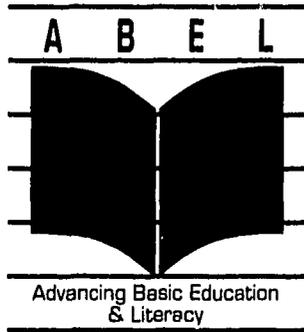
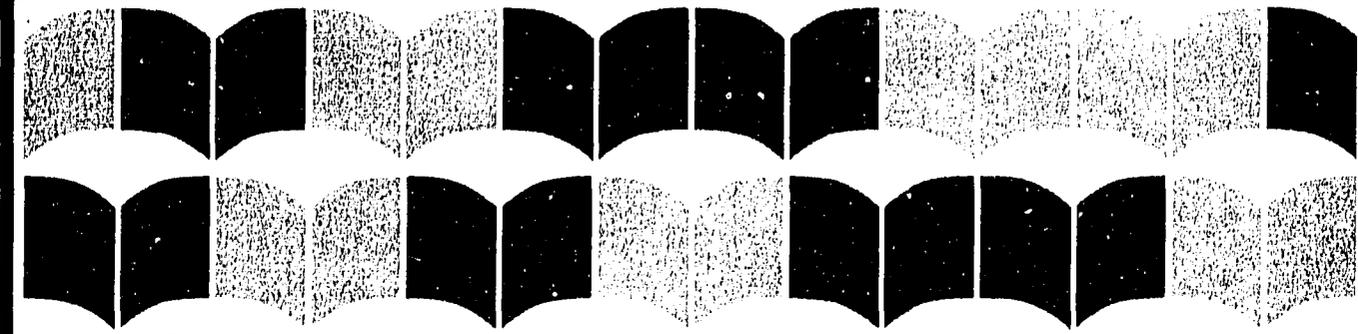
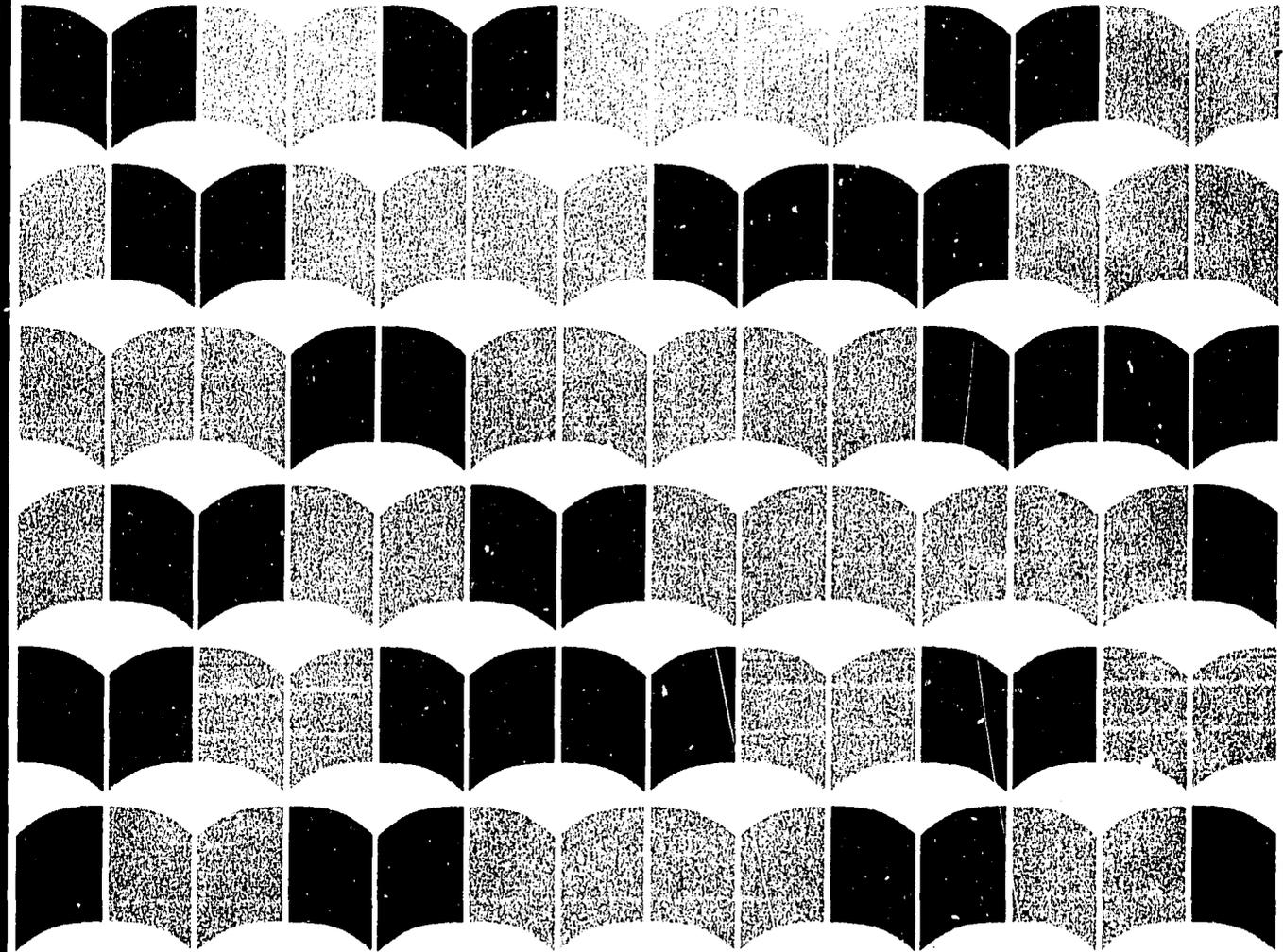


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JORDAN BUY-IN
FINAL REPORT
(May 1990 - September 1992)



Bureau for Research and Development • Office of Education • Office of Women in Development
• United States Agency for International Development •

PD AB.14-452

A E D

FINAL REPORT

ABEL - Jordan Buy-in

Prepared for: ACADEMY FOR EDUCATIONAL DEVELOPMENT

1255 23rd Street N.W.

Washington, D.C.

Prepared by: Dr. J. Bruce Burke

Michigan State University

East Lansing, MI

Background

The Hashemite Kingdom of Jordan has been investing in "human resources development," which includes public education, because they realize that the creativeness of its people is the country's primary commercial resource. In 1987 Jordan held a National Conference on Educational Reform to chart new directions and create new standards for basic and secondary education. About one third of Jordan's population is engaged in education. Nearly one million students, teachers, and other educators comprise the educational sector. A significant percentage of Jordan's teachers are teaching with less than a baccalaureate degree. There have been double sessions for many school buildings and there are many rented facilities serving as schools that were not designed to hold large numbers of children. The Jordanian National Conference boldly set forth goals for educational change that included:

- ◆ *Expanding* basic education to the 10 grade level
- ◆ *Rewriting* textbooks for all grades in all subjects
- ◆ *Replacing* rented facilities with new schools
- ◆ *Retraining* and upgrading inservice teachers and supervisors
- ◆ *Raising* certification standards for preservice preparation of teachers to the baccalaureate level
- ◆ *Creating* a National Center for Educational Research and Development.

Change of this magnitude is extremely ambitious and requires orderly and skillful management. A superficial analysis of the proposed reforms might conclude that the changes called for in Jordan are what may be referred to as first-order changes (see:

Watzlawick, Weakland, & Fisch, 1974); that is, plans designed to enhance existing conditions while correcting deficiencies in existing policies and practices. First-order changes try to make existing conditions more efficient, more effective, without altering fundamentally how adults and children perform their roles.

However, a fuller examination of the nature of the changes the Jordanian educational reform envisions, from the content of the textbook material to the criteria for effective teaching of subject matter, it becomes clear that Jordan aims for second-order changes. Second-order changes introduce new goals, structures, and roles that transform familiar ways of teaching and supervising into novel solutions to the problems of educational practice.

Jordanian educational leadership planned not merely to extend required schooling for a year, but to change the kind of schooling students receive in their required ten years of schooling. The new textbooks, the inservice training, the preservice programs all envision teaching from a problem solving orientation. This reform did not conceive of students as passive recipients of quantities of information, but rather as active participants in processes of inquiry and discovery. The Jordan teachers would teach for cognitive understanding, rather than for mere rote and recall. Likewise, teachers would change their approach to the classroom. Teachers would no longer perceive their duties as lecturing to a class of 30 students as if a single person, but instead would differentiate among students as to their pace of learning, level of learning, and motivational needs. The diversity of the classroom, once recognized, would drive the instructional activities in fundamentally new ways.

