

TEACHER PREPARATION IN EARLY  
CHILDHOOD EDUCATION

By

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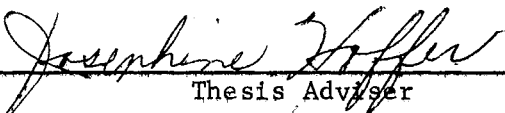
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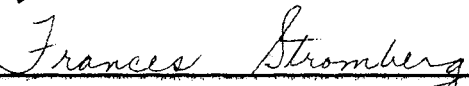
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## CHAPTER I

### THE PROBLEM

In recent years recognition has been given to the importance of the early years of childhood. This has increased the demand for teachers who understand the principles of child development and how to foster positive growth. Subsequently, attention was focused on teacher preparation programs for teachers of the child under six years of age. This study was concerned with an evaluation of the Early Childhood Teacher Education Program in the Department of Family Relations and Child Development at Oklahoma State University.

At one time it was the general belief that the home alone could meet the needs of children under six years of age. However, within the past decade, there has been much attention given to children under six years of age who may benefit from experiences outside their family structure. Mainly, the concern has centered on the child whose home life may not provide adequately for his developmental and educational needs. Today, a widely accepted belief is that what happens to a child's personality, attitudes, and intellectual growth during the first five years is related directly to his later development. It is during these early years that a child first meets and begins adjustment to important life situations. A child must learn to live comfortably and happily with family and other people outside the immediate family circle. He must learn to clarify his feelings and learn that other people

have feelings too. He must learn basic safety and health practices in order to survive. He must learn to question thoughtfully and think independently as his increased motor skills bring him into contact with his physical and social environment. He must acquire skills in oral communication as his world expands. These adjustments and many more confront the young child. Akers (1972) stated that all of the recent concentration and study of early childhood points in one direction:

The child's earliest years are the time of most rapid physical and mental growth. At no other period in his life is he so susceptible and responsive to positive environmental influences which enhance and expand his development. (p. 3)

#### Need for Study

The needs of children and society have led to the creation of varied types of educational services for children under six and made teacher preparation in this area mandatory. Spodek (1972) reported that early childhood education takes place in many settings. Kindergartens, both public and private, have been present since before the beginning of this century. Many communities, parent groups, and private agencies operate nursery schools and day care centers. In recent years there has been movement to include children in public school programs even before the age of five. Project Head Start programs have been planned to meet the needs of disadvantaged children and in doing so break the cycle of deprivation at an early age. Martin (1971) earlier identified these same programs and in addition, pointed to the needs of the handicapped preschool child.

The increased activity in early childhood education has directed attention toward the need for competent, well prepared teachers.

Interest in children, while being one important factor, is no longer the only necessary requirement for the successful teacher. Heffernan and Todd (1960) referred to this when they wrote:

The teacher whom every parent wants to guide his child is a person who understands and loves children and who has had the professional education necessary to carry on a sound program of kindergarten education. (p. 4)

Read (1966) pointed to evidence that the teacher is perhaps the most important single factor in determining what nursery school experience will be like for children. She stated that training should include a college or university degree with a major in early childhood education or its equivalent:

This will include courses in science, social studies, and the humanities, with special emphasis in the fields of psychology and education, art and music, and nursery school subjects, including laboratory experiences in working with groups of pre-school children. (p. 60)

Teachers of children under six years of age must now be prepared in a wide variety of knowledge areas and skills. Hymes (1963) reported that teachers' education must include as strong and as solid an academic background as one can possibly build. He further stated that this education is to include not only facts, ideas, and knowledge, but it must also lead to "an attitude of inquiry, a joy in discovery, and a kick in finding out that at least matches the wonder and enthusiasm of the child" (p. 168). Other points he felt should be included in teachers' education were elements such as patience, acceptance, and sensitivity to how children feel. Finally, teachers must learn to work equally as hard and as skillfully with adults.

The years before six may be the most crucial of all years for the development of a child's intellectual, social, and physical powers as

well as his emotional capacities. This has serious implications in terms of the types of educational programs that are to be provided for children in this age group. Of primary importance is the teacher whose efforts and skills largely control the effectiveness of any program regardless of its structure. Butler (1971) reported that research is only beginning on the role of the teacher in early childhood education, however, current indications are "that the role assumed by the teacher makes a big difference" (p. 5). This leads one to feel that careful consideration must be given to methods of training teachers of young children. The imperative need should be directed toward the teacher preparation institutions to be conscious of both the needs of preschool children and the kinds of programs to produce effective teachers. This emphasizes the necessity for continuous evaluation and improvement of course work offered to prospective teachers by teacher preparation programs.

#### Purpose of the Study

The Department of Family Relations and Child Development at Oklahoma State University has a bachelor's degree program that is specifically designed to prepare teachers of children under six years of age. The major purpose of this study was to identify strengths and weaknesses in teacher preparation as students viewed the program at Oklahoma State University after having completed it. The specific purposes of this study were:

1. to identify aspects of the program that prove most helpful to teachers,
2. to identify aspects of the program which may need revision.

3. to identify needs not covered by the present program.

#### Definitions

For this study the following definitions were used by the investigator:

Early Childhood Education - Early Childhood Education is that segment of education for children under six years of age which according to Leeper, et al, (1968) "provides continuous educational programs for children enrolled on a regular basis under professionally qualified teachers in cooperation with parents" (p. 90).

