The purposes of the study were: (1) to provide a descriptive analysis and historical record of the undergraduate OSU Fourth Cycle Urban/Rural-Migrant Teacher Corps program; (2) to follow up former OSU Fourth Cycle corpsmembers to determine their employment status and attitudes toward their educational experiences; and (3) to determine if OSU Fourth Cycle corpsmembers demonstrated any significant differences in attitudes toward teaching as measured by the MTAI during and subsequent to the OSU Fourth Cycle.

The procedures utilized varied according to the specific purposes of the study: (1) historical research provided the narrative for the descriptive analysis of the OSU Fourth Cycle; (2) mailed surveys for the followup of former OSU Fourth Cycle corpsmembers in 1974 used questionnaires similar to those administered during the OSU
Fourth Cycle, and 29 of 32 (91 percent) of the former OSU Fourth Cycle corpsmembers responded to the survey and form the population of the study; and (3) analysis of variance was computed on means of the scores of the MTAI which was administered to the OSU Fourth Cycle corpsmembers in June and December 1969, April 1971, and April 1974.

A summary of the findings from this study included: (1) both inadequate numbers of personnel trained and lack of financing once federal funds were withdrawn lessened the impact of the OSU Teacher Corps program; (2) the OSU Fourth Cycle was successful from the standpoint of subsequent success of its graduates, but did not achieve the ambiguous long-range program goals; (3) the followup in 1974 indicated 84 percent of former OSU Fourth Cycle corpsmembers remained in education-related fields, primarily in poverty areas; (4) working with children provided most teaching satisfaction, while parent contacts continued as the most prevalent community involvement; (5) former OSU Fourth Cycle corpsmembers considered program courses in psychology, internship, and reading as being of the most value; (6) results from an analysis of variance computed on the means of the MTAI indicated no significant difference as to change in OSU Fourth Cycle corpsmembers' attitudes toward teaching occurred during or subsequent to the OSU Fourth Cycle; (7) in 1974, supervisors' mean rating of teaching effectiveness for former OSU Fourth Cycle corpsmembers was 5.0 of a possible 6.0, greatest decline (1.2 points) from original Program ratings occurring in understanding cultural and economic differences;
and (8) 93 percent of the former OSU Fourth Cycle corpsmembers would repeat their Teacher Corps experience.

A summary of recommendations included: (1) teacher education programs should include built-in mechanisms for evaluation in terms of the children served; (2) provisions for determining program effectiveness should include adequate descriptive techniques and organized data in complete files; (3) program goals must be stated in more specific terms to facilitate evaluative and followup procedures; (4) the Teacher Corps team leader concept should be examined, with appropriate followup study of former team leaders; (5) effects of field-based instruction on instructors from universities need to be explored; (6) selection processes should be adopted, refined and assessed for all education students; and (7) universities and school districts should cooperate in ventures identifying types of teachers needed and then educate for specific educational settings.

by

Geraldine Virginia Snyder

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Special acknowledgment is given to JoLynn whose often-repeated, "Have courage, Mother," brightened the darker moments.
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OREGON STATE UNIVERSITY FOURTH CYCLE URBAN/RURAL-MIGRANT TEACHER CORPS PROGRAM (1969-71): DESCRIPTIVE ANALYSIS AND FOLLOWUP

I. INTRODUCTION

Background of the Study

The Teacher Corps was initiated and funded by congressional action in 1966 during a period of teacher shortage. As one of the Great Society Programs created by President Lyndon Johnson, Teacher Corps was, in part, an education phase of the "War on Poverty." Local school districts, universities, and state departments of education undertook the endeavor as a cooperative effort. Enabling legislation was explicit in setting overall goals of both local and national programs.

The Teacher Corps Guidelines outlined these goals as:

1. helping to improve educational opportunities for economically and educationally deprived children;

2. increasing the number of teachers qualified to meet the unique needs of schools in urban slums and rural poverty pockets;

3. evoking change at the university level by bringing the nation's institutions of elementary and higher education together to develop better ways to reach and teach the disadvantaged.
Oregon State University School of Education participated in the Teacher Corps (TC) for five years, from 1966 to 1971, and was funded for three Cycles (two-year programs) to train elementary teachers. Experience from the first two Cycles, which were both on the graduate level, provided the basis for planning the Fourth Cycle, "Urban/Rural-Migrant Teacher Corps Program," at Oregon State University from 1969-71. This Fourth Cycle was an undergraduate project cooperatively operated with school districts in Portland and Woodburn, Oregon. Fourth Cycle corpsmembers who completed the program received elementary certification and a Bachelor of Science degree in Education from Oregon State University.

Much experimentation and evaluation during this two-year Fourth Cycle emphasized the effort to provide cooperative, field-oriented programs designed and implemented by both local education agencies and the University. Purpose of the program was to educate teachers who would develop the attitudes and competencies requisite to working with economically and educationally deprived children.

During the Fourth Cycle an evaluation of the Oregon State University corpsmembers was conducted under the direction of Dr. Gerald Becker. Evaluation data were gathered at varying intervals during the program, beginning with Baseline measures during the Pre-service in 1969. Followup measures were taken during the Inservice components in December 1969 and in April 1971. Becker (1971)
assessed attitude changes and reactions to experiences as expressed by program participants.

A major purpose of the original Fourth Cycle evaluation was to provide an overall assessment of the original proposal objectives with particular emphasis on changes in attitudes of corpsmembers. Using various instruments and techniques, data were gathered and disseminated to the program participants on a continuous basis. The Minnesota Teacher Attitude Inventory (MTAI) was used as a measure of the corpsmembers' perception of teaching and values. Checklists were designed to obtain descriptive information on program operation, intern effectiveness and community experience. Video tape recording, questionnaires with rating scales, and open-ended response forms were used to gather data from Fourth Cycle corpsmembers.

Results from the evaluations were presented in a report (Becker 1971) which compiled the data in categories: (1) Evaluation of Corpsmembers, which focused on intern development and included assessments of attitudes, interpersonal relationships, teaching behavior and coursework; (2) Evaluation of Classroom Experience; (3) Evaluation of Team Leaders; and (4) Evaluation of Community Involvement. These last three categories concentrated on the training program as viewed by corpsmembers.

This present study is an extension of the evaluation of corpsmembers, classroom experience and community involvement taken following a period of time corpsmembers have been in the field.
Purpose of the Study

The threefold purpose of this study is to: (1) describe and analyze the OSU Fourth Cycle Teacher Corps Program; (2) conduct a followup study of former OSU Fourth Cycle corpsmembers to ascertain employment status, attitudes toward classroom experience and attitudes toward community involvement; and (3) to examine attitudes of OSU Fourth Cycle corpsmembers toward teaching as measured by the Minnesota Teacher Attitude Inventory. The following three sections give details of these three components.

Descriptive Analysis of OSU Fourth Cycle

The descriptive analysis of the OSU Fourth Cycle (1969-71) provides a concise historical record of the Program and attempts to evaluate success in achieving long-range objectives which were to:

1. Develop a cadre of highly trained teachers of disadvantaged children who can work effectively with children, parents and community at large.

2. Develop highly trained supervisory personnel who will be the backbone of a regular internship training program in the future.

3. Develop a working partnership with local education agencies.

4. Develop a contemporary teacher training program based on the Teacher Corps intern model, including community involvement,
individualization of instruction and research sensitivity (Oregon State University Proposal 1969).

Followup of OSU Fourth Cycle Corpsmembers

The second phase of the study is a followup survey of the Oregon State University Fourth Cycle corpsmembers to determine employment status after three years in the field. Through the survey, answers to the following questions were sought:

1. Did OSU Fourth Cycle corpsmembers tend to remain in education or education-related positions,
   a) as teachers
   b) in supervisory or other positions
   c) in poverty areas
   d) in the same districts in which they trained
   e) with rural-trained remaining rural and urban-trained remaining urban
   f) in schools with other former OSU corpsmembers?

2. Did former OSU Fourth Cycle corpsmembers continue to pursue additional education?

3. Which of the University courses offered during the OSU Fourth Cycle were viewed as being the most and the least valuable?

4. What recommendations did former OSU Fourth Cycle corpsmembers make regarding their University coursework?

5. How did OSU Fourth Cycle corpsmembers' attitudes toward classroom experiences following actual work experience compare
with attitudes toward classroom experiences expressed during the operation of the Program?

6. Did OSU Fourth Cycle corpsmembers continue the community involvement activities which were an important innovation during the original program?

7. Did present supervisory personnel consider the former OSU Fourth Cycle corpsmembers effective teachers?

8. Given the same opportunity, would OSU Fourth Cycle corpsmembers again join the Teacher Corps?

**MTAI Measurement of OSU Fourth Cycle Corpsmembers' Attitudes toward Teaching**

A third section of the study is to examine the hypothesis:

There is no significant difference between Baseline, First Follow-up, Second Followup and Third Followup with respect to any change in the OSU Fourth Cycle Corpsmembers' attitudes toward teaching as measured by the MTAI.

**Need for the Study**

The Teacher Corps existed at Oregon State University for five years, from 1966 to 1971. It served as a new challenge to education and as an innovative program designed to influence future teacher education through a unique partnership of community, schools, and
the University. Basic to the need for the study is the absence of a concise, convenient historical review of the OSU Teacher Corps programs as they functioned from inception to demise.

The study focuses specifically on the OSU Fourth Cycle and extends research previously compiled. Additional data of the Follow-up analyze program worth in terms of the attitudes of former OSU Fourth Cycle corpsmembers and in terms of their employment in education or education-related fields.

Information obtained on results of the experimental education program of the OSU Teacher Corps and the effectiveness of OSU Fourth Cycle corpsmembers should be helpful in planning and evaluating future higher education teacher education programs.

Assumption

This investigation was limited to the historical development, description and followup of Teacher Corps programs at Oregon State University only and is not applicable to any other Teacher Corps program throughout the United States.

Organization of the Study

Organization of the investigation is in the following sequence.

Chapter I acquaints the reader with background and need for the
study. The purpose of the study is presented, limitations delineated, and terms defined.

Chapter II presents a review of literature relating to development of Teacher Corps at Oregon State University. The intent is to present historical background leading to development of the Fourth Cycle Teacher Corps program at Oregon State University only and to exclude review of other institution's Teacher Corps programs.

Chapter III describes the population of the study and procedures followed in each of three phases of the study:

1. Descriptive Analysis of OSU Fourth Cycle
2. Followup of OSU Fourth Cycle
3. MTAI Measurement of OSU Fourth Cycle Corpsmembers' Attitudes toward Teaching.

The Oregon State University Undergraduate Urban/Rural-Migrant Teacher Corps is described and analyzed from a historical perspective in Chapter IV.

Chapter V presents the findings from a followup survey of the former OSU Fourth Cycle corpsmembers.

Chapter VI presents a summary of the findings and recommendations for further study.
Terminology

The following terms were used with the connotations given.

**Baseline**: Baseline data established the attitudes toward teaching of the subjects at the time treatment began. Data against which meaningful comparisons can be made. Baseline data for this study were collected during Preservice 1969.

**Community Involvement**: Relevant experience in community activities for corpsmembers. Community involvement includes such activities as surveys, home visits, work with social agencies or planned projects. A minimum of 12 hours a week was specified in Teacher Corps Guidelines.

**Coordinator**: The local school district representative, usually an administrator, who was assigned coordination responsibility on a part-time basis for the Teacher Corps in the local school district.

**Corpsmembers**: Both interns and team leaders are referred to as corpsmembers during their participation in Teacher Corps.

**Cycle**: The designation used by Teacher Corps to indicate a two-year program.

**Disadvantaged**: For purposes of this study, disadvantaged is defined as socially, economically and/or educationally handicapped.

**Followup**: In this study, the term 'followup' refers to:
(1) Periods during the actual operation of the OSU Fourth Cycle when data were collected from the corpsmembers for evaluative purposes;
and (2) the 1974 packets of survey forms and questionnaires used to ascertain post-program employment status and attitudes of former Oregon State University Fourth Cycle corpsmembers toward teaching as a profession.

**Inservice:** The two years of a Teacher Corps program spent in a school district working with children and participating in on-site university instruction.

**Intern:** A participant in the program who is preparing for a career in the education of the disadvantaged. A successful intern completes a two-year program, receiving a university degree and teacher certification.

**Local Education Agency (LEA):** The local school district working with the university in joint responsibility for corpsmembers.

**Preservice:** The first summer of the program cycle including intensive orientation and provisional acceptance into the program.

**Program Director:** Selected by the participating university, the program director is responsible for coordination of the Teacher Corps program.

**Teacher Corps (TC):** A program designed to recruit and train college graduates or upperclassmen to become teachers in schools serving children from low-income families. During the first year of existence, the program was known as National Teacher Corps (Public Law 89-329).
Team Leaders: Experienced teachers who supervise, instruct and advise a team of interns.

Team: A group of four to eight interns and a team leader employed by participating LEA's to assist regular faculty with the education of children.

Training: The terms training and education are used interchangeably. Training is the terminology used in Teacher Corps Guidelines and Proposals.

Limitations

The following limitations were recognized in conducting the Descriptive Analysis and Followup of OSU Fourth Cycle corpsmembers:

1. The findings of this study are applicable to the Oregon State University Fourth Cycle Teacher Corps only and do not apply to any other program of the Teacher Corps or existing teacher education programs.

2. Of necessity, the population was limited to the corpsmembers who completed the Fourth Cycle program at Oregon State University. Attrition had reduced program participants to the 32 included in the final assessment of 1971.

3. Locating the former OSU Fourth Cycle participants presented minor problems. However, the investigator was acquainted
with the subjects, and with an existing network of friendships among former corpsmembers, diligence overcame this limitation with only three of 32 (a response of 91 percent or 29 corpsmembers) interns not located.

4. Selected instruments, such as the Minnesota Teacher Attitude Inventory and the open-ended questionnaires, were limited to those used in the original Becker evaluation (1971).

5. Outcomes may have been influenced by variables impossible to control. For example, present environmental conditions, opportunities for continued personal growth and satisfaction, anxiety, nervousness or temperament on a given day or time of day are factors influencing responses. However, such factors may be assumed to have operated with equal frequency between the Baseline, First and Second Followup evaluations and during the interim preceding this study.

6. History of the OSU Fourth Cycle was limited to facts contained in incomplete records existing in the Oregon State University School of Education files. No provision was made to retain material relevant to a study of this type.

Chapter Summary

Chapter I has presented the background and need for the study. The threefold purpose of the study was: (1) to describe and analyze
the Oregon State University Fourth Cycle; (2) to conduct a followup survey of former OSU Fourth Cycle corpsmembers to determine employment status; and (3) to measure OSU Fourth Cycle corpsmembers' attitudes toward teaching. The chapter presented limitations, an hypothesis, assumptions and definitions pertinent to the study.

Chapter II presents the results of a selected review of the literature summarizing historical origins of Teacher Corps both Nationally and at Oregon State University.
II. HISTORICAL ANALYSIS OF THE OSU TEACHER CORPS

Chapter II reviews initiating federal legislation which established the Teacher Corps and describes subsequent changes in the law. The Teacher Corps program model and the First and Second Cycle Teacher Corps programs at Oregon State University (1966-69) are summarized and evaluated to build the historical background essential for understanding the factors leading to the design and development of the OSU Fourth Cycle from 1969-71.

Since each Teacher Corps program is unique, an intentional delineation process limited this study to the years of Teacher Corps at Oregon State University only and does not review the many projects at other institutions.

Historical Perspective of National Teacher Corps

Initial Teacher Corps Legislation

In the mid-1960's, during an era of critical teacher shortage existing most specifically in urban and rural disadvantaged areas, a renewed interest occurred in breaking the poverty cycle through improved educational opportunities for children.

John Kenneth Galbraith, Professor of Economics at Harvard and former Ambassador to India, is given credit for the original Teacher Corps concept. As an 'attack on poverty', Galbraith's proposal (1964)
included formation of a corps of teachers modeled after the Peace Corps. Young, experienced, and well-paid teachers were to enter rural poverty pockets and urban ghettos to initiate educational innovations designed to improve education in low-income area schools.

Senator Gaylord Nelson of Wisconsin was the first legislator to propose a plan for recruiting college graduates to work as teams in poverty area schools for a two-year teaching internship (Hechinger 1965). Nelson's plan included service for 5,000 committed college graduates annually (Kempton 1969).

Senator Edward Kennedy of Massachusetts developed a proposal similar to the original plan. The Kennedy plan was to send experienced teachers to work with teachers already employed in the urban and rural poverty areas. A Nelson-Kennedy version of the Corps became the National Teacher Corps.

In a speech of July 1965, before the National Education Association, President Johnson endorsed formation of a National Teacher Corps intended to enlist "thousands of dedicated teachers" for service in the nation's poverty areas. Two days after President Johnson sent his proposal to Congress, Senator Wayne Morse of Oregon proposed a bill, the Teaching Professions Act of 1965, which included provisions for the National Teacher Corps (Pisaro 1966). Congressional opposition to federal influence in the local schools became the center of controversy regarding establishment of the Corps. Despite a coalition
of Republicans and Southern Democrats which attempted to block its formation, the National Teacher Corps (NTC) was established as a provision of Public Law 89-329, Title V-B, Higher Education Act of 1965, and signed into law by President Johnson on November 8, 1965 (Egerton 1966).

Funding Difficulties

Legislation authorized funds of 36.1 million dollars for the first year and 64.7 million dollars for the second year of the two-year NTC program. However, difficulties plagued the NTC, for on the day following passage of the legislation, the Final Supplemental Appropriations Bill was sent to the White House with the NTC funds deleted. In March 1966, the House Appropriations Committee finally voted 10 million dollars for funding of the Preservice programs scheduled to begin in June. This allocation was 3.5 million dollars less than original funding for Preservice and would fund the program only until August 1966. Conversely, University NTC Directors received no assurance of funding until June 1966, the month Preservice programs were to begin.

Lack of forward funding resulting in budget restrictions was a constant problem (Pisaro 1966). Also, much resistance to the program developed as a result of the claim that the National Teacher Corps posed a threat to local control of education, a position
supported by Representative Edith Green of Oregon (Franklin 1966). Concern was also expressed by Edith Green and others that unqualified persons would enter the teaching profession. Green was quoted as saying (Janssen 1966):

>This is a two-year program which puts people into difficult districts without any experience. Everybody there knows they are there only part-time. They come in as somebody who knows all the answers but none of the problems.

**Corpsmember Attrition**

During the latter part of August 1966, when First Cycle corpsmembers were to report to local school systems, Congress again had failed to allocate requisite funds. Not until October 21, 1966, would both houses of Congress allocate 7.5 million dollars of the originally authorized 31 million dollars (Egerton 1967). Oregon's Senator Morse, a supporter of the National Teacher Corps concept, referred to the 7.5 million dollars as a 'liquidation figure'. Representative Edith Green of Oregon, a very vocal opponent of the original NTC, referred to the sum as 'phase'out' money (Franklin 1966).

Faced with much opposition and funding uncertainties, many program teams disbanded, with some corpsmembers accepting teaching positions. Heavy attrition resulted, both Nationwide and in the First Cycle at Oregon State University. By September 1966, a total of 12 of the 27 OSU First Cycle corpsmembers had withdrawn from the program. These 12 were among the 300 nationwide who left National Teacher Corps (Cort 1968).
Richard Graham, who assumed leadership of the NTC in the fall of 1966, reacted to the funding situation by stating, "If the program isn't able to handle itself under adversity, maybe it shouldn't exist" (Franklin 1966). Unauthorized, unpaid, powerless, misunderstood, and under Congressional investigation for doing so (Grant 1966), 1250 First Cycle corpsmembers entered some 275 schools in 50 programs throughout the country. Fifteen of these corpsmembers were at Oregon State University.

Funding for the first Inservice Year was forthcoming in November 1966, but the uncertain state of the program resulted in the departure of three additional OSU First Cycle corpsmembers.

**Teacher Corps Legislative Changes 1967**

Criticism of the NTC continued throughout the chaotic operation of the first year. Regardless of criticism, Congress authorized continuation of the Corps for another three years by enactment of Public Law 90-35. On June 29, 1967, President Johnson signed the Education Professions Development Act, which coordinated all Federal programs relating to teacher education under a single comprehensive program and modified some of the original tenets of the NTC plan to meet the objections to the Corps. In addition to dropping the word "national" from the Teacher Corps title, Public Law 90-35, 1967,
contained the following provisions:

1. Part B extended authorization of the Teacher Corps for three additional years.

2. Recruitment, selection, enrollment and training of corps members were to be the responsibility of the institutions of higher education and the local education agencies, thus transferring these operations from the Commissioner of Education.

3. Technical assistance, along with a program of information on Teacher Corps purposes and objectives was provided by the Office of Education. Inservice academic programs were no longer subject to criteria established by the Commissioner of Education but training was to be determined and/or approved by the state education agencies.

4. For the first time, undergraduate degrees would be offered, and college juniors and seniors were allowed to join the Corps.

5. Salaries for interns were reduced from the beginning teacher rate of the local district to a flat rate of $75.00 per week (plus $15.00 per dependent) or the lowest full-time local school district salary, whichever was less. Team leader compensation was also decreased.

6. Members of the Corps were to be assigned on the basis of school enrollment rather than on percentage of lower-income children.
7. Corpsmembers could now be assigned outside regular school districts to work with migrant and Indian children.

Teacher Corps Guidelines were issued, with universities and local school systems encouraged to submit joint proposals to give teacher preparation new directions. Staffing patterns, curriculum and instruction procedures were to be included in proposals. These proposals indicated how change would be initiated in the local areas through Teacher Corps. Innovation in education was encouraged as a Teacher Corps goal (Teacher Corps Guidelines 1967).

Watson (1968) reported that the first two years of the NTC had not been successful in providing innovation or education improvement in low-income areas. The primary reason for this, according to Watson, was that locally recruited team leaders had vested interests in the school systems and that NTC transferred control of the team leaders to the building principals. These principals usually exercised control to force the NTC teams to discontinue attempts at reform and innovation.

**Teacher Corps Model**

The enabling legislation for the Teacher Corps specified two major objectives for all programs:

1. To strengthen the educational opportunities available to children in areas having concentrations of low-income families, and
2. To encourage colleges and universities to broaden their programs of teacher preparation (Public Law 89-329).

To meet objectives in the National Guidelines, components of the Teacher Corps Model were given as a basic framework within which each university and school district would plan programs according to the unique needs of the local communities. The basic structure of the Corps model included Preservice, an intensive orientation concerning problems of the socio-economic areas, understanding of the purposes of Teacher Corps, and some teaching skills; and Inservice, which included two school years with corpsmembers employed by a local school district to tutor, work with small groups, and eventually assume total-group instruction.

Corpsmembers also attended university classes designed to meet degree and certification requirements and to help develop the skills and techniques necessary for competence in working with children in low-income areas.

Another facet of Inservice was Community Involvement. Home visits, work with community agencies and social service groups, or special team projects were examples of community activities in which the corpsmembers engaged.

Community involvement, school service, and university coursework each occupied one-third of the corpsmembers' time and the demanding weekly schedules of the corpsmembers frequently totaled 45 to 60 hours of service and study (Corts 1968).
Between the first and second Inservice years, an individually planned *Intervening Summer* found the corpsmembers returning to the university campus to complete course requirements.

Teacher Corps also provided a unique new role for experienced teachers who usually held Master's Degrees. These were the *Team Leaders* who were assigned to supervise teams of three to six corpsmembers. Team leaders scheduled and supervised the planning and teaching activities of the corpsmembers, conferenced with school personnel, facilitated community involvement, and participated in university courses.

**Characteristics of the OSU First Cycle (1966-68)**

The First Cycle (or two-year program) began at Oregon State University in June 1966. Proposals by the University and the Local Education Agencies (LEA) were approved nationally but late funding meant that these first proposals were not submitted until April 1966. The first summer of 1966 was spent recruiting corpsmembers and implementing projects.

**Selection of Corpsmembers**

Persons with Bachelor's Degrees in areas other than education were recruited at the national level, primarily on the basis of application forms and transcripts submitted. These recruits were assigned
to universities, with university personnel evaluating transcripts and application forms and finally accepting or rejecting candidates. Personal interviews were seldom conducted prior to program entry.