Second-order changes were implied in a reform pedagogy that envisioned children as needing to learn how to make their own decisions, as needing to be able to connect what they do in classrooms with the outside world, and as needing to know how to create knowledge, rather than being merely consumers of information. Jordan emphasized the policy of human resource development through quality education. The education that would make the broadest deployment of human resources as possible is an education fundamentally different from the traditional education taught in schools. It would have to be an education in which students are prepared for jobs that do not yet exist, because they have not yet been invented. Such an education could not pass on to children a closed and limited vault of facts; it must be a dynamic and interactive process that involves children in exercising their minds and testing their skills in a wide variety of ways and situations.

If this analysis for education reform in Jordan is accurate, then the demand upon Jordan's educational establishment to manage change and offer leadership at all levels is significant. Major shortcomings in the educational leadership are identifiable. For example, there are both short-term and long-term human resource shortages in educational leadership. Community college level certified teachers outnumber baccalaureate level teachers by a margin of more than two to one. Less than one percent of the total teacher population in the Ministry of Education and the private sector have masters degrees. Not counting the university faculty, there are less than a dozen Ph.Ds. in both public and private education in Jordan.

Basically, a handful of people have provided Jordan with skilled and inspired leadership to initiate the educational reform plan. The effort to implement the educational reform is prodigious and even more daunting to see it through to successful completion. Universities will need new and expanded faculties in teacher education, educational policy, management and research development. The Ministry of Education will need instructional developers, trainers, and educational managers. The National Center for Educational Research and Development will need an indigenous research staff skilled and dedicated to creating research agenda and conducting site-based, regional, and national research on school effects, policy development, and curricular decision making.

The Ministry of Education and NCERD developed a Plan of Action for Educational Reform (1989-1998). The plan was sound and outlined the goals, the activities, and the funding of a national operation for a decade. However, several assumptions in the plan are being tested in the heat of implementation. For example, assumptions that:

- ◆ new textbooks will not only be adopted, but used effectively by all teachers;
- ◆ the Central Training Team of the Ministry of Education will have the human resources to deliver the leadership for retraining some 40,000 teachers in Jordan;
- ◆ universities will not only support, but use staff to create new programs of teacher education that cut across academic disciplines and involve schools with providing clinical experiences for teachers in training;
- ◆ new school buildings will not only be built, but that they will be adequate models for use of educational space and will be supplied with contemporary educational technology and resources.
- ◆ vocational, pre-school, and adult educational programs will be given attention and leadership in collaboration with mainstream educational planning.

♦ educational research will not only be conducted on a large scale, but that the issues researched will be significant to Jordanian educational decision making.

The fate of the educational reform in Jordan depends upon how justified these assumptions prove to be when tested in action over time. Each one depends on expanded human resource capacities in the education sector of Jordan.

Project Activities

1. Pre-contract (Spring, 1989 to Spring, 1990).

In the spring of 1989, Dr. Victor Billeh visited the Michigan State University Campus and the College of Education. Dr. Bruce Burke hosted his visit and introduced him to the College's investment in Professional Development Schools. He explained his hopes for the educational reform in Jordan and how concepts and procedures MSU were using could possibly enhance those efforts. Dr. Billeh expressed his anticipation that MSU might be able to help in the near future.

In the fall of 1989, Dr. Burke visited Amman, as he was on a trip to the Eastern Mediterranean. The visit included discussions with teacher education faculty at the three major universities in Jordan (Yarmouk, Mutah, and Jordan). Further insights into the scope and depth of Jordan's educational reform ambitions were gained.

In March, 1990, Dr. Burke was contacted by the Academy for Educational Development, Inc. in Washington, D.C. about the feasibility of a project as a subcontract buy-out with their U.A.AID contract in Jordan. It was arranged that Dr. Burke visit Amman

again to meet with Dr. Billeh and other educational leaders. Because of Dr. Burke's schedule, he was unable to get to Amman until May. He visited Jordan between May 3 and May 10. Plans for the subcontract proposal were discussed at all levels. Again, Dr. Burke visited the three universities and talked with teacher trainers at the Ministry of Education in Amman.

Upon Dr. Burke's return to MSU, a subcontract proposal was prepared and submitted to A.E.D. on May 15, 1990. Within an exceedingly short time, five days, the project was scheduled to begin.

2. Contract First Phase. (May 20 to August 2, 1990).

The Visiting Scholar Seminar in Teacher Education began on May 20, when thirteen faculty, teacher educators and representatives of the Ministry of Education arrived in East Lansing, MI. The activities of this three week seminar are listed in the schedule of activities in the Appendix attached to this report. The plan of the project was to have two sets of educators visit MSU, the first group to be primarily professors at the three Jordanian universities. The second group of educators to be the teacher trainers who work at the Ministry of Education and who would have the responsibility for retraining teachers in the use of the new textbooks being prepared in the reform. The next phase of the project plan was to have a project coordinator on site in Amman throughout the winter months of January, February, and March, 1991. A an experienced Teacher Education faculty member (Dr. James Anderson) was identified as this coordinator.

Throughout the three week seminar twenty-seven MSU faculty interacted with the thirteen Jordanian educators. The themes of their discussions were focused on the themes

3.2.2. Jordanian educational reform:

- teaching for problem solving skills and conceptual understanding.**
- teaching to the needs of diverse students.**
- preteaching teaching experiences in supervised settings.**
- proportional distribution of university credit in teacher education programs among the elements of preservice T.E.**
- reforming the reward system for teacher education faculty.**

In addition to the original group of teacher education faculty to participate in the seminar, Dr. Omar El Sheikh, Dean of the College at the University of Jordan, visited the campus for a week in late June, 1990. During his visit, plans were made for a September follow-up workshop to be held in Amman with the seminar faculty and their colleagues, to expand the participation in the reform discussions.

In late July, Dr. Burke returned to Amman to complete plans for the September meetings. He made arrangements with a cross section of support personnel in the education field, including colleagues at the British Council and from Harvard University. He left Amman for a brief vacation on August 2, 1990, the day Iraqi troops invaded Kuwait.

3. Contract Second Phase. September, 1990 to Spring of 1992.

With the Middle East War, the September Amman Meetings were canceled. Instead plans were made to bring the Ministry of Education trainers to East Lansing for an Inservice

Teacher Training Seminar (See: Appendix for the Program Schedule). Twenty-four MSU faculty led sessions with 15 visiting educators from Jordan between October 1 and 18. Whereas the earlier seminar sessions focused on preservice teacher education, these sessions focused on inservice teacher training. Problem solving strategies, distance learning, and ESL were among the topics discussed. Presentations also compared the problems of Thailand with other third world countries in raising the educational sophistication of their teachers. Several days had sessions in which participants were introduced to microprocessing, word processing and desktop publishing. Subject matter materials were collected and purchased for returning to Jordan. Visits were made to Dearborn Public Schools (which has the largest Arab community in Michigan) and to the Grand Rapids Public Schools, which has an extensive technical and vocational education program.

At the end of the month of October, Dr. Burke submitted an Interim on activities to A.E.D. (See: Appendix). There were travel restrictions to Amman until late November. Dr. Burke was able to visit Amman for the fourth time between November 27 to December 6, 1990. He visited all of the universities, once again and held discussions with the A.I.D. office in Amman. Plans were altered as it was becoming increasingly clear that Dr. Anderson was not going to be able to take up residence for three months at the beginning of 1991. Discussions were held as to the viability of putting together a large national educational conference in Amman at the end of April, 1991. An agenda was tentatively drawn up to capture some of the ideas for the conference (See: Appendix for a schedule). It was planned that a combination of consultants from MSU and educational leaders in Jordan would conduct a conference on "Excellence in Teacher Education." Speakers,

responders, topics, study teams, and committees were discussed. The ideas was to publish a report of sessions in a bilingual format for internal and external distribution.

Because of the continuing war footing in the Middle East, it was increasingly difficult to make plans in any concrete way. By June of 1991, MSU make another attempt with NCERD in Amman to win an extension and a revision of the subcontract (See: Appendix). We thought that if we could get a seven month extension we could hold the planned conference and edit the bilingual (English and Arabic) manuscript back in East Lansing. However, one delay after another ensued. Though an extension to the contract was awarded as late as January, 1992, it seemed to both Dr. Billeh and Dr. Burke that additional new activities in the Ministry of Education and the Universities were not advisable at this time.

Project Evaluation

Much of the promise of this project gained concrete expression in the activities of the two seminars in East Lansing and in the face to face contacts in Amman. Many of the critical activities could not be undertaken because of the Iraqi War and its effect on Jordan and on Jordanian/U.S. relations.