Competency - As stated by Klopff (1971), a competency is "a behavior or range of behaviors carried out or enacted in terms of a theory, a principle, a goal, an objective, a construct, or a rationale" (p. 147),

## CHAPTER II

### RELATED LITERATURE

#### Trends and Patterns in Enrollment and Staffing in Early Childhood Education

Increasing enrollments of children age three to five in preschool programs project a need for more professionally trained teachers. Schloss (1966) indicated the number of children and the percent enrolled in nursery schools and kindergartens in 1965 were relatively small:

. . . age 3 -- 203,000 or 4.9 percent; age 4 -- 683,000 or 16.1 percent; and age 5 -- 2,521,000 or 14.9 percent. An additional 443,000 or 14.9 percent of the 5-year-olds were in regular elementary schools (above the kindergarten level) and are not included in this report. (p. 1)

Schloss (1967) reported that the approximately 12.5 million children in the three to five age group remained relatively stable from 1964 to 1966. However, there was an increase in the number and percent of children enrolled in nursery schools and kindergartens:

For each age, the number and percent of children enrolled in nursery schools and kindergartens in October 1966 were as follows: age 3 -- 248,000 or 6.1 percent; age 4 -- 785,000 or 18.9 percent; and age 5 -- 2,641,000 or 62.2 percent. (p. 1)

Hurd (1968) cites as significant the yearly rise in the number of three-to-five-year-olds enrolled in preschool programs, even though the population of this age group has declined each year;

If both trends continue . . . i.e., declining population and increasing enrollment--the percentage of children enrolled will rapidly rise above the 1968 high of 33.0 percent. (p. 1)

Hurd also analyzed the trends by age groups for the period from 1964 to 1968:

. . . the enrollment of 3-year-olds increased from 4.3 to 8.3 percent, the enrollment of 4-year-olds rose from 14.9 to 22.8 percent, while that of 5-year-olds climbed from 58.1 to 66.0 percent. (p. 1)

Haberman and Persky (1969) reported that if public kindergarten is made compulsory and if voluntary programs are provided for three-and-four-year-olds, "The school enrollment of 3-to-5-year-olds will increase by over five million by 1975" (p. 6).

Barker (1972) presented data concerning enrollment of three-to-five-year-olds;

In 1971 there were 10,610,000 children 3 to 5 years old, with 4,148,000 of them enrolled in preprimary programs. By age, 73.7 percent of the Nation's 5-year-olds, 29.8 percent of the 4-year-olds, and 12.4 percent of the 3-year-olds were enrolled at this level. (p. 2)

Croft and Hess (1972) reported the estimated number of children likely to be living in the United States in the next ten years. In 1970, there was an estimated 20 million children under five in the United States. By 1975 that figure may rise to 25 million and reach 28 million by 1980. These two authors contend that if the present trend continues, "public kindergarten may become compulsory, voluntary programs will be provided for three- and four-year-olds at public expense and the number of day care facilities expanded" (p. 40).

The increase in enrollment and expansion of programs creates the need for many more qualified staff workers. Haberman and Persky (1969) reported that "only 1,200 teachers prepared to work at the early childhood ('preschool') level were graduated from American colleges in 1968" (p. 6).

Katz and Weir (1969) observed that in light of the growing rate of enrollment of children in preschool classes and estimates of growing staffing needs that the need for more teachers "is rapidly approaching cataclysmic proportions" (p. 6). These two authors refer to a report by the Southern Education Foundation in 1967 which proposed that "two and a half million early childhood educators will be needed in the next ten years" (p. 6).

Evans (1971) reported that an important current issue in early childhood education is "a persistent shortage of persons qualified for instructional positions" (p. 18). This has been heightened by the demands of Project Head Start.

#### Need for Professionally Trained Teachers in Early Childhood Education

Since the teacher is instrumental in determining the quality of experiences that a child will have, there is growing concern that preparation standards and professional status for teachers be raised. Sanger (1963) suggested that an educated, well-qualified teacher is the most important single key to quality in an educational program for children.

A larger and larger number of our young children are in group settings where there is no such qualified teacher and therefore no guarantee that anything more is available in the group setting than convenient custody. (p. 206)

Leeper et al. (1969) maintains that basic information, understandings, knowledge, skills, and appreciations needed to work with young children can only be secured through training and experiences with young children.



Hymes (1967) indicated that there is a shortage of skilled nursery educators.

Unless the States quickly improve teacher training resources the impression may grow that anyone can teach young children, because in fact in these explosive past few years anyone and every one has. (p. 160)

Law (1965) maintains that a good program is the result of an effective, trained teacher.

. . . the teacher of young children must have professional qualifications in addition to a broad, liberal education. Professional study includes child development, early childhood education, the curriculum of the elementary school and student teaching of young children under supervision of a qualified supervisor. (p. 8)

Heffernan (1960), in stressing the importance of the teacher in programs for children under six, stated:

Professionally, no teacher's task is more difficult than that of the kindergarten teacher and no service is more socially significant to the future of our nation and our world . . . the good kindergarten teacher is a trained, professional person. (p. 314)

A statement by a committee of the Association for Childhood Education International concerning teacher preparation (1967) called for the necessity for teachers of nursery school, kindergarten, and primary grade children to be equipped with appropriate understandings and competencies.

Qualified teachers for nursery school and kindergarten as well as primary grades, both public and private, should be recognized as professional people in their field. The qualified teacher in Early Childhood Education should be a graduate of an accredited four-year teacher preparation institution or hold a bachelor's degree with professional study and experience . . . and should meet the requirements for Teacher Certification. (p. 79)

Schmitthausler (1969) offered a model around which future efforts to professionalize early childhood teachers may be developed and defined

a professional early childhood teacher as:

. . . one who has successfully completed a university level curriculum (including an apprenticeship or internship in actual classroom experiences) leading to the special early childhood credential. (p. 189)

Haberman and Persky (1969) in writing for the National Commission on Teacher Education and Professional Standards encouraged higher education institutions to develop preparatory programs and to encourage individuals to pursue degrees in early childhood education. They stated that "these programs should be innovative, focusing on the realities of the leadership and training function as well as on theory and background understandings" (p. 13).

#### National Trends in Early Childhood Education

National recognition has been given to the need to professionalize the teacher of young children. Presley (1963) called attention to national developments which have had some impact on the necessity to establish higher professional standards for teachers working with nursery age children.

The Teacher Education Committee of the Association for Childhood International defined in 1959 the professional preparation for teachers of children from three to eight years of age.

The 1960 White House Conference gave important emphasis to the day care problem throughout the country and stressed the need for well-prepared teachers in all group programs for young children. (p. 269)

Lane (1967) cited additional developments and recommendations from national sources. In 1964, the Office of Economic Opportunity appointed a planning commission for Project Head Start. Following the first summer of operation it became evident to those working with the program

that there was an immediate need for professionally prepared personnel. Inservice training programs were developed temporarily, but "the need for fully prepared and qualified teachers remained critical" (p. 5). In 1965, the Elementary and Secondary Education Act provided through Title I of this Act, for "educationally deprived" preschool and kindergarten children. Programs under the provisions of this Act suffered the same need for qualified teaching staff. In 1966, the Educational Policies Commission recommended the universal extension of school experience to children four years of age. The Commission agreed that a professionally prepared teacher is essential to achieving program success.