Funding uncertainties delayed the selection process. Subsequent recruiting haste was reflected in the telegrams sent from the OSU program to prospective corpsmembers on Friday, June 17, 1966, indicating provisional acceptance into the OSU program and requesting that the selected participants report to OSU by Sunday, June 19, 1966. Fifteen participants, including five team leaders, arrived on that Sunday.

The full complement of 27 interns and 8 team leaders for the OSU First Cycle was not attained until well into the middle of Pre-service (Zeran 1966). In July 1966, several corpsmembers, who had been accepted and assigned, received notices from the National office that over 10,000 applications had been received and their applications had been rejected. Confusion such as this continued during the first year.

The OSU First Cycle Proposal (1966) had specified recruitment of corpsmembers with a broad liberal education, proven scholarship and ability to meet graduate school requirements. Also, those recruited were expected to be committed to living and teaching in the low-income areas. The intent was to select persons in fields other than education. OSU First Cycle corpsmembers held degrees in a
multitude of disciplines including economics, home economics, music, history, science, and political science. However, locally as well as nationwide, former teachers and education majors were also recruited as corpsmembers. The OSU First Cycle included two teachers, and four corpsmembers who held teacher certification but had not taught (Final Program Report 1968).

Twelve of the OSU First Cycle corpsmembers were from Oregon and the rest were from Minnesota, Washington, New York, Massachusetts, Texas, Montana, California and Indiana. Ages ranged from 20 to 52, with a median age of 24. Two corpsmembers were Black and 25 were White.

Team leaders, or experienced teachers who were to supervise teams of corpsmembers, were either chosen by their local school districts or recruited nationally and assigned to programs by the National office. Again, as with the corpsmembers, assignment by the National office was done on the basis of applications and transcripts submitted and usually without personal interviews until arrival at the program site.

Of the eight First Cycle team leaders at OSU, four were recruited Nationally and assigned to the program and four were sent by the LEA's. The median age of the OSU team leaders was 38. Seven team leaders were White and one was Black. Five team leaders, including the two women leaders, held Master's degrees but only one had prior supervisory experience.
Dr. F. R. Zeran, Dean of the OSU School of Education, felt First Cycle selection procedures were poor and that insufficient attention had been given to selection criteria specified by OSU. Therefore, he rejected many names. He was of the opinion that Directors and staff of programs should have access to complete files of proposed participants. He also recommended that participants be from areas contiguous to Oregon, thus permitting considerable savings in travel and moving expenses. This also allowed personal interviews. He based his recommendation on the assumption that individuals from the local areas would be more likely to remain in the vicinity (Zeran 1966).

OSU staff who worked with First Cycle corpsmembers during the Preservice in 1966 felt that mere numbers did not describe adequately the unique, outspoken, diverse individuals who shared little but the Bachelor's degree and a sense of adventure when they arrived in rural Oregon to participate in an unknown program with an uncertain future. The first NTC director, Charles Zellers (1966), said the sole common denominator of all corpsmembers (nationally) was a conviction to reach and teach disadvantaged children which could demand a special effort and concern on their part. Recruitment literature referred to corpsmembers as "change agents," and participants entered the programs with a change-oriented outlook, although
what was to be changed was not always clear to those in the program (OSU Final Report 1968).

OSU First Cycle Program and Corpsmembers' Responsibilities

The OSU First Cycle corpsmembers were recruited to participate in a two-year graduate internship. Completion of the program resulted in the Master of Education degree in Elementary Education and the Basic Elementary certification in Oregon. The initial program was developed within the existing framework of the University's certification and degree requirements. Therefore, few changes were made in course offerings, content, or organizational patterns (Zeran 1966).

The major differences between the OSU First Cycle and the existing OSU elementary education program were that the OSU First Cycle was mostly field-centered and operated in poverty-area schools. The First Cycle at OSU "brought to light the inequities of a standard program, especially for preparing people to work with the disadvantaged" (OSU Final Report 1968).

A diverse and far-flung program, the OSU First Cycle operated in cooperation with three widely-separated school districts representing a variety of poverty situations. These were the urban Black (Portland); migrants and isolated rural poor (Hood River); and rural
poor (Coos Bay). Four teams of corpsmembers were assigned to Portland and one team each to Coos Bay and Hood River to participate in the program described below. A team assigned to Lincoln County disbanded at the beginning of Inservice, September 1966.

First Cycle Preservice (1966). Twenty-seven corpsmembers and eight team leaders participated in the First Cycle Preservice (June 19 to August 31, 1966) which was held entirely on the OSU campus. Some orientation field trips were made to the four cooperating school districts but at no time did the OSU First Cycle corpsmembers work with children during the Preservice. No community involvement was included in the First Cycle Preservice (Zeran 1966).

The emphasis of the Preservice was to develop corpsmembers' understanding of sociological and psychological implications of impoverished environments. To accomplish this, four new and innovative courses, taught by an interdisciplinary staff, were offered to the First Cycle corpsmembers only. The courses initiated were:

1. Psy 407 Psychology of Learning of the Disadvantaged
2. Soc 407 Sociological-Anthropological-Psychological Aspects of Poverty
3. Psy 407 Psychology and Sociology of the Disadvantaged
4. Ed 407 Practicum: Teaching the Disadvantaged

Intent was that these specially designed, or similar, courses were to become part of the regular OSU School of Education offerings. This did not occur.
Following orientation to the Corps, participants were given team placement and proceeded, without official authorization, to assigned schools in early September for their Inservice experience in the local school systems.

First Cycle Inservice 1966-67. Corpsmembers' roles were vague during Inservice and much time during the First Cycle was spent in attempting to determine appropriate activities. The responsibilities of administrators, supervisors, principals, and teachers affiliated with the Corps were also unclear in this early Cycle (OSU Final Report 1968).

During the Inservice school year, the OSU First Cycle corpsmembers spent approximately 60 percent of their time in teaching activities (OSU Final Report 1968). Responsibilities assumed in the classroom varied according to assignments and abilities of the individuals. Since no consistent assessment program existed with either the University or the school districts, the effectiveness of First Cycle corpsmembers in the classrooms was evaluated primarily according to the skill and interest of the individual team leaders. No records of classroom performance were kept.

The Community Involvement component of the Inservice experience occupied about 20 percent of the corpsmembers' time. The Community Involvement aspect was not well-understood by First Cycle corpsmembers who were offered no training. Few team leaders had
experience in this area (OSU First Cycle Report 1968). Consequently, effectiveness of Community Involvement and interest in projects varied from team to team. Representative activities during the First Cycle included visits to community agencies, home visits, after school programs, field trips and participation in community surveys. No records or evaluations of Community Involvement were kept.

A third component of the Inservice year was the University coursework. The corpsmembers carried 12 term hours and were required to return to OSU once a week for on-campus classes. This perpetrated a definite hardship on some teams who were required to travel as much as 380 miles, round trip, to attend classes. Also, outspoken, critical First Cycle corpsmembers, whose classes were held separately from the regular education students, tended to alienate many of the University staff (OSU Final Report 1968).

First Cycle Intervening Summer 1967. During the intervening summer of 1967, First Cycle corpsmembers returned to the OSU campus for elective courses required for Master's degrees or for areas of concentration. Since First Cycle corpsmembers were absent from their school districts, no classroom or Community Involvement occurred during that summer. No evaluation was made of the Intervening Summer since the University staff, led by a quarter-time Teacher Corps Director, were engaged in recruiting for and conducting
a Second Cycle Preservice and had minimal contact with the First Cycle corpsmembers.

**Second Year Inservice 1967-68.** The second year Inservice in the local school districts provided corpsmembers with opportunities to assume full teaching responsibilities in assigned schools. Community Involvement continued according to the interests of each team.

University courses were offered on site in Coos Bay and Portland, utilizing many qualified instructors from the local areas as well as instructors who traveled from the University. Second Cycle corpsmembers attended these classes with the First Cycle but students from the regular teacher education program at OSU were not admitted.

One positive change during the second year was the assignment of University supervisors to the urban and rural areas. Even with the increased contact and supervision, serious problems in communication between corpsmembers, University and school personnel existed throughout the entire First Cycle (Final Report 1968, p. 7).

**First Cycle Corpsmember Supervision.** Direct supervision of interns was the basic responsibility of the experienced teacher or team leader. The role of the team leader was, at first, rather vague but slowly evolved as programs progressed. Team leaders in the OSU First Cycle participated in Clinical Supervision and Interaction Analysis classes thereby providing them some basic supervisory and evaluative skills. Since each team leader in the First Cycle received
$500 per intern on the team, efforts at retention of corpsmembers influenced objective evaluation (OSU Final Program Report 1968).

Innovation in the OSU First Cycle

University Innovations. A summary conference held at the end of the First Cycle in 1968 developed the following list of innovations at the University level:

1. Cross-disciplinary approaches to courses such as Psychology of the Disadvantaged.
2. Instructional Material Kits developed for each team's use.
3. Off-campus instruction during the second year.
4. Development of four new courses during the Preservice (see p. 27).
5. Use of public school resource teachers for University course instruction.

Local School Innovations. The summary conference held at the end of the First Cycle in 1968 also developed the following list of innovations at the local school level:

1. Seventh and eighth grade reading programs.
2. Rural-urban student exchange program.
3. Special interest classes.
4. Special classes in Black history.
5. Tutoring programs.
6. Library enrichment programs.
7. Recreational programs.
8. Establishment of resource centers.
9. Surveys of student needs.
10. Special reading and communication skills classes.
11. After school programs.

Most local school innovations were possible only because additional Corps personnel were available and because these corpsmembers had scheduling flexibility.

OSU First Cycle Evaluation and Recommendations for Program Improvement

No objective evaluation was conducted during the OSU First Cycle, but a subjective evaluation took place when the corpsmembers returned to campus and participated in an overall review of the program. Summarized recommendations for future programs as made by the First Cycle corpsmembers at a June, 1968, conference included:

1. More funding stability.
2. Better recruiting practices and a more refined screening procedure developed at the local level.
3. Improvement of communication and coordination between principals, teachers, and NTC personnel.
4. A full-time director and University staff.
5. An interdisciplinary approach to coursework and an elimination of many requirements.

6. Less emphasis on a Master's degree.

7. More instruction and assistance in Community Involvement, with a more clearly defined role for the corpsmembers.

8. Improvement in criteria for selection of team leaders and more effective on-going training for team leaders.

9. Improvement in evaluation procedures.

**OSU First Cycle Summary**

Twelve (44 percent) of the OSU First Cycle corpsmembers completed the two-year program. This compared to 49 percent nationwide who completed the First Cycle (Cort 1968, p. 11).

Eight of the 12 OSU First Cycle corpsmembers were employed as teachers by districts in which they trained. Of the other four, one rural corpsmember moved to a Portland assignment; one moved to Alaska for a teaching assignment; one left teaching; and one married. On the Termination Questionnaire (1968), ten OSU First Cycle corpsmembers indicated they would rejoin the Corps, one was not sure and one would not.

Four of the original Team Leaders completed the First Cycle. One Team Leader assumed an administrative position in the school district; one became an elementary principal in California; one accepted a teaching position in his rural school district; and one became the Assistant Director of the OSU Teacher Corps.
Successful evaluation of the OSU First Cycle was hindered by corpsmember attrition, a result of funding uncertainties and program organizational problems.

Characteristics of the OSU Second Cycle (1967-69)

The OSU Second Cycle program operated under the changes as specified by PL 90-35 of 1967 (see p. 18). The name was changed to Teacher Corps and recruiting became a local responsibility. The OSU Second Cycle program, however, was similar in design to the OSU First Cycle (OSU Proposals 1966, 1967) and the cooperating school districts remained the same. Three teams of corpsmembers were assigned to Portland; one team to Coos Bay; and one team to Hood River. Two teams were assigned to Lincoln County for the Second Cycle.

Selection of Second Cycle Corpsmembers

For the OSU Second Cycle, changed procedures placed emphasis on local recruiting. Many First Cycle corpsmembers were actively involved, but late funding and lack of time prior to beginning Pre-service in June 1967, again created a harried recruiting situation. Thirty-four persons eventually filled the allotted spaces by mid-July 1967. All but five were recruited locally. Those five, from the
National Pool of prospects, were from Virginia, California (2), Iowa and Washington.

As with the OSU First Cycle, Second Cycle corpsmembers held Bachelor's degrees in varied disciplines. Four corpsmembers had completed student teaching and one was certified, but prior to Corps entry, none had taught.

Of the 34 corpsmembers recruited, 17 were to serve in the rural areas and 17 in the urban program. Ages of Second Cycle corpsmembers ranged from 22 to 50 with a median age of 29, tending to be somewhat older than First Cycle corpsmembers. One corpsmember was Black and 33 were White.

Eight team leaders, experienced teachers, were selected to direct the activities of Second Cycle corpsmembers. Three of the four team leaders from Portland and one team leader from Hood River had entered the initial Teacher Corps First Cycle and were given leadership of combined First and Second Cycle corpsmember teams. The four school district administrators chose team leaders to serve in their districts. Three of the four new team leaders were nearing retirement and the other had one year's teaching experience. Six of the eight team leaders were men. Five held Master's degrees. Seven Second Cycle team leaders were White and one was Black.
OSU Second Cycle Program and Corpsmembers' Responsibilities

The OSU Second Cycle (1967-69), a graduate two-year internship, was a program very similar to the OSU First Cycle.

Second Cycle Preservice. An 11-week Preservice for the OSU Second Cycle began in June 1969. All participants arrived by mid-July with recruiting again behind schedule. The entire Preservice was conducted on the OSU campus and was composed of a series of courses specifically designed for the prospective teachers of the disadvantaged. A newly-developed course in Children's Literature for the Disadvantaged was offered in addition to four courses offered in the First Cycle (see p. 27). At the end of Preservice, the corpsmembers designated all courses as helpful and realistic (Sorensen 1969a). Such positive evaluation from OSU Second Cycle corpsmembers was not forthcoming for other University offerings in the program.

As in the First Cycle Preservice, no field work with children was done; nor was more than a cursory review made of the cooperating schools and communities. Commenting on the corpsmembers' Preservice experience, a Local School Coordinator said:

Corpsmembers operate in a vacuum since they have no background of experiences or contacts to give meaningful interpretation to the preservice activity. Too involved in rhetoric rather than substance, they form opinions about each other too soon, and they haven't had enough experience to know if they are or are not for something (Sorensen, 1968, p. 2).
Second Cycle Inservice. Second Cycle corpsmembers reported to the schools in September 1967 where approximately 60 percent of their time was spent in teaching activities, 20 percent in University coursework, and 20 percent in community involvement. The community involvement was the weakest portion of the program followed closely by the University coursework. This was especially true during the first year (OSU Final Report 1969).

According to the team leaders, teams consisting of both First and Second Cycle corpsmembers were still involved in the difficult task of role definition and corpsmembers tended to fulfill similar obligations in the schools, ignoring their varying stages of readiness.

Mid-cycle evaluation required in the 1968 OSU Second Cycle Amendments indicated most criticism of the Second Cycle program centered on the lack of communication. Two other Second Cycle problems were the inadequate number of corpsmembers and the lack of understanding of Teacher Corps purposes by many teachers and instructors (Second Cycle Amendments 1968).

Completion of the First Cycle Inservice in 1968 marked the advent of an almost new program for the Second Cycle corpsmembers. As the First Cycle people graduated, and team leaders departed, Dr. Keith Goldhammer, the new Dean of the OSU School of Education, appointed a new half-time Director and increased the Teacher Corps Staff at the University to include a full-time Assistant Director and two University supervisors.
The additional personnel provided improved communications and strengthened relationships between corpsmembers, school districts and the University, a recommendation of the mid-Cycle evaluation (OSU Second Cycle Amendments 1968). Other actions taken as a result of the mid-Cycle evaluation (1968) included: special team leader training; a two-week program for Second Cycle corpsmembers encompassing special teaching techniques and community involvement; and orientation for college personnel who were to instruct Second Cycle corpsmembers' classes.

Second Cycle Intervening Summer. During the intervening summer of 1968, OSU Second Cycle corpsmembers returned to the OSU campus for elective courses. This policy created financial hardship, for many were forced to maintain two residences on $75.00 a week. The new OSU Teacher Corps staff held weekly seminars for Second Cycle corpsmembers and at the end of the regular eight-week session planned a special two-week seminar to deal with strategies and community programs. Team leaders strove to increase their effectiveness by voluntarily attending supervision classes and three team leaders attended NDEA Institutes for team leaders held at several universities throughout the nation. However, no evaluation was made of the intervening summer.

Second Year Inservice 1969. During this second year Inservice, the Second Cycle program was similar to that of the First Cycle.
Twenty-five corpsmembers, three full-time team leaders and two half-time team leaders remained in the program. According to the corpsmembers, communications, coursework, and instructors had improved. Considerable credit was given to the Dean of the OSU School of Education for his insight and support and to the Director and his staff for having developed a well-organized program in a relatively short time. Program freedom and flexibility made many innovations possible (Sorensen 1969).

Morale of the Second Cycle corpsmembers improved, although some were still vocal. Many participants attributed the more harmonious climate to the departure of the First Cycle corpsmembers.

**Second Cycle Supervision.** As a result of the law limiting Corps service to two years, three team leaders were replaced which resulted in disruption of program continuity in mid-Cycle. Through experience and training, team leaders were gaining a better understanding of their roles. Special sessions in Clinical Supervision were held every two weeks on the OSU campus for the team leaders who voluntarily returned. No remuneration or credit was allowed for their attendance. This special training continued the supervisory sequence begun during the intervening summer and was under the direction of the former OSU Teacher Corps Director.

The OSU Second Cycle Final Report (1969) indicated team leaders were unanimous in supporting the training and it was stated
that evidence existed to prove interns benefited from the improved techniques exhibited by team leaders. However, no indication was made as to the nature of the evidence.

On the Termination Questionnaire (1969), Second Cycle team leaders were in unanimous agreement concerning the helpfulness of their supervisory training although they agreed on little else.

**Innovation in the OSU Second Cycle**

**University Innovation.** The OSU Second Cycle Final Report (1969) listed University innovations for the Second Cycle:

1. A heavy emphasis on sociological and psychological foundations broadened corpsmembers' educational perspectives. Professors from disciplines other than education contributed in interdisciplinary team instruction.

2. Four new courses taught in the Second Cycle served as experimental evidence for further innovation (see p. 27).

3. Off-campus instruction was expanded with all University courses taught in the local schools and the Second Cycle corpsmembers attended classes two afternoons a week.

4. Resource teachers from local districts taught many of the methods courses.

5. Library resources for corpsmembers were developed. Each
team was equipped with books, tapes, periodicals and other materials.

6. A clinical supervision sequence was developed to increase supervisory effectiveness.

Local School Innovations. Local school innovations were made possible by the freedom and flexibility of the Second Cycle corpsmembers. These included:

1. Student operated supply store.
2. Workshops for cultural exchange.
3. Better relations with law enforcement through group projects.
4. Individualized reading and remedial mathematics instruction groups.
5. Mechanical drawing and woodworking instruction.
6. Tutorial programs.
7. Emphasis on pride in the Black culture.
8. Regular fishing and camping experiences for many children.
10. Tapes to Vietnam servicemen.
11. Counseling and guidance.
12. Production of newspapers.
14. Library enrichment program.
15. After school arts and crafts program.
16. Migrant education project.

17. School beautification programs.

OSU Second Cycle Evaluations and Recommendations for Program Improvement

Most OSU Second Cycle evaluation was subjective for no built-in evaluative mechanism had been developed. Informal meetings for evaluative purposes were held each quarter and were supplemented by reports at the completion of the OSU program.

Corpsmembers were inconsistent in evaluations. For example, university classes were considered poor because of ineffective University instructors. Yet those same instructors were rated higher than local district personnel and others who also provided course instruction (OSU Second Cycle Final Report 1969). Overall, the second year was more meaningful and criticism focused on instructor personality rather than course content. In assessing this, OSU Second Cycle corpsmembers admitted they were different from other students in both outlook and reaction to university courses and instructors.

Summarized recommendations for future programs included:

1. Commitment on the part of the University to provide additional administrative and supervisory personnel.

2. Modification of University courses to meet the needs of teachers
of the disadvantaged. Recognized inadequacies of coursework were often exposed by Teacher Corps.

3. Recruitment of more minority corpsmembers (only one minority member served in the OSU Second Cycle).

4. Selection of corpsmembers should be made more carefully. The mortality rate of the OSU Second Cycle participants was too high. Inadequacies in the program were one reason. However, many who withdrew lacked the emotional and intellectual qualities needed to be successful teachers.

5. Students from the regular University program should be integrated into Teacher Corps classes.

6. Improvement in Community Involvement was necessary. When left to the corpsmembers who were led by team leaders inexperienced in community activities, programs had little planning and less direction.

7. Snarled communications needed untangling.

8. Screen course instructors for ability and compatibility. Instructors must be knowledgeable regarding goals, timetables, and responsibilities of corpsmembers.

9. Corpsmembers requested more philosophical or anthropological background regarding cultural needs.

10. Course content that anticipated the future was needed and not coursework dealing with what had been done. If change were to
be effected, change should have been discussed and possibilities made known.

OSU Second Cycle Summary

Twenty-two (65 percent) of the OSU Second Cycle corpsmembers completed programs as compared to 44 percent completion in the First Cycle.

Attrition was highest during the first fall of the Second Cycle Inservice, 1967, when four corpsmembers dropped out. Six others left at various points in the two-year program. Reasons given were personal health or disinterest in teaching. Late in the 1967-68 Inservice year, one corpsmember failed to meet responsibilities and termination ensued. Near the end of the 1968-69 Inservice, another corpsmember was terminated for irresponsibility. Improved recruiting practices were required for many were clearly unsuited to Corps demands (OSU Second Cycle Final Report 1969).

Eleven Second Cycle corpsmembers remained to teach in the cooperating school districts, while seven taught in other districts. One corpsmember assumed a supervisory position in an education-related field and three left the education profession without giving reasons for their actions.

On the Termination Report (1969), 17 indicated they would be
willing to join Teacher Corps again; two were unsure; three felt it very unlikely; and one would not.

Two OSU Second Cycle Team Leaders became elementary principals, one became a counselor, one a part-time supervisor of student teachers, one a remedial reading teacher, and one team leader resumed teaching in a local high school.

Summary of the Teacher Corps Experience at OSU

The OSU First and Second Cycle corpsmembers experienced uncertain years as they met with varying degrees of success in widely separated parts of Oregon.

Commenting on the effectiveness of the OSU project, Dale Parnell, State Superintendent of Public Instruction, was quoted in the Congressional Record (1970):

The number of corpsmen in Oregon has never been large, and it will therefore have to be my opinion that they have not materially changed the educational opportunities in low-income areas of this state.

These two early Cycles at OSU experienced funding problems; program difficulties and inconsistencies; frequent personnel changes; antagonistic, vocal and questioning corpsmembers who were at their best with children and at their worst with University professors; and a lack of organizational and evaluative procedures. The two Cycles did, however, serve as catalytic agents for a change in conceptual design
and for changes in practices which were implemented in a Fourth Cycle program in 1969. A Third Cycle Proposal was submitted in 1968, but was rejected by the National Office.

Funded in spring 1969, the OSU Fourth Cycle began earlier in a year that was to emphasize complete change in teacher preparation. The new direction was embodied in the competency-based approaches of the nine models of Teacher Education developed by the Bureau of Research (Provoking Change 1969). Fifth Cycle (1970) programs were to implement these changes in teacher preparation, but some progress towards competency-based education was expected in Fourth Cycle Program Amendments to be submitted in 1970 (OSU Fourth Cycle Amendments 1970). The competency-based programs were developed to be field-centered with well-defined performance criteria. University differentiated staffing and systems management were to be included in the design and operation of these new Teacher Corps programs.

Local control was still implicit, but the new National Guidelines requiring competency-based programs prescribed the specifics of the types of Teacher Education programs to be funded.

The first two Cycles had operated under broad Teacher Corps objectives (see p. 20) without clear definition (Graham 1970) and corpsmembers had been expected to initiate innovations on an individual basis if any were to be done. Some school and university
direction was provided but most change was embodied in new courses at the University level.