People met, interacted, learned from each other, and as they were about to take steps to implement serious new strategies for educational reform, they were interrupted by the War. There were also difficulties that arose because of the internal politics of Jordan during this period. A national election was held just prior to the contract start. With the coming

of the Iraqi War and the privations of blockade, the influence of conservative and fundamentalist elements within Jordan began to enlarge. Changes in leadership were seen within the Ministry of Education and in the Universities. For example, Dr. Omar El-Sheikh was replaced as the dean of the College of Education at the University of Jordan. This action can be understood within the context of changing leadership at the university and within the Ministry.

Some of the problems of this type of contract were exacerbated by the war, but would probably have still had some influence even without the war. A clear example of this kind of problems is the sentiment that is expressed by an indigenous educator who says: "What do we need to go to America for to learn anything?" Dr. Burke was, for example, often challenged with the comment: "If MSU knows so much about teacher preparation, why are there still so many problems in U.S. schools. Another kind of problem in consulting in a Third World country, is the pride of the locals who naturally resist being put in the "helped position." There is need for consultants to develop the sensitivity to the feelings of indigenous populations. Likewise, there is a need for indigenous educators to become less defensive about the conditions and practices in their country.

The concepts of the Jordanian Educational Reform are solid and should continue to be supported by anyone sympathetic to the cause of human development in Third World countries. New modern teaching materials are needed. Teachers must have broader understandings of the subjects they teach and they must be able to earn a living wage by their profession. Curriculum and instruction needs to attend to the conceptual development of all students, recognizing the diversity of the classrooms. Most public classrooms are still

conducted with one teacher addressing a group of students as if they were one student. Rote learning and public recitations still mark the classrooms as conducted by century's old practices. If these patterns of public educational postures are to change, that change must come from the universities of Jordan and from their products, the new teachers of the 21st century.

A P P E N D I X

List of Documents

1. Subcontract Proposal Submitted to A.E.D.: May 15, 1990
2. Visiting Scholar Seminar in T.E.: May 20 to June 8, 1990
3. Major Themes of T.E. Reform in Jordan: September 2,3,4, 1990
4. Inservice Teacher Training Seminar Schedule: October 1 to October 18, 1990
5. Interim Report to A.E.D. : October 31, 1990
6. Proposed National Conference Developed in: November 27 to December 6, 1990
7. Request for Extension of the Contract: June 26, 1991
8. Notification of Extension of Contract: January 8, 1992
9. Letter to Laurie Owen suggesting Extension to 8/31/92: January 9, 1992

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USAID PROJECT TO THE KINGDOM OF JORDAN

A Subcontract Proposal from:

MICHIGAN STATE UNIVERSITY - COLLEGE OF EDUCATION
OFFICE OF INTERNATIONAL STUDIES
GRADUATE STUDIES IN EDUCATION OVERSEAS

Submitted to:

ACADEMY FOR EDUCATIONAL DEVELOPMENT

Reference: Mr. Kurt Moses AED, Amman, Jordan

I. TERMS OF REFERENCE.

A. The Scope of Work:

Teacher preparation programs in the Kingdom of Jordan give little attention to experiential or clinical learning in acquiring professional teaching skills and understandings. For example, at the University of Jordan, School of Education only two professors out of a staff of fifty-three have field experience responsibilities. The profession of teacher education has recognized the value of field experience scheduled early and frequently in the training of the preservice teacher candidate. Research in teacher education in the last two decades has emphasized the link between the pedagogical studies at the university and classroom experience. Lortie (1975) has documented that teachers themselves value field experience for learning practical skills. Field experience, however, can be difficult to establish with consistency and predictable outcomes. It is clear that students must be prepared for the field experience (Zeichner & Tabachnick, 1982) and the field experience site prepared for the students (Griffin, 1982). The goal of the proposed schedule of work is to assist the universities of Jordan and their respective teacher education faculties in establishing field experience sites in school classrooms and link such field studies to the most recent research findings and critical theories of professional teaching practice.

In order to provide a perspective for thinking about field experiences and guided practice, a series of seminars are planned, first at MSU with visitors from Jordan faculties followed by on-site seminar sessions. Particular problems of teacher education design will be addressed: specifically those related to the integration of campus based course work and field studies. The proposed activities are based on a model of teacher education which assumes a cycle of student course experiences, field experiences, and reflection best address the issues of preteacher developmental needs.

Demonstration sites in at least two locations by at least two of the three universities (Jordan, Yarmouk and Mutah) will be created by Jordanian professors collaborating with school administrators and teachers and assisted by project

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leadership.

There will be five phases of the activities in this project.

1. A fact-finding visit by the project coordinator at the beginning of the project (April, 1990).
2. Two Visiting Scholar Seminars to be held in East Lansing and attended by 10 Jordanian Professors and Ministry of Education central training team members. The first one to be held in late May and the other in October, 1990.
3. Two follow-up seminars to be held in Jordan and focusing on strategies for implementing field experience programs in schools (one to be held in September and the other in December)
4. Evaluation program with a monitoring of activities and impact. A half year report will be prepared and delivered (January, 1991) and a final report delivered at the end of the project (July, 1991).
5. Continuous supervision and consultation between project leadership, the Education Section of Higher Council for Science and Technology, the Ministry of Education, the three Universities and the school sites. A project consultant will be on site for 14 weeks and the project coordinator will be on site for 7 weeks, giving a total of 26 weeks of "on-site" consultation supporting the project goal. The project manager will also collaborate with Project ABEL in setting up and maintaining an information and communication network.

B. The Activity Schedule:

May 3- May 10, 1990: Fact-finding Visit to Jordan.
Professor Burke meets with Dr. V. Billeh.
Discussions with reps from: University of Jordan,
Mutah University and Yarmouk University.
Meets representatives from Ministry of Education and
other key staff.
Plans finalized for project schedule and T.E. seminars.

May 14 - May 18: Faculty Planning and Preparation.
At MSU key faculty and staff prepare papers.
and visitation schedules to student teaching
schools.

At Jordan university faculty selected and
orientation begins for visit to East Lansing
and Professional Development Schools.

May 21 to June 6 VISITING SCHOLAR SEMINAR IN TEACHER EDUCATION

May 21, Monday: Welcome to M.S.U. by Assistant Dean Schwille
Overview of Seminar Schedule, Bruce Burke
Overview of Teacher Education Development.
Speakers: Perry Lanier, Joyce Putnam, Laura Roehler,
and Henrietta Barnes.
Lunch: Kellogg Center. Speaker: Jere Brophy,
Director, School Subjects Research.
"What Research Has Taught Us About Teacher
Preparation."
Afternoon Session: Research Discussions:
Mary Kennedy, Dir. Nat. Center for Res. TE
Penny Peterson, Dir. Inst. for Res. on Teaching.
What's Happening in Field Experience:
Discussion of Experiential Learning.
Lead by Arden Moon.

May 22, Tuesday: Visit to Averill Elementary School and Holt
High School.
Lunch: International Center with Field
Instructors and undergraduate students in TE
Alternative Programs.
Computer Applications for Instruction.
Pat Dickson and Norm Bell.

May 23, Wednesday: Subject-Specific Pedagogy: Science and Math
Speakers: M. Lampert, D. Ball, P. Lanier on
Mathematics, Problem Solving and Problem Posing
Break
Speakers on Science: G. Berkheimer, J. Gallagher.
Lunch at Internat. Center with Dean Smuckler
Asst. Dean Jack Schwille, and International
doctoral students.
Visit to Intermediate School District Center.
Visit to Biotech Center.

May 24, Thursday: Subject-Specific Pedagogy: Language Arts and
Social Studies.
Speakers on Language Arts: G. Duffy, M. Conley.
Break
Speakers on Social Science: S. Wilson, B. McDiarmid.
Lunch: Open Discussion.
Cooperative Learning: Chris Wheeler.

May 25, Friday: Free for Relaxation and Religious Day.
Schedule Options:
Impressions 5 Museum
MSU Natural Hist. Museum
Kresge Art Center
MSU Planetarium
Muslim Students Organization.

May 26, Saturday: Charter Bus to Chicago.

Visit to Michigan State Park on Lake Michigan
(Box Lunch)
Arrive in Chicago. Register at Hotel.
Visit to Museum of Science and Industry
Evening Free: (List of Optional Activities)

May 27, Sunday: Holiday in Chicago.
Visit to the Chicago Institute of Art.
Evening Concert

May 28, Monday: (Memorial Day) Charter Bus to Toledo.

May 29, Tuesday: Mathematics Mentor Project at U. of Toledo
P. Lanier and Toledo Project Staff
Visit to Toledo Schools.