Howe (1968) reported on the priorities listed by the Office of Education in administering the Educational Professions Development Act for 1970:

Classroom and leadership personnel need to be introduced to the most promising theories and practices in the education of young children. The EPDA program in this area will support the recruitment and preparation of aides, teachers, administrators, and other personnel to serve youngsters between three and eight years of age in preschool programs, day care centers, kindergartens, and in the early years of elementary school. (p. 32)

Gilstrap (1971) summarized the activities of the National Education Association and the various related organizations housed at NEA Center in Washington, D. C. which emphasized the educational needs of young children and supported the teachers who work with them.

. . . in the 70's, organizations must work toward the increased professionalism of their members who work with young children. We must provide opportunities that will give them the confidence and knowledge needed to handle their duties as first-class professionals with a job that is as important as any other within the educational system. (p. 157)

## Competencies for Teachers in Early Childhood Education

The literature emphasizes the vital importance of the teacher in programs for young children. Attention has been given to identifying skills or competencies required for the teacher to achieve goals and objectives in teaching. Stith and Hoeflin (1967) reported on the recommendations of a state committee of preschool educators concerned with a plan for certification in Kansas and recommended that a plan for certification should not set forth a list of courses but rather should identify areas in which a teacher needed competency. These areas included:

. . . 1) human development, 2) learning processes of young children, 3) community organization and resources, 4) parent-child relationships, 5) skill in relating to young children. (p. 372)

The Alabama State Department of Education (1969) identified competencies required for an early childhood education teacher to bring about appropriate changes in pupil behavior:

1) Ability to promote the development of a positive self-concept in children. 2) Ability to create a friendly, supportive environment which provides for a smooth transition from home to school and develops favorable attitudes toward learning. 3) Ability to communicate effectively with young children. 4) Ability to plan for appropriate experiences and activities according to the developmental level and individual needs of each child. 5) Ability to relate principles of child development, the learning process, and knowledge of modern society to the development of programs for children. 6) Ability to plan and evaluate with children. 7) Ability to evaluate pupil learning and make use of the findings in planning activities. 8) Ability to involve parents, para-professionals, and professional personnel in the classroom. 9) Ability to provide for the professional growth of the staff. 10) Ability to formulate a personal philosophy consistent with the best educational theory and practice available. (p. 14)

Armstrong et al. (1970) identified areas of expected growth in

professional development of teachers as part of an evaluation of Peabody Early Childhood Education Project:

1) Growth in understanding principles of child development through observation and classroom practice; 2) Growth in perception of the individuality of each child in the training group, his potential and needs; 3) Growth in understanding teaching-learning principles basic to self-motivated learning; 4) Growth in understanding curriculum content and the ability to select materials . . .; 5) Growth in understanding the roles of teacher in the 'inquiry' school; roles of teacher-aide . . .; and roles of parents in cooperative action with the school; 6) Growth in working with children creatively in all aspects of the school program . . .; and 7) Growth in self-evaluation of one's own personal-social-professional learning . . . . (pp. 3-4)

Robison and Schwartz (1972) explain that the foundations of good teaching begin in preservice practice and study and are developed in inservice experience and continued study. Gradually, good teaching can be denoted in such teacher characteristics as:

1. A well-trained eye.
  - a. The distillation of the teacher's experience and skill is evident in rapid detection of children's feelings of frustration, anger, sorrow, anxiety, or joy, with concomitant and appropriate forms of response.
  - b. An experiential filter seems to guide the teacher's expectations of the social skills of different children.
  - c. The teacher's ability is evident in differentiating the distinctive attributes of each child--his talents, limitations, interests, and understandings.
  - d. Skill is developed in making distinctions between expected developmental changes and unexpected changing behavioral patterns in individual children.
  - e. Knowledge is readily available to sort out children's behaviors from overstimulation to boredom, with appropriate forms of guidance.
2. Well-based teaching decisions.  
Teachers of young children make constant decisions about materials, tasks, grouping of children, and the setting for learning. To make fruitful decisions with confidence is the result of a great deal of preparation, experience, and specific forms of feedback on outcomes.
3. Knowledge and understanding of the process of development in young children, in physical, emotional, social, and cognitive domains, and in the inseparable interactions of these domains.

4. Skills in interpersonal relationships.
  - a. Working in classrooms requires skills of interacting with young children in ways that are warm, responsive, sensitive, friendly, communicative, and insightful.
  - b. The teaching team which is becoming universal in classrooms for young children requires human relations skills, with other members of the team, school personnel, parents, and members of the community.
5. Skills in observation and evaluation.
  - a. Children's development and growth must be observed, recorded, and evaluated as teaching outcomes and as indicators of children's specific needs.
  - b. Self-evaluation is being expected of more teachers, both in classroom performance and in the nature of the program provided.
6. Skills in describing and interpreting the tasks of early childhood education. An interested public of parents, legislators, and local school boards, need help in understanding how learning occurs in classrooms for young children. (pp. 10-11)

#### Need for Evaluation of Teacher Preparation

Barr and Singer (1953) emphasized that an important aspect of planning in teacher education is provision for the evaluation of plans. These two authors believe that "until plans are tried and tested they constitute hopes and not necessarily efficient approaches to the tasks at hand" (p. 65). Their study indicated that there has been much planning in teacher education but little evaluation.

Cronbach (1963) defined evaluation as "the collection and use of information to make decisions about an educational program" (p. 672). He views evaluation not as a separate process but as a fundamental part of curriculum development.

Robison (1966) stressed that the search must continue for improved teacher education procedures to eliminate what is inefficient, irrelevant or meaningless. This author encourages the use of evaluation in teacher education in order to move toward more ideal teaching practices.