The shift in the intent of the Teacher Corps was evident in quotations from two letters received from Richard Graham, the National Director. In November 1967, a letter from Graham to the OSU Teacher Corps Director stated, "the primary job of Teacher Corps programs is to attract good people, train them well, and thus make it attractive for them to stay in schools for which they are trained." However, on September 2, 1970, Graham wrote to Superintendents of Fourth and Fifth Cycle Teacher Corps programs:

The training of personnel is not the primary purpose of Teacher Corps programs. Nor is the purpose to provide services. Training people and providing services are only the means. The purpose is to provide support to universities who wish to try out and then adopt new approaches to training teachers and support to school systems which wish to try out and then adopt new curricula and methods for learning.

One reason for this shift in the stated primary purpose of Teacher Corps was also explicit in another section of the September 2, 1970 letter. Needs had changed rapidly for the teacher shortage ended and a teacher surplus was developing. The continued existence of the Teacher Corps required new directions and competency-based models provided these new directions.

OSU was funded for the first two Teacher Corps Cycles, and a Third Cycle proposal in 1968 was rejected. A Fourth Cycle proposal
was funded in 1969. OSU did not submit a proposal for a Fifth Cycle to begin in 1970.

The Teacher Corps staff from OSU attended conferences sponsored by the National Office and submitted a proposal for a Sixth Cycle (1971) with a competency-based, field-centered, portal school approach to be conducted in cooperation with Woodburn and Portland schools. This project was not funded. Although the Corps was to continue throughout the country as a leader in competency-based teacher education, 1971 was the Oregon State University termination year.

### Followup of First and Second Cycle OSU Corpsmembers

An informal survey was made in 1970 by the OSU Fourth Cycle Teacher Corps staff to determine if corpsmembers who completed the First and Second Cycles had remained in education. The results of the survey are delineated in Table 1. The majority of corpsmembers had remained in education and were positive about the Corps experience.

Commenting on their experience in Teacher Corps, the respondents indicated:

I am thoroughly thankful for the insights of TC. I saw both good and bad.

I feel my training was far better than the average teacher in student understanding of cultural difference.
Table 1. Occupations of former First and Second Cycle corpsmembers in 1970.

<table>
<thead>
<tr>
<th></th>
<th>First Cycle (N=12) (%)</th>
<th>Second Cycle (N=22) (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching</td>
<td>66</td>
<td>72</td>
</tr>
<tr>
<td>Teaching in districts in which they trained</td>
<td>41</td>
<td>36</td>
</tr>
<tr>
<td>Not teaching</td>
<td>16</td>
<td>18</td>
</tr>
<tr>
<td>Not located</td>
<td>8</td>
<td>14</td>
</tr>
</tbody>
</table>

Prepared me to see and deal with the inadequate educational system I now work in.

I'm very grateful for TC. Time wise and financially I'd never made it on my own.

It has made it much more difficult to get a teaching position with a Master's degree and no experience.

Internerhing having a place to try ideas from classes-learning from teachers made me feel well-prepared to take over a classroom.

**Chapter II Summary**

Chapter II presented the results of a review of literature regarding the original concept of Teacher Corps and its subsequent national establishment by Congressional action. The imaginative new program sought to improve education for children in low-income areas as well as to strengthen teacher education programs at the University level. Difficulties encountered in establishing Teacher Corps are reflected in the historical account of the First and Second Cycles at OSU. These
first two Cycles included the frustrating consequences of: (1) uncertain funding; (2) guidelines providing inadequate direction; (3) hasty recruiting; (4) loose program structure; (5) high attrition rates; and (6) continual communication difficulties among all program participants. Evaluation of Cycle One and Cycle Two at OSU was subjective, but did result in establishment of new directions for the OSU Fourth Cycle, the major focus of this study. This OSU Fourth Cycle is described in Chapter IV. The review of literature spanned the Teacher Corps years at OSU from 1966 until 1971, when new directions in teacher education became evident at the national level but when the program was no longer funded at OSU.

Chapter III explains the procedures used to collect data for this study.
III. PROCEDURES

Historical and descriptive survey procedures were employed to gather data for the threefold problem: (1) to describe and analyze the OSU Fourth Cycle Teacher Corps; (2) to followup subsequent employment of OSU Fourth Cycle corpsmembers; and (3) to analyze OSU Fourth Cycle corpsmembers' attitudes toward teaching as measured by the MTAI. After describing corpsmember population of the study, the chapter details the data collection procedures, instrumentation, and data treatment for each of the three phases of the problem.

Population of the Study

During the spring of 1969, an intensive local recruiting effort resulted in receipt of over 200 applications for participation in the OSU Fourth Cycle Teacher Corps program.

On the basis of application forms submitted and personal interviews with a Selection Panel, 42 interns and five team leaders were selected for provisional status in the Preservice program which began in June 1969. Of these original participants, 32 interns and five team leaders completed the program in 1971 and were the subjects of the final program evaluation as well as of the 1974 Followup.

The numbers of OSU Fourth Cycle corpsmembers who entered and who completed either the urban or rural/migrant Fourth Cycle at
Oregon State University are presented in Table 2.

Table 2. OSU urban or rural-migrant Fourth Cycle corpsmembers.

<table>
<thead>
<tr>
<th></th>
<th>Urban</th>
<th>Rural-migrant</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interns beginning program (1969)</td>
<td>27</td>
<td>15</td>
<td>42</td>
</tr>
<tr>
<td>Interns completing program (1971)</td>
<td>20</td>
<td>12</td>
<td>32</td>
</tr>
<tr>
<td>Resignations</td>
<td>7</td>
<td>3</td>
<td>10</td>
</tr>
<tr>
<td>Terminations</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Certified and degree</td>
<td>20</td>
<td>12</td>
<td>32</td>
</tr>
<tr>
<td>Team leaders</td>
<td>3</td>
<td>2</td>
<td>5</td>
</tr>
</tbody>
</table>

Descriptive Analysis of OSU Fourth Cycle

Data Collection

This portion of the study describes the development of the OSU Fourth Cycle Teacher Corps. Purposes were to identify corpsmember characteristics and to relate evaluative data to the goals of the original OSU Fourth Cycle program.

To build background and depict the origins of the Teacher Corps, both primary and secondary sources were used. The historical data compiled were arranged in chronological order. Sources used provided information tracing the historical origins of Teacher Corps at the National level and reporting development of the First and Second Cycle graduate programs which led to development of the undergraduate Fourth Cycle at Oregon State University.
Much of the background data were gathered from a bewildering collection of files and materials available in the archives of the OSU School of Education. The time span for retention of pertinent filed materials had elapsed and this source had been slated for destruction.

Materials examined included guidelines, proposals, written reports and journals, subjective records of personal observations, evaluation and rating forms, letters, news clippings and personnel files. Also reviewed were materials, reports and records produced at the National level of Teacher Corps.

Few forms, informal evaluations or records appeared consistently throughout any one segment of the program, let alone throughout the entire existence of Teacher Corps at Oregon State University. The only exceptions were questionnaires and forms compiled for the Fourth Cycle Final Program Evaluation (Becker 1971). These files were located in Becker's office and provided the basis for Fourth Cycle program evaluation summaries in the Descriptive Analysis and for the Followup.

Files existed for each of the corpsmembers who served, however long, in the three Teacher Corps Cycles at Oregon State University. Information contained in the files also was of use in analyzing and classifying data regarding the various participants.
Data Treatment

The historical narrative weaves both objective and subjective data into an order designed to provide an integrated account of the relationships between the OSU Fourth Cycle program development and its participants. Since the techniques of evaluation used during the program were varied, all data collected and categorized were treated in a manner consistent with the original intent of the evaluation and are factually summarized. When essential, simple tables and compilations are included in the text along with anecdotal records.

Information gleaned from both primary and secondary sources has been subjected to both external and internal criticism by the researcher, with fallibility of written accounts being well recognized.

Followup of OSU Fourth Cycle Corpsmembers

Data Collection

Procedures developed by the investigator to obtain information concerning employment status, attitudes toward classroom experience and community involvement of former OSU Fourth Cycle corpsmembers were:

1. Compiled a list of former Fourth Cycle corpsmembers and their last known addresses.
2. Mailed prepaid postal cards (see Appendix I) informing
former corpsmembers of the purposes of the study and encouraging their participation.

3. Compiled packets of survey and evaluation materials to be distributed upon return of the postal cards. Copies of packet materials can be found in Appendix II. Included in these packets were:
   a. letter of transmittal explaining purposes of the study and requesting cooperation;
   b. survey forms, designed for collection of demographic data;
   c. evaluation forms used in the original program to provide information concerning classroom, coursework, and community experience;
   d. copy of the Minnesota Teacher Attitude Inventory (MTAI) and score sheet; and
   e. stamped, addressed envelope for convenience in returning the materials.

4. Composed and sent a followup letter prior to the deadline date specified in the original letter of transmittal.

5. Contacted certain former corpsmembers personally and requested assistance when the packets were not returned.

6. Arranged the collected material in a manner consistent with the purposes of the study.
The Followup study of former OSU Fourth Cycle corpsmembers began with the mailing of postal cards in the spring of 1974. Returns were rapid, with a positive response of 81 percent of the total 32 by April 1974, the date first packets were to be mailed. A second card was mailed to non-respondents and to former corpsmembers whose new addresses were reported by others on the return cards.

Packets for the Followup were mailed late in April with a deadline date for return specified in the original transmittal letter. A few days prior to the deadline date, reminders were mailed, urging prompt return of the materials. The response to these letters was 50 percent by the middle of May.

Phone entreaties and other personal contacts helped raise the response rate to 78 percent by the middle of June. Three former corpsmembers indicated original packets had been misplaced; duplicates were mailed and were returned promptly. Two respondents returned packets even though the original postal card had not been returned. Persistence on the part of the researcher resulted in an 81 percent return of packets by the end of June 1974.

In July 1974, a former corpsmember who had not acknowledged mail or phone contacts, appeared in person to cooperate in the Followup. Also, the diligence and concern of several urban area corpsmembers resulted in the location of another participant who returned a packet late in August, just prior to the time data were scheduled to be processed.
This late arrival raised the response rate to 91 percent, with only three former interns not included in the survey. These three could not be located. Distribution of packet returns is given in the following tabulation:

<table>
<thead>
<tr>
<th></th>
<th>Not located</th>
<th>No. packets sent</th>
<th>No. packets returned</th>
<th>% Returns</th>
</tr>
</thead>
<tbody>
<tr>
<td>Urban</td>
<td>3</td>
<td>17</td>
<td>17</td>
<td>100</td>
</tr>
<tr>
<td>Rural</td>
<td>0</td>
<td>12</td>
<td>12</td>
<td>100</td>
</tr>
<tr>
<td>Total</td>
<td>3</td>
<td>29</td>
<td>29</td>
<td>100</td>
</tr>
</tbody>
</table>

The form, **Evaluation of Intern** (see Appendix III), was sent to principals or other individuals currently supervising the former OSU Fourth Cycle corpsmembers. Accompanying the form was an explanation of the rating, a request for cooperation, and a return envelope. Sixteen (67 percent) of the supervisors responded.

Instrumentation

Throughout the existence of the OSU Fourth Cycle, various subjective and objective data gathering techniques were used to assess attitudes and performance levels of the corpsmembers. Other forms and reports recorded an overall assessment of the program objectives as stated in the original OSU Teacher Corps Proposal (1969). In this study, the 1969-71 period results of these assessments and questionnaires are included when deemed appropriate and are explained in the Descriptive Analysis narrative.
From these original instruments, the MTAI and several open-ended questionnaires were selected for the Followup study. They were chosen on the basis of consistency with evaluation of the original program participants and ease of administration in a mailed survey.

**Open-ended Questionnaires.** The Intern Evaluation of Classroom Experience (see Appendix II) requested a report of positive and negative classroom experiences and recommendations for improvement. Since subjective judgments were collected in narrative form, statements recorded on these forms summarized current reactions of former corpsmembers to experiences in present school situations.

A similar form, an Intern Evaluation of Community Involvement (see Appendix II), was developed during the original OSU Fourth Cycle for collection of information concerning corpsmember participation in community activities. This form also was used during the Followup in 1974 to determine the extent of involvement in, and attitudes toward, community activities of former corpsmembers subsequent to completing the OSU Fourth Cycle.

Another open-ended form was used to determine the five most valuable and five least valuable University courses offered in the OSU Fourth Cycle (see Appendix II).

An original survey form was devised for collection of demographic data.
Supervisor Rating Form. The Evaluation of Intern form (see Appendix III) was sent to current supervisors of former OSU Fourth Cycle corpsmembers. This form was also used during the original OSU Fourth Cycle program to rate corpsmembers on teaching effectiveness and ability to work harmoniously with students, staff and parents. A subjective rating instrument, the form contained a six-point scale ranging from high to low.

Data Treatment

Data from the survey did not demand complicated statistical procedures. Therefore, tabulations and percentages are presented to organize and summarize.

Information from the open-ended questionnaires, Intern Evaluation of Classroom Experience and Intern Evaluation of Community Involvement, was summarized. Frequency of repetitions was recorded and compiled data listed to enable comparisons between responses recorded for the original Fourth Cycle Evaluation (Becker 1971). These results are presented in tables and summaries and are found in Appendices VIII and IX.

From a listing of all university courses offered in the OSU Fourth Cycle (see Appendix II), former Fourth Cycle corpsmembers selected the five courses felt to be of most value and ranked them in the order of significance. The same procedure was used for rating the five
courses of least value. The opposite order was used for listing the least valuable courses, i.e., listing the least valuable first. Indicated preferences were tabulated by the researcher and ranked and weighted in inverse order: first choices received five points; second choices, four points; third choices, three points; fourth choices; two points; and fifth choices, one point. The former OSU Fourth Cycle corpsmembers' composite judgment of the importance of the University courses was determined by the weighted totals. The results were included in tables.

The summaries and tables presenting data from all sources may be found in Chapter V.

The results from the principal's or supervisor's ratings of the former OSU Fourth Cycle corpsmembers were tabulated, averaged, and means computed. The ratings were compared to similar ratings made by cooperating teachers and team leaders during the course of the original program.

MTAI Measurement of OSU Fourth Cycle Corpsmembers' Attitudes toward Teaching

Data Collection

During the OSU Fourth Cycle, the MTAI was administered at three points: Baseline, June 1969; First Followup, December 1969; and Second Followup, April 1970. The purpose of administering the
MTAI was to assess attitudes toward teaching as a measure of the success of those program components directly concerned with developing positive corpsmembers' attitudes.

The handscored MTAI answer sheets, completed by the OSU Fourth Cycle corpsmembers during the program, were located in the files, and the raw scores recorded on a corpsmember profile sheet.

For the Third Followup in 1974, an MTAI test form and answer sheet were included in the mailed survey packets. One hundred percent were returned, and the answer sheets handscored and recorded.

Instrumentation

A widely-used instrument whose strengths and weaknesses have been debated for years, the MTAI was selected for administering during the original OSU program on the basis of its availability.

The authors of the MTAI state:

Investigations carried on by the authors over the past ten years indicate that the attitudes of teachers toward children and school work can be measured with high reliability and that they are significantly correlated with the teacher-pupil relations found in the teachers' classrooms. The Minnesota Teacher Attitude Inventory has emerged from these researches. It is designed to measure those attitudes of a teacher which predict how well he will get along with pupils in interpersonal relationships and indirectly how well satisfied he will be with teaching as a vocation (Cook et al., 1954, p. 3).

For consistency, and to determine any predictive factor through comparing scores, the MTAI was again selected for use in the Followup.
Becker (1971) stated in the final evaluation:

The Minnesota Teacher Attitude Inventory was used to assess the attitudes of corpsmembers upon entrance into the program and at two points during their training period. Considerable experimentation and statistical analysis accompanies this instrument regarding reliability and validity measures. A validity coefficient of .60 is reported when the MTAI was correlated with three outside criteria of teacher-pupil rapport. Two studies were conducted to further check on validity which included correlation of MTAI scores with ratings of pupils, principals, and outside evaluators. Coefficients of .59, .63, and .60 were reported.

The MTAI was designed to provide a measure of teacher attitudes on a scale from desirable to undesirable teacher-pupil relations. High scores are indicators of cooperative, sympathetic and permissive relationships while low scores reflect relationships characterized by teacher domination, fear, hostility, and rigidity (Becker 1971, p. 2).

According to Becker's (1971) evaluation, the data indicated that a change in corpsmembers' attitudes occurred in a positive direction during the course of the program. The MTAI was used to measure this change. The prediction was made that the corpsmembers, with this change in attitude, would be "better able to get along with pupils in interpersonal relations and indirectly be better satisfied with teaching as a vocation!"

Tables from Becker's study indicating Raw Scores at Quartile Points and Raw Scores Distribution are contained in Appendix IV.

**Data Treatment**

The MTAI had been administered at three points in the program
and again during the Followup survey in 1974. Purpose was to measure any significant change in OSU Fourth Cycle corpsmembers' attitudes toward teaching from time of entry in the OSU Fourth Cycle to the time of the present study. Answer sheets for the MTAI were hand-scored and raw scores compiled and recorded. Tables from the original evaluation (Becker 1971) are in Appendix IV.

Statistical analysis resulted in the use of the Statistical Interactive Programming System (SIPS). Data to be processed through SIPS were organized in tabular form for flexibility, with each column a variable and each entry in that column designated as observation.

Statistical treatment of data varied from the procedures in the original evaluation in 1971. Descriptive statistical information requested through SIPS included simple correlation; analysis of variance (ANOVA); "t" tests; and multiple regression. Results of the statistical analysis are presented in Chapter V.

Chapter Summary

Chapter III has indicated the population of the study was the 32 OSU Fourth Cycle corpsmembers who completed the program. Data-gathering procedures and treatments were described for each of the purposes of the study.

Historical research of primary and secondary sources provided the narrative for the Descriptive Analysis. A mailed survey was
conducted to ascertain employment status and attitudes toward teaching of the former OSU Fourth Cycle corpsmembers, with the results of the survey tabulated and presented in percentages and summaries. In the case of the MTAI, used to assess attitudes toward teaching, data were statistically analyzed through the SIPS computer program. The results of the historical research and the mailed survey are presented in the next two chapters.

Chapter IV presents the results of the historical research which describe and analyze the OSU Fourth Cycle Teacher Corps program.
IV. DESCRIPTIVE ANALYSIS OF THE OSU FOURTH CYCLE TEACHER CORPS PROGRAM

Chapter IV presents the Description and Analysis of the OSU Fourth Cycle Teacher Corps Program. Historical narrative, presenting both subjective and objective material, provides an integrated account of the program and participants from the perspective of the long-range goals. The chapter is organized to be consistent with the presentations of the OSU First and Second Cycles made in Chapter II. Included are development of the OSU Fourth Cycle; characteristics of the program and participants; innovations; evaluations; and recommendations, as gathered from the various sources of OSU Fourth Cycle evaluations and summaries.

Development of the OSU Fourth Cycle

The OSU Fourth Cycle Teacher Corps was a two-year combination urban/rural-migrant elementary education internship leading to a Bachelor's degree and elementary certification in Oregon. This OSU Fourth Cycle was among the first ten Teacher Corps programs in the Nation to recruit and prepare undergraduates (Cycle IV Program Information 1969).

Long-range Goals

The OSU Fourth Cycle Proposal (1969) specified the following
four long-range goals under which the OSU program was developed:

1. To develop a contemporary Teacher Corps training model, including Community Involvement, individualization of instruction, and research sensitivity.

2. To develop a working partnership with the Local Education Agencies, especially those with high concentrations of low-income children.

3. To develop a cadre of highly trained teachers of disadvantaged children who can work effectively with children, parents and the community at large.

4. To develop highly trained supervisory personnel who will be the backbone of a regular internship training program.

This Descriptive Analysis examines the OSU Fourth Cycle from the perspective of these four goals.

Planning the Undergraduate OSU Fourth Cycle

The Teacher Corps legislation enacted in 1967 permitted the initial undergraduate programs. The general opinion of those affiliated with the Corps at that time was that graduate programs would "provide the greatest return on the investment" (TC Administrative Bulletin 1968, p. 3). The National office also expressed preference for graduate programs, being of the opinion that undergraduate programs would
need to double efforts to recruit mature students who could function well under the triple burdens of community involvement, school service and academic study.

However, the evaluation of the graduate level OSU First and Second Cycles (see Chapter II) led the OSU Fourth Cycle program planners to believe that an undergraduate program would reduce course requirements, eliminate the criticism of a 'free ride' for a Master's degree and would eliminate the emphasis that had been placed on the Master's degree. Another advantage of the undergraduate degree program was to attract, from the target areas, minorities who had not had opportunities to complete their university-level education and who could be a significant influence in the education of children.

With commitment to an undergraduate program and to the recruitment of corpsmembers from the areas to be served, representatives of both the Woodburn and Portland schools and communities, representatives of the Oregon State Department of Education, and the OSU Teacher Corps staff attended a series of meetings during the fall of 1968 to develop the OSU Fourth Cycle Proposal under the requirements of the Teacher Corps Guidelines (1968). Recommendations from participants in the OSU First and Second Cycle programs were considered during these planning sessions and the new undergraduate program included a new curriculum and a modular program focus.
The operational framework of the Fourth Cycle program was determined by the Teacher Corps Guidelines, Oregon State University regulations, School of Education requirements and Oregon State Department of Education certification requirements. The needs of the schools and the communities in both the urban and rural areas were also included in the program planning (OSU Proposal 1969).

The Teacher Corps staff interpreted and implemented all the specified program phases that were planned. A Development Time Line Chart which outlines the evaluation time line and the time line of components of the OSU Fourth Cycle program may be found in Appendix V. Perusal of this chart should help clarify the program phases and when they occurred.

At OSU, Teacher Corps staff included the Director, an Assistant Director, Community Involvement Specialist, and University Supervisors for Portland and Woodburn cooperating school districts. The local school staff involved in the program were the Coordinators and the Team Leaders who were experienced teachers from the local elementary schools.

The OSU Teacher Corps Director assumed major responsibility for scheduling conferences and for overseeing the production of the final proposal document. This proposal was submitted to reviewers in the National office late in December 1968. Once the proposal had been accepted by the National office in 1969, any changes in program,
personnel or budgets were made by submitting amendments of the original proposal to the Teacher Corps in Washington, D.C. The amendments, like the proposal, required approval by the local districts, the University, the State Department of Education and the National office of Teacher Corps. The OSU Fourth Cycle proposal was amended in April 1969, and again in June 1970.

The planning sessions held in 1968 resulted in an OSU Fourth Cycle undergraduate program with a modular design for both a rural and an urban setting.

OSU Fourth Cycle Cooperating School Districts

The far-flung First and Second Cycles at OSU had operated in four areas of the state, and although the relationships with the four school districts had been very positive (Final Program Reports 1968, 1969), the Teacher Corps Staff recommended program consolidation in fewer school districts closer to the University. Advantages included reduction of staff travel time and expense. Selected, then, for cooperating school districts with the undergraduate OSU Fourth Cycle were those in Portland (a participant in the First and Second Cycles) and in Woodburn, Oregon.

Portland. The urban schools were near the heart of Portland in predominantly Black neighborhoods. According to the OSU Fourth Cycle Proposal (1969), heavy population, deteriorated housing, and
substantial unemployment characterized two of the neighborhoods and a third neighborhood was in a transition area. According to the school authorities, poorly organized home environments existed and deprivation appeared to handicap social and academic achievement of children. A number of children had health problems, low school achievement and/or high absenteeism.

Qualifying data for the three schools in the urban area as required by the Teacher Corps Guidelines (1969) were included in the OSU Fourth Cycle Proposal (1969):

<table>
<thead>
<tr>
<th>School</th>
<th>% Poverty</th>
<th>% Welfare</th>
<th>% Black</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boise</td>
<td>32</td>
<td>25</td>
<td>99</td>
</tr>
<tr>
<td>Martin L. King</td>
<td>30</td>
<td>20</td>
<td>98</td>
</tr>
<tr>
<td>Irvington</td>
<td>19</td>
<td>15</td>
<td>56</td>
</tr>
</tbody>
</table>

These three schools in Portland had participated in the First and Second Cycles and the qualifying criteria were listed as being the same.

