

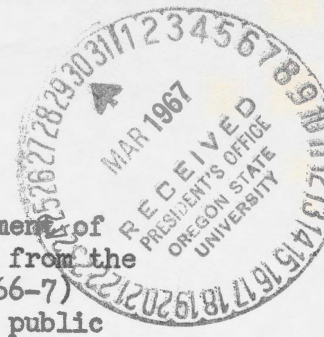
HISTORY OF OREGON PROGRAM

The Oregon Program was conceived by educators from the State Department of Education and the colleges in Oregon. A grant of 3½ million was secured from the Ford Foundation in 1962 to be used over a four-year period, (1962-3 - 1966-7) to improve the quality of education in the state of Oregon. Twenty-five public schools, along with the tax-supported colleges and universities and three of the private colleges have worked with the State Department on this project. Strong emphasis has been placed on the improvement of teacher education through the cooperative efforts of the public schools, colleges, and the State Department of Education. Emphasis has also been given to the use of new media and innovations, such as team teaching, flexible programing, and the non-graded school.

Oregon State University was given approximately \$190,000 over a four-year period to develop plans for improving teacher education, working with the public school systems of Beaverton, Coos Bay, and Corvallis, and with representatives from the State Department of Education. An advisory committee was organized to guide the development of the program, which included representatives from across the campus, from the cooperating school districts, and the State Department of Education. This committee and the staff of the School of Education has helped in the direction of those things emphasized in the Oregon Program which have included a study of the curriculum for the preparation of teachers, new designs in the preparation of teachers including the internship, the improvement of supervision of student teachers and interns as practiced by both university supervisors and cooperating teachers, and better practices and procedures in the selection of teachers.

As a part of the efforts to improve supervision and to coordinate the efforts of the public schools and the university in supervising student teachers and interns, a resident center was established at Coos Bay with a full-time resident coordinator. Also a resident supervisor has been employed in the Portland area, and this person assumes a responsibility for general supervision of the Internship Program at Beaverton.

During the first year of the Oregon Program, (1962-63) a large number of consultants were brought to the campus to work with the staff of the School of Education and supporting departments in developing ideas and plans for improving teacher education. Included as consultants were Dr. Phil Lambert of the University of Wisconsin, a specialist in the elementary internship; Dr. Vern Hicks of Michigan State University, a specialist in elementary education and in the development of resident centers; Dr. Edwina Deans, U. S. Office of Education, specialist in elementary team teaching; Dr. Harry Silverman, Systems Development Corporation, a specialist in programmed instruction; Dr. Delbert Lobb from the Sunnyvale Public Schools in California and a specialist in team teaching; Dr. Arthur King from Claremont Graduate School, specialist in team teaching and the internship; Dr. Herbert Klausmeier from the University of Wisconsin, a specialist in the psychology of learning; Dr. Wesley Sowards from Stanford University, a specialist in elementary programs; Dr. Clark Robinson, University of California, specialist in the Internship Program; and Dr. Frank Brown, Principal of Melbourne High School, Melbourne, Florida, who is noted for his work in the non-graded high school.



A large number of the staff traveled out of state to observe and study promising programs in education. Dr. DuBois and Dr. Ten Pas studied programs of team teaching and the internship in Wisconsin; Dr. Hall visited elementary teacher education programs in the Chicago area and California; Dr. Bergstrom and Dr. Lumpkin studied secondary programs and teacher education in California; Dr. Rees studied the non-graded elementary program and team teaching in the elementary schools of New Jersey and Massachusetts; Dr. Baron studied programmed learning at the Systems Development Corporation and the University of Southern California; Dr. Beals, Dr. Davis, Dr. Yerian, Dr. Fox, Dr. Ainsworth, and Miss McQueston studied reading programs and the internship in California; and Dr. Marksheffel studied reading programs, team teaching, and teacher education in Massachusetts, Florida, and Texas. Information from all of these programs was shared with the staff and the cooperating departments on campus.