Spodek (1969) presented guidelines for developing programs to prepare early childhood personnel. Included in these guidelines was an evaluation and program modification component:

. . . the program's effectiveness in producing competent teachers of young children needs to be assessed. Built into the program should be the means for its modification. Unfortunately too often we find that college-based programs are the most conservative and most difficult to change.  
(p. 148)

#### The Value of Teachers' Reactions

Several investigators have agreed that the reactions of the classroom teacher are of importance with respect to evaluating teacher education programs. According to Thomas (1957), "excellent evaluations, insights, and suggestions come from cadet teachers, or from graduates who have recently begun to teach" (p. 390). Suggestions coming from his study included opportunities for students to teach a group parallel with methods classes, more attention given to methods, and more guidance in working with the community.

Mott (1958), in reporting a survey of teachers graduated from Southern Illinois University, noted that responses to a questionnaire regarding SIU's curriculum resulted in adding new courses in areas in which graduates felt unprepared. Stoneking et al. (1959) concluded that further assessment of what teachers need in college preparation is needed and that a check on teachers' viewpoints and performance may be helpful.

Chase (1963) found the opinions of beginning teachers helpful in her investigation on the amount of preparation they obtained from their student teaching experiences. Students indicated that there was little

gap between student teaching experiences and the first year teaching assignment as far as making plans and actual teaching. However, many felt lack of preparation in outside experiences such as extra duties and working with parents.

Pettit (1964) reported that it is important to know how students feel about their course work and whether or not their needs are being met in their chosen field. He found that graduating seniors were eager to give objective ratings and valuable help for the improvement of courses and instruction. These ratings specifically indicated:

- 1) Education courses can and do make significant contributions to the preparation of teachers.
- 2) Education courses can and must be evaluated for purposes of improvement.
- 3) Education courses can and must be well taught.
- 4) Education courses, when well designed and well taught, earn the respect of the most critical students and college professors.
- 5) Graduating seniors are eager to give objective ratings and valuable help for the improvement of courses and instruction on the college level. (p. 381)

Smith (1966) suggested that students are in a good position to assess the value of methods courses. He formulated an opinionnaire asking students to evaluate their education courses and found that students felt these courses were satisfying a need. A follow-up study of first year teachers was conducted by Jay (1968) at the University of Montana. He reported that the student teaching portion of the professional preparation was rated very high by elementary teachers. Additional observations by the first year teachers included the need for more practical experience, more observation, more work in the area of discipline, and more information on professional organizations.

Weintraub (1968) stated that "follow-up questionnaires to former students asking them to name areas in which they feel especially well- or especially ill-prepared" may be of value when evaluating a preservice



methods course (p. 16). Beaty (1969), after completing a follow-up study of graduates from Middle Tennessee State University, concluded that an institutional follow-up study can provide a teacher education institution a valuable source of information in providing leads for improvement.

Since there are many groups ready to suggest changes in a teacher training program it is particularly valuable to have the judgements of teachers who have tested pragmatically the program in the classroom. (p. 302)

Fuller and Case (1969) believe that in assuring that professional education is relevant to teachers' needs and to increase satisfaction of teachers with their preservice preparation it is necessary to ask teachers about their concerns and to plan accordingly. Hopkins (1970) in his investigation found that most recent graduates of the teacher training program were satisfied with teaching as a profession. Many graduates felt good about their preparation for classroom work and found the student teaching aspect of the program most beneficial.

The use of a follow-up inquiry form proved helpful by Aven (1970) in evaluating a teacher education program. He found that, generally, most graduates were pleased with the teacher education program. Areas needing to be strengthened included lengthening the student teaching period, more visits by supervising teachers, and more laboratory work with the education courses.

#### Implications for the Present Study

The following findings from the literature have implications for the present study: (1) professionally prepared teachers are needed to assume responsibility in early childhood education programs; (2)

teachers in early childhood education programs need certain skills and competencies in order to achieve goals and objectives in teaching; (3) evaluation of teacher preparation programs in early childhood education has been limited; (4) teacher evaluation in assessing the effectiveness of a teacher preparation program has been helpful.

## CHAPTER III

### PROCEDURE AND METHOD

The Department of Family Relations and Child Development at Oklahoma State University has a bachelor's degree program that is specifically designed to prepare teachers of children under six years of age. The major purpose of this study was to identify strengths and weaknesses in teacher preparation as students viewed the program at Oklahoma State University after having completed it. The specific purposes were: (1) to identify aspects of the program that prove most helpful to teachers; (2) to identify aspects of the program which may need revision; and (3) to identify needs not covered by the present program.

Two steps were followed to achieve the purposes of this study: (1) the development of a competency checklist; and (2) the selection and description of the respondents.

#### Development of the Competency Checklist

There was no available instrument by which the investigator could ascertain students' viewpoints concerning their teacher preparation in the Department of Family Relations and Child Development at Oklahoma State University. The first step taken to develop such an instrument was to list specific competencies that specialists in early childhood education deemed needed by successful teachers in programs for children under six years of age. These were formulated from the investigator's

experiences in programs for young children, from discussions with persons who had worked with young children, from a review of related literature, and from three specialists in early childhood education involved in teacher preparation in the program at Oklahoma State University.

When teaching competencies had been identified, a total of 66 were organized by the investigator into seven areas: (1) program planning; (2) guidance techniques; (3) attending to physical needs; (4) curriculum; (5) equipment; (6) relating to adults; and (7) record keeping. Six additional questions of an open-ended variety were added at the end of the checklist to provide opportunity for the respondents to discuss their student teaching experiences, success as a teacher, first year problems, and any need for additional course work. The same three specialists in early childhood education were asked to review these competencies and the open-ended questions, judging the clarity and to ascertain whether these competencies reflected the teacher preparation program to be assessed.

On the basis of the specialists' responses, the competencies were revised, increasing the number to 68 and modifying the areas to: (1) program planning; (2) attending to physical needs; (3) curriculum development; (4) selecting and using equipment; (5) relating to adults; (6) record keeping; and (7) evaluation of various aspects of the program. The checklist was then returned to the specialists for a final review for clarity and to make sure the competencies reflected the program as accurately as possible. The three early childhood education specialists did not suggest further changes in the number or the areas of competency.

The 68 competencies were then listed in an arbitrarily determined order under the seven areas indicated. The checklist, complete with cover sheet and open-ended questions comprised the instrument sent to the respondents. A form letter of explanation accompanied the instrument (Appendix).