Woodburn. Woodburn was a small farming community of approximately 7,000 with a growing population of three ethnic groups: Chicano, Russian, and Anglo. In the schools, language barriers and cultural differences presented problems to the staff. Absenteeism was high, because parents tended to keep the children out of school for various personal reasons. Over 23 percent of the students were reported to be from large migrant and permanent migrant families who lived in substandard housing, with many on welfare. Three
schools were served by the OSU Fourth Cycle corpsmembers and qualifying data were in the OSU Fourth Cycle Proposal (1969):

<table>
<thead>
<tr>
<th>School</th>
<th>% Poverty</th>
<th>% Welfare</th>
<th>% Chicano/Russian</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nellie Muir</td>
<td>19</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>Washington</td>
<td>19</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>Woodburn Junior High</td>
<td>19</td>
<td>23</td>
<td>23</td>
</tr>
</tbody>
</table>

The Woodburn schools were served by Teacher Corps for the first time during the Fourth Cycle.

Corpsmembers were expected to live in the communities where they served and records indicate this was true of all but two. Active involvement in community agencies and with parents in the home situation provided communication links between the corpsmembers, the poor and the community.

One long-range objective of the OSU Fourth Cycle was to develop working relationships with local education agencies in the urban and rural areas. The relationship began with the planning of the undergraduate OSU Fourth Cycle and continued with the cooperative selection of corpsmembers and the implementation of the modular program.

**Characteristics of the OSU Fourth Cycle Teacher Corps**

Another long-range goal of the OSU Fourth Cycle was to develop a cadre of teachers who were effective with low income children.
Special corpsmember selection procedures (OSU Proposal 1969) were devised to improve the recruitment of qualified candidates. For these recruits, a modular program was planned to meet the needs of both urban and rural schools. This section of the study describes and analyzes the selection procedures and the OSU Fourth Cycle program in which the selected corpsmembers participated.

Selection of OSU Fourth Cycle Corpsmembers

The recruiting problems experienced in both the OSU First and Second Cycles (see Chapter II) had led to recommendations for an earlier identification of prospective interns and a more adequately developed recruiting campaign. Additional time between funding and the beginning of the OSU Fourth Cycle in June 1969 provided an opportunity for intensive local recruiting by television, radio and newspaper. Campus visits were made by recruiting teams of Second Cycle corpsmembers and the services of state and university placement offices were also utilized. A special brochure, produced by the OSU staff (see Appendix VI), was circulated widely and resulted in several hundred requests for further information.

According to the records, over 200 completed application forms were received during this recruiting effort. These applications were given preliminary screening by the OSU Teacher Corps staff to determine if the prospects met qualifying criteria which included
University entrance requirements of a minimum of 90 university credit hours and a grade point average of 2.0.

Following the initial screening, all prospects who met the University requirements and who made appointments were interviewed by a Selection Panel in either Woodburn or Portland. These Selection Panels, an innovation in the OSU Fourth Cycle, consisted of the University Teacher Corps Director, the Assistant Director, former Team Leaders, former corpsmembers, District Coordinators, and community representatives. The Panels attempted to assess the prospective corpsmembers' qualifications for working with the disadvantaged, their willingness to work in the community, their effective past work experiences, and their appropriate educational qualifications. Positive personal qualities such as stability, responsibility, maturity and willingness to work long hours were also part of the selection criteria (OSU Fourth Cycle Amendments 1969).

The University staff coordinated the efforts of the two Selection Panels and planned a series of meetings held in both Portland and Woodburn throughout the spring of 1969. Local coordinators processed the applications in their areas and final selections of those invited to join the OSU Fourth Cycle as provisional corpsmembers were made by the individual Panels.

Invitation Kits, as specified in Teacher Corps Guidelines (1969), were issued to those who were accepted. The kits provided details
regarding the OSU Fourth Cycle and included response forms upon which to indicate acceptance into the program. No records were kept of the number of kits disseminated, but a total of 40 prospective corpsmembers were accepted into the OSU Fourth Cycle as a result of the selection procedures.

Even with the improved recruiting and selection process, procedures were challenged by corpsmembers who felt a limited cross-section of ethnic backgrounds (44 percent) was represented in the Fourth Cycle (Midcycle Evaluation 1970).

Corpsmember Characteristics

Forty undergraduates entered the OSU Fourth Cycle Preservice in June 1969. An emphasis on local recruiting was successful: 33 corpsmembers were from Oregon; three from Washington; two from Idaho; and one each from California and Washington, D.C. Two additional interns, from Kentucky and Indiana, were assigned to the OSU Fourth Cycle by the National office and arrived on July 20 to participate in the program. Their arrival increased the total complement of OSU Fourth Cycle corpsmembers to 42.

These 42 Fourth Cycle corpsmembers ranged in age from 19 to 46, with a median age of 25. Twenty-six were white, 12 were Blacks, 4 were Chicano; 26 were women, 16 were men; 20 were single and 22 were married.
Previous occupational experiences of the recruits were varied: 8 had been university students; 8 were homemakers and employed part time; 6 were teacher aides; 4 worked in migrant programs; 4 worked in Headstart; 2 had just completed military service and 1 had been in VISTA. Nine listed occupations as varied as retail management, retail grocer, wholesale drugs, distributor, radio distributor, planning consultant and church work. Thirty-one indicated that they had no education courses prior to being accepted in the OSU Fourth Cycle.

Although the OSU Fourth Cycle corpsmembers were recruited by the Selection Panels specifically for either the urban or the rural program, Preservice experience resulted in some switching of locations on the part of some corpsmembers. However, 14 corpsmembers and two team leaders were assigned to Woodburn and 28 corpsmembers and three team leaders were assigned to Portland.

The team leaders selected from teachers in the Woodburn and Portland school districts were also interviewed by the Selection Panels. In Woodburn, one male and one female, both white and under 30 years of age, were to serve as team leaders for two years. Neither one held a Master's degree. The three Portland team leaders, two women and one man, were all over 30 years of age and two held Master's degrees. Two of the Portland team leaders were white and one was a Black. One Portland team leader resigned after completion
of the first year to assume an administrative position in his district. A woman, with a Master's degree, assumed his position for the second year.

The pool of applicants for team leader was limited for few teachers evidenced much interest in the position. In past Cycles, the number of team leader applicants had also been minimal and school districts were prevailed upon to encourage more teachers to apply for the position (OSU Second Cycle Final Report 1969). This did not occur during the Fourth Cycle selection.

OSU Fourth Cycle Program and Corpsmember Responsibility

The OSU Fourth Cycle Proposal reflected the modular program designed to implement the long-range objective of developing a contemporary teacher training program which included individualized instruction, community involvement and research sensitivity (OSU Proposal 1969). The corpsmembers selected for the program and the modular program developed for these participants are described in this section.

The Guidelines (1968) specified the structure of all Teacher Corps projects. The individual projects were planned, within the two-year program, to provide the most relevant orientation and training for the local communities. Oregon State University, with a dual
program of urban and rural orientation, developed a program with four interrelated modules.

**Module I. Community and Culture--Preservice 1969.** Under the joint direction of the University and the cooperating school districts of Portland and Woodburn, an 11-week Preservice was designed as an orientation to Teacher Corps and to the cultural communities (urban Black and rural Chicano) in which the participants would be working. Throughout the Preservice, corpsmembers' status was provisional.

The first two weeks were spent in orientation to Teacher Corps, with interpersonal relationships and sensitivity training on the OSU campus. During the second week, team leaders along with the Assistant Director, principals and community representatives attended Project REAL (Resources for Educational Adult Leadership) at the University of Southern California for the two weeks required by the National Teacher Corps Office (OSU Amendments 1969).

The following three weeks provided a live-in experience for all participants in the Portland (Albina) Black area. Corpsmembers resided in private homes while spending mornings assisting in special summer programs for Black children. Afternoons, corpsmembers attended seminars on the Psychology of the Disadvantaged and the History of the Black Man. Evenings involved community activities in various teen and Community Action centers.
During the next three weeks, all corpsmembers lived in Woodburn and attended classes while working with Chicano, Anglo, and Russian children in summer school. Corpsmembers stayed in private homes, worked in summer migrant programs, continued their seminar in Psychology of the Disadvantaged and began a team-taught course in Migrant Subculture. Community activities in the evenings included work in child care facilities and in adult migrant programs.

After the nine weeks, team selections were made, and Portland corpsmembers returned to Portland for further training in Race Relations and Black History. The Woodburn teams remained in Woodburn and participated in special courses in English as a Second Language and Conversational Spanish. Academic courses were developed especially for the OSU Fourth Cycle and were not included in the regular University teacher education program, nor were these courses open to the regular students at the University.

Team leaders, who participated in the corpsmember classes, also were enrolled in a Practicum on the Supervision of Interns and assumed much responsibility for locating housing and supervising the interns in all their activities.

According to most summary evaluations, corpsmembers tended to view the Preservice positively, although the live-ins, especially in the rural area, did create some difficulties. One team leader's _Journal of Teacher Corps Activities_ dated August 1969 indicated part
of the problem:

I feel many of the Portland interns are just biding their time--they don't feel this situation (rural) has anything to do with them. They are making rash judgments and there are some more housing complaints. I am at the point right now where I would like to chuck the whole deal.

Interns, too, reported a strain in the living arrangements but usually felt they could discuss their feelings with some understanding (OSU Final Report 1971).

The first visit from the Program Specialist from Washington, D.C. occurred during Preservice in July 1969. Her report (Sorensen 1969) indicated the non-directive instruction and the process by which the intense interest of the corpsmembers was captured had impressed her. She was also impressed by the "uninhibited atmosphere where interaction dealt with issues and where contributions and differences of opinion were respected." This same observer noted the warm personal relationships between corpsmembers in both work and recreation and felt that interracial concerns were handled with considerable insight and maturity.

Corpsmembers suggested opportunity be provided for daily feedback and for individual conferences with staff members of their choice. With the relatively unstructured format, corpsmembers responded quite positively to the introductory Community and Cultures component (OSU Final Report 1971). One corpsmember summed up the Preservice success by stating, "The key to this program is that everybody cares."
Baseline data for the evaluation of the OSU Fourth Cycle corpsmembers were collected in July 1969 during Preservice.

Module II. Experience Building--First Year Inservice 1969-70.

Five corpsmember teams, under the direction of team leaders, were formed in the Preservice phase and assigned to schools for the Inservice.

The First Year Inservice included progressive experiences in school classrooms, in community agencies and in University coursework. All activities and instruction took place on site in Portland and Woodburn.

An interrelated University curriculum provided individualized instruction with a problem-solving approach. A 12-hour block of Psychological Foundations courses combined Educational Psychology, Child Development and Learning Theory with a year's sequence in Reading Methods. One internship seminar dealt with instructional strategies and another seminar provided experience in ongoing community involvement activities under the leadership of the OSU Community Involvement Coordinator. Another new course offering was a two-hour sequence in Creative Expression which combined methods of music, art, drama and physical education and was taught by local school personnel.

All University instruction was conducted on site two or three afternoons a week, with separate classes for the urban and rural
corpsmembers after the first term. According to the staff, the change to separate classes was the result of complaints concerning travel time and to instructor conflict with corpsmembers.

In the elementary schools, corpsmembers provided individual tutoring or small group instruction, focusing on reading instruction to provide immediate application of the University reading courses. The Inservice provided an opportunity to make career decisions as most Fourth Cycle corpsmembers worked in all grades and many were in more than one school. Each school was a reflection of the ethnic and socio-economic community. Consensus was that corpsmembers' varied experience allowed them to choose their own preferences as to age groups and community types (OSU Final Program Report 1971).

Community Involvement during Inservice was coordinated by an OSU staff person. The community projects, although varying from team to team, were on a more consistent basis than had been true during the earlier OSU Cycles. Parent contacts were the major Community Involvement during this year (Becker 1971).

Corpsmembers, in assessing their first Inservice year, felt that being accepted by the school faculties was their first and most serious difficulty. Team effort did overcome most hostility toward corpsmembers, but as one team leader indicated, some immaturity on the part of some team members was a concern:
Burning of incense, playing of loud music and dart contests in the TC room are major activities. Acceptance of responsibility in classes has helped but we've sometimes wondered if at least five of the interns are old enough to be teachers! (Team Leader Journal 1969).

During Inservice, most corpsmembers' complaints concerned University courses. One corpsmember summed up the reaction to the Inservice courses:

Our much-excited group in June seems to have turned to a state of apathy. I find my temper growing shorter and shorter and have walked out of class a couple of times in disgust over puny little arguments (Team Leader Journal 1969).

As to work in the schools, another team leader (1969) found the corpsmembers were working at an individual rate and were developing at a level with which they felt comfortable.

Actually, the progress evaluation of the Teacher Corps program at OSU varied according to the program level at which the evaluator was working. Sorensen (1969, p. 5) quoted the Dean of the School of Education:

...as a result of Teacher Corps, the big impetus now is to move our preparatory program out into the schools. The person who is leading this movement for the regular program is the former Director of Teacher Corps (Dr. E. Strowbridge). It is basically a Teacher Corps pattern. We are planning to move the Teacher Corps content courses into our University Foundations program.

First Followup data for the evaluation of the OSU Fourth Cycle were collected during the First Year Inservice (Becker 1971).
Module III. Intervening Summer--1970. Corpsmembers returned to the OSU campus for the intervening summer of 1970. Assessments of individual OSU Fourth Cycle corpsmembers' academic programs revealed deficiencies in University requirements or in "areas of concentration" resulting in corpsmembers being required to select courses from the regular summer session offerings. One seminar, instructed by the Teacher Corps staff, dealt with common problems corpsmembers experienced during the First Year Inservice. Most OSU Fourth Cycle corpsmembers continued community involvement in migrant programs or gave volunteer assistance at the Children's Farm Home in Corvallis, Oregon. Amendments to the OSU Proposal were submitted in the summer of 1970 and reflected the only evaluation of the program.

Module IV. Process Development--Second Year Inservice 1970-71. In the second year of Inservice, the University program combined instruction in Language Arts and Social Studies, Science and Mathematics Methods courses with Instructional Media and Research. Instruction for these courses focused on the needs of children in urban and rural areas with special classes for corpsmembers meeting in Portland and in Woodburn on three afternoons a week. Teacher Corps staff, OSU staff, and local district personnel provided instruction for the various courses. A seminar offered in the spring of 1971 provided a last chance to focus on significant problems or needed research as determined by each corpsmember.
In the schools, corpsmembers were involved in more intensive teaching situations than in the first year. Direct opportunities were provided to implement ideas and materials presented in University classes and often, the University instructors visited the classrooms.

The OSU Fourth Cycle corpsmembers worked in modified team situations and cooperating teaching situations. By the end of the Second Year Inservice, each corpsmember experienced primary, intermediate and upper grade instructional situations. For their concentrated teaching during spring term of the second year, each corpsmember taught on a grade level and with a cooperating teacher personally selected by the corpsmembers with the advice of team leaders and principals. In the spring of 1971, OSU Fourth Cycle corpsmembers taught except for one afternoon a week, spent in University classes. However, evaluation of the OSU Fourth Cycle (OSU Final Report 1971) indicated concentrated teaching should occur earlier in the program to provide ample time for resolution of in-classroom problems.

During the Second Year Inservice, community involvement activities continued, with most corpsmembers involved in projects such as Campfire Girls, field trips and extended days connected with school projects (Becker 1971; Appendix VIII).

The Second Followup of the OSU Fourth Cycle evaluation occurred in April of the Second Year Inservice of 1971.
Innovations in the OSU Fourth Cycle

University Innovation

Change in programs for teacher education at both the University and the local levels were anticipated in the Teacher Corps programs (Guidelines 1969). The program in which the OSU Fourth Cycle corps-members participated resulted in several innovations at the University level (Final Program Report 1971):

1. As a direct or indirect result of the OSU Fourth Cycle, the regular University teacher education program changed to place more emphasis upon field-centered education for teacher preparation and more on-site University instruction.

2. Team teaching and block programs with interrelated disciplines similar to the Teacher Corps Program were initiated in regular teacher education programs at OSU when the Fourth Cycle ended in 1971.

3. Teacher Corps and other federally funded programs, such as the Portland Urban Teacher Education Project, instigated split staff assignments with members of local school districts serving on the University staff and University staff serving in local school districts.

4. Teacher Corps at OSU, by serving as a pilot program for
elementary certification as approved by the State Department of Education, was to make possible other experimental certification programs.

5. Curriculum change through new courses in Race Relations, Migrant Subculture, Black History, Psychology of the Disadvantaged and English as a Second Language had occurred in the OSU Fourth Cycle Program. (However, an examination of OSU catalogs for subsequent years revealed the first education course in Cultural Diversity was offered in the summer of 1973.) Although special courses developed during the five years of Teacher Corps at OSU were scheduled to become part of the regular teacher education programs, this did not occur.

Local School Innovation

Since the OSU Fourth Cycle was a cooperative teacher education program, innovation was expected at the local level also. The following innovations were the result of the OSU Fourth Cycle Program at the local school district level (Final Report 1971):

1. Modified team teaching and cooperative teaching had become possible with the availability of the corpsmembers.

2. Individualized instruction was more common with the infusion of corpsmembers into the elementary classrooms.
3. School newspapers and photography classes were typical of extra activities possible with the corpsmembers' participation.

4. Movies of students and their activities were produced at the local level.

5. Participation in and the planning of activities such as Black History Week, Martin Luther King Day, Soul Food dinners for the community, and community surveys were part of the corpsmembers' responsibilities.

6. Teachers were motivated to try new techniques and strategies with the OSU Fourth Cycle corpsmembers present in their classrooms. Often, instructors from the University visited classrooms and learned along with corpsmembers.

Dean Keith Goldhammer (Congressional Record 1970 H5477) spoke of the influence of corpsmembers in the classroom:

Teacher Corps trainees have provided essential services in their schools, have augmented the staff beyond the limitations possible within the school district and have helped to stimulate creative approaches to the proper education of children in these districts.

Fourth Cycle Evaluation

Corpsmember Assessment

Evaluation procedures for the first two Cycles at OSU were generally subjective and inconsistent. For the Fourth Cycle, the
position of Evaluator was created (OSU Amendments, April 1969) permitting objective appraisal of the OSU Fourth Cycle corpsmembers.

The program was modified according to results gathered during the Fourth Cycle evaluative process and the process itself was under continuous scrutiny (Becker 1971). Data gathered and shared through individual and group conferences were used for instructional purposes to promote positive improvement by corpsmembers. Formal evaluative conferences were held at the end of each Module of the Fourth Cycle and a cooperative summary evaluation of the Program and participants was made at the completion of the two years.

One portion of the formal assessment of the OSU Fourth Cycle corpsmembers included five-minute video clips to ascertain effects of coursework and internship on corpsmembers’ competence as teachers (Becker 1971). While teaching, corpsmembers were taped in July 1969 (Baseline), in December 1969 (First Followup) and in March 1971 (Second Followup). A 50 percent stratified random sample of 90 clips were randomly distributed and placed on a continuous tape to be viewed by a selected panel consisting of three OSU faculty members not connected with Teacher Corps. The panel attempted to identify behavioral or attitudinal changes of the corpsmembers by focusing on the affective level for use of expression, style of presentation, and interactions with pupils. Ratings of the corpsmembers’ video clips indicated that change occurred between the Baseline, First
and Second Followups, showing corpsmembers had become more fixed, direct and rigid in their expression towards students. Corpsmembers appeared more insensitive to personal desires of students, more concerned about subject matter and more organized, distant, and inclined to follow preconceived plans. These traits appeared to approximate the cooperating teacher models when compared to video clips of two teachers included in the series. The video clips of teachers received lower evaluations on the scale than any of the corpsmembers (Becker 1971).

The study indicated changes of attitudes in a more structured direction were the result of increased responsibilities assumed by corpsmembers as they progressed through the Fourth Cycle. Increased responsibility accompanied by insecurity might have tended to change the corpsmembers' approach toward more rigidity, planned presentations and fixed interaction with pupils. (This evaluative procedure was not repeated during the Followup in 1974 as the video clips had been erased.)

The MTAI also was used to assess corpsmembers' attitudes toward teaching. The rationale for selection of the MTAI and recorded results from data analysis (Becker 1971) are in Appendix IV.

Both cooperating teachers and team leaders rated the corpsmembers on an Evaluation of Interns Form (see Appendix II). Rating was done during the First Followup in 1969 and again during the
Second Followup in April 1971. Mean ratings of corpsmembers were higher for the Second Followup on both cooperating teacher and team leader evaluations. The most gain was shown in Imagination and in Creativeness in Teaching (.71 and .75) and in Effectiveness in Use of Resources (.83) (Becker 1971). OSU Fourth Cycle corpsmembers were consistently rated higher by cooperating teachers than by team leaders.

Becker's study interpreted the Evaluation of Interns ratings as tending to show increased control and firmness on the part of the corpsmembers, thus lending support to the implications of the video clips. According to the Evaluation (Becker 1971), more rigid organized teacher models were present for the OSU Fourth Cycle corpsmembers to imitate and these rigid models rated controlled types of behaviors higher.

An assessment of grade point averages of OSU Fourth Cycle corpsmembers indicated a considerable increase subsequent to entering the OSU Fourth Cycle. At entry, 13 percent of the OSU Fourth Cycle corpsmembers had grade point averages below 2.00, 77 percent were between 2.0 and 2.9, and 10 percent were above 3.00. At program completion 1 percent (one intern) was below 2.00, 32 percent were between 2.00 and 2.99 and 67 percent were above 3.00.

Informal checklists, audio tapes, micro-teaching and clinical supervision techniques also were a part of the corpsmember
assessment process (OSU Fourth Cycle Final Report 1971. Unfortunately, only the fact assessments were done is reported and few records were kept.

Program Assessment, University Level

Concurrent with the long-range goals set for the OSU Fourth Cycle (see p. 65) several general objectives were formulated for both the University and the school districts (OSU Proposal 1969). These objectives are listed below and are followed by comments indicating whether participants felt program objectives were met.

1. To encourage and provide the impetus for the development of continuous internship programs funded by the state or other sources.

By 1970, consensus was that this objective had not been accomplished (OSU Amendments 1970). Financial considerations were cited as the reason. As of 1974, OSU operated one intern program, the Portland Urban Teacher Education Program in cooperation with the Portland School District but no rural area programs were continued.

2. To experiment with the way in which method courses were taught and organized.

This objective was moderately accomplished by 1970, since on-site instruction was occurring and corpsmembers were participating in course structuring. However, courses still were continually considered "not relevant" by corpsmembers. The Final Program Report
(1971) suggests corpsmembers offered few suggestions for course improvements.

3. To develop a research sensitivity related to the problems of training teachers to work with disadvantaged children.

This objective was too broad and definition of "research sensitivity" virtually impossible. A method of evaluating or measuring success or failure was never developed.

4. To provide freedom and flexibility so as to encourage experimentation and innovation on the part of the University, the corpsmembers, local school districts and the State Department of Education.

According to a subjective evaluation (1970), the Teacher Corps at OSU was flexible, but program staff had minimal contact with regular School of Education staff or the State Department of Education personnel once the program was underway. Teacher Corps was encouraged to experiment and innovate but according to the former director, creative skill and background was minimal.

5. To provide University personnel with the opportunity to become involved with problems at the local level so as to lend assistance to help overcome problems.

The Evaluation Report (1971) indicated the program was moderately successful in meeting this objective. Travel distance between the University and the Local Education Agencies was a negative factor. Mitigating factors were the University Supervisors were in the local school three days a week and many course instructors visited the classrooms.
6. To synthesize the special aspects of the psychological, cultural and educational needs of the disadvantaged children and develop and test instructional models.

This objective had not been met by the end of the OSU Fourth Cycle (Final Report 1971).

7. To provide an entry into the profession for minority people who would not be able to complete college without some assistance and to provide examples of minority success figures for minority pupils.

The OSU Fourth Cycle substantially increased recruitment of minorities. Twelve Blacks and four Chicanos entered the program and 12 Blacks and 2 Chicanos completed the program. Minorities represented 44 percent of the Fourth Cycle upon graduation as compared to 17 percent of the OSU First Cycle and 4 percent of the Second Cycle.

8. To help further the concept of differentiated staffing with special career positions of leadership for people who are leaders in the education of the disadvantaged.