May 30, Wednesday: Morning Bus to Flint, Michigan
Visit to Professional Development School
Holmes Middle School, Flint (urban school)
Meet with staff and Joyce Putnam and Charles
Thompson of the EES.
Return to East Lansing, Kellogg Center

May 31, Thursday: Discussion: The Future of Teacher Education.
Panel Discussion: Burke, Putnam, Lanier, and Roehler.
Scheduled individual interviews with College
faculty and staff.
Collection of Materials. Organization for the
Future of the Jordan Project.

Evening Dinner: Kellogg Center.
Speaker: Dean Judith Lanier, Partnership for
A New Education.

June 1, Friday: Farewells and Participants leave for Jordan.

June 4 - July 16: Assessment and Preparation for Jordan Follow
Up Seminar. Burke and Staff.

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Sept. 1 to Sept. 15: Teacher Education Follow Up Seminar in Jordan.
Burke, Anderson and Lanier.

Development of Experimental Field Experience
School Based Teacher Education Training in
Jordan. Jordan Teacher Educators linked weekly
conference with MSU consultants, via E-Mail.

September 30 - October 12, 1990: Team 2 Visits M.S.U. College of Education.

September 30: Jordan Teacher Education Faculty arrive for
Visiting Seminar focusing on inservice
staff development of practicing teachers.

Oct. 15 - Nov. 30: Assessment and Review. Preparation for
Second Session of Jordan TE Follow Up Seminar.

Dec. 2 - Dec. 13: Teacher Education Follow UP Seminar.
Anderson and Burke.

WINTER TERM: Program Consultant (Anderson) in residence in Jordan to
work with the Ministry of Education developing Inservice
Training Plan.

SPRING TERM: Implementation of Experimental Field Experience
School Based Teacher Education Training in
Jordan. Jordan Teacher Educators linked weekly
conference with MSU consultants, via E-Mail.

May, 1991: Evaluation Visit. Report Delivery and
Review of Progress of Implementation Sites.
Plans for Long-range Development.
Maintenance of E-Mail Linkage.

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SEMINAR LEADERS AND DISCUSSANTS

DEBORAH BALL, Assistant Professor of Teacher Education.
(Mathematics) Senior Researcher, NCRTE.

HENRIETTA BARNES, Chairperson, Department of Teacher Education.
NORMAN BELL, Professor of Counseling, Educational Psychology and Special Education.

GLENN BERKHEIMER, Professor of Science Education. (Science Education).

JERE BROPHY, Professor of Teacher Education; Director, School Subjects Research; Co-coordinator, Institute for Research on Teaching.

MARK CONLEY, Assistant Professor of Teacher Education. (Language Arts, Reading).

W. PATRICK DICKSON, Professor of Counseling, Educational Psychology and Special Education.

GERALD DUFFY, Professor of Teacher Education. (Language Arts, Reading)

JAMES GALLAGHER, Professor of Science Education. (Science Education)

MARY KENNEDY, Professor of Teacher Education; Director, National Center for Research on Teacher Education.

MAGDALENE LAMPERT, Associate Professor of Teacher Education. (Mathematics).
Senior Researcher, NCRTE

JUDITH LANIER, Dean, College of Education; Executive Director, Michigan Partnership for a New Education.

PERRY LANIER, Professor of Teacher Education; Coordinator, Academic Learning Program; Senior Researcher, Institute for Research on Teaching.

BILL McDIARMID, Associate Professor of Teacher Education. Associate Director,
NCRTE

PENELOPE PETERSON, Professor of Teacher Education; Co-coordinator, Institute for Research on Teaching.

JOYCE PUTNAM, Professor of Teacher Education; Coordinator, Multiple Perspectives Program.

LAURA ROEHLER, Professor of Teacher Education. Coordinator, Team B Program Development.

JACK SCHWILLE, Professor of Teacher Education; Assistant Dean for International

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SCHEDULE OF CONSULTATION TIME IN JORDAN

(Values Expressed in Weeks)

MONTH	YEAR	PROJECT COORDINATOR	PROJECT MANAGER
April	1990	1	
July	1990	3	3
September	1990		2
November	1990		2
December	1990	2	2
January	1991	1	
February	1991		1
March	1991		3
May	1991		2
July	1991		4
# of Weeks Each:		7	19
Total # of Weeks:			26 weeks

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Graduate Studies in Education Overseas
Department of Teacher Education

VISITING SCHOLAR SEMINAR IN TEACHER EDUCATION

SPRING, 1990

May 20: SUNDAY, Arrive in Detroit. Late overnight at Quality Inn.
12:00n Limo pick up for drive to Kellogg Center
2:00pm Arrive at Kellogg Center, Registration
3:00 Meet with Dr. Bruce Burke for Information Packet
Evening Free

May 21: MONDAY, Continental Breakfast in State Room Alcove, 7:30am
9:00am Orientation and Welcome to Seminar, 102 Kellogg
Dr. Jack Schwille, Asst. Dean for International Studies
and Acting Chair, Teacher Education
Dr. Norris Bryson, Program Manager, GSEO
Dr. Bruce Burke, Senior Faculty Consultant, GSEO

9:30 Development of Alternative Programs at MSU
Discussion: Dr. Perry Lanier, Academic Learning Program
Dr. Joyce Putnam, Multiple Perspectives

10:15 Coffee Break
10:30 Continuing Discussion of Alternative Programs.
11:15 Lunch: Centennial Room A, Kellogg Center.

12:15 Vans to Schools: Observation of Student Teaching
A. Averill Elementary School
B. Otto Junior High School

3:15 Return to Campus (Driver Waits)
3:30 Administration Building for Checks and Cashing.
4:00 Return to Kellogg Center

May 22: **TUESDAY, Continental Breakfast State Room Alcove:7:30am.**
8:45am **Leave for Schools from Kellogg Center**
Observation of Pre-Student Teaching, Elementary level
A. Group meets with Joyce Putnam, 116H Erickson Hall
B. Glencairn School (Dannelle Stevens)
12:00n **Lunch at International Center Cafe (On your own)**
1:00pm **Discussion: Bruce Burke and Sandy Bryson**
212 Erickson Hall (Schedule Check and Revision)
2:30 **Break and Individual Faculty Appointments**

May 23: **WEDNESDAY, Continental Breakfast State Room Alcove, 7:30am.**
8:45am **Leave for Schools from Kellogg Center**
Observation of Pre-Student teachers, Secondary Level
Otto Junior High School (9:30 to 12:00)
12:00n **Lunch at McDonalds (On your own)**
1:00pm **Discussion: Interpersonal Communication for Supervision**
116H Erickson Hall

May 24: **THURSDAY, Continental Breakfast State Room Alcove, 7:30am.**
8:55am **Leave for Ericksons from Kellogg Center**
9:00am **Discussion on Field Instructor's Role in**
School Professional Practice
116 A Erickson Hall
12:00n **Lunch On Your Own**
1:00pm **212 Erickson, Discussion: Field Instruction and**
Reflection on Practice. Dr. Susan Florio-Ruane,
Coordinator, Learning Community
3:00 **Reading in Content Areas, Prof. Mark Conley**
C215 Wells Hall
4:30 **Perry Lanier, Introduction to Mentor Teacher Project**
116
5:00 **Return to Kellogg Center**

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May 25: FRIDAY, Continental Breakfast State Room Alcove, 7:30am.

**9:00am Discussion: Designing Curricula for TE
116H Erickson Hall, Burke and Anderson**

**11:00 Cooperative Learning, Creativity, Critical Thinking.
Burke and Anderson.**

12:00n Lunch

1:00 to 3:00 Break

**3:00 Linda Tiezzi, Heterogeneous Classrooms Program
507 Erickson**

May 26: SATURDAY, Break Day in East Lansing.

8:00am Continental Breakfast State Room Alcove.

Free Day on Your Own.

May 27: SUNDAY, Continental Breakfast in Galaxy Room 8:00-9:00am

**10:00am Bus Trip to Lake Michigan
Leave from Kellogg Center**

**6:00pm Return to Kellogg Center
Sign up for Thursday Class Visitations.**

May 28: MONDAY, MEMORIAL DAY

8:00 to 9:00am Continental Breakfast in Galaxy Room

4:00 and 4:15pm

**Leave from Kellogg Center for Burke's Home
American Bar BQ**

May 29: TUESDAY, Continental Breakfast in State Room Alcove.

**8:00am Leave by Van for Toledo and Teacher Mentor
Project. Roberto Montarro and Norm Jamison**

10:00 Arrive in Toledo, Visit at Schools

5:00pm Return to Kellogg Center

May 30: WEDNESDAY, Continental Breakfast in State Room Alcove.

8:45am Leave from Kellogg Center
9:00 Arrive at Ingham Intermediate School District
Mr. John Williams, Principal
Interactive Computer Instruction

12:00n Lunch

1:00 to 2:30pm Promoting Access to Knowledge
Dr. Richard Prawat, Room 310 EH

3:00 Individual Faculty Appointments

May 31: THURSDAY, Continental Breakfast in State Room Alcove.