#### Description and Selection of the Respondents

The respondents for this study were students of senior standing enrolled in early childhood education who had completed their student teaching and individuals who had been graduated under the Teacher Education Program in its present revised form and who were engaged in teaching. In addition, one group of students who had completed only the campus laboratory phase of student teaching was included.

Names and addresses of students who were graduated under the present revised Teacher Education Program in 1970, 1971, and 1972 were obtained from departmental records. In the event that no current address was available, the instrument was sent to the parents' address to be forwarded.

A letter accompanied each checklist explaining the need for such an investigation and the possible uses of the results. A self-addressed, stamped envelope was included for the convenience of the respondents. Effort was made to assure the anonymity of the respondents by indicating that signing their name to the checklist was optional. Table I presents subjects by classification of teacher preparation. Seventy-nine checklists were sent out to all 1970, 1971, and 1972 graduates. Thirty-five came from graduates currently teaching and five were returned from graduates who had completed their training but were not teaching. These

five were later classified with students who had completed both nursery school and kindergarten student teaching, because they had not been employed as teachers since graduation. Two checklists were returned unanswered and four were returned because of insufficient address. Two checklists arrived after the data had already been processed. Nine of the 35 respondents graduated in 1970, 12 graduated in 1971, and 14 graduated in 1972. Seventeen of the 35 graduates had taught less than one year, 14 had taught one to two years, and four had taught three to four years.

TABLE I  
SUBJECTS CLASSIFIED ACCORDING TO  
LEVEL OF TEACHER PREPARATION

Subjects	Number in Each Group
Graduates with teaching experience	35
Students with both nursery school and kindergarten student teaching	19
Students with campus nursery school student teaching only	19

Eighteen checklists were sent to student teachers at the end of their complete student teaching experience (seven credits in nursery

school and seven credits in public school kindergarten) during the fall semester of 1972. Fifteen were returned. One checklist was incomplete and therefore was deleted. The five graduates without teaching experience were included in this group making a total of 19. Nineteen checklists were completed and returned by student teachers who had completed only the campus nursery school teaching and prior to their kindergarten student teaching. The final totals for three categories are presented in Table I: 35 graduates with teaching experience; 19 graduates and seniors with completed student teaching experience; and 19 seniors with laboratory student teaching in the nursery school only.

## CHAPTER IV

### ANALYSIS OF DATA

The Department of Family Relations and Child Development at Oklahoma State University has a bachelor's degree program that is specifically designed to prepare teachers of children under six years of age. The major purpose of this study was to identify strengths and weaknesses in teacher preparation as students viewed the program at Oklahoma State University after having completed it. The specific purposes of this study were: (1) to identify aspects of the program that prove most helpful to teachers; (2) to identify aspects of the program which may need revision; and (3) to identify needs not covered by the present program.

The data were responses of 35 graduates with teaching experience; 19 graduates and seniors with completed student teaching experience in both nursery school and kindergarten; and 19 seniors with laboratory nursery student teaching only. To achieve the purposes of this study, data are presented in table form under three classifications of students and graduates reflecting their responses as reported in the following areas: (1) program planning; (2) attending to physical needs; (3) curriculum development; (4) selecting and using equipment; (5) relating to adults; (6) record keeping; and (7) evaluation of various aspects of the program. Responses from the open-ended questionnaire are presented in table and summary form.



### Program Planning

Tables II, III, and IV present data of students and graduates concerning their competencies in the area of program planning. The data indicate that students and graduates feel relatively competent in planning programs for young children. Eighteen students who have not yet begun teaching reveal that students have no opportunity to prepare plans for the first day of school. Five graduates engaged in teaching indicate that planning for the first day may be a weakness for them. This may imply that this aspect of program planning should be examined in order to give students experiences in planning for first day activities prior to their first teaching assignment.

### Attending to Physical Needs

Tables V, VI, and VII present data of students' and graduates' responses concerning their teaching competencies in the area of attending to children's physical needs. The data indicate that both graduates and students feel relatively competent in this area; however, a large number of respondents in all three classifications reported no opportunity to plan nutritious meals and snacks for children and to care for infants. This lack of opportunity does not necessarily indicate a weakness in preparing students to develop competency in these areas. Six students having completed only nursery school student teaching indicated weakness in observing signs of illness or fatigue and knowing what proper steps to take. More experienced students and graduates did not consider this an area of weakness which may imply that competency in this area increases with experience.

TABLE II  
FREQUENCY AND PERCENTAGE OF RESPONSES OF GRADUATES WHO ARE ENGAGED IN  
TEACHING INDICATING TEACHING COMPETENCE IN PROGRAM PLANNING  
(N = 35)

Teaching Competency: Program Planning	Rating of Competency of Performance									
	<u>Always</u>		<u>Most of the Time</u>		<u>Seldom</u>		<u>Never</u>		<u>No Opportunity</u>	
	F	%	F	%	F	%	F	%	F	%
Identifying goals and objectives for program planning	12	34	22	63	0	0	0	0	1	3
Identifying appropriate concepts in learning areas	14	40	21	60	0	0	0	0	0	0
Planning for a unit of time (periodic plan, month, week, day)	12	34	22	63	1	3	0	0	0	0
Planning for the first day of school	9	26	15	43	4	11	1	3	6	17
Planning experiences to encourage discovery and problem-solving	5	14	27	77	3	9	0	0	0	0
Planning with other teachers and personnel (team teaching, day care staff, etc.)	8	23	17	49	0	0	0	0	10	29

Note: Percentages have been rounded to the nearest whole number; in some cases may not equal 100%.