Followup figures indicate (see p. 103) this objective was moderately accomplished. Eight former OSU Fourth Cycle corpsmembers held leadership positions in 1974.

9. To provide a cadre of highly trained, creative, innovative teachers of disadvantaged children.

The number of OSU Corpsmembers was too small to form a cadre once they left the program.
Program Assessment, Local Level

The cooperating school districts of Portland and Woodburn also specified objectives for the OSU Fourth Cycle corpsmembers who were to participate and serve in the Modular program in the local schools. These objectives were also summarized in the Final Program Report (1970):

1. Corpsmembers were to understand the cultural milieu in which the learner lives.

Throughout the program, this point was stressed and accomplished through required residence in communities where the corpsmembers were to serve and through special courses designed to increase background knowledge of the cultural communities.

2. To develop an awareness of the need for parent and community cooperation in developing desirable education programs.

This was moderately accomplished, for by OSU Fourth Cycle completion, corpsmembers had worked with parents and parent organizations in most of their community involvement projects (Becker 1971). The tendency to work with community organizations was gradually supplanted by work with parents on an individual basis. No objective measures were applied to assess the objective.

3. To develop an awareness and sensitivity of one’s self as a teacher of disadvantaged children.
By 1970, moderate accomplishment was indicated for this objective, mostly through corpsmember participation in sensitivity training. Reports indicated many OSU Fourth Cycle corpsmembers were still more concerned with selves than with children. Increased sensitivity was noted at the completion of the program, according to these reports.

4. To become acquainted with the variety of specialized materials, methods, and content which are necessary to be effective as a teacher of inner city or rural migrant children.

Moderate accomplishment was indicated, according to the Amendments of 1970. No objective assessment was made, according to the OSU Director. Special resource centers were maintained in each school and instructors were to provide relevant materials in their courses.

The evaluation of courses conducted during the Fourth Cycle Followup (see p. 110) tended to support the "moderate accomplishment" evaluation. Methods classes which presented the specialized methods and materials were not highly rated by former OSU Fourth Cycle corpsmembers.

5. To be creative regarding the development of new methods, materials, and teaching styles.

The OSU Fourth Cycle corpsmembers indicated this had been accomplished on a moderate scale. Many of the corpsmembers spent much time in curriculum libraries doing individual research to test
new styles and approaches, but no mechanism was set up to evaluate this broad objective properly.

An analysis of the objectives would indicate they are too broadly stated. To be evaluated in view of the events in the program, these objectives would need to be much more concise, with specific mechanism built into the program for a more precise, objective assessment. This was not done.

**Recommendations for OSU Fourth Cycle Program Improvement**

An informal evaluative session was held at the completion of the OSU Fourth Cycle to obtain recommendations for program improvement from participants. Recommendations from the OSU Fourth Cycle corpsmembers are summarized as follows (OSU Fourth Cycle Final Report 1971):

1. Program organizational flaws were directly related to irrelevant courses and the lack of communication between program participants, school, and university personnel. The inadequate number of coordinating staff at the local levels contributed to lack of communication. Program organization and communication channels required improvement.

2. The team leader was considered the key person in the Corps. Yet untrained team leaders were assigned to this role and placed
in the position of educating untrained people. Team leaders appeared to develop competency in activity coordination during the two years of participation in intensive supervision courses. By that time, however, their service was completed. Earlier training of team leaders was recommended for program enhancement.

3. Additional community-based education with more coordinated activity between the corpsmembers and the University was needed. Creation of the position of Community Coordinator at the University level, and the credited Community Involvement seminar were steps toward improvement, but greater program definition was essential.

4. Cooperating teachers required more supervision experience and preparation.

5. Recruitment of more minorities was a necessity for a program such as the OSU Fourth Cycle.

6. The same University supervisor should be assigned to corpsmembers for the full two years, thus providing a degree of consistency.

7. Strengths of the University classes should include: on-site instruction; active corpsmember involvement in class discussion of problems and questions; close relationships between course content block programs.
8. University courses encouraging carry-over of classwork into the corpsmembers' school situations were of the most value. Examples of these courses were: Children's Literature; Social Studies and Science Methods, and Creative Expression.

(Interestingly, the 1974 Followup did not completely concur with this Evaluation. See p. 110.)

9. More courses in all phases of psychology and sociology should be offered early in the two-year period. Some corpsmembers exhibited a need for self-examination prior to attempting to help children.

Fourth Cycle Summary

Corpsmember attrition was high in the Fourth Cycle, but never reached the proportions experienced in the First and Second Cycles (see Chapter II). All 42 interns completed the Preservice in 1969. The first resignation occurred in early September 1969, when one Nationally assigned corpsmember left to care for her child. Another corpsmember, also assigned by the National office, resigned two months later for reasons of ill health.

No OSU Fourth Cycle corpsmembers were officially terminated (requested to leave) during the program. However, conferencing with the OSU Teacher Corps staff resulted in resignation of several corpsmembers before termination did occur. By the end of the Cycle in
1971, ten participants had resigned, of whom six had been young university students prior to recruitment. Reasons for leaving were officially designated on information forms as illness, personal problems, commitment to other causes, and disinterest in elementary education. None of the departing corpsmembers expressed written disappointment in the program or funding difficulties as being factors in their decisions.

Upon completion of the Fourth Cycle in 1971, 79 percent of the 32 corpsmembers graduating assumed teaching positions. The Follow-up in Chapter V records their status subsequent to the Teacher Corps experience.

The team leaders were expected to assume positions in teacher education upon completion of two years service in the OSU Fourth Cycle (OSU Proposal 1969). The two rural team leaders, one of whom completed her Master's degree during the program, returned to classroom teaching. One urban team leader became a teacher in a Reading Laboratory, another became a Behavior Specialist and a third, an Administrative Assistant. None remained in teacher education.

Chapter Summary

The OSU Fourth Cycle was completed by 76 percent of those originally selected, a much higher retention rate than either of the
previous OSU Cycles. Much credit for the higher retention rate may belong to the undergraduate status of the program and to the improved selection procedures. Early in the First Year Inservice, the Program Specialist (Sorensen 1969, p. 3) observed:

Though this is an undergraduate program, the writer noted considerable maturity and the large percentage of interns with years of experience in other fields of endeavor. The commitment to teaching as a way of making a contribution was quite apparent. There seems to be no "lessening" in their attitudes to bringing about change when compared with graduate interns, but perhaps as a whole they confine their emphasis to more change in education rather than to spread it to society as a whole as is sometimes the case with interns in a graduate program.

In commenting on the success of the OSU Fourth Cycle, Dr. Keith Goldhammer, Dean of the OSU School of Education, wrote to the National Director as follows:

The Teacher Corps has been a creative program in teacher education. Teacher Corps has been responsible, directly or indirectly, for many changes which have taken place in the School of Education's regular teacher training program in the past few years. We feel the present Fourth Cycle has been successful and the resulting product will be outstanding teachers of disadvantaged children.

Participant opinion was that the experimental OSU Fourth Cycle, with new courses and community emphasis, had been moderately successful. The most consistent complaints focused on University courses. Classroom involvement provided the most satisfaction.

Throughout the program, need for improved communication always was evident. Although interpersonal effectiveness and
sensitivity training had been integral portions of the OSU program, personal relations were frequently strained.

In searching for evidence of permanent changes resulting from the OSU Fourth Cycle, the Final Program Evaluator (Hurd 1971) felt any changes resulting from the OSU Teacher Corps program would be difficult to continue. The districts lacked financial resources to implement these innovations without the additional staff provided by the Teacher Corps.

Whether or not the OSU Fourth Cycle was considered successful depended upon the evaluator. Representatives from the University, the Corps and the local schools tended to view events from their own perspective. Probably the Final Program Evaluator (Hurd 1971, p. 6) was correct:

The University should measure the products in terms of acceptance by those who have the responsibility of employment of teachers for the low-income family child.

Chapter V will present the findings of a Followup of the OSU Fourth Cycle corpsmembers concerning acceptence as teachers, especially of the deprived child.
V. FINDINGS OF THE STUDY

Chapter V is in two sections: Followup of the OSU Fourth Cycle Corpsmembers, which reports on employment status, location, attitudes toward classroom activities, coursework, and community involvement as compiled from questionnaires mailed to former OSU Fourth Cycle corpsmembers; and MTAI Measurement of OSU Fourth Cycle Corpsmembers' Attitudes Toward Teaching, which contains the summary of the MTAI data from each of four administrations to the OSU Fourth Cycle corpsmembers.

Followup of OSU Fourth Cycle Corpsmembers

A Followup of the OSU Fourth Cycle corpsmembers was conducted in 1974 to determine if the program had been successful in meeting the broad goal of "developing highly-trained teachers of children in poverty areas who could work effectively with children, parents, and the community at large" (OSU Proposal 1969).

Twenty-nine of the 32 OSU Fourth Cycle corpsmembers completing the original OSU Fourth Cycle responded to a mailed survey. The three who did not participate could not be located. The Followup attempted to answer the following questions:

1. Did former OSU Fourth Cycle corpsmembers tend to remain in education? As teachers? In other roles?
Of the 29 former OSU Fourth Cycle corpsmembers responding to the survey, 23 (79 percent) were elementary teachers in the fall of 1971. Of the other six, one had entered graduate school, two were traveling and three were homemakers.

In June 1974, according to the Followup survey, 16 (55 percent) of the former OSU Fourth Cycle corpsmembers were classroom teachers. Altogether, 83 percent were in education or in education-related fields such as social or community work at the time of the mailed survey.

Actual positions held by former OSU Fourth Cycle corpsmembers as of 1974 are listed in Table 3.

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td></td>
</tr>
<tr>
<td>Preschool-Kindergarten</td>
<td>2</td>
</tr>
<tr>
<td>Primary (1-3)</td>
<td>3</td>
</tr>
<tr>
<td>Intermediate (4-6)</td>
<td>11</td>
</tr>
<tr>
<td>Counselors</td>
<td>2</td>
</tr>
<tr>
<td>Director, Bilingual Education</td>
<td>1</td>
</tr>
<tr>
<td>Asst. Director, Portland Urban Teacher Program</td>
<td>1</td>
</tr>
<tr>
<td>Career Guidance Coordinator</td>
<td>1</td>
</tr>
<tr>
<td>Advisory Specialist</td>
<td>1</td>
</tr>
<tr>
<td>Child Development Specialist</td>
<td>1</td>
</tr>
<tr>
<td>Juvenile Case Manager</td>
<td>1</td>
</tr>
<tr>
<td>Asst. Director, Environmental Protection Agency</td>
<td>1</td>
</tr>
<tr>
<td>Homemakers</td>
<td>3</td>
</tr>
<tr>
<td>Carpenter</td>
<td>1</td>
</tr>
<tr>
<td>No response</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>32</td>
</tr>
</tbody>
</table>
Five (17 percent) of the former OSU Fourth Cycle corpsmembers indicated they had not taught since leaving the OSU Program. However, two indicated plans to teach in the near future and one was actively seeking a position. All but one, who had listed an administrative, supervisory or counseling position, had spent at least one year in the classroom.

2. Did former OSU Fourth Cycle corpsmembers remain in poverty areas?

As of June 1974, of the 24 OSU Fourth Cycle corpsmembers employed in education or education-related fields such as social work, 83 percent indicated they had remained in poverty areas.

Of the 17 respondents trained in the Portland urban area, 82 percent had taught in the Portland schools for at least one year and all had served in predominately Black schools. Two former OSU urban corpsmembers, who had not been formally employed, had remained active in urban community affairs.

Of the 12 OSU Fourth Cycle corpsmembers in the Woodburn program, 72 percent had been associated with either migrant or Indian education.

3. Did former OSU Fourth Cycle corpsmembers tend to remain in the same district, Woodburn or Portland, in which they had trained?
When the OSU Fourth Cycle ended in 1971, the teacher shortage was over and neither of the cooperating school districts had sufficient openings in which to place all their interns.

Three of the 12 corpsmembers from the rural program were employed in Woodburn and in 1974, were still teaching in the district.

In 1971, Portland School District hired 14 of the 20 interns trained in the urban program. No data were available on why the other six were not employed in Portland. In June 1974, of these 14 former corpsmembers employed in the Portland School District, eight were elementary teachers, two were in supervisory or administrative positions and two had left teaching for community or social work in the Portland area. Two of the former corpsmembers left Portland and assumed positions in other urban areas.

The summary of the data on the OSU Fourth Cycle corpsmembers who remained in or left the areas in which they trained is presented in Table 4 (p. 107). Of the total group of 32 OSU Fourth Cycle corpsmembers, 41 percent remained in the district schools in which they had trained.

4. Did rural-trained OSU Fourth Cycle corpsmembers remain in rural areas?

Of the OSU Fourth Cycle corpsmembers who served in the Woodburn rural-migrant program, 9 (75 percent) remained in rural
areas. The 25 percent who moved to urban areas taught in rural schools for at least one year.

Eighty-three percent of the 12 rural-trained OSU Fourth Cycle corpsmembers remained in Oregon, teaching, working, or administrating in Woodburn or in nearby districts.

5. Did urban-trained OSU Fourth Cycle corpsmembers remain in urban areas?

Twenty of the OSU Fourth Cycle corpsmembers served in the Portland urban program and 17 (85 percent) responded to the Followup. All 17 of the former OSU Fourth Cycle corpsmembers had remained in urban areas.

Fourteen of the former urban corpsmembers were in Portland and the other three had moved to urban areas in Oregon and California where they were involved in education.

Three former urban OSU Fourth Cycle corpsmembers were not located for the Followup, but all had left the state and when last contacted by other corpsmembers, had been in urban areas.

Eighty percent of the 20 OSU Fourth Cycle corpsmembers trained in Portland remained in Oregon as of 1974.

6. Did OSU Fourth Cycle corpsmembers remain in schools with other corpsmembers?

The team concept was very strongly emphasized in Teacher
Table 4. OSU Fourth Cycle corpsmembers remaining in or departing LEA in which they trained (June 1974) (N = 32).

<table>
<thead>
<tr>
<th>Ethnic group and sex</th>
<th>Males</th>
<th>Females</th>
<th>Total</th>
<th>(%)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Black</td>
<td>White</td>
<td>Black</td>
<td>White</td>
</tr>
<tr>
<td>Urban (Portland; N = 20)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Remained</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Employed</td>
<td>3</td>
<td>1</td>
<td>7</td>
<td>1</td>
</tr>
<tr>
<td>Not employed</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Departed</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Employed</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Not employed</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>No response</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Totals</td>
<td>3</td>
<td>3</td>
<td>9</td>
<td>5</td>
</tr>
</tbody>
</table>

| Rural (Woodburn; N = 12) |       |         |       |       |     |
| Remained                |       |         |       |       |     |
| Employed                | 1     | 0       | 0     | 2     | 9   |
| Not employed            | 0     | 0       | 0     | 0     | 0   |
| Departed                |       |         |       |       |     |
| Employed                | 0     | 5       | 1     | 3     | 28  |
| Not employed            | 0     | 0       | 0     | 0     | 0   |
| No response             | 0     | 0       | 0     | 0     | 0   |
| Totals                  | 1     | 5       | 1     | 5     | 38  |
Corps as it was felt programs were strengthened when interns were clustered in one school. Perhaps, then, Fourth Cycle corpsmember impact would tend to remain if corpsmembers were assigned positions in the same schools. This would also continue the cadre concept at stated in the long-range goals of the OSU Fourth Cycle (see p. 65).

Of the 29 OSU Fourth Cycle corpsmembers responding to the survey, 14 (48 percent) had taught or were teaching with other OSU Fourth Cycle corpsmembers in the same building. The highest total number of OSU Fourth Cycle corpsmembers in one building was in the elementary school in Woodburn where three former corpsmembers and one team leader were teaching.

Five schools in Portland had two OSU Fourth Cycle corpsmembers at one time. In June 1974, two schools in Portland each had two OSU Fourth Cycle corpsmembers on the staff. By June 1974, only one urban OSU Fourth Cycle corpsmember was teaching in the school in which he had trained.

7. Did former OSU Fourth Cycle corpsmembers continue their education?

Of the 29 OSU Fourth Cycle corpsmembers responding to the Followup in 1974, seven (24 percent) had earned Master's degrees after leaving the Corps. Five of these seven had been trained in the urban area.
Subject emphasis of the earned Master's degrees included:
Reading and Language Arts, 1; Curriculum and Instruction, 2; Counseling, 2; Extreme Learning Problems, 1; Psychology, 1.

Five other former OSU Fourth Cycle corpsmembers indicated they were candidates for the Master's degree; six were taking university courses but were not enrolled in a formal degree program; and one was completing certification in Deaf Education.

Eleven (38 percent) of the 29 respondents had accumulated no further university credits in the three years after leaving the Corps. Three of them, two from the urban area, had never taught, and one was no longer teaching.

Fifty percent of the Chicanos, 33 percent of the Blacks and 11 percent of the Anglos in the OSU Fourth Cycle had earned Master's degrees by 1974.

Former OSU Cycle corpsmembers have attended various institutions of higher learning since completing Teacher Corps in 1971:

<table>
<thead>
<tr>
<th>Institution</th>
<th>Corpsmembers attending</th>
<th>Corpsmembers receiving degrees</th>
</tr>
</thead>
<tbody>
<tr>
<td>California State University at San Jose</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Division of Continuing Education (Oregon)</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Goddard College (California)</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>
8. Which university courses offered during the OSU Fourth Cycle were perceived by former OSU Fourth corpsmembers as most valuable?

Totals of responses determined the composite rankings in importance of the University courses according to the former OSU Fourth Cycle corpsmembers. Presented in Table 5 are the top five course choices, the pertinent component of the OSU Fourth Cycle program in which instruction occurred and whether instruction was by OSU Instructors, Local Education Agency (LEA) personnel, or Teacher Corps Staff. The Teacher Corps Staff included the Director, Assistant Director and University Supervisors assigned to the rural and urban areas.
Table 5. Rankings of the five most valuable university courses according to former OSU Fourth Cycle corpsmembers participating in 1974 followup (N = 29).

<table>
<thead>
<tr>
<th>Rank</th>
<th>Course</th>
<th>Offered</th>
<th>Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td>Psych. of Disadvantaged</td>
<td>Preservice</td>
<td>Teacher Corps</td>
</tr>
<tr>
<td>2nd</td>
<td>Student Teaching: Internship</td>
<td>2nd year</td>
<td>Teacher Corps</td>
</tr>
<tr>
<td>3rd</td>
<td>Educational Psychology</td>
<td>1st year</td>
<td>Teacher Corps</td>
</tr>
<tr>
<td>4th</td>
<td>Methods of Reading</td>
<td>1st year</td>
<td>OSU Staff.</td>
</tr>
<tr>
<td>5th</td>
<td>Children's Literature</td>
<td>1st year</td>
<td>Teacher Corps</td>
</tr>
</tbody>
</table>

Since the University instruction program for OSU Fourth Cycle corpsmembers was conducted on site in both the urban and rural areas, composite rankings by the 12 rural and 17 urban respondents were also tabulated. The top five choices by participants in urban and rural areas are ranked in Table 6. Although the course titles were identical, instructors and course content varied according to the needs of the target populations in each area. The same five courses listed as overall program choices are in Table 6 although in different order for each program segment.
Table 6. Rankings of the five most valuable courses according to former rural and urban OSU Fourth Cycle corpsmembers.

<table>
<thead>
<tr>
<th>Course</th>
<th>Rural (N = 12)</th>
<th>Urban (N = 17)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychology of Disadvantaged</td>
<td>2nd</td>
<td>2nd</td>
</tr>
<tr>
<td>Student Teaching; Internship</td>
<td>1st</td>
<td>5th</td>
</tr>
<tr>
<td>Education Psychology</td>
<td>3rd</td>
<td>3rd</td>
</tr>
<tr>
<td>Methods of Reading</td>
<td>4th</td>
<td>1st</td>
</tr>
<tr>
<td>Children's Literature</td>
<td>5th</td>
<td>4th</td>
</tr>
</tbody>
</table>

Interestingly, the sixth and seventh-ranked courses were identical selections for both the urban and the rural programs, although order of preference was reversed. These were: Psychology of Childhood, ranked seventh in the rural program and sixth in the urban, and Principles and Practices of Remedial Reading, ranked sixth in the rural and seventh in the urban. Other courses on the list receiving fewer votes by corpsmembers showed little agreement between rural and urban preferences.

9. Which University courses offered during the OSU Fourth Cycle were perceived by former OSU Fourth Cycle corpsmembers as least valuable?

Totals of responses again determined the composite judgment of the least important courses in their program according to the former OSU Fourth Cycle corpsmembers.
The courses considered by the respondents to be of the least value in their teaching experience are ranked in Table 7. The program component in which instruction occurred is included and staff responsible for course instruction is also indicated. Rankings are in order of the least valuable course listed first.

Table 7. Rankings of the five least valuable courses according to former OSU Fourth Cycle corpsmembers participating in the 1974 Followup (N = 29).

<table>
<thead>
<tr>
<th>Rank</th>
<th>Course</th>
<th>Offered</th>
<th>Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td>Preparation of AV Aids</td>
<td>2nd year</td>
<td>OSU Staff</td>
</tr>
<tr>
<td>2nd</td>
<td>Math for Elem. Teachers</td>
<td>2nd year</td>
<td>OSU Staff</td>
</tr>
<tr>
<td>3rd</td>
<td>Measurement in Education</td>
<td>1st year</td>
<td>Teacher Corps</td>
</tr>
<tr>
<td>4th</td>
<td>Methods &amp; Materials: Science</td>
<td>2nd year</td>
<td>OSU Staff</td>
</tr>
<tr>
<td>5th</td>
<td>Creative Expression</td>
<td>1st year</td>
<td>Teacher Corps &amp; LEA Staff</td>
</tr>
</tbody>
</table>

The negative ratings were more diffuse than ratings for courses considered of more value. Four former corpsmembers could indicate no choices in the least valued category, while six respondents gave fewer than three responses.

Since most urban and rural course offerings were identical in title but varied according to staff, content and location, the composite weighted rankings by the 12 rural and 17 urban OSU corpsmembers
were also tabulated. The breakdown of the least valuable courses according to the area, rural or urban, in which the respondents were trained is given in Table 8.

Table 8. Rankings of five least valued courses according to rural and urban OSU Fourth Cycle corpsmembers participating in the Followup (N = 29).

<table>
<thead>
<tr>
<th>Course</th>
<th>Ranking Rural (N = 12)</th>
<th>Ranking Urban (N = 17)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preparation of AV Aids (Least valued)</td>
<td>3rd (tie)</td>
<td>2nd</td>
</tr>
<tr>
<td>Math for Elementary Teachers</td>
<td>1st</td>
<td>3rd</td>
</tr>
<tr>
<td>Measurement in Education</td>
<td>-</td>
<td>1st</td>
</tr>
<tr>
<td>Methods and Materials: Science</td>
<td>3rd (tie)</td>
<td>5th</td>
</tr>
<tr>
<td>Creative Expression</td>
<td>2nd</td>
<td>6th</td>
</tr>
</tbody>
</table>

Methods and Materials: Math received the fourth place rating in the rural program, while Methods and Materials: Social Studies was a fourth place ranking for the urban program. Choices for the "worst" were not nearly as unanimous as for the courses considered most valued.

10. What other recommendations were made regarding University coursework?

Of the nine courses initially introduced in the OSU Fourth Cycle, only one, The Psychology of the Dis advantaged, received a
high positive rating. Another of the special courses, Creative Expression, was very high on the negative list.

Recommendations for other courses which might be of more significance were varied and indicate no trends. Suggestions included: grant or fund writing; public or school administration; guidance and counseling; art; teaching strategies; parent-teacher effectiveness; inquiry development; school district politics; coping with trivia; planning; and how to teach beginning reading as opposed to remediation.

Other comments regarding University coursework were:

"Perhaps, as in other forms of education, the people that stimulated or turned me off are more relevant to the question than actual course material.""

"I feel the spectrum of classes was very poor. Neither instructors nor students seemed to care."

"I cannot indicate any others of value since to my knowledge, student teaching was the only thing of value."

"I value all my coursework--even the most seemingly insignificant class helped in some positive way."