Team Teaching
During the first year, ^a small number of interns were placed at Corvallis High School, working with a team teaching project. These interns completed work for a certificate and some of the requirements for a Master's degree. Staff teams from the School of Education worked with selected members of the staffs of Beaverton, Coos Bay, and Corvallis, during the spring of the year in developing plans for an expanded Internship Program. A group of 22 interns was selected to intern teach in the three districts for the following year. The plan for preparing interns was established on the basis of ideas secured from staff members and consultants. The plan emphasized early selection, intensive observation and classroom participation during the spring quarter, a 12 weeks summer program to include intensive work on needed content, methodology and classroom management, and a year of internship with interns teaching about three-fourths time and paid a three-fourths salary. Supervisors from cooperating school districts participated in the selection, placement, and instruction and supervision of interns, working with the university staff. Interns come back to the University for a second summer to complete the program.

During the second year, (1963-64) a study of the professional sequence was emphasized with consideration of the possibility of teaching methods on a block basis. Other aspects of the curriculum were studied by the staff at two-day workshops before the beginning of the fall term, and again at the conclusion of the spring term, and the different departments evaluated the preparation of teachers and made plans for five-year programs. Dr. Ryan was released on a half-time basis to continue the study of curriculum as indicated by the ideas generated in the fall conference. Continued stress was placed on the improvement of supervision, and eight members of the staff of the university and the cooperating school districts participated in a week workshop under the direction of Dr. Ned Flanders of the University of Michigan, and Dr. Ted Amidon of Temple University. Dr. Phil Davis participated in a workshop at the University of Pittsburgh during the summer of 1964, under the direction of Dr. Morris Cogan. This six-weeks workshop was designed to train college and public school supervisors in the Cogan approach to supervision.

Efforts were also made during this second year to improve the selection and continued evaluation of all those preparing to teach. Additional time was allocated to the head adviser to improve the handling of records of prospective teachers. Twenty-nine people were selected to participate in the internship following the plan outlined.

During the third year, a new project was begun to improve the program for the preparation of science and math teachers. Under the leadership of Dr. Williamson of the Science Education Department, and department chairmen of the School of Science were brought together on three different occasions to work with science and mathematics teachers and supervisors in the public schools and the Science Education Department, in studying the total program for preparing science and mathematics teachers. On occasion, outside consultants were brought to the campus, including Dr. Ted Andrews of the University of Colorado, and Dr. Arnold Straussenburg of the University of Michigan. As a result of this intensive confrontation, efforts are being made by the different science departments on campus to improve the materials being taught and the quality of teaching as related to the preparation of science and math teachers.

Continued efforts were made to revise the professional sequence in the preparation of elementary teachers. The staff of the elementary department spent considerable time on the program, and made some plans for a block sequence of methods courses. Due to the reorganization of the department it was not possible to complete the project, however, a plan for revising the methodology sequence has been prepared.

Staff workshops were again held at the beginning of the fall term, and at the end of the spring term to evaluate programs as developed, and to make further plans. Participants in the workshops on supervision shared experiences with the staff at regularly scheduled meetings. At the end of the year, three staff members were selected to participate in the workshop in supervision in Eugene, including Dr. Wallen and Mr. Melendy, along with 13 representatives from the cooperating school districts.

Twenty-two interns were selected to participate in the Internship Program in the 1965-66 school year, following a program comparable to the design described.

Some staff members visited in different parts of the state and nation during the second and third year of operation, as new ideas and information became available.

During the last year of operation, the programs, which have been described, are being re-emphasized, and in some cases, expanded. The curriculum project in science and mathematics is to be continued with cooperation from the three levels involved in the Oregon Program. A strong emphasis is being placed on the improvement of supervision in order to improve the quality of teachers being trained. More and more staff members from cooperating schools are being identified and given special training in supervision. Workshops and seminars are being held in the cooperating school districts, and a summer workshop on supervision will be held, following the pattern of the Cogan workshops. The emphasis on cooperative activity in the preparation of teachers and in the solution of educational problems continues to be one of the strongest aspect of the Oregon Program.