9:00am Dr. Susan Melnick, Creating an Introductory Course
in Teacher Education. 116H Erickson Hall

10:30 Reflection in Guided Practice. (Burke)

11:30 Lunch

12:30 Dr. Teresa Tatto, Education in the Third World
116H Erickson Hall

4:00 Colloquium: Dr. Ball and Dr. Lampert, 133D E.H.
Restructing The Teaching of Mathematics: Hypermedia.

June 1: FRIDAY, Continental Breakfast in State Room Alcove.

9:00am Cooperative Learning and Curriculum Planning
Room 133D Professors Burke and Anderson

10:00am Computers in Education, Dr. Norm Bell
Computer Lab

12:00n Lunch

3:00pm Discussion Session, Room 116A

June 2: SATURDAY, Continental Breakfast in State Room Alcove.

**Afternoon Trip to Impressions 5 Science Museum
Evening Entertainment: at Abrams Planetarium**

June 3: SUNDAY, Continental Breakfast in State Room Alcove.

**Professional Self-assessment Time
Preparation for following sessions.**

June 4: MONDAY, Continental Breakfast in State Room Alcove.

**9:00am Nominal Group Processing: Teacher Education Reform
Setting Priorities for Jordanian T.E.
116H Erickson Hall**

**9:30 Linda Anderson: Classroom Management, Ed. Psych, and
TE Programs**

10:30am Dr. D.Ball, Review of Colloquium.

12:00n Lunch

**1:00 TE Curriculum: What Makes a Program Programatic?
Dr. Susan Florio-Ruane
Applications to Jordan Contexts**

**3:00 Language Arts in Teacher Education
Dr. Gerry Duffy**

June 5: TUESDAY, Continental Breakfast in State Room Alcove.

**9:00am Developing Guided Practice in Teacher Education
Staff Development as a Discipline
Room 212 EH**

12:00n Lunch

**12:45pm Visit to Spartan School, East Lansing
Observe Dr. Ball Teaching 3rd Grade Math Class**

**2:00pm Staff Development, Inservice and Teacher Education
Dr. William McDiarmid, National Center for T.E.
Room 116A Erickson**

3:00pm Individual Appointments with Faculty

June 6: WEDNESDAY, Continental Breakfast in State Room Alcove.

**9:00am Panel Discussion: Policy Issues in Program Development
Joyce Putnam, Perry Lanier, Sharon Schwille & Laura Roehler
Scheduling July Follow-up Seminar in Jordan
116A Erickson Hall**

12:00n Lunch Break

1:00pm Collecting Materials for Return to Jordan

7:00 Evening Dinner at Kellogg Center

June 7: THURSDAY, Continental Breakfast in State Room Alcove.

Morning on your own.

Noon Check out of Kellogg Center

2:30pm Limo to Detroit Metro Airport Leaves from K.C.

6:27pm Pan Am Flight # 54 DTW to London Heathrow

June 8: FRIDAY, Continuing Flight to Amman

11:45 am Royal Jordanian Air # 112 arrives at 7:00 pm.

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INDIVIDUAL APPOINTMENT SCHEDULE:

May 30:

- 3:00pm Mahdi Krunz
Mohammed Said Subbarini
Meet with Dr. Andy Anderson, Room 329 Erickson**
- 3:00pm Salma Haskem Jayyusi
Meet with Dr. Marcie Williams, 443C Administration**
- 3:00pm Khalaf Al-Makhzoomy
Meet with Dr. Teresa Tatto, Room 210 Erickson**
- 4:00pm Amal Khasawneh and
Rafe Agil Ahmand Al Nesir
Meet with Dr. Ralph Putnam, Room 446 Erickson**
- 4:00pm Salma Hashem Jayyusi and
Kalaf Al-Makhzoomy
Meet with Dr. James Stalker, Room 1, Int. Center**

MAJOR THEMES OF TEACHER EDUCATION REFORM IN JORDAN

FOLLOW-UP WORKSHOP: SEPTEMBER, 2,3,4, 1990

1. Teaching for conceptual understanding: How to teach thinking skills in a TE program so that metacognitive awareness becomes a major outcome of the program. Should heuristic teaching be characteristic of all courses in the program? Or should a special course on problem solving and the scientific method be offered early in the TE program? Or should there be some combination of the two? What proposals for practice are faculty currently working on?

2. Teaching to the Needs of Diverse Classrooms: What levels of analysis should all teachers be expected to assess and tailor instruction to individual differences? How best to teach this on the university campus? Can the TE class model the teaching toward diversity?

3. Preteaching Field Experiences: How can clinical experiences be woven into the pattern of teaching in TE programs? What relationships with schools will universities maintain in order to have sites for clinical practice? What is the relationship between preservice clinical experiences and inservice education?

4. Proportional distribution of Credit among the Elements of a TE Preservice Program: Given the elements as: 1) Subject Matter, 2) Foundations, including psychological, social and philosophical, 3) Pedagogy, and 4) Field Experience, what per cent of the program

in each category and what are the relationship among these components?

5. Reforming the Reward and Incentive System in TE Schools.

What political, economic adjustments need be made among the faculties of TE in order to effect the goals of the reform?

Changes in promotion, salary, tenure and load assignments?

Recognition for working in schools in TE field experiences?

What are the major problems that stop TE reform development in your school? What can be done in the short term to turn this around?

JORDANIAN INSERVICE TEACHER TRAINING SEMINAR

PROGRAM SCHEDULE

FALL, 1990

REVISED SCHEDULE

- October 1, Monday:** Arrive at Kellogg Center
Brief Orientation: Dr. Burke and Malik Balla
- October 2, Tuesday:**
- 11:00am Introduction to Problem Solving Heuristics,
Research on Teaching, and the Diverse Learner.
Cooperative Groups. 107 Kellogg Center
Drs. Burke and Anderson.
- 1:00pm Welcome Luncheon, Centennial Room B,
Kellogg Center
- 2:30pm Distance Learning and Instructional Design
Dr. Pat Dickson, Willy Room, Kellogg Center
- 3:30pm Lessons from Thailand Staff Development
Project, Dr. Christopher Wheeler.
Willy Room.
- October 3, Wednesday:** 9:00am Creativity, Types of Thinkers, Multiple
Intelligences, Errors in Reasoning.
Simulations with Small Group Instruction.
Room 116A, Erickson Hall Drs. Burke and Anderson
- 3:00pm Teaching as Work and the Changing Teaching
Profession. Dr. Susan Melnick. 107 Kellogg Center

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- October 4, Thursday:** 9:15am Teaching Reading and Problem Solving in an InnerCity School. Dr. Mark Conley & Dr. Linda Patriarca, 116A, Erickson Hall
- 11:00am Problem Solving Methods: Using Heuristical Thinking to set the Problem. Dr. Burke
- 3:00pm Teaching for Cognitive Understanding
Dr. Richard Prawat, 116A, Erickson Hall
- October 5, Friday:** 9:00am Organizing Instruction for the Classroom
Dr. Linda Anderson. 116A, Erickson Hall
10:00am Designing Instruction.
Dr. Steve Yelon.
- Afternoon Off for Religious Observances.
- October 6, Saturday:** Free Day.
- October 7, Sunday:** 2:00pm Cook Out at Bruce Burke's Home.
- October 8, Monday:** 9:00am Visit to Spartan Village School
Obersvation of Experimental Teaching
Third/Fourth Grade Mathematics: Rundquist & Ball
Fifth Grade Class: Thom Dye
ESL Room: McLelland & Svoboda
- 3:00pm Language Arts and Stretegic Reading
Dr. Gerry Duffy, 116H Erickson Hall
- October 9, Tuesday:** 9:15am Models for Staff Development.
Dr. Sharon Feiman-Nemser, 116A Erickson Hall
- 11:00 am Characteristics of Distance Learning
Instructional Packages. Dr. Burke
- 2:30pm Distance learning in Social Studies
Dr. Tim Little, 310 Erickson Hall
- October 10, Wednesday:** 9:00am Multimedia and the future of Teaching.
Dr. Norm Bell, 116A Erickson Hall
- 3:00pm State Planning and Urban Education
Dr. Mike Boulus, 310 Erickson Hall

- October 11, Thursday:** 9:00am Inservice Training with Simulations
Dr. Sandra Hollingsworth, 116H Erickson Hall
- 3:00 pm Science Education and Changing Teacher Strategies. Dr. Bruce Cheney
4:00 pm Science Education and Conceptual Change
Dr. Kathy Roth.
- October 12, Friday:** 9:00am Teacher Development
Dr. William McDiarmid, 116A Erickson Hall
- 11:00am Introduction to the Macintosh Computer
Word Processing, Electronic Mail.
Dr. Norm Bell.
Afternoon for Religious Observances
- October 13, Saturday:** Free Day.
- October 14, Sunday:** Trip to Lake Michigan and Color Tour
- October 15, Monday:** School Visit: Dearborn Public Schools
Host: Dr. Jeremy Hughes
Leave Kellogg: 7:15am and arrive 9:00am
Welcome at Administration Building
10:00 Stout Junior High School, Mr. Cotter
11:00 ACCESS Center (Arabic Community
Communications for Economic and Social Services)
11:30 Lunch at ACCESS
1:00pm Visit to Fordson High School
2:15pm Visit to Ten Eyck Staff Development Center
- Returning to Kellogg Center at 5:00pm
- October 16, Tuesday:** 7:15am Leave Kellogg Center for Grand Rapids.
8:30am Arrive at Grand Rapids School District
Welcome at Board of Education. Presentations by
Curriculum Supervisors.
10:00 Overview of Staff Development Program
11:30 Lunch at Junior College Cafeteria
12:45 Visit to Monessori Academy at Wellerwood Sch.
2:00 Visit to Tech Prep Program at High School
- 7:00 pm Galaxy Room Evening Dinner at Kellogg
Center.