"The class taught by (instructor's name) was least significant."
11. How did OSU Fourth Cycle corpsmembers' attitudes toward classroom experiences following actual work experience compare with attitudes toward classroom experiences expressed during the operation of the OSU Fourth Cycle?

During the OSU Fourth Cycle, corpsmembers recorded their reactions to experiences in classrooms. These subjective judgments were recorded in narrative form on the Intern Evaluation of Classroom Experience form (see Appendix II). Statements received were recorded by frequency of repetition and listed in order of how often mentioned. Results of these responses may be found in Appendix IX and were a part of the Becker Evaluation of the Fourth Cycle in 1971.

The Intern Evaluation of Classroom Experience form was included in the packets mailed to former OSU Fourth Cycle corpsmembers in the third Followup in 1974. The corpsmembers were requested to indicate positive and negative experiences in classrooms and were asked to make recommendations for improvements. These responses were tabulated in a manner similar to those of the previous Followups during the Fourth Cycle.

The responses from the third Followup in 1974 are listed in Table 9 in the same format used in the original evaluation (see Appendix IX). Twenty-nine of the former OSU Fourth Cycle corpsmembers responded. Of these, five indicated no classroom experience. Twenty-three of the remaining 24 corpsmembers indicated the positive aspect of teaching is working with children.

<table>
<thead>
<tr>
<th>No. of responses</th>
<th>Positive Experiences</th>
</tr>
</thead>
<tbody>
<tr>
<td>23</td>
<td>Working with children.</td>
</tr>
<tr>
<td>7</td>
<td>Good rapport with parents, including use of parents in the classroom.</td>
</tr>
<tr>
<td>6</td>
<td>Gaining confidence; identifying my own strengths; becoming more knowledgeable.</td>
</tr>
<tr>
<td>4</td>
<td>Rapport with other teachers.</td>
</tr>
<tr>
<td>4</td>
<td>Experiences from Teacher Corps have been a great asset.</td>
</tr>
<tr>
<td>4</td>
<td>Team teaching and/or working in multi-age or open classrooms.</td>
</tr>
<tr>
<td>2</td>
<td>Every year an improvement with every year different with different experiences.</td>
</tr>
<tr>
<td>2</td>
<td>Becoming knowledgeable of various teaching methods and strategies.</td>
</tr>
<tr>
<td>1</td>
<td>Considering individual differences.</td>
</tr>
<tr>
<td>1</td>
<td>Bilingual experience.</td>
</tr>
<tr>
<td>1</td>
<td>The constant stimulus.</td>
</tr>
<tr>
<td>1</td>
<td>Positive feedback from students, teachers, parents, principal.</td>
</tr>
<tr>
<td>1</td>
<td>Principal telling you he'd like to have his son in your class.</td>
</tr>
<tr>
<td>1</td>
<td>Conferencing.</td>
</tr>
<tr>
<td>1</td>
<td>Field trips.</td>
</tr>
<tr>
<td>1</td>
<td>Class meetings.</td>
</tr>
<tr>
<td>1</td>
<td>Helping to change the system.</td>
</tr>
<tr>
<td>1</td>
<td>Ability to write plans via behavioral objectives.</td>
</tr>
<tr>
<td>1</td>
<td>Providing an environment for self-expression.</td>
</tr>
<tr>
<td>1</td>
<td>Learning the culture and ways of others.</td>
</tr>
</tbody>
</table>

(Continued on next page)
Table 9. (Continued)

<table>
<thead>
<tr>
<th>No. of responses</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Doing native craftwork in school.</td>
</tr>
<tr>
<td>5</td>
<td>No classroom experience.</td>
</tr>
</tbody>
</table>

**Negative Experiences**

| 6 | No negative experience. |
| 4 | Feeling of failure or disappointment when you can't reach a child. |
| 4 | Lack of materials. |
| 3 | Working with adults. |
| 3 | Lack of administrative commitment. |
| 2 | Experiences with uncooperative teachers. |
| 2 | "Stacking" classroom with problems. |
| 2 | Not enough time to write or produce materials. |
| 1 | Frustration from lack of experience below third grade. |
| 1 | Frustration from underachieving of too many children. |
| 1 | Required curriculum. |
| 1 | Having to deal with mass public education. |
| 1 | Being put in the position of "authoritarian cop." |
| 1 | Lack of services for students needing help. |
| 1 | Apathy of parents. |
| 1 | Apathy of students. |
| 5 | Never taught. |

**Recommendations**

| 2 | Need funding to purchase equipment. |
| 2 | Dividing load of "behavior problems" equally. |
| 1 | Need extra time for material preparation. |
| 1 | Need more visual materials. |
| 1 | More social services for children. |

(Continued on next page)
Table 9. (Continued)

<table>
<thead>
<tr>
<th>No. of responses</th>
<th>Suggestions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Greater exposure to early learning traits rather than reteaching procedures.</td>
</tr>
<tr>
<td>1</td>
<td>Opportunity to learn ways to help combat the negative experiences.</td>
</tr>
<tr>
<td>1</td>
<td>Intermix cultural activities with school curriculum.</td>
</tr>
<tr>
<td>1</td>
<td>Need more men in primary schools.</td>
</tr>
<tr>
<td>1</td>
<td>More guidance and counseling.</td>
</tr>
<tr>
<td>1</td>
<td>Need to not give up as it took a long time for children to develop problems.</td>
</tr>
<tr>
<td>1</td>
<td>More realism on the part of administrators.</td>
</tr>
<tr>
<td>1</td>
<td>Teachers-in-training need to be in the classroom as early as possible.</td>
</tr>
<tr>
<td>1</td>
<td>It has been very successful so far. I enjoy what I am doing; my students enjoy what they are doing.</td>
</tr>
<tr>
<td>1</td>
<td>The experiences I had before TC and during helped me in classroom management tremendously.</td>
</tr>
<tr>
<td>7</td>
<td>None.</td>
</tr>
</tbody>
</table>
Positive responses toward Classroom Experience as listed in 1974 are more varied than those listed during the Fourth Cycle Followups in 1969 and 1971.

Fewer negative experiences were recorded in 1974, with four former OSU Fourth Cycle corpsmembers indicating no negative experiences in the classroom. Negative responses by the now-experienced teachers center around frustrations from inability to meet children's needs, lack of discipline, and lack of time and materials.

Recommendations during the 1974 Followup related to a wider range of activities than in previous surveys (Becker 1971). In 1971, most recommendations related to the need for more effective teacher models and for more supervisory support.

12. Were Community Involvement activities, an important aspect of the Teacher Corps, continued by former OSU Fourth Cycle corpsmembers?

OSU Fourth Cycle corpsmembers evaluated their community involvement effectiveness during the first Followup in December 1969 and again in the second Followup in April 1971. Activities were categorized according to four groupings: Sport Activities; Youth Organizations; Educational Activities; and Parent Contacts. Along with the frequency of responses for these four groupings, positive and negative
learnings, statements and recommendations for future involvement were arranged in order of frequency mentioned. Tables containing the reports on community involvement from these first and second Follow-ups are in Appendix VIII.

Major involvement in both the first and second Followups concentrated on parent contacts. A significant increase in home visitations was evident. A decline in sports and educational activities occurred between the two evaluations. Few activities dropped from the original list but a number of new ones appeared, indicating additional scope of community work.

Positive learnings reported included a better understanding of parents and of student home situations. Minimal parent participation in school functions was a disappointment to some of the corpsmembers. Recommendations from the first and second Followups focused upon a need for more corpsmember involvement in the community through increased allotments of time, money and direction.

For the third Followup in 1974, the original form, an Intern Evaluation of Community Involvement (see Appendix II) was included in the mailed packets. Twenty-nine corpsmembers responded, and resultant lists of community activities were tabulated according to frequency mentioned and categorized according to the original four groupings indicated on the previous page. Since involvement in teacher
associations and school meetings was reported for the first time, a fifth category, Professional Activities, was included in the third Followup.

Seven of the 29 former OSU Fourth Cycle corpsmembers listed no community involvement since completing the Teacher Corps program. Four were from the rural area and three from the urban program.

Of those 22 former OSU corpsmembers listing community activities, major involvement again concentrated in the area of parent contacts. The frequency of home visits dropped, as did reported involvement in sports activities, youth organizations and educational activities.

For this third Followup in 1974, positive learnings included the opportunities of working with parents and the increased understanding resulting from the contacts. Negative learnings again had the highest response in the "none" category. However, added to the negative learnings were some comments expressing disappointment regarding school boards and administrators for their attitudes toward teachers. Again, lack of communication, time, and endeavors were negative factors.

Recommendations focused on the appreciation of the community involvement experience in Teacher Corps and the need for more teacher participation.
Table 10. Evaluation of Community Involvement of former OSU Fourth Cycle corpsmembers; third Followup 1974 (N = 29).

<table>
<thead>
<tr>
<th>No. of responses</th>
<th>Sport Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Coaching, after school</td>
</tr>
<tr>
<td>1</td>
<td>Camping program, deaf children</td>
</tr>
<tr>
<td>1</td>
<td>YMCA</td>
</tr>
<tr>
<td>1</td>
<td>YWCA</td>
</tr>
<tr>
<td>2</td>
<td>Youth Organizations</td>
</tr>
<tr>
<td>2</td>
<td>Campfire Girls</td>
</tr>
<tr>
<td>1</td>
<td>Boy Scouts</td>
</tr>
<tr>
<td>1</td>
<td>4-H (Advisory Board chairperson)</td>
</tr>
<tr>
<td>1</td>
<td>Educational Activities</td>
</tr>
<tr>
<td>1</td>
<td>Mini-field trips, after school</td>
</tr>
<tr>
<td>1</td>
<td>Extended Day program</td>
</tr>
<tr>
<td>5</td>
<td>Parent Contacts</td>
</tr>
<tr>
<td>5</td>
<td>Home visits</td>
</tr>
<tr>
<td>4</td>
<td>Parent involvement</td>
</tr>
<tr>
<td>3</td>
<td>Parent workshops</td>
</tr>
<tr>
<td>3</td>
<td>Adult basic education</td>
</tr>
<tr>
<td>3</td>
<td>Community clubs and meetings</td>
</tr>
<tr>
<td>2</td>
<td>Model Cities program</td>
</tr>
<tr>
<td>2</td>
<td>Parent meetings</td>
</tr>
<tr>
<td>2</td>
<td>Parent Advisory Council, Teacher representative</td>
</tr>
<tr>
<td>1</td>
<td>Home Bible study and church</td>
</tr>
<tr>
<td>1</td>
<td>Organize community day care</td>
</tr>
<tr>
<td>1</td>
<td>Community night school</td>
</tr>
<tr>
<td>1</td>
<td>Police, school and community relations</td>
</tr>
<tr>
<td>1</td>
<td>Causes: anti-war, Chicano, foster homes</td>
</tr>
<tr>
<td>1</td>
<td>Budget committee</td>
</tr>
<tr>
<td>1</td>
<td>Area Parent/Teacher council</td>
</tr>
<tr>
<td>1</td>
<td>Teacher representative to school board</td>
</tr>
<tr>
<td>4</td>
<td>Professional Activities</td>
</tr>
<tr>
<td>2</td>
<td>School and teacher associations</td>
</tr>
<tr>
<td>2</td>
<td>Career Awareness workshops</td>
</tr>
<tr>
<td>1</td>
<td>School committees</td>
</tr>
<tr>
<td>1</td>
<td>AAUW</td>
</tr>
<tr>
<td>1</td>
<td>Jaycee projects</td>
</tr>
</tbody>
</table>

(Continued on next page)
Table 10. (Continued)

<table>
<thead>
<tr>
<th>No. of responses</th>
<th>Positive Learnings from Community Involvements</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Working with parents. Teacher involvement with students' families to a certain extent can help with the students' classroom experiences.</td>
</tr>
<tr>
<td>1</td>
<td>Student appreciation.</td>
</tr>
<tr>
<td>1</td>
<td>Serving on committees helps in developing understanding of people.</td>
</tr>
<tr>
<td>1</td>
<td>Living in the community has many public relation benefits.</td>
</tr>
<tr>
<td>1</td>
<td>Appreciate the contact with a variety of people.</td>
</tr>
<tr>
<td>1</td>
<td>Organizations (Boy Scouts, etc.) must have more total community support to function or meet community needs.</td>
</tr>
<tr>
<td>1</td>
<td>All experiences are positive. Many problems of the handicapped, for instance, prejudice, are similar to those experienced by minorities.</td>
</tr>
<tr>
<td>1</td>
<td>Knowing how to make city government responsive to the needs of the poor.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Negative Learnings from Community Involvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
</tr>
<tr>
<td>2</td>
</tr>
<tr>
<td>1</td>
</tr>
<tr>
<td>1</td>
</tr>
<tr>
<td>1</td>
</tr>
<tr>
<td>1</td>
</tr>
<tr>
<td>1</td>
</tr>
<tr>
<td>1</td>
</tr>
</tbody>
</table>

(Continued on next page)
Table 10. (Continued)

<table>
<thead>
<tr>
<th>No. of responses</th>
<th>Recommendations Regarding Community Involvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>None.</td>
</tr>
<tr>
<td>1</td>
<td>Home visits should be required.</td>
</tr>
<tr>
<td>1</td>
<td>An experience for everyone.</td>
</tr>
<tr>
<td>1</td>
<td>More teacher participation needed.</td>
</tr>
<tr>
<td>1</td>
<td>Need more teacher-parent interaction.</td>
</tr>
<tr>
<td>1</td>
<td>More school-related activities should be stressed.</td>
</tr>
<tr>
<td>1</td>
<td>Exposure and commitments of Teacher Corps were rewarding. More stress should be given this.</td>
</tr>
<tr>
<td>1</td>
<td>Must be a genuine interest in order to be effective.</td>
</tr>
<tr>
<td>1</td>
<td>Too much emphasis on community involvement in Teacher Corps.</td>
</tr>
<tr>
<td>1</td>
<td>Every student who wants to teach children should have the opportunity to learn how to respond to the needs of the community, as we did. Our experiences are serving us well!</td>
</tr>
<tr>
<td>1</td>
<td>Not necessarily relevant to teacher preparation, but teachers should be forced to live in the communities in which they serve. Too many are ignorant of the child's immediate surroundings. Teachers should be forced to make a home visit for each of their pupils.</td>
</tr>
<tr>
<td>1</td>
<td>All teachers should work with the community outside of the classroom. This broadens our perspective of the children and lets us know how parents and others than professional educators feel about raising and educating our children.</td>
</tr>
</tbody>
</table>
Results of the community involvement survey for the third Followup in 1974 are shown in Table 10. The results of the survey are categorized and arranged in order of frequency of mention in a format used in the original Becker evaluation (see Appendix VIII).

13. Did present supervisory personnel consider the former OSU Fourth Cycle corpsmembers effective teachers?

An Evaluation of Intern form was sent to principals and other supervisors of the 24 former OSU Fourth Cycle corpsmembers with teaching experience. Sixteen forms (67 percent) were returned. During the OSU Fourth Cycle, this form was completed by cooperating teachers and team leaders. Results from the earlier evaluation are reported in Appendix VII.

Corpsmembers were rated on a six-point scale ranging from high to low on qualities characteristic of good teachers (Becker 1971). Numerical values were assigned to the ratings with high designated as 6 and low as a rating of 1. Ratings for each criteria statement were analyzed and a mean was calculated.

The mean ratings from the third Followup in 1974 are presented in Table 11. Comparing the mean ratings of the third Followup with those made during the second Followup in 1971, slight improvement is indicated in ability to establish effective climate for learning (.1), self confidence in the classroom (.3), command of subject matter...
Table 11. Evaluation of former OSU Fourth Cycle corpsmembers by supervisory personnel - 1974 (N = 16).

<table>
<thead>
<tr>
<th></th>
<th>Mean ratings (6.0 scale)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ability to get along with students</td>
<td>5.00</td>
</tr>
<tr>
<td>Imagination and creativeness in teaching</td>
<td>5.20</td>
</tr>
<tr>
<td>Ability to establish an effective climate for learning</td>
<td>4.90</td>
</tr>
<tr>
<td>Self confidence in the classroom</td>
<td>5.20</td>
</tr>
<tr>
<td>Ability to communicate effectively</td>
<td>4.80</td>
</tr>
<tr>
<td>Command of subject matter</td>
<td>5.10</td>
</tr>
<tr>
<td>Enthusiasm for teaching</td>
<td>5.06</td>
</tr>
<tr>
<td>Knowledge of current teaching methods</td>
<td>4.80</td>
</tr>
<tr>
<td>Understanding of cultural and economic differences</td>
<td>4.50</td>
</tr>
<tr>
<td>Effectiveness in the use of resources</td>
<td>5.06</td>
</tr>
<tr>
<td>Ability to provide for individual differences</td>
<td>4.93</td>
</tr>
<tr>
<td>Carries out assignments and responsibilities</td>
<td>5.06</td>
</tr>
<tr>
<td>Seeks and accepts criticism</td>
<td>4.49</td>
</tr>
<tr>
<td>Relates effectively to school personnel</td>
<td>4.80</td>
</tr>
<tr>
<td>Relates effectively to parents</td>
<td>5.10</td>
</tr>
</tbody>
</table>
(.09), and ability to communicate effectively (.05). No improvement occurred in the other items. The greatest drop in rating (1.2) was in understanding of cultural and economic differences.

Comments recorded by the evaluators in 1974 included:

"One of the most enthusiastic, capable teachers in my school. Many practical and realistic ideas."

"One of the school's best teachers. A multitude of experience plus personal background make her a winner."

"Has excellent training for teaching."

"Extremely effective."

"The finest thing that ever happened to a group of kids. Enthusiasm and 'how to' exemplify how teaching should be done."

"Doing a good job--assimilated new responsibilities remarkably well."

"Leaving teaching and may decide to return when teaching frustrations are settled and can cope. Has ability but needs to realize capabilities."

"Does not have commitment to the classroom."

"Doesn't understand other people not being able to devote 12 hours a day to teaching."

"Too severe. Does not accord pupils any 'strong rights'."

The overall average rating on the Evaluation of Intern form for the third Followup was 5.0 of a possible 6.0. Nine corpsmembers
gained in rating an average of .65 from the second Followup in 1971.
Six participants dropped an average .83 and one corpsmember retained
the same rating.

14. Given the same opportunity, would former OSU Fourth Cycle
corpsmembers again join Teacher Corps?

Of the 29 former OSU Fourth Cycle corpsmembers who
returned the survey forms, 93 percent indicated they would again join
the Teacher Corps. Some of the reasons listed with the positive
responses included:

"Early contact with students is very important."

"Good (or decent, or valuable) learning experience." (Similar
responses given by several.)

"Provided experience and background."

"Good program--at the time it was the best way to complete
my education."

"It was the greatest teaching and learning experience one would
have."

"Made a better person of me."

"At the time, the only way I could earn a degree."

"Practical experience is the real teacher."

"It's unbeatable--it offered a panoramic experience, but it
was all up to the individual."
"Intern programs are the only proper training."

"Teacher Corps is THE WAY. The end product is by far more superior than in a conventional teaching program."

"Most new teachers envy the intern training because it puts ideas into practice."

"Many different philosophies were discussed in the Corps--beneficial in forming mine."

Seven of the 26 who reported they would again join the Corps gave no reasons.

Rural-trained OSU corpsmembers responses were 100 percent in favor of joining again, while 85 percent of the urban area corpsmembers answered the question affirmatively.

Two urban corpsmembers would not join again, one responding that another profession would have been chosen. One former urban corpsmember, who has not taught, replied, "I really don't know."

Of the 16 actively engaged in teaching, 94 percent indicated they would join Teacher Corps again.

All ten of the former male OSU Fourth Cycle corpsmembers were positive toward rejoining. Three urban females were negative or not sure.
OSU Fourth Cycle Corpsmembers' Attitudes toward
Teaching as Measured by the MTAI

The Minnesota Teacher Attitude Inventory (MTAI) was administered to each of 29 OSU Fourth Cycle corpsmembers at the beginning of the OSU Fourth Cycle in June 1969, and again at two points during the Inservice Program: December 1969 and April 1971. The MTAI was readministered to former OSU Fourth Cycle corpsmembers during the third Followup in April 1974. A summary of the OSU Fourth Cycle corpsmembers' MTAI scores is in Table 12.

The data in Table 12 indicate some increase in the mean scores of the OSU Fourth Cycle corpsmembers during the OSU Fourth Cycle program, but reveal that the third Followup mean falls below the mean of the first Followup. The table also shows that the range of the MTAI high raw scores to low raw scores is greater in the third Followup.

Table 12. Summary of MTAI scores for OSU Fourth Cycle corpsmembers (N = 28).

<table>
<thead>
<tr>
<th>Test administered</th>
<th>Date</th>
<th>Raw score</th>
<th>Mean</th>
<th>Range</th>
<th>S.D.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baseline</td>
<td>June 1969</td>
<td>90</td>
<td>-33</td>
<td>49.25</td>
<td>123</td>
</tr>
<tr>
<td>1st Followup</td>
<td>Dec. 1969</td>
<td>106</td>
<td>-21</td>
<td>58.28</td>
<td>127</td>
</tr>
<tr>
<td>2nd Followup</td>
<td>April 1971</td>
<td>108</td>
<td>0</td>
<td>61.14</td>
<td>108</td>
</tr>
<tr>
<td>3rd Followup</td>
<td>April 1974</td>
<td>111</td>
<td>-12</td>
<td>57.89</td>
<td>136</td>
</tr>
</tbody>
</table>
There is no significant difference between Baseline, first Follow-up, second Followup and third Followup with respect to any change in the OSU Fourth Cycle corpsmembers' attitudes toward teaching as measured by the MTAI.

An analysis of variance, one-way classification, was computed on the means to determine whether or not attitudinal changes as measured by the MTAI were significant at the 0.05 level of confidence. The statistical treatment of the scores is summarized in Table 13.

Table 13: Summary of analysis of variance of Baseline, First, Second and Third Followups MTAI scores of OSU Fourth Cycle corpsmembers (N = 28).

<table>
<thead>
<tr>
<th>Source of variation</th>
<th>df</th>
<th>Sum of squares</th>
<th>Mean square</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between MTAI scores</td>
<td>3</td>
<td>2,216.64</td>
<td>738.88</td>
<td>0.76836</td>
</tr>
<tr>
<td>Within MTAI scores</td>
<td>108</td>
<td>103,857.07</td>
<td>961.63</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>111</td>
<td>106.073.71</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The "F" ratio computed, 0.76836, is considerably less than the 2.76 necessary for any differences to be significant at the 0.05 level. There are not significant differences among the means. Consequently, $H_0$ cannot be rejected.
Chapter Summary

Chapter V presented evidence from a mailed survey indicating that the undergraduate, locally-recruited OSU Fourth Cycle program was successful in meeting the long-range goal of developing teachers who would continue in low-income areas and work effectively with children. Eighty-three percent of the 29 participants in the Followup remained in education or education-related fields, with 83 percent in poverty areas. Only 41 percent remained in the rural or urban areas in which they originally trained. However, rural-trained tended to remain in rural areas and urban-trained tended to remain in urban areas. More urban than rural participants had continued their education.

In the opinion of the former OSU Fourth Cycle corpsmembers, the most valuable program coursework included psychology, reading courses, and student teaching. Methods courses in mathematics and science, preparation of audio-visual aids, measurements and creative expression were the least-valued courses.

Positive classroom experiences continued to focus on working with children but responses on the Followup survey were more varied than during the original evaluation. Frustrations from discipline problems, lack of time and materials, and inability to meet the needs of children were most frequently mentioned as negative classroom experiences.
Community involvement activities were less common than during the original program, but still tended to center on parent contacts. Many former OSU Fourth Cycle corpsmembers were engaged in professional activities with school boards, school committees and teacher associations. These involvements were not common in the original Cycle. Ninety-three percent of the corpsmembers indicated they would rejoin Teacher Corps.

Results from an analysis of variance computed on the means of the MTAI indicated there was no significance at the 0.05 level and there was no difference as to change in attitude toward teaching.

Chapter VI presents the summary and recommendations of the study.
VI. SUMMARY AND RECOMMENDATIONS

Chapter VI reviews the background of the study of the OSU Fourth Cycle and corpsmembers, restates the purpose of the study, and reports major findings and interpretations. The chapter concludes with recommendations for further study. The following format will give direction: (1) Background of the Study; (2) Restatement of the Purpose; (3) Major Findings and Interpretations; (4) Summary; and (5) Recommendations.