TABLE II (Continued)

Teaching Competency: Program Planning	Rating of Competency of Performance									
	<u>Always</u>		<u>Most of the Time</u>		<u>Seldom</u>		<u>Never</u>		<u>No Opportunity</u>	
	F	%	F	%	F	%	F	%	F	%
Arranging materials to encourage initiative and independence	15	43	19	54	0	0	0	0	1	3
Guiding transitions from one activity to another	9	26	20	57	6	17	0	0	0	0
Establishing acceptable routines to support positive behavior	13	37	18	51	3	9	0	0	1	3
Helping children find expression of strong feelings in acceptable and constructive ways	5	14	23	66	6	17	0	0	1	3
Helping children feel accepted in the group (after unacceptable behavior, new member to a group, etc.)	7	20	27	77	1	3	0	0	0	0

TABLE III

FREQUENCY AND PERCENTAGE OF RESPONSES OF STUDENT TEACHERS WHO HAVE COMPLETED STUDENT TEACHING  
IN NURSERY SCHOOL AND KINDERGARTEN INDICATING TEACHING COMPETENCE IN PROGRAM PLANNING  
(N = 19)

Teaching Competency: Program Planning	Rating of Competency of Performance									
	<u>Always</u>		<u>Most of the Time</u>		<u>Seldom</u>		<u>Never</u>		<u>No Opportunity</u>	
	F	%	F	%	F	%	F	%	F	%
Identifying goals and objectives for program planning	4	21	15	79	0	0	0	0	0	0
Identifying appropriate concepts in learning areas	8	42	11	58	0	0	0	0	0	0
Planning for a unit of time (periodic plan, month, week, day)	6	32	12	63	1	5	0	0	0	0
Planning for the first day of school	1	5	6	32	1	5	0	0	11	58
Planning experiences to encourage discovery and problem-solving	5	26	14	74	0	0	0	0	0	0
Planning with other teachers and personnel (team teaching, day care staff, etc.)	5	26	11	58	0	0	0	0	3	16

Note: Percentages have been rounded to the nearest whole number; in some cases may not equal 100%.

TABLE III (Continued)

Teaching Competency: Program Planning	Rating of Competency of Performance									
	<u>Always</u>		<u>Most of the Time</u>		<u>Seldom</u>		<u>Never</u>		<u>No Opportunity</u>	
	F	%	F	%	F	%	F	%	F	%
Arranging materials to encourage initiative and independence	6	32	13	68	0	0	0	0	0	0
Guiding transitions from one activity to another	2	11	13	68	4	21	0	0	0	0
Establishing acceptable routines to support positive behavior	4	21	15	79	0	0	0	0	0	0
Helping children find expression of strong feelings in acceptable and constructive ways	4	21	14	74	1	5	0	0	0	0
Helping children feel accepted in the group (after unacceptable behavior, new member to a group, etc.)	5	26	14	74	0	0	0	0	0	0

TABLE IV

FREQUENCY AND PERCENTAGE OF RESPONSES OF STUDENT TEACHERS WHO HAVE COMPLETED STUDENT  
TEACHING IN NURSERY SCHOOL INDICATING TEACHING COMPETENCE IN PROGRAM PLANNING  
(N = 19)

Teaching Competency: Program Planning	Rating of Competency of Performance									
	<u>Always</u>		<u>Most of the Time</u>		<u>Seldom</u>		<u>Never</u>		<u>No Opportunity</u>	
	F	%	F	%	F	%	F	%	F	%
Identifying goals and objectives for program planning	7	37	12	63	0	0	0	0	0	0
Identifying appropriate concepts in learning areas	9	47	10	53	0	0	0	0	0	0
Planning for a unit of time (periodic plan, month, week, day)	6	32	12	63	1	5	0	0	0	0
Planning for the first day of school	2	11	10	53	0	0	0	0	7	37
Planning experiences to encourage discovery and problem-solving	6	32	13	68	0	0	0	0	0	0
Planning with other teachers and personnel (team teaching, day care staff, etc.)	7	37	9	47	2	11	0	0	1	5

Note: Percentages have been rounded to the nearest whole number; in some cases may not equal 100%.

TABLE IV (Continued)

Teaching Competency: Program Planning	Rating of Competency of Performance									
	<u>Always</u>		<u>Most of the Time</u>		<u>Seldom</u>		<u>Never</u>		<u>No Opportunity</u>	
	F	%	F	%	F	%	F	%	F	%
Arranging materials to encourage initiative and independence	8	42	11	58	0	0	0	0	0	0
Guiding transitions from one activity to another	2	11	15	79	1	5	1	5	0	0
Establishing acceptable routines to support positive behavior	2	11	15	79	2	11	0	0	0	0
Helping children find expression of strong feelings in acceptable and constructive ways	3	16	14	74	2	11	0	0	0	0
Helping children feel accepted in the group (after unacceptable behavior, new member to a group, etc.)	5	26	10	53	4	21	0	0	0	0

TABLE V

FREQUENCY AND PERCENTAGE OF RESPONSES OF GRADUATES WHO ARE ENGAGED IN TEACHING  
INDICATING TEACHING COMPETENCE IN ATTENDING TO PHYSICAL NEEDS  
(N = 35)

Teaching Competency: Attending to Physical Needs	Rating of Competency of Performance									
	<u>Always</u>		<u>Most of the Time</u>		<u>Seldom</u>		<u>Never</u>		<u>No Opportunity</u>	
	F	%	F	%	F	%	F	%	F	%
Observing signs of illness or fatigue and knowing what proper steps to take	9	26	23	66	3	9	0	0	0	0
Understanding minimum facts about first-aid and taking care of minor injuries	18	51	15	43	2	6	0	0	0	0
Planning and guiding outdoor activities	13	37	16	46	2	6	0	0	4	11
Insuring proper ventilation, lighting, and room temperature	20	57	12	34	0	0	0	0	3	9
Insuring proper dress for children, both indoor and outdoor	23	66	10	29	2	6	0	0	0	0
Planning nutritious meals and snacks	8	23	5	14	0	0	0	0	22	63

Note: Percentages have been rounded to the nearest whole number; in some cases may not equal 100%.