**October 17, Wednesday: Morning for Collecting materials and Packing.
Noon Checkout of Kellogg Center.
2:00pm Leave for Detroit Airport
6:25pm Pan Am 54 to London.**

October 18, Thursday: RJ 112 to Amman. Arrive: 5:10pm

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LIST OF SEMINAR MATERIALS

1. Teaching for Understanding in Science (Kathleen Roth)
2. A Conceptual Change Model of Science Instruction (Kathleen Roth)
3. Outline of Science Units' Questions and Concepts for 5th Grade
4. Problem Solving for Instructional Change (A Simulation) (Hollingsworth)
5. Tech Prep: Marking period Progress Summary (Grand Rapids Schools)
6. Staff Development Center: Effect of Peer Coaching (Grand Rapids)
7. Focusing on Primary School Quality: Lessons from the Thai Experience
(C. Wheeler)
8. Instructional Design: Course Outline (S. Yelon)
9. Classroom Instruction (S. Yelon)
10. Writing and Using Instructional Objectives (S. Yelon)
11. Prior Beliefs and Cognitive Change in Learning to Teach (S. Hollingsworth)
12. Implementing New Curricula (S. Feiman-Nemser)
13. Teaching for Understanding: Three Key Attributes (R. Prawat)
14. Goals for Schooling in the United States (J. Goodlad)
15. Student Achievement through Staff Development (Joyce & Showers)
16. Teaching Writing (M. Kennedy)
17. Qualities of thoughtful social studies classes (F. Newmann)

INTERIM REPORT ON

STAFF DEVELOPMENT SEMINAR FOR JORDAN'S MINISTRY OF EDUCATION

COLLEGE OF EDUCATION, MICHIGAN STATE UNIVERSITY

September 30 through October 18, 1990

Introduction

By the Spring of 1991 the first cycle of new textbooks and teaching materials will be ready for distribution in Jordan for Grade levels 1, 5, & 9. To prepare for the adoption of these new materials, the Ministry of Education has created a Central Training Team and appointed Mr. Halid El-Sheikh the director of the Team. This staff development trainer's seminar was designed to contribute to the preparation, training, and technical assistance to this administrative cadre in the MOE (See the list of participants attached). The experiences were designed to enhance the participants capabilities to deliver training using new training packages to the regional educational supervisors, who will, in turn, train the teachers directly.

Training Focus

There are three areas of training for the Central Team addressed by this seminar: thinking skills, diversity, and distance learning designs of instruction.

1) **Teaching for Conceptual Understanding.** This is one of the major themes of the educational reform in Jordan. The teaching of problem solving heuristics as a means for achieving metacognitive awareness is a goal of the new curriculum and, therefore, it received attention in this seminar. We consider the content of this area of cognitive

development to be the critical factor in whether or not the reformed curriculum succeeds in Jordan. The Central training team should have a thorough grounding in the research, schemes, and samples of problem solving skills. A variety of approaches (e.g. lateral thinking, bisociation, brainstorming, analogical thinking, scientific/empirical paradigms, and chunking patterns) were presented with examples for solving problems in different subject areas and a different levels, using an appropriate heuristic for each.

2) **Teaching for Diversity.** Another major theme of educational reform in Jordan is the attention to the individual learning styles and needs of students across the entire spectrum of human abilities. Instead of addressing the classroom as a "single individual," a teacher needs to differentiate among students in pace of learning, level of learning, and motivational needs. The central training team, therefore, were helped to understand the foundations of educational diversity in this seminar. And if they are to plan for attention to diversity in the retraining instruction, they will need to continue to practice writing materials based on diverse expectations. Inservice training, in fact, ought to model attention to the diversity among teachers in the delivery of the instruction itself.

3) **Distance Learning.** Because the number of teachers in Jordan needing training is large (over 40,000 professionals), it is impossible for all the training to be delivered by a single mode of instruction, such as face to face lectures, demonstrations, and discussions. Members of the Central Training Team were given examples of various forms of distance learning materials. The central training team worked on their understanding of how designing writing, testing and revising instructional materials that could be used by teachers on their own or in teams of collaborators.

Instructional Goals.

Because the specific needs of the Central Training Team fit within the context of a broader concern for how staff development is done successfully, this seminar acted as an introduction to staff development. Much has been learned about staff development over the last decade and it would be impossible to master this literature in a few short weeks. Therefore, the seminar was designed to be a systematic introduction to staff development, with particular emphasis upon the above training needs. In this sense, the seminar could be characterized as the first step in a longer series of steps to be taken over the coming academic year. A balance between information delivery and practice in productive activities by the visitors is anticipated. The work of this seminar will be followed up with intensive consultation during January, February, and March, 1991, when Dr. James Anderson takes up residence in Amman to work with the Ministry and consult with the universities.

The Revised Schedule of Activities is attached to this Interim Report. There was a general movement from the general to the specific needs of the participants in the design of the activities and schedule. However, we did find it necessary and appropriate to respond to the needs of the visitors and adapt the schedule as we went along. We added a session on learning to operate a computer (Apple/Macs). We called in consultants on special topics requested. And we visited two large school systems in Michigan that have extensive Staff Development programs (Grand Rapids and Dearborn). The Seminar staff found books for the participants to take back to the Ministry of Education, so that, a library on Instructional Design and Staff Development could be started. These materials along with the materials sent to the National Center for Educational Research and Development

in Amman will form a useful resource to Dr. Burke and Dr. Anderson when they visit Amman in December and in the Winter Term. A List of the Seminar Materials is attached to this report. These are papers distributed during the seminar to all participants. Also attached is a list of the faculty consultants and their pay for their work with the seminar. In the Appendix of this report are copies of the materials distributed to the participants during the seminar. These, when reviewed, give a reliable idea of the range of issues and depth of information discussed with the participants.

The continuation of these consultations will go forward with Dr. Burke's visit to Amman, in November and December this year. At that time, he will revisit the Ministry of Education and the several universities for teacher education.

Submitted by: J. Bruce Burke

Senior Faculty Consultant

Graduate Studies in Education Overseas

Michigan State University

(517) 353-0680, FAX: (517) 336-2352

TOWARD EXCELLENCE IN TEACHER EDUCATION

A NATIONAL CONFERENCE

APRIL 28, 29, 30, 1991

AMMAN, JORDAN

**Sponsor: National Center for Educational Research and Development
Dr. Victor Billeh, Director**

**Host: School of Education, University of Jordan,
Dr. Omar El-Sheikh, Dean**

**Consultant: College of Education, Department of Teacher Education
Michigan State University, East Lansing, MI, USA**

**In collaboration with: Academy for Educational
Development, Project ABEL.**

SUNDAY, APRIL 28

- 9:30am** **Welcome, Dr. El-Sheikh**
- Orientation to TE Reform in Jordan, Dr. Billeh
(Announcement of Teacher Education Fellowships?)**
- Introduction to Conference Theme and Sessions:
 Dr. Burke**
- 10:30** **Coffee Break**
- 10:45** **Session 1: A Philosophy and Rationale for Teacher
Education in Jordan.**
Presider: _____
Speaker: _____
Responder: _____
- 12:15** **Discussion of Session 1, Led by Presider: _____**
- 1:30** **Break for Lunch**
- 3:00** **Session 2: A Knowledge Base for Teacher Education
in Jordan. What do we know and how do we know it?**
Presider: _____
Speaker: _____
Responder: _____

4:30 Discussion of Session 2, Led by Presider: _____
6:00 Close of Day

MONDAY, APRIL 29

9:00am Session 3: Developing the Ability to Teach Effectively: Classroom Instruction and Practice Teaching.
Presider: _____
Speaker: _____
Responder: _____

10:15 Coffee Break

10:30 Discussion of Session 3, Led by Presider: _____

11:30 Session 4: Professional Staff Development in Schools The Role of the Universities.
Presider: _____
Speaker: _____
Responder: _____

1:30pm Lunch Break

3:00 Discussion of Session 4, Led by Presider: _____

4:30 Session 5: Consultant Presentation on Subject Matter Pedagogy. Video Presentations on Mathematical Discourse with Primary Students and Language Acquisition.

