scientific and technological world. If the boys and girls of China are to develop abilities for problem solving and creative thinking, they must have teachers who have these abilities. Teacher candidates with these potentials must be identified instead of those with



Practice Teaching in Nursery School.  
(Photograph, courtesy Taipei Municipal Teachers College for Women)

high rote memory abilities. It is highly desirable that the Ministry of Education make an early study of its selection procedures.

<sup>1</sup>Translated from the Constitution of the Republic of China.

<sup>2</sup>Manpower Resources Committee, Council for International Economic Cooperation and Development, Executive Yuan, The Republic of China, *Study Reports of Eight Working Groups on the Development of Manpower Resources* (1) July 1966, p. 13.

<sup>3</sup>Ministry of Education, *Secondary Education, Republic of China, 1964*, p. 117.

**Kyselka**—continued from page 19 workshop. The questions are given here with a typical response.

"How well did the workshop provide opportunities for honest communication with youth/adults?" A woman's reply was, "Appreciation often comes with contrast. The contrast provided by the relationship of youth to adult in this workshop is overwhelming. Though some blocks — age, cultural, influence — can't be erased, the communication we experienced here has been as blockless as I've ever known." A male youth replied, "Took too damn long to accept them as people, but it was a great feeling afterward."

The second evaluation question was, "How well did the Workshop provide you with an opportunity to better understand yourself in interaction with others?" One of the boys responded, "I can't say anything. Words are not enough. I have grown more in a week than I have in several years combined." And another, "I was able to see how other people saw me. Before this I didn't really know how to relax and communicate with others."

The third question of the evaluation was, "How well did the Workshop provide you with adequate sex information?" The most pro-

found and simple remark was made by a girl, "I never knew I knew so little."

### *Does It Last?— The Six Month Evaluation*

The spirit soars with new knowledge and feeling at the close of the Workshop. Certainly the enthusiasm cools with time. Is there anything left six months later? We contacted a few of the participants by telephone and asked how their communication with others had changed if any.

A University professor: "For the first time I saw this method in a constructive and positive way. I was impressed with the approach itself as a way of opening up the channels of communication. It was a great chance for youth to see adults as human beings. Since this workshop I have done more to pursue this method both in teaching and in consulting. In my own family it helped affirm and continue the opening-up process that was already going on."

A boy we tried to contact was on the mainland. His mother saw the Workshop indirectly through him. Her response: "I can remember one night when Dave came home that he had been completely involved in the experience. He felt it to be mysterious and enlightening to be discovering so much about himself. He couldn't believe what was happening. I'd like to get my other children into it. My idea of the role of the parent has certainly been modified."

A girl: "The workshop has made all the difference in the world to me. Now I can come right out and say things to my parents. We still have problems but I understand them much better. With my boy friend I can now tell him just how I feel. Once I would have gone through the whole evening miserable and not

bring out how I felt. One date and that would no doubt have been over. I'm taking responsibility for it. I think that teachers respect me more, too. I can tell them when I disagree. I'm more honest.

A housewife with ten children: "The thing that makes the difference is that I know myself so much better." She has visited eleven schools in the months since the workshop talking to parents and teachers about sex education.

A shy girl: "Things were good for me with my parents and boyfriend before the Workshop but now we have become even closer in understanding. My mother and I talk more because she knows that I know. One of the important things to me was the understanding that each generation has the same problems, that our generation hasn't suddenly turned bad. I'm most anxious for my friends to have the same kind of experience."

A final comment that sums up what was said so many times in so many different ways: "For the first time in my life I began to talk about some of my feelings. I became more honest with my family. It was the opening up of real awareness to others around me. To life."

And how does the staff feel about the experience? As individuals our beliefs were confirmed that honesty and openness about sex does not develop the need for sexual experimentation. It is not accepted as license. Rather, such communication helps youth more objectively search out a basis for acting and behavior. It seems to increase intelligent meaningful, feeling for and faith in others and increases the respect for one's self. It certainly leaves us with a feeling of satisfaction, of a new appreciation for ourselves in this experience, and a humble awareness of how much there is yet to be done.