TABLE V (Continued)

Teaching Competency: Attending to Physical Needs	Rating of Competency of Performance									
	<u>Always</u>		<u>Most of the Time</u>		<u>Seldom</u>		<u>Never</u>		<u>No Opportunity</u>	
	F	%	F	%	F	%	F	%	F	%
Helping children develop good eating habits	11	31	18	51	1	3	0	0	5	14
Being able to foresee and avoid danger situations in the physical plant (both building and equipment)	12	34	21	60	1	3	0	0	1	3
Guiding toileting and hand- washing at appropriate times	19	54	14	40	0	0	0	0	2	6
Providing ample opportunity for large muscle activity	19	54	14	40	1	3	0	0	1	3
Caring for infants (feeding, bathing, changing diapers)	4	11	2	6	2	6	0	0	27	77

TABLE VI

FREQUENCY AND PERCENTAGE OF RESPONSES OF STUDENT TEACHERS WHO HAVE COMPLETED STUDENT TEACHING IN NURSERY SCHOOL AND KINDERGARTEN INDICATING TEACHING COMPETENCE IN ATTENDING TO PHYSICAL NEEDS  
(N = 19)

Teaching Competency: Attending to Physical Needs	Rating of Competency of Performance									
	<u>Always</u>		<u>Most of the Time</u>		<u>Seldom</u>		<u>Never</u>		<u>No Opportunity</u>	
	F	%	F	%	F	%	F	%	F	%
Observing signs of illness or fatigue and knowing what proper steps to take	5	26	12	63	1	5	0	0	1	5
Understanding minimum facts about first-aid and taking care of minor injuries	10	53	9	47	0	0	0	0	0	0
Planning and guiding outdoor activities	6	32	12	63	0	0	0	0	1	5
Insuring proper ventilation, lighting, and room temperature	8	42	9	47	1	5	0	0	1	5
Insuring proper dress for children, both indoor and outdoor	14	74	4	21	0	0	0	0	1	5
Planning nutritious meals and snacks	8	42	3	16	0	0	0	0	8	42

Note: Percentages have been rounded to the nearest whole number; in some cases may not equal 100%.

TABLE VI (Continued)

Teaching Competency: Attending to Physical Needs	Rating of Competency of Performance									
	<u>Always</u>		<u>Most of the Time</u>		<u>Seldom</u>		<u>Never</u>		<u>No Opportunity</u>	
	F	%	F	%	F	%	F	%	F	%
Helping children develop good eating habits	5	26	9	47	0	0	0	0	5	26
Being able to foresee and avoid danger situations in the physical plant (both building and equipment)	3	11	15	79	1	5	0	0	0	0
Guiding toileting and hand- washing at appropriate times	13	68	6	32	0	0	0	0	0	0
Providing ample opportunity for large muscle activity	10	53	9	47	0	0	0	0	0	0
Caring for infants (feeding, bathing, changing diapers)	8	42	0	0	1	5	0	0	10	53

TABLE VII

FREQUENCY AND PERCENTAGE OF RESPONSES OF STUDENT TEACHERS WHO HAVE COMPLETED STUDENT TEACHING  
IN NURSERY SCHOOL INDICATING TEACHING COMPETENCE IN ATTENDING TO PHYSICAL NEEDS  
(N = 19)

Teaching Competency: Attending to Physical Needs	Rating of Competency of Performance									
	<u>Always</u>		<u>Most of the Time</u>		<u>Seldom</u>		<u>Never</u>		<u>No Opportunity</u>	
	F	%	F	%	F	%	F	%	F	%
Observing signs of illness or fatigue and knowing what proper steps to take	2	11	9	47	6	32	0	0	2	11
Understanding minimum facts about first-aid and taking care of minor injuries	4	21	13	68	2	11	0	0	0	0
Planning and guiding outdoor activities	8	42	10	53	1	5	0	0	0	0
Insuring proper ventilation, lighting, and room temperature	7	37	11	58	0	0	0	0	1	5
Insuring proper dress for children, both indoor and outdoor	8	42	10	53	0	0	0	0	1	5
Planning nutritious meals and snacks	4	21	9	47	2	11	0	0	4	21

Note: Percentages have been rounded to the nearest whole number; in some cases may not equal 100%.

TABLE VII (Continued)

Teaching Competency: Attending to Physical Needs	Rating of Competency of Performance									
	<u>Always</u>		<u>Most of the Time</u>		<u>Seldom</u>		<u>Never</u>		<u>No Opportunity</u>	
	F	%	F	%	F	%	F	%	F	%
Helping children develop good eating habits	2	11	15	79	0	0	0	0	2	11
Being able to foresee and avoid danger situations in the physical plant (both building and equipment)	4	21	11	58	2	11	0	0	2	11
Guiding toileting and hand- washing at appropriate times	7	37	12	63	0	0	0	0	0	0
Providing ample opportunity for large muscle activity	8	42	11	58	0	0	0	0	0	0
Caring for infants (feeding, bathing, changing diapers)	2	11	3	16	6	32	0	0	8	42

### Curriculum Development

Tables VIII, IX, and X present data of students' and graduates' responses concerning their teaching competencies in curriculum development. The data indicate that respondents in all three classifications feel relatively competent in developing a curriculum for young children. A limited number in each classification indicated no opportunity for planning field trips and for using specialists or community helpers. This lack of opportunity does not necessarily indicate a weakness in preparing students to develop competency in this area. Eight experienced teachers and four students who had completed student teaching in both nursery school and kindergarten indicated weakness in providing experiences to encourage creativeness in movement and dance. This may imply that this aspect of curriculum development needs to be examined.

### Selecting and Using Equipment

Tables XI, XII, and XIII present data of responses of students and graduates concerning their competencies in relation to equipment. A larger number of respondents from all three classifications felt less competent in relation to equipment than was indicated in other areas. This may reflect a need for teacher preparation in this area to be examined. A large number of the experienced teachers and student teachers with campus nursery school teaching only, indicated that no opportunity was provided to select indoor and outdoor equipment. This does not necessarily indicate a weakness in teacher preparation. In the case of the experienced teachers this may reflect the procedure followed by the school systems involved. A large number of students and graduates

TABLE VIII

FREQUENCY AND PERCENTAGE OF RESPONSES OF GRADUATES WHO ARE ENGAGED IN TEACHING  
INDICATING TEACHING COMPETENCE IN CURRICULUM DEVELOPMENT  
(N = 35)

Teaching Competency: Curriculum Development	Rating of Competency of Performance									
	<u>Always</u>		<u>Most of the Time</u>		<u>Seldom</u>		<u>Never</u>		<u>No Opportunity</u>	
	F	%	F	%	F	%	F	%	F	%
Planning and maintaining a creative play environment	15	43	16	46	3	9	0	0	1	3
Arranging for centers of interest which encourage physical, intellectual, aesthetic, social and emotional growth	16	46	18	51	0	0	0	0	1	3
Planning activities to increase listening skills	14	40	18	51	3	9	0	0	0	0
Planning activities to increase oral language development	13	37	22	63	0	0	0	0	0	0
Planning experiences in reading	11	31	16	46	4	11	0	0	4	11
Planning experiences in writing	10	29	20	57	2	6	0	0	3	9
Selecting appropriate children's books	27	77	7	20	0	0	0	0	1	3

Note: Percentages have been rounded to the nearest whole number; in some cases may not equal 100%.