6:00 Close of Day

TUESDAY, APRIL 30

9:00am Session 6: A Case Study of the Ideal Teacher.
Presider: _____
Speaker: _____
Responder: _____

10:15 Coffee Break

10:30 Discussion of Session 6, Led by Presider: _____

12:00 **Session 7: The Student: What we know about Learning
and Development and How it Effects Teacher Education**
Presider: _____
Speaker: _____
Responder: _____

1:30 **Lunch Break**

2:30 **Discussion of Session 7, Led by Presider: _____**

3:30 **Session 8: Consultant Presentation:
Evaluation, Monitoring Quality in Teacher Education
Programs.**

4:30 **Question and Answers.**

5:00 **Close of Conference.**

GOALS OF THE CONFERENCE

The conference seeks to provide an opportunity for the professional teacher educational leaders of Jordan to meet and share common concerns and problems of the reform of education in Jordan, in general, and the reform of teacher education in particular. These goals are sought:

- To enhance teacher educators familiarity with reform goals.
- To broaden the arena of discourse and collaboration about TE reform and among TE professors linking the three major universities.
- To raise key issues to discussion for incorporating into the new TE curricula.
- To use the most up-to-date research information as a knowledge-base in making TE program decisions.
- To identify problem areas that seem likely to hinder in the reform of program and to explore suggestions for approaching them.
- To provide a forum for the presentation and critique of invited papers on topics about a Knowledge-base for Teacher Education in Jordan.

STRATEGIC SUGGESTIONS FOR PLANNING THE TE WORKSHOP

1. Prepare a list of professors who will be attending with some degree of accuracy.
2. Organize list for three days of small group assignments so that there is a balance among the three universities in each small group, by dividing some 50 participants into :
 - (a) 3-15 to 18 professor large groups, with a different configuration each day.
 - (b) 3- 5 to 6 professor small groups, likewise different each day.So that each participant will be able to work with all three areas of the curriculum over three days: academic subject, foundations and methods, and field experiences.

3. Organization of discussants will look like this:

- Subject Matter: (Lanier) 15 to 18 participants
- Small group A: Prof. Leader and 4-5 participants.
- Small group B: Prof. Leader and 4-5 participants.
- Small group C: Prof. Leader and 4-5 participants.

And so on for Foundations and Methods, and for Field Experience. A list of concerns for each small group dealing with the subject matter problems is prepared. Each participant works in a group on a specific set of problems. The only overlap is that each group must address two issues in responding to the list of concerns given to the group. They are teaching to: (a) higher order thinking skills or heuristics, and (b) the needs of diverse students.

4. A motivational element is provided by having Victor Billeh announce some of the details for applying for fellowship and for the awards for presentations in December. One of the criteria for eligibility will be participation in workshop and small groups. Announcing fellowships applications at the beginning and organizing proposal writing at the end of the workshop may well motivate the faculties to stay with it and participate more fully. We want to create an excuse for these professors to like what they do. A positive, up-beat approach is helpful to inspire their willingness to change.

5. Do everything by advanced planning on assigning participants to groups and topics. Do not let the faculty choose their traditional associates. We want to inspire new relationships and new behavior.

6. Have a different person introduce each session and close each day. This provides visibility for greater numbers and is more interesting for the participants.

MAJOR THEMES OF TEACHER EDUCATION REFORM IN JORDAN

1. Teaching for conceptual understanding: How to teach thinking skills in a TE program so that metacognitive awareness becomes a major outcome of the program. Should heuristic teaching be characteristic of all courses in the program? Or should a special course on problem solving and the scientific method be offered early in the TE program? Or should there be some combination of the two? What proposals for practice are faculty currently working on?

2. Teaching to the Needs of Diverse Classrooms: What levels of analysis should all teachers be expected to assess and tailor instruction to individual differences? How best to teach this on the university campus? Can the TE class itself model the teaching toward diversity?

3. Preteaching Field Experiences: How can clinical experiences be woven into the pattern of teaching in TE programs? What relationships with schools will universities maintain in order to have sites for clinical practice? What is the relationship between preservice clinical experiences and inservice education?

FURTHER ISSUES TO BE ADDRESSED

Proportional distribution of Credit among the Elements of a

TE Preservice Program: Given the elements as:

- 1) Subject Matter,
- 2) Foundations, including psychological, social, historical, and philosophical,
- 3) Pedagogy, and
- 4) Field Experience, what per cent of the program is

represented in each category and what are the relationships among these components?

Reforming the Reward and Incentive System in TE Schools.

What political, economic adjustments need be made among the faculties of TE in order to effect the goals of the reform? Changes in promotion, salary, tenure and load assignments? Recognition for working in schools in TE field experiences? What are the major problems that stop TE reform development in your school? What can be done in the short term to turn this around?

QUESTIONS FOR THE REFORM OF TEACHER EDUCATION PROGRAMS:

1. To what degree is teaching taught as a "technical rational" profession? That is, a collection of rational teacher practices to be applied in appropriate situations, versus, a "reflective rational" profession. Is this a genuine dichotomy, i.e. between technical vs. reflective cultures? If so, what difference does it make in teacher education courses?
2. How does a teacher "give reasons" for principles to students? Another way of asking the question is as Fenstermacher does: "How does science find its way into the thinking and practice of teachers?" How does this effect the organization of teacher education programs?
3. Is there any differences between the problem solving behavior of teachers in their professional decision making and scientific disciplines? If there are differences are they differences in degree or in kind? Where do these differences show up in teacher education programs?
4. Do teachers need to have a theory of knowledge consciously held and practically called on in order to make appropriate decisions in practice? How do they acquire such theories and test them in teacher education programs?
5. Are the concepts, norms, exemplars, rules of teacher practice different from other professions? How are they represented in teacher education programs.
6. Are the concepts of artistry, design, inspiration and transformation appropriate to the classroom practice of teachers. If so, how are they taught in teacher education?
7. How do undergraduate students acquire the vocabulary of reflective teaching? The discourse of reflective practice needs to have continuous reinforcement if it is to be acquired in preservice training. How can teacher education programs assure that this will happen, is happening within them?
8. How do teacher education programs teacher teachers to figure out students understandings and know-how as a basis for decision making? How can teachers clarify student confusions if they have no way of resolving the conflict between academic knowledge and everyday knowledge?
9. How do teacher education programs model the reduction of defensiveness on the part of students so that they are willing to risk fresh and personal insights, publicly?
10. How does teacher education provide models for the norms and incentives that support collaboration rather than work against it?

WORKSHOP PLANNING WORKSHEETS

The following worksheet should be copied three times for a different reconfiguration each of the workshop days.

I. Large Group: Academic subjects (Lanier Group)

Small group A: _____ Group Leader Issues to Address

Members: _____

Small group B: _____ Group Leader Issues to Address

Members: _____

Small group C: _____ Group Leader Issues to Address

Members: _____

II. Large Group: Foundations and Methods. (Burke Group)

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Small group A: _____ Group Leader Issues to Address

Members: _____

Small group B: _____ Group Leader Issues to Address

Members: _____

Small group C: _____ Group Leader Issues to Address

Members: _____

III. Large Group: Field Experiences (Anderson Group)

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Small group A: _____ Group Leader Issues to Address

Members: _____

Small group B: _____ Group Leader Issues to Address

Members: _____

Small group C: _____ Group Leader Issues to Address

Members: _____

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MICHIGAN STATE UNIVERSITY

COLLEGE OF EDUCATION
GRADUATE STUDIES IN EDUCATION OVERSEAS
237 ERICKSON HALL

EAST LANSING, MICHIGAN 48824-1034
PHONE: 517-353-0680
FAX: 517-353-6393

June 26, 1991

Dr. Kurt Moses
Academy for Educational Development
1255 23rd St. N.W.
Washington, DC 20037

FAX: 8-1-202-862-1947

Dear Kurt:

I have attached our proposed revision of the ABEL subcontract, which includes a seven month extension to March 31, 1992.