Background of the Study

An historical review of the First and Second Cycle Teacher Corps programs at Oregon State University provided background for the Descriptive Analysis and Followup of the OSU Fourth Cycle Urban/Rural-Migrant Teacher Corps (1969-71) operated in cooperation with school districts in Portland and Woodburn. The study thus provides a convenient historical record of the five years of Teacher Corps at OSU.

The problems of recruiting, program planning, attrition of corpsmembers, communication between participants, overemphasis of the Master's degree and lack of consistent evaluative procedures plagued the first two OSU Cycles. These problems led to planning of an undergraduate Fourth Cycle designed to recruit more minorities
from local areas and to decrease attrition rates. Evaluative data were collected during the OSU Fourth Cycle providing evidence of the degree of program success or failure in meeting goals of training teachers for low-income areas and instituting change in teacher education programs.

The study serves the important purpose of providing a record of the OSU Teacher Corps projects. The Followup of the former Fourth Cycle corpsmembers was to determine if they indeed had remained in education, and more specifically in education in low-income areas. This would provide one measure of the OSU Fourth Cycle success.

Restatement of the Purpose

The study had a threefold purpose:

1. To describe and analyze the OSU Fourth Cycle Teacher Corps program and provide a selected historical record. Assessment of the OSU Fourth Cycle was made in relation to these long-range program goals: (1) educating highly trained teachers for children in low-income areas; (2) developing working partnerships with local schools; (3) developing supervisory personnel for future internship programs; and (4) developing a model teacher education program.
2. To conduct a Followup survey of former OSU Fourth Cycle corpsmembers to determine employment status and attitudes toward classroom experience, community involvement, and university coursework.

3. To examine OSU Fourth Cycle corpsmembers' attitudes toward teaching as measured by the MTAI. The purpose was to determine any significant differences between the Baseline (June 1969), first Followup (December 1969), second Followup (April 1971), and third Followup (1974).

**Major Findings and Interpretations**

**Descriptive Analysis of the OSU Fourth Cycle**

The OSU Fourth Cycle, described and analyzed in Chapter IV, operated under the long-range objectives outlined in the OSU Proposal (1969). These long-range objectives are listed below followed by the analysis of the available data which led to the findings listed after each objective.

**Objective 1.** Develop a cadre of highly trained teachers of disadvantaged children who can work effectively with children, parents, and community at large.

The 29 former OSU Fourth Cycle corpsmembers now employed in many occupations do not represent a cadre. The impact of the teachers trained in the OSU Fourth Cycle is minimal if analyzed as a
cadre for the few corpsmembers are situated in too many schools. However, a majority of the corpsmembers are successful in their endeavors and have tended to remain in education or education-related fields, primarily in low-income areas.

**Objective 2.** Develop highly trained supervisory personnel who will be the backbone of a regular internship training program in the future.

This objective was never realized. Only one team leader trained under the supervisory courses developed during the five years of Teacher Corps at OSU remained in teacher education. Neither the courses developed for supervision nor future internship programs became realities following the Fourth Cycle. In-depth examination of this objective was beyond the scope of this study.

**Objective 3.** Develop a working partnership with local education agencies.

This long-range objective functioned well during the program's existence at Oregon State University. Most education programs at OSU are now field-based, and do operate with cooperation of school districts. However, it would be presumptive to attribute this to Teacher Corps. No cooperative program has existed with the Woodburn school district since 1971, although the need still exists. A cooperative internship program continues with the Portland school district.
Objective 4. Develop a contemporary teacher training program based on the Teacher Corps intern model, including community involvement, individualization of instruction, and research sensitivity.

The School of Education at OSU has moved toward competency-based education. However, little of the contemporary teacher education program can be attributed to the success of the OSU Fourth Cycle. A Sixth Cycle Teacher Corps proposal developed to continue this objective was not funded and the progress as begun by Teacher Corps at OSU halted. Hostile feelings toward the Teacher Corps still exist among some OSU staff members but many are uninformed about the project and its attempts at innovation from 1966-71. Community Involvement is not included in present teacher education programs nor are any of the specially-developed OSU Fourth Cycle University Courses.

The OSU Fourth Cycle Teacher Corps can be viewed as successful from the standpoint of the subsequent success of its graduates, but not from the standpoint of the success of specified long-range objectives as they apply to program development. These objectives were too ambiguous.

OSU Fourth Cycle Corpsmember Followup Findings

From the mailed survey and subsequent compilation of data, findings were:
1. In 1974, 84 percent of the 29 former OSU Fourth Cycle corpsmembers were employed in education or education-related fields as compared to 79 percent in 1971 when the two-year Cycle ended. Corpsmember retention in education was high.

2. Of these 29 former OSU Fourth Cycle corpsmembers, 83 percent indicated they had remained in poverty areas. This implied success of the program in training teachers for low-income areas.

3. In 1971, 17 (53 percent) of the OSU Fourth Cycle corpsmembers obtained positions in the Woodburn or Portland school districts where they had been trained. By 1974, 15 (41 percent) of the groups were still in their original districts. One implication of the low retention rate in the training districts was the lack of position openings.

4. All 12 OSU Fourth Cycle corpsmembers trained in the rural-migrant program in Woodburn remained in rural areas for at least one year. By 1974, 75 percent were still in rural areas and 83 percent had remained in Oregon.

5. Seventeen of the 20 OSU Fourth Cycle corpsmembers who trained in urban Portland (100 percent of the urban respondents) had remained in urban areas, with 80 percent still teaching in Oregon and 40 percent still working in Portland. The OSU
Fourth Cycle goal of local recruiting to encourage corpsmembers to remain in the area was realized.

6. Forty-eight percent of the former OSU Fourth Cycle corpsmembers were still teaching in buildings with at least one other OSU corpsmember. The highest concentration was in a Woodburn elementary school where three former interns and one former team leader were employed. A continued team impact was negligible because of the small numbers of former OSU corpsmembers.

7. By 1974, Master's degrees had been earned by 24 percent of the OSU Fourth Cycle corpsmembers. However, 38 percent had earned no further university credits. Over half of those who had not continued their education were from rural areas, which raised the question of availability of opportunities or need for continued studies.

8. Both urban and rural OSU Fourth Cycle corpsmembers selected the same five University courses offered during their program as being of the most value: Psychology of the Disadvantaged, Student Teaching: Internship, Educational Psychology, Methods of Reading, and Children's Literature. Interestingly, four of the five courses (all but Methods of Reading) were taught by the Teacher Corps staff, perhaps indicating instructor rapport had
some influence on the choices. Four of the five top selections were offered during Preservice or during the First Year Inservice.

9. The innovative class in Preparation of Audio-Visual Aids led the list of the least-valued courses. Two methods classes, in Mathematics and Science, and another course in Measurements in Education were also on the least helpful list. Another course created especially for the OSU Fourth Cycle, Creative Expression, also made the least-valued list. If reasons for these selections had been given, instructor antagonism and lack of clear objectives for the innovative courses contributed to the selection as least-valued. However, choices for this category were more diffuse than in the previous listing of the most valued courses.

10. Major community involvement activities reported during the OSU Fourth Cycle centered around parent contacts, with a wider range of activities reported as the program progressed. In the third Followup in 1974, parent contacts were still the most frequently reported community involvement activities. An overall decline in community involvement was evident, with seven of the 29 former OSU Fourth Cycle corporsmembers reporting no community involvement.
11. Community involvement during the third Followup added a category of Professional Activities, as former OSU Fourth Cycle corpsmembers tended to become involved in teacher associations, school meetings and school board representative activities. This aspect of involvement was not part of the original program.

12. The most positive experiences in classrooms reported by former OSU Fourth Cycle corpsmembers involved working with children. This was expected.

13. Fewer negative classroom experiences were recorded by former OSU Fourth Cycle corpsmembers, but when reported, negative comments centered around frustration over inability to meet children's needs. Other negative experiences involved lack of time, materials and discipline.

14. In the first and second Followups during the operation of the OSU Fourth Cycle, recommendations to improve classroom experience centered around needs for more effective teacher models and for more supervisory support. The experienced teachers of 1974 had far more varied recommendations, including the need for more time, materials and administrative support. Further training needs and more social services for children were also mentioned.

15. Former OSU Fourth Cycle corpsmembers tended to receive positive ratings on teaching effectiveness as perceived by
supervisors in 1974. The mean rating was 5.0 from a possible 6.0. Most items on the evaluative criteria listed on the Evaluation of Intern form evidenced a drop from ratings given by cooperating teachers during the second Followup in 1971. The greatest difference was in understanding of cultural and economic differences which declined by 1.2 points. The inference is that the OSU Fourth Cycle may not have sustained lasting impact in cultural diversity, one of the major goals of the program.

16. If success of a program can be measured by willingness to rejoin the program, the OSU Fourth Cycle was successful. Ninety-three percent of the OSU Fourth Cycle respondents indicated they would repeat the Teacher Corps experience. Greatest satisfaction with the program was expressed by the former rural participants as 100 percent of them would join again. One hundred percent of the men respondents were positive concerning rejoining.

MTAI Measurement of OSU Fourth Cycle Corpsmembers' Attitudes toward Teaching

The data obtained from administering the MTAI at four points during and subsequent to the OSU Fourth Cycle revealed some increase in the mean scores during the course of the program, with the mean score of the third Followup in 1974 falling below that of the
first Followup in December 1969. The differences in gain scores proved insignificant at the 0.05 level. The range from high to low raw score was greater in the third Followup.

Since no significant differences occurred in the change of attitude of the OSU Fourth Cycle corpsmembers, the implication is that the program did little to change attitudes toward teaching as measured by the MTAI.

**Summary of the Findings**

1. The OSU Fourth Cycle was successful in recruiting and training corpsmembers who would remain in the local area and who would remain in teaching or in education-related positions in low-income areas.

2. The OSU Fourth Cycle trained a higher percent of minority teachers than the two previous Cycles. The Followup resulted in a 100 percent response from the Fourth Cycle minority corpsmembers and indicated a high retention and employment success for the group.

3. OSU Fourth Cycle corpsmembers expressed positive attitudes toward teaching and toward children.

4. For those OSU Fourth Cycle participants who responded to the Followup, the OSU Fourth Cycle had been a beneficial experience, enabling them to complete their undergraduate education and to
contribute to the education of children, especially in poverty areas. However, little change at the local school level or at the University level can be attributed to the existence of the OSU Fourth Cycle. There was no lasting impact.

5. The few corpsmembers in too many schools and school districts lessened the impact of the OSU Teacher Corps and without continued financial and program support, little effect endured. Teacher Corps, an excellent program, had promised much. From lack of support, wide dispersion of corpsmembers, poorly formulated program objectives and lack of long-range planning, the program did not realize its full potential at Oregon State University.

Recommendations

From review of the five Teacher Corps years at OSU, the investigator listed the following recommendations:

1. The need exists to explore what is actually happening to children as more and more field-based programs with more and more teachers in training enter classrooms. There was no built-in mechanism to evaluate the OSU Fourth Cycle in terms of the children served.

2. Studies of teacher training programs such as the OSU Fourth Cycle should be started when the programs begin. Adequate
descriptive techniques and consistently organized data collection and filing should be utilized. Provisions for checking the long-range effects of such programs should be built into the evaluation components.

3. The study of the OSU Fourth Cycle would have had more impact if a comparable group of subjects in the regular elementary education program had been established in a control situation.

4. Goals must be stated in less ambiguous terms to facilitate evaluative procedures. Program evaluation mechanisms for all components of a program must be in accord with stated goals and a part of the project. This would avoid the haphazard assumptions that programs are doing what they say they do.

5. The Team Leader concept should be examined in a separate study of the roles and functions of team leaders through the various cycles. A followup of team leaders and their subsequent employment would have implications for this role or for similar roles in the future of teacher education.

6. Possibly there are underlying implications in the choices of Psychology of Disadvantaged and of Educational Psychology classes as being the most valuable in the OSU Fourth Cycle. Comparisons of attitudes toward classes by regular education students would be of value.
7. Files need to be established and maintained to retain information delineating previous programs at the University level, the program characteristics, participants and evaluative procedures. This would place more information at the disposal of current program planners and facilitate historical research.

8. The effect of field-based instruction on the university professors involved might be explored. Are there differences in courses taught on campus or on site? How does the practical experience influence scholarship?

9. Selection processes need to be adopted and refined for all education students, perhaps with research into a type of model which might be most effective for urban or for rural schools or for varying grade levels with children of varying developmental levels.

10. School districts need to cooperate with universities in identifying the types of teachers required and to cooperate in ventures that educate for specific teaching situations.
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Teacher Corps First Cycle Corpsmember Response on Termination Questionnaire. 1968. (Mimeographed)

Teacher Corps Second Cycle Corpsmember Response on Termination Questionnaire. 1969. (Mimeographed)


APPENDICES
APPENDIX I

Postcards mailed to Corpsmembers
EXAMPLE OF POSTCARD REQUESTING PERMISSION FROM EACH FORMER CORPSMEMBER PRIOR TO MAILING PACKET OF MATERIALS.

Dear Former Teacher Corpsmember:

A great opportunity is yours--participating in a follow-up of the OSU Teacher Corps Cycle Fourth Cycle. As a part of the investigator's study of program impact, your cooperation is requested in completing and returning a packet of evaluation forms to be sent you upon return of the attached card. All information will be treated confidentially.

Please return the attached addressed, stamped card as soon as possible, indicating you will participate in the follow-up and verifying your current mailing address. Indicate also if you want a copy of the final survey results.

If you have change-of-addresses of former interns, please list these on the card. It is imperative to receive responses from everyone. Thank you for your assistance.

STAMPED CARD RETURNED TO INVESTIGATOR, INDICATING WILLINGNESS TO PARTICIPATE IN FOLLOWUP.

(Corpsmember name)                                         Employment Address:
Occupation:                                                 
Home Address:                                               
Addresses I know of other interns who have moved:

Yes, I will participate in the Study. __________

Yes, I would like a copy of the final survey. __________
EXAMPLE OF FOLLOWUP POSTCARD REQUESTING PERMISSION FROM FORMER CORPSMEMBERS PRIOR TO MAILING PACKET OF MATERIALS.
(Sent to those who failed to respond to the first card)

Dear Former Corpsmember:

Recently, a card was mailed to you requesting your assistance in a followup of the Fourth Cycle Teacher Corps. The response has been positive and it's gratifying to hear from the many friends from the Corps. However, there has been no response from you.

Would you take a few minutes of your time in completing some of the same instruments for evaluation used while you had the opportunity to be in the program? Your cooperation would be appreciated.

Whether or not you are teaching now, is not significant. Please return the attached card, indicating your willingness now to assist. Since the sample size is small, it seems imperative to have as many former corpsmembers as possible respond. If you do not wish to assist, please return the attached card anyway and indicate your reasons. Thank you.

Corpsmember Name:
Occupation:
Home Address:

Employment Address:

Addresses I know of other interns:

Yes, I will participate in the Study. _____

Yes, I would like a copy of the final survey. _____

Reason I will not participate:
APPENDIX II

Copies of cover letter and forms.
April 7, 1974

Dear Former Corpsemember:

As part of a doctoral program at Oregon State University, the investigator is conducting an interesting follow-up study of the Fourth Cycle Teacher Corps in which you participated. The objectives of this study are to: 1) compile a complete and concise record of the Fourth Cycle Teacher Corps; 2) determine the occupational outcomes of former corpsmembers; and 3) follow up the evaluation data collected by Gerald Becker in 1971.

Your cooperation in completing and returning the enclosed forms prior to April 30, 1974 will be greatly appreciated. A stamped, addressed envelope is enclosed for your convenience.

Materials which require your attention and are enclosed include:

1) Teacher Corps Survey Form
2) Community Involvement Survey
3) Classroom Experience Survey
4) Minnesota Teacher Attitude Inventory and Answer Form
5) Coursework Survey Form
6) Stamped, addressed envelope in which to promptly return all forms

Please complete and return these materials even if you are not now teaching. Your responses are important and all information will be treated confidentially.

A summary of this study will be sent to you. Your cooperation is greatly appreciated. Thank you for your early response.

Sincerely,

Gerry Snyder
Instructor, Oregon State University
TEACHER CORPS SURVEY FORM

IV Cycle Teacher Corps, Oregon State University

Please complete the following form. Any further comments you wish to add will be welcome.

Name __________________________ Address __________________________
Phone __________________________ City, State __________________________ Zip __________

Present Occupation __________________________________________________________
Location __________________________

List Teaching Experience since completing Teacher Corps:

<table>
<thead>
<tr>
<th>School(s)</th>
<th>Date</th>
<th>Location</th>
<th>Grade</th>
<th>Urban?</th>
<th>&quot;Disadvantaged Level(s)&quot;</th>
<th>Rural?</th>
<th>&quot;Disadvantaged School&quot;</th>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

Were other former Interns teaching in your school? Yes ______ No ______
Which School? __________________________________________________________

Other full-time employment since completing Teacher Corps:

<table>
<thead>
<tr>
<th>Position</th>
<th>Employer</th>
<th>Location</th>
<th>Date</th>
<th>Other (duties responsibilities)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

Have you continued your education since completing Teacher Corps? Yes ______ No ______

If yes, indicate
School(s) __________________________ Dates __________________________
Major field(s) __________________________
Degree? __________________________ Date Received __________________________
Other: __________________________

If you had it to do over again, would you join Teacher Corps? Yes ______ No ______
Why? __________________________

If you are not now teaching, what are your reasons for leaving the field? __________________________

Other comments you wish to add: __________________________
Intern Evaluation of Classroom Experience

Name of Intern ___________________ School ___________________

Date __________________________

Describe the positive experiences you have had in the classroom.

Describe the negative experiences you have had in the classroom.

Recommendations regarding the experience.
INDICATE COMMUNITY INVOLVEMENT EXPERIENCE SINCE YOU HAVE COMPLETED TEACHER CORPS

Intern Evaluation of Community Involvement

Date ____________________

Name of Intern _______________ School _______________

List the community activities in which you have been involved.

Discuss briefly those activities from the above list that you consider were positive and indicate what you learned from them.

Discuss briefly those activities from the above list that you consider were negative and indicate what you learned from them.

Recommendations regarding community involvement.
UNIVERSITY COURSE WORK SURVEY

Attached is a list of the University Courses offered during the Teacher Corps Program. Rank the five you consider of the most value to you since you have been employed.

1.
2.
3.
4.
5.

Rank the five you consider of the least value to you since you have been employed. Begin with course of least significance.

1.
2.
3.
4.
5.

If there are other courses you feel would have been of more value or significance, please list them below:

Other Comments:
UNIVERSITY COURSES OFFERED IN TEACHER CORPS PROGRAM:

Psychology of Disadvantaged
Seminar: Community Involvement
Migrant Subculture
History of Black Man
Race Relations
Conversational Spanish
English as a Second Language

Educational Psychology: Learning
Methods of Reading
Creative Expression
Seminar: Internship
Student Teaching: Internship

Psychology of Childhood
Reading in the Elem. School; Adv.
Measurements in Education
Principals and Practices; Remedial Reading
Children's Literature

Methods and materials: Science
Methods and materials: Language Arts
Methods and materials: Social Studies
Math for Elementary Teachers
Methods and materials: Math
Preparation of A. V. Aids
Seminar: Individual Problems in Teaching
Diagnostic and Corrective Tec. in Basic Skills

Electives: (Please specify)
Dear ____________:

Recently you received a packet of survey instruments similar to those you completed as an intern in the Fourth Cycle Teacher Corps at Oregon State University. With the pressures all of us experience daily, you probably set the materials aside intending to get around to them sometime.

Please make that sometime now. The investigator is particularly desirous of receiving your responses as your experience should contribute significantly toward the success of this project.

Other phases of the research cannot be completed until a computerized analysis of the survey material is completed. Your participation is really essential, and again, be assured, responses are confidential and the final data analysis will be in statistical form.

No record really exists that documents the experience of a dedicated group such as those Corpsmembers in Cycle IV at Oregon State University. This is what will be accomplished with this research.

Please complete the survey forms and mail them in the stamped, addressed envelope this week. If you have already done so, thank you.

Your cooperation is most appreciated.

Sincerely,

Gerry Snyder
Instructor

(Letter sent to recipients of packets who failed to return them.)
APPENDIX III

Evaluation of Interns Form Sent to Supervisory Personnel
<table>
<thead>
<tr>
<th>Criteria</th>
<th>High</th>
<th>Check ( ) Each Trait</th>
<th>Low</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ability to get along with students</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Imagination and creativeness in teaching</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ability to establish an effective climate for learning</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Self confidence in the classroom</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ability to communicate effectively</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Command of subject matter</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enthusiasm for teaching</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Knowledge of current teaching methods</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understanding of cultural and economic differences</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Effectiveness in the use of resources</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ability to provide for individual differences</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Carries out assignments and responsibilities</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Seeks and accepts criticism</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Relates effectively to school personnel</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Relates effectively to parents</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Remarks:  

THis form to be given to a principal or supervisor and mailed separately. All information is confidential.
APPENDIX IV

MTAI Evaluation from Becker Evaluation 1971
Evaluation of Corpsmembers
(Becker 1971)

Attitude Measures

Research in the field of education, and more specifically teaching, over the past ten years indicates that the attitudes of teachers toward children and school work are significantly correlated with the teacher-pupil relations found in the classrooms.

Whatever we do in teaching depends upon what we think people are like. The goals we seek, the things we do, the judgments we make, even the experiments we are willing to try, are determined by our beliefs about the nature of man and his capacities. Teachers who believe children can, will try to teach them. Teachers who believe children are unable, give up trying to spend their days on a treadmill, hopelessly making motions they never expect will matter.¹

Attitude measures of teachers provide a prediction factor in determining the characteristics of the teacher-pupil relations which will be maintained in the classroom.

Research has also indicated that certain teacher-pupil relations are more conducive to learning within the classroom than others. Desirable teacher-pupil relations are characterized by mutual affection, sympathetic understanding, trust, cooperation, honesty and respect. Both teacher and pupils should like their work and function in an atmosphere of freedom to think, act and speak with mutual consideration for the rights and abilities of others. Abilities and strengths are recognized and used to the utmost for the benefit of the classroom group. Undesirable teacher-pupil relations are characterized by teacher domination, lack of respect, ridicule, mutual distrust and competition. An atmosphere of tension, fear and submission, dislike for work, and hostility permeates the classroom. Under these conditions learning is considerably hampered.

If the climate is unwholesome and unkind, growth is stunted or stopped, and illness occurs. There is either growth or non-growth—and non-growth is illness. One who has been subjected to an unhealth climate and is forced to build defenses actually closes out the staff of healthy growth. Knowledge

¹Perceiving, Behaving, Becoming, p. 1.
then is distorted or closed out and growth is stopped. Learning under these circumstances is in terms of self-protection, not terms of self-growth.²

Differences between teachers who would be characterized as developing desirable teacher-pupil relations and those who develop undesirable relations cannot be explained completely in terms of attitudes toward children, toward teaching, toward the school, subject matter, etc. as differences are the result of numerous factors, including academic and social abilities, general knowledge and skills, personality traits, values and teaching techniques. However, it can be assumed that the attitudes of a teacher are the result of the interaction of this multitude of factors and, therefore, attitudes afford a key to predict the type of social atmosphere a teacher will maintain in the classroom.

The Minnesota Teacher Attitude Inventory was used to assess the attitudes of corpsmembers upon entrance into the program and at two points during their training period. Considerable experimentation and statistical analysis accompanies this instrument regarding reliability and validity measures. A validity coefficient of .60 is reported when the MTAI was correlated with three outside criteria of teacher-pupil rapport. Two studies were conducted to further check on validity which included correlation of MTAI scores with ratings of pupils, principals, and outside evaluators. Coefficients of .59, .63, .60 were reported.

Norms provided are based upon a sample of 228 students who were in their junior year of an elementary education program at the University of Minnesota. Approximately two-thirds of the students were preparing to teach in the first three grades.