TABLE VIII (Continued)

Teaching Competency: Curriculum Development	Rating of Competency of Performance									
	<u>Always</u>		<u>Most of the Time</u>		<u>Seldom</u>		<u>Never</u>		<u>No Opportunity</u>	
	F	%	F	%	F	%	F	%	F	%
Sharing books, stories, and poetry with children (using books, storytelling)	27	77	8	23	0	0	0	0	0	0
Planning experiences in mathematics	9	26	23	66	3	9	0	0	0	0
Planning experiences in social studies	10	29	25	71	0	0	0	0	0	0
Planning science experiences	9	26	23	66	3	9	0	0	0	0
Conducting simple cooking activities	15	43	11	31	4	11	0	0	5	14
Providing experiences to encourage growth in music appreciation (listening, special experiences, etc.)	11	31	19	54	4	11	0	0	1	3
Selecting and using songs in the program	17	49	16	46	1	3	0	0	1	3



TABLE VIII (Continued)

Teaching Competency: Curriculum Development	Rating of Competency of Performance									
	<u>Always</u>		<u>Most of the Time</u>		<u>Seldom</u>		<u>Never</u>		<u>No Opportunity</u>	
	F	%	F	%	F	%	F	%	F	%
Using rhythms and rhythm instruments	7	20	21	60	3	9	0	0	4	11
Using recordings (listening, dance, all areas)	11	31	20	57	2	6	0	0	2	6
Providing experiences to encourage creativeness in movement and dance	10	29	14	40	8	23	0	0	3	9
Providing experiences to encourage growth in art appreciation	18	51	15	43	2	6	0	0	0	0
Providing children with experiences with a variety of media to promote creativity	17	49	16	46	1	3	0	0	1	3
Preparation of art materials (paint, paste, etc.)	25	71	9	26	1	3	0	0	0	0

TABLE VIII (Continued)

Teaching Competency: Curriculum Development	Rating of Competency of Performance									
	<u>Always</u>		<u>Most of the Time</u>		<u>Seldom</u>		<u>Never</u>		<u>No Opportunity</u>	
	F	%	F	%	F	%	F	%	F	%
Field trips (planning, execution, follow-up)	8	23	13	37	4	11	0	0	10	29
Using specialists or community helpers (firemen, artist, etc.)	10	29	15	43	5	14	0	0	5	14
Using audio-visual materials (tape recorder, projectors, headphones, etc.)	13	37	11	31	6	17	0	0	5	14
Planning bulletin boards that teach	15	43	17	49	2	6	0	0	1	3
Arranging displays that teach	12	34	20	57	2	6	0	0	1	3

TABLE IX

FREQUENCY AND PERCENTAGE OF RESPONSES OF STUDENT TEACHERS WHO HAVE COMPLETED STUDENT TEACHING IN NURSERY SCHOOL AND KINDERGARTEN INDICATING TEACHING COMPETENCE IN CURRICULUM DEVELOPMENT  
(N = 19)

Teaching Competency: Curriculum Development	Rating of Competency of Performance									
	<u>Always</u>		<u>Most of the Time</u>		<u>Seldom</u>		<u>Never</u>		<u>No Opportunity</u>	
	F	%	F	%	F	%	F	%	F	%
Planning and maintaining a creative play environment	5	26	13	68	1	5	0	0	0	0
Arranging for centers of interest which encourage physical, intellectual, aesthetic, social and emotional growth	7	37	10	53	2	11	0	0	0	0
Planning activities to increase listening skills	7	37	11	58	1	5	0	0	0	0
Planning activities to increase oral language development	7	37	12	63	0	0	0	0	0	0
Planning experiences in reading	6	32	6	32	3	16	0	0	4	21
Planning experiences in writing	4	21	10	53	2	11	0	0	3	16
Selecting appropriate children's books	13	68	6	32	0	0	0	0	0	0

Note: Percentages have been rounded to the nearest whole number; in some cases may not equal 100%.

TABLE IX (Continued)

Teaching Competency: Curriculum Development	Rating of Competency of Performance									
	<u>Always</u>		<u>Most of the Time</u>		<u>Seldom</u>		<u>Never</u>		<u>No Opportunity</u>	
	F	%	F	%	F	%	F	%	F	%
Sharing books, stories, and poetry with children (using books, storytelling)	13	68	6	32	0	0	0	0	0	0
Planning experiences in mathematics	4	21	12	63	3	16	0	0	0	0
Planning experiences in social studies	6	32	12	63	1	5	0	0	0	0
Planning science experiences	2	11	14	74	3	16	0	0	0	0
Conducting simple cooking activities	8	42	8	42	1	5	0	0	2	11
Providing experiences to encourage growth in music appreciation (listening, special experiences, etc.)	3	16	12	63	4	21	0	0	0	0
Selecting and using songs in the program	4	21	10	53	5	26	0	0	0	0

TABLE IX (Continued)

Teaching Competency: Curriculum Development	Rating of Competency of Performance									
	<u>Always</u>		<u>Most of the Time</u>		<u>Seldom</u>		<u>Never</u>		<u>No Opportunity</u>	
	F	%	F	%	F	%	F	%	F	%
Using rhythms and rhythm instruments	4	21	11	58	3	16	0	0	1	5
Using recordings (listening, dance, all areas)	8	42	10	53	1	5	0	0	0	0
Providing experiences to encourage creativeness in movement and dance	3	16	12	63	4	21	0	0	0	0
Providing experiences to encourage growth in art appreciation	8	42	11	58	0	0	0	0	0	0
Providing children with experiences with a variety of media to promote creativity	8	42	10	53	1	5	0	0	0	0
Preparation of art materials (paint, paste, etc.)	13	68	6	32	0	0	0	0	0	0

TABLE IX (Continued)

Teaching Competency: Curriculum Development	Rating of Competency of Performance									
	<u>Always</u>		<u>Most of the Time</u>