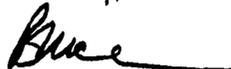
I have talked with Victor and we agree in general about the nature of the completing activities, but we need to discuss these matters face to face and in detail. I propose to travel to Amman on September 5 and put in a week of talks and the finalizing of plans for finishing the project. At present, my schedule is full until mid August, by then the Jordanians will mostly be on vacation time at the universities. So, it appears that an early September set of meetings is appropriate.

Basically, we are discussing two related but distinct activities: holding a conference on teacher education reform, somewhat similar to the original plan; and, doing a bilingual (Arabic and English) monograph on the themes of the conference. Such a publication would have the advantage of providing a wider audience of educators with access to the discussions of the conference and to a series of subject matter examples of the application of the ideas of the conference. These examples should have wide applicability in the staff development sessions of the Ministry of Education. The need for these classroom level curricular examples in Arabic and English was made clear to me during the first part of this contract.

Even though I will be in Valbonne, France, Sandy Bryson can always get a message to me. My Fax number in France will be 33-93.65.33.56 in care of Mr. Ian Hill, Headmaster, CIV. I leave for Valbonne tomorrow (6-27-91). Sandy Bryson will be able to work with Laurie Owen during the summer, however.

Hope this information is helpful and that we can get this extension request approved quickly.

Sincerely,



J. Bruce Burke
Senior Faculty Consultant

PROPOSED REVISION OF MSU/AED BUY-IN FOR PROJECT ABEL (JORDAN)

1.0 Introduction

There is a great need to revise the existing agreement for the Buy-In Subcontract for the Abel Project in Jordan. Since the war Jordan has suffered economic depression that has slowed down the rate of educational reform and diverted many from the simplest tasks of the school and teacher education reform. There were many activities that were supported by the agreement that had to be postponed. We need to pick up the initiatives again and pursue the ways by which Project Abel can be supported in Jordan. In this revision proposal, three requests are made:

- 1) An extension of the project ending by twelve months;
- 2) Prepare for and hold a Seminar of leading teacher educators in Amman at NCERD;
- 3) Create a bilingual (Arabic and English) monograph on Teacher Education Reform in Jordan, based in part on the proceedings of the Seminar.

2.0 Project Extension

Nearly a year of disruption of planned project activities has occurred due to the war in the Gulf. We request that the contract be extended to August 31, 1992, without any increase in funds. This would allow time for substantive activities to be replanned and undertaken that may contribute to the qualitative positive change in teaching and teacher education in Jordan.

3.0 NCERD SEMINAR FOR TEACHER EDUCATORS

Previous planning to organize a National Conference on Teacher Education in Jordan for the spring of 1991, were shelved, but an alternative strategy for addressing the problems of teacher education reform is down scaling the size of the group and make it a seminar. At the same time we would upscale the involvement of key professors and administrators who must deal with the problems of reform in such a seminar. It is proposed that MSU teacher educators, including the coordinator, serve as consultants to the seminar and join with these key Jordanian teacher educators to develop position papers with examples of the content of the recommended changes in teacher education. Themes of the seminar would include:

- ◆ Philosophy and Rationale of Teacher Education in Jordan
- ◆ Knowledge Base for Teacher Education in Jordan
- ◆ Effective Teaching: Designs for Effective Practice
- ◆ Staff Development: Designing Collaborative and Distance Learning Models
- ◆ Subject Matter Pedagogy
- ◆ Student Learning and What Every Teacher Knows
- ◆ Evaluation, Monitoring Quality in Teacher Education Programs.

Such a seminar could be schedule in late January or early February 1992.

The papers and transcriptions of the seminar would used as the basis of monograph chapter drafts and edited and expanded.

4.0 Bilingual Monograph

A bilingual monograph based on the proceedings of the NCERD Seminar on Teacher Education Reform in Jordan would be prepared. The project director would serve as editor and the professorial teams of Jordanian and MSU teacher educators would be the joint authors of chapters. Great emphasis would be placed on adding to the theoretical material concrete classroom examples of the kind of teaching discussed. Protocols would be presented to give living paradigms for the applications of theory in practice. A special in Arabic language would be hired at MSU to assist in the bilingual preparation of the manuscript. We believe that such a bilingual publication on the topic of teacher education reform in a third world country would have wide utility in Jordan and appeal in other third world countries.

5.0 Final Report

A complete documentation and evaluation of all project activities would be prepared. This report could be attached to the above monograph and include a description of the process educational reform. The evaluation could be used as a resource by others making decisions about education reform development in Jordan and in other countries. The Monograph and final report would be completed by August 31, 1992, for distribution through NCERD.

Michigan State University
 Subcontract with Academy for Educational Development (AED)
 Project ABEL-Jordan
 Budget for No-Cost Extension (8-31-91 to 8-31-92)
 Update: October 24, 1991

Description	Unit	No. of Units	Cost/Unit	Amount
Ranked Faculty (B. Burke, MSU Coordinator, AY 65,200)	Mo.	1.25	7244	\$ 9055
Seminar Consultants	Each	3.00	1500	4500
Translator and Editor (Arabic/English)	Hr.	200	20.00	4000
Secretary	Mo.	0.50	2288	1144
Faculty/Staff Fringes			30%	5610
PERSONNEL SUBTOTAL.....				24309
International Travel Per Diem	Each	35	95	3325
International Transportation	RT	5.0	1846	9230
Ians. to Amman for Burke (2) & Consultants (3)				
International Travel Miscellaneous		5.0	108	542
TRAVEL SUBTOTAL.....				13097
Freight (Fedex. DHL) & Postage	Mo.	10.0	100	1000
Telephone & FAX	Mo.	10.0	200	2000
University Printing				
Typesetting (30./page X 125 English + 125 Arabic)	Project	1.00	7500	7500
Printing (60# paper, Perfect Binding, Photos)	Project	1.00	5000	5000
Mail Distribution	Project	1.00	4000	4000
Copying	Mo.	10.0	100	1000
Office Supplies	Mo.	10.0	25	250
OTHER SUPPLIES AND SERVICES SUBTOTAL.....				20750
TOTAL DIRECT COSTS				58156
INDIRECT COSTS @ 34%				19773
TOTAL COSTS				\$ 77,929

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Academy for
Educational
Development

AED

MEMORANDUM

TO: Dr. J. Bruce Burke
Graduate Studies in Education Overseas
Michigan State University FAX 517-353-6393

FROM: Laurie Owen *LO*
ABEL-Jordan Project FAX 202-862-1947

DATE: January 7, 1992

RE: ABEL-Jordan Project

Bruce, Kurt has asked me to pass the following on to you:

"The extension of our contract is through March 1992 and we understand there is some \$72,000 remaining. I spoke personally with Victor Bilich at the World Bank when he was here in early December and he understands the need to move with some deliberateness on this. Would you please close the loop with him as soon as possible and let me know no later than January 13 what actions you can jointly undertake? If there are going to be any further delays, as seems likely, I will need to inform the Mission so that we can extend the contract again."

Kurt will be out of the country after January 13 so if you can possibly get back to him about this before then it would be greatly appreciated. If anything comes up after that date, I can be reached at my office, and I will be in constant contact with Kurt.

I hope you all had wonderful holidays and Happy New Year!

Best regards.

/lo

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(202) 862-1900
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MICHIGAN STATE UNIVERSITY

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GRADUATE STUDIES IN EDUCATION OVERSEAS
237 ERICKSON HALL

EAST LANSING, MICHIGAN 48824-1034
PHONE: 517-353-0680
FAX: 517-353-6393

January 9, 1992

✓
Laurie Owen
Abel-Jordan Project
Academy for Educational Development
1255 23rd Street, N.W.
Washington, D.C. 20037

FAX: 8-1-202-862-1947

Dear Laurie:

I am writing to follow up on today's telephone conversation about the continuation of the Jordan Project. As I mentioned to you, I have talked with Victor Billeh this week and have also sent him a fax on our plans to finish up the Abel Project. He will be in Cairo for two weeks before returning to Amman. If necessary, I can fax him at his hotel in Cairo.

We seem to need an additional extension to August 31, 1992. This is necessary to have to time to gather together some of the key players in teacher education reform in Jordan. I would visit Amman the third week of March, at which time I would meet with the professors from the three universities on their TE reform progress. We would also discuss papers they are writing about the reform as to their potential publication in a reform monograph. Victor Billeh also wants to bring the three education Deans from the universities with him on a visit to MSU in May, 1992. Perhaps I can talk him into coming for A.E.R.A. in San Francisco at the end of April. I have commitments early in the summer, so that any final report on the Project will have to hold until August 1-15.

I look forward to your suggestions and advice. I am eager to pull together the strands of this project and tie up a reasonable report this year.

Sincerely,



J. Bruce Burke
Professor and
Senior Faculty Consultant