The MTAI was designed to provide a measure of teacher attitudes on a scale from desirable to undesirable teacher-pupil relations. High scores are indicators of cooperative, sympathetic and permissive relationships while low scores reflect relationships characterized by teacher domination, fear, hostility, and rigidity.

Table I shows the quartile point scores for the norm group and the three measures completed on corpsmembers. Baseline data shows

²Perceiving, Behaving, Becoming, p. 93.
a wide range of low scores compared to the norm group with the mean significantly below the norm (9.9 points). At the 1st Follow-Up the mean of the group showed an increase of 9.5 points which is within one point of the mean of the norm group. The range of low scores had also decreased to coincide more closely with the norm. This increase is not statistically significant at the .10 level, however, even though a considerable gain was realized in mean scores. The scores at the 2nd Follow-up showed increased variance from the 1st follow-up with the main gain of 5.5 points and the third quartile point significantly above the norm, baseline and 1st follow-up measures. (Table II shows the distribution of scores on all three measures). Again the gain (5.5 points between the 1st and 2nd follow-up measures was not statistically significant at the .10 level, however, the trend of change was consistently in a positive direction. Considering the overall gain from baseline to 2nd Follow-Up measures the increase of 15.1 points is significant at the .10 level. This indicates that in only 10 percent of the cases could the changes indicated have occurred by chance.

The data clearly indicates that a change in attitude of corpsmembers (significant at the .10 level) was realized in a desirable direction during the program as measured by the MTAI. With this change in attitude, it is predicted that corpsmembers will be better able to get along with pupils in interpersonal relationships and indirectly will be better satisfied with teaching as a vocation.

Table 1. Minnesota Teacher Attitude Inventory Raw Scores at Quartile Points for Corpsmembers on Baseline and First and Second Follow-Up Measures

<table>
<thead>
<tr>
<th>Quartile Point</th>
<th>Norm Group</th>
<th>Corpsmembers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q3 - 75%</td>
<td>79.0</td>
<td>79.0</td>
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<td></td>
<td></td>
<td>80.2</td>
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<td></td>
<td></td>
<td>90.1</td>
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<tr>
<td>Q2 - 50%</td>
<td>59.5</td>
<td>49.6</td>
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<td></td>
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<td>59.2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>64.7*</td>
</tr>
<tr>
<td>Q1 - 25%</td>
<td>46.0</td>
<td>29.0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>44.9</td>
</tr>
<tr>
<td></td>
<td></td>
<td>37.6</td>
</tr>
</tbody>
</table>

*Significant at the .10 level
APPENDIX V

Development and Evaluation Time Lines for Oregon State University Cycle IV Teacher Corps
CYCLE IV URBAN/RURAL-MIGRANT TEACHER CORPS, OREGON STATE UNIVERSITY
1969-1971
DEVELOPMENT TIME LINE

EVALUATION TIME LINE

COMPONENTS

I DESIGN
Proposal Approval
Spring, '69

Proposal: OSU & LEA

II DEVELOPMENT
Corpsmember recruitment and selection
Staff procurement

Cycle IV begins
June, '69

III PRESERVICE
Intern & Team Leader Training
Community and Cultures
LEAs: Woodburn, Portland
Team and school assignments

Inservice begins
Sept., '69

IV INSERVICE
Classroom and Field Experience--LEA & OSU
Experience Building
Process Development
University work and practical experience leading to
Education Degree; Certification

Cycle IV ends
June, '71

V FOLLOW-UP
Pursuing careers
Three years following program completion

Baseline
July, '69

1st Follow-Up
Dec. '69

2nd Follow-Up
March, '71

3rd Follow-Up
April, '74
APPENDIX VI

Recruiting Brochure
The Multidimensional UNDERGRADUATE Internship

TEACHER CORPS OFFERS AN OPPORTUNITY to help strengthen the educational opportunities for children in areas having concentrations of low-income families. The two-year internship also provides sequential experiences in university course work, community involvement, elementary school teaching, and team participation. Upon successful completion of the two years, interns receive a Bachelor’s degree in education while meeting basic norms for teacher certification in Oregon.

Oregon State University has one of the few undergraduate Teacher Corps programs in the United States.

ELIGIBILITY

Candidates must have a sincere desire and commitment to live and teach in poverty areas. A minimum of two years undergraduate work (90 term hours), with a G.P.A. of at least 2.25 is required. Candidates must also be within 12 hours of meeting Oregon State University’s basic requirements of 45 hours in Science or Social Science. Undergraduate preparation in education is not required. The age limit is 21 to 45. Preference will be given to single persons or married couples with no dependents.

Interns receive weekly stipends and are exempted from tuition and other university fees.
Community Involvement

Community service is an important phase of Teacher Corps experience. Interns will participate in problem oriented seminars related to community involvement and will intern in community agencies. Interns also serve as volunteers in various community agencies. Interns also serve as volunteers in various community projects. Teams often plan and initiate special programs to interrelate school and community.

All interns will receive orientation to urban as well as rural-migrant problems during an intensive summer program held in the local districts.

Elementary School Experiences

Corps members supplement existing staff and services. They participate in tutoring small group instruction, team instruction, and eventually the range of full teacher responsibilities. Opportunities for using special talents and interests abound and are encouraged.

Twenty-five interns will be assigned in the Model School area in Portland, Oregon. Fifteen interns will train in the Woodburn, Oregon, Public Schools working primarily with rural-migrant poor.

Team Concept

Teacher Corps teams are composed of five to eight interns working with a team leader who is an experienced teacher, usually with a Master's degree. The team approach provides supervision, encourages training for new teaching roles, offers peer support and fosters a sense of community commitment.

Cooperative planning and evaluation of self and of other team members are important aspects of on-the-job training.

University Academic Study

Learning experiences for interns will interrelate discipline areas, teaching skills, research, and practicum. A Module plan provides individualized instruction designed to develop resourceful teachers qualified to meet the unique needs of urban or rural-migrant schools.

During the school year, all university courses are held in the local school districts.
Academic Program

The Two-Year Sequence

Module I "Community & Cultures"
Summer—Preservice—OSU campus and local school districts
Interrelates interpersonal relations, community involvement, history, language, and Spanish-American and Black culture with Psychology of the Disadvantaged.

Module II "Experience Building"
June to September—First Year—Local School Districts
Individualized instruction in Psychological Foundations, Reading, and Creative Expression.
Includes internship experience and an on-going community involvement program.

Module III
Interim Summer—OSU Campus
Deficiency courses are to be selected by interns on basis of individual needs; primarily in areas of Science and Social Science.

Module IV "Process Development"
June to September—Second Year—Local School Districts
Combines Language Arts and Social Studies, and Science and Mathematics Methods courses with Instructional Media and research.
Relates continuous community involvement with intern experience, while focusing on problems of children in the poverty community.
Provides the intern with individualized instruction based on his individualized needs.
APPENDIX VII

Evaluation of Interns by Team Leaders and Classroom Teachers, 1969 and 1971 (Becker (1971))
EVALUATION OF INTERNS BY TEAM LEADERS AND CLASSROOM TEACHERS (Becker 1971)

<table>
<thead>
<tr>
<th></th>
<th>Mean Ratings</th>
<th>Team Leaders Follow-Up</th>
<th>Classroom Teachers Follow-Up</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1st</td>
<td>2nd</td>
</tr>
<tr>
<td>Ability to get along with students</td>
<td>5.19</td>
<td>5.32</td>
<td>5.32</td>
</tr>
<tr>
<td>Imagination and creativeness in teaching</td>
<td>4.13</td>
<td>4.84</td>
<td>4.60</td>
</tr>
<tr>
<td>Ability to establish an effective climate for learning</td>
<td>4.44</td>
<td>4.80</td>
<td>4.58</td>
</tr>
<tr>
<td>Self confidence in the classroom</td>
<td>4.32</td>
<td>4.80</td>
<td>4.51</td>
</tr>
<tr>
<td>Ability to communicate effectively</td>
<td>4.54</td>
<td>4.72</td>
<td>4.52</td>
</tr>
<tr>
<td>Command of subject matter</td>
<td>4.46</td>
<td>4.76</td>
<td>4.46</td>
</tr>
<tr>
<td>Enthusiasm for teaching</td>
<td>5.16</td>
<td>5.56</td>
<td>5.14</td>
</tr>
<tr>
<td>Knowledge of current teaching methods</td>
<td>3.97</td>
<td>4.64</td>
<td>4.47</td>
</tr>
<tr>
<td>Understanding of cultural and economic differences</td>
<td>4.84</td>
<td>5.28</td>
<td>5.41</td>
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<tr>
<td>Effectiveness in the use of resources</td>
<td>4.42</td>
<td>4.92</td>
<td>4.72</td>
</tr>
<tr>
<td>Carries out assignments and responsibilities</td>
<td>5.00</td>
<td>5.20</td>
<td>4.72</td>
</tr>
<tr>
<td>Seeks and accepts criticism</td>
<td>4.60</td>
<td>5.08</td>
<td>4.65</td>
</tr>
<tr>
<td>Relates effectively to school personnel</td>
<td>4.76</td>
<td>4.92</td>
<td>4.87</td>
</tr>
<tr>
<td>Relates effectively to parents</td>
<td>4.74</td>
<td>4.82</td>
<td>5.30</td>
</tr>
<tr>
<td>Ability to provide for individual differences</td>
<td>4.42</td>
<td>4.92</td>
<td>4.72</td>
</tr>
</tbody>
</table>
APPENDIX VIII

Intern Evaluation of Community Involvement
Intern Evaluation of Community Involvement

29 Interns Responding

1st Follow-Up (Becker 1971)

Community Activities in which Interns were Involved:

<table>
<thead>
<tr>
<th>Number of Responses</th>
<th>Sport Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>Parent Groups</td>
</tr>
<tr>
<td>4</td>
<td>Intermural Programs (Coaching)</td>
</tr>
<tr>
<td>3</td>
<td>YMCA</td>
</tr>
<tr>
<td>2</td>
<td>YWCA</td>
</tr>
<tr>
<td>1</td>
<td>Student Groups</td>
</tr>
</tbody>
</table>

Youth Organizations

<table>
<thead>
<tr>
<th>Number of Responses</th>
<th>Youth Organizations</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Campfire Girls</td>
</tr>
<tr>
<td>3</td>
<td>Scouts</td>
</tr>
<tr>
<td>2</td>
<td>Irvington Girls Club</td>
</tr>
<tr>
<td>2</td>
<td>Boys Club</td>
</tr>
<tr>
<td>2</td>
<td>Newspaper</td>
</tr>
<tr>
<td>1</td>
<td>Drill Team</td>
</tr>
<tr>
<td>1</td>
<td>Student Council</td>
</tr>
<tr>
<td>1</td>
<td>MWF</td>
</tr>
<tr>
<td>1</td>
<td>Twix Teen Girls</td>
</tr>
<tr>
<td>1</td>
<td>Photography</td>
</tr>
</tbody>
</table>

Educational Activities

<table>
<thead>
<tr>
<th>Number of Responses</th>
<th>Educational Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Special Classes</td>
</tr>
<tr>
<td>7</td>
<td>Tutoring</td>
</tr>
<tr>
<td>2</td>
<td>Field Trips</td>
</tr>
<tr>
<td>1</td>
<td>Research</td>
</tr>
<tr>
<td>1</td>
<td>Drama</td>
</tr>
</tbody>
</table>

Parent Contacts

<table>
<thead>
<tr>
<th>Number of Responses</th>
<th>Parent Contacts</th>
</tr>
</thead>
<tbody>
<tr>
<td>13</td>
<td>Home Visits</td>
</tr>
<tr>
<td>8</td>
<td>PTA</td>
</tr>
<tr>
<td>7</td>
<td>Model cities</td>
</tr>
</tbody>
</table>
(Parent Contacts - continued)

6 Parent Teacher Conferences
5 Phoning
2 Senior Estates
2 Promote Sesame Street
1 Adult Russian Education
1 Public Relations Posters
1 Interagency Meetings
1 Irvington Community Association
1 Albina War on Poverty
1 Christmas is Giving Project

Positive Learnings

10 Understanding of parents' views and feelings about school
3 Learned more about the children from parents
7 Better understanding of Mexican-American culture
4 Need for more resource materials
3 Parents are not as negative about education as I thought; actually they are very cooperative and eager to help
2 Understanding of students of various age levels
2 How various tutoring approaches work with children
2 Parents have been more involved in school through recreational and home visitations
1 Became more interested in teaching primary teachers
1 Nothing
1 How vision difficulties inhibit learning
1 How to work more effectively with groups
1 How the home situation influences the child
1 Got closer to community attitudes
1 How to function as a member of a team working with youth
1 Program planning and its effect upon kids
1 How different aspects of the community tie together
1 Kids are what you expect them to be
1 How to work closely with all aspects of the community
1 How unaware people are of the dual politics that affect their lives
Negative Learnings

6
None

5
Lack of parent involvement and support

4
Felt inadequate in some situations

3
So little time to do all that needs to be done

2
Superficial PTA program

1
Parent volleyball activity not as effective as hoped

1
Home visitation due to language barrier

1
Model cities meetings were waste of time

Recommendations

4
Get more involved with Chicanos and Russian parents

4
Clearer established goals and organization

2
Need more money for programs

2
Need more time

1
More freedom for interns to structure their own time

1
Be provided with a schedule of community events

1
More male images needed

1
More intern team participation
## Intern Evaluation of Community Involvement

### 29 Interns Responding

#### 2nd Follow-Up

**Community Activities in which Interns were involved:**

<table>
<thead>
<tr>
<th>Number of Responses</th>
<th>Sport Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Intermural Programs (Coaching)</td>
</tr>
<tr>
<td>2</td>
<td>Parent Groups (recreation)</td>
</tr>
<tr>
<td>2</td>
<td>YWCA</td>
</tr>
<tr>
<td>1</td>
<td>YMCA</td>
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**Youth Organizations**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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<tbody>
<tr>
<td>4</td>
<td>Campfire Girls</td>
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<tr>
<td>2</td>
<td>Scouts</td>
</tr>
<tr>
<td>2</td>
<td>Irvington Girls Club</td>
</tr>
<tr>
<td>2</td>
<td>Boys Club</td>
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<td>1</td>
<td>Drill Team</td>
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<tr>
<td>1</td>
<td>Y Teen Club</td>
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<tr>
<td>1</td>
<td>Twix Teen Girls</td>
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<tr>
<td>1</td>
<td>Latin American Club</td>
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<tr>
<td>1</td>
<td>Blue Birds</td>
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**Educational Activities**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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<tbody>
<tr>
<td>4</td>
<td>Tutoring</td>
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<tr>
<td>4</td>
<td>Field Trips</td>
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<tr>
<td>3</td>
<td>Special Classes</td>
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<tr>
<td>2</td>
<td>Drama Class</td>
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<tr>
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<td>Promotional Projects</td>
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<tr>
<td>1</td>
<td>Headstart Advisory Committee</td>
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**Parent Contacts**

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<tbody>
<tr>
<td>26</td>
<td>Home Visits</td>
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<td>7</td>
<td>PTA</td>
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<tr>
<td>6</td>
<td>Housing Authority Briefings</td>
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<tr>
<td>5</td>
<td>Model Cities</td>
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<td>Parent Teacher Conferences</td>
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<td>Parent Advisory Group</td>
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Parent Contacts - Continued

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<th>Activity</th>
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<td>3</td>
<td>School Census</td>
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<tr>
<td>2</td>
<td>Interagency Meetings</td>
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<tr>
<td>2</td>
<td>Albina Branch Library</td>
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<tr>
<td>2</td>
<td>Valley Migrant League</td>
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<tr>
<td>1</td>
<td>Phoning</td>
</tr>
<tr>
<td>1</td>
<td>Senior Estates</td>
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<tr>
<td>1</td>
<td>Irvington Community Association</td>
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<tr>
<td>1</td>
<td>Jaycees</td>
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<td>Sabin Association</td>
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<td>GED Classes</td>
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Positive Learnings

<table>
<thead>
<tr>
<th></th>
<th>Learning</th>
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<tbody>
<tr>
<td>14</td>
<td>Got to know and understand many parents.</td>
</tr>
<tr>
<td></td>
<td>Closed a communication gap.</td>
</tr>
<tr>
<td>10</td>
<td>Got to know the circumstances and conditions of the home a student comes from.</td>
</tr>
<tr>
<td>8</td>
<td>Got a &quot;feel&quot; of the community and an understanding of the effect the &quot;system&quot; has on the community.</td>
</tr>
<tr>
<td>5</td>
<td>Got to know my students better through the informal involvement of community activities.</td>
</tr>
<tr>
<td>2</td>
<td>Became acquainted with the facilities available within a community for helping people.</td>
</tr>
<tr>
<td>2</td>
<td>Was able to establish good working conditions between school and home</td>
</tr>
<tr>
<td>2</td>
<td>Was able to advise parents as to how to deal with some of their problems.</td>
</tr>
<tr>
<td>1</td>
<td>Received personal satisfaction as a result of my efforts in helping children to make gifts for their parents.</td>
</tr>
<tr>
<td>1</td>
<td>Experienced that one person or a small group can influence significantly an entire community.</td>
</tr>
<tr>
<td>1</td>
<td>Learned about myself and what I have to contribute to the school and community.</td>
</tr>
</tbody>
</table>
Parent Contacts - Continued

1. Gained experience in the "art" of communicating with parents.

1. Realize how difficult it is to communicate effectively with parents.

Negative Learnings

8. None

4. Not enough time to accomplish all I would like to do.

2. Lack of parent participation.

2. Lack of leadership provided by team leaders and OSU staff.

1. PTA is run by the school administrators with little input on the part of parents.

1. Lack of respect for rules modeled by adult leaders of club programs.

1. Was confronted with a group of grossly closed minded and selfish people.

1. Became involved in a student racial conflict.

1. Limited opportunities to effect club activities due to existing leadership.

10. Assigned to projects that were not of interest to intern.

Recommendations

8. Interns should become more involved in community activities.

5. Time be allotted within the program for community involvement.
Recommendations - Continued

4 Team leaders should set an example for home visits by doing so themselves and provide more coordination.

2 Interns should be assigned to a project which is continuous over a two-year period.

2 An extensive orientation of all activities and programs should be conducted previous to intern involvement.

1 Stay away from traditional activities like scouting, blud birds, etc., and get involved with community action groups.

1 Interns should be assigned a monthly quota for home visits.

1 Skill development in home contact should be included within the training program.

1 Interns should not be required to make a specific number of home visits but to expect them to be involved in a variety of activities.

1 Let interns select those projects which they wish to involve themselves in.
APPENDIX IX

Intern Evaluation of Classroom Experience (Becker 1971)
# Intern Evaluation of Classroom Experience

27 Interns Responding

1st Follow-Up (Becker 1971)

<table>
<thead>
<tr>
<th>Number of Responses</th>
<th>Positive Experiences</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Taught small groups of children (reading, math, science, spelling)</td>
</tr>
<tr>
<td>9</td>
<td>Got to know kids</td>
</tr>
<tr>
<td>9</td>
<td>Observed various teaching methods—both poor and high quality</td>
</tr>
<tr>
<td>7</td>
<td>Freedom and opportunity to experiment with things learned in classes and reading</td>
</tr>
<tr>
<td>4</td>
<td>Taught whole classes—had total responsibility</td>
</tr>
<tr>
<td>4</td>
<td>Learned to establish respectful relationship with kids</td>
</tr>
<tr>
<td>3</td>
<td>Developing a lesson plan and preparing for instruction</td>
</tr>
<tr>
<td>1</td>
<td>Was involved in evaluating learning</td>
</tr>
<tr>
<td>1</td>
<td>Learned to communicate with parents</td>
</tr>
<tr>
<td>1</td>
<td>How to use a variety of materials</td>
</tr>
<tr>
<td>1</td>
<td>Found the need for structure and consistency</td>
</tr>
<tr>
<td>1</td>
<td>Excellent supervision from team leader</td>
</tr>
<tr>
<td>1</td>
<td>Conducted group discussion in class</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Negative Experiences</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
</tr>
<tr>
<td>5</td>
</tr>
<tr>
<td>4</td>
</tr>
<tr>
<td>3</td>
</tr>
<tr>
<td>2</td>
</tr>
<tr>
<td>2</td>
</tr>
<tr>
<td>1</td>
</tr>
<tr>
<td>1</td>
</tr>
</tbody>
</table>
Negative Experiences - Continued

1 Poorly planned field trips
1 Encounter with a parent
1 Change is not being implemented into classrooms through TC
1 Teacher was not appreciative of my suggestion
1 Poor contact from OSU staff

Recommendations

3 More time to confer with teachers regarding plans and procedures
1 Inform teachers of purposes of TC
1 Follow through with student groups for longer periods of time
1 OSU staff should evaluate their effectiveness with interns
1 Select teachers carefully to avoid poor teachers training us
## Intern Evaluation of Classroom Experience

### 27 Interns Responding

#### 2nd Follow-Up

<table>
<thead>
<tr>
<th>Number of Responses</th>
<th>Positive Experiences</th>
</tr>
</thead>
<tbody>
<tr>
<td>13</td>
<td>Taught whole class—had total responsibility</td>
</tr>
<tr>
<td>11</td>
<td>Learned to establish respectful relationship with kids</td>
</tr>
<tr>
<td>8</td>
<td>Freedom and opportunity to experiment with things learned in classes and reading</td>
</tr>
<tr>
<td>7</td>
<td>Realized that students I was teaching had learned</td>
</tr>
<tr>
<td>7</td>
<td>Got to know kids</td>
</tr>
<tr>
<td>6</td>
<td>Observed various teaching methods</td>
</tr>
<tr>
<td>5</td>
<td>Excellent relationship between cooperating teacher and myself</td>
</tr>
<tr>
<td>3</td>
<td>Taught small groups of children (reading, math, science, spelling)</td>
</tr>
<tr>
<td>3</td>
<td>Was involved in evaluating learning</td>
</tr>
<tr>
<td>3</td>
<td>Became familiar with all grades, K–8 and the problems therein</td>
</tr>
<tr>
<td>3</td>
<td>Learned how to plan for instruction and motivate children</td>
</tr>
<tr>
<td>2</td>
<td>How to use a variety of materials</td>
</tr>
<tr>
<td>2</td>
<td>The experience of success and failure with classroom discipline</td>
</tr>
<tr>
<td>1</td>
<td>Learned to communicate with parents</td>
</tr>
<tr>
<td>1</td>
<td>Participated as a member of the faculty</td>
</tr>
<tr>
<td>1</td>
<td>Learned new ideas from supervisor</td>
</tr>
<tr>
<td>1</td>
<td>Learned about the administrative framework</td>
</tr>
<tr>
<td>1</td>
<td>Discovered how difficult it is to be a good teacher</td>
</tr>
<tr>
<td>1</td>
<td>Lack of support from cooperating teacher</td>
</tr>
<tr>
<td>1</td>
<td>Limited planning time</td>
</tr>
<tr>
<td>1</td>
<td>Most of all I have learned to care</td>
</tr>
<tr>
<td>1</td>
<td>Learned to relax in the classroom situation</td>
</tr>
<tr>
<td>1</td>
<td>Learned how to teach children the importance of working and living together</td>
</tr>
</tbody>
</table>
Negative Experiences

5 Feeling inadequate in dealing effectively with student behavior
4 None
4 Disagreements with cooperating teacher on techniques and values
3 Experienced some poor instruction and planning by cooperating teacher and team leader

3 Strained relationships between myself, cooperating teacher and team leader

2 Limited time to confer with teachers
2 Realized my lack of knowledge in reaching the needs of all students
1 Teachers not aware of TC goals
1 Students so far behind in basic skills
1 Too much emphasis on behavior modification
1 Need instruction in how to deal effectively with difficult behavior
1 Poor experience when substitutes have taken over classes
1 Poor communication between interns, team leader and OSU staff
1 Having to enforce rules I disagreed with

Recommendations

2 Select teachers carefully to avoid poor cooperating teachers training us
2 Cooperating teachers should have more detailed lesson plans for use by substitutes and interns
1 Inform teachers of purposes of TC
1 More positive supervision
1 Identify the characteristics of good teaching and make available to all interns previous to classroom involvement
1 More group process training
1 More team leader involvement
1 Student teaching should be earlier in program
1 Better team leaders
1 Improve communication
1 More individualized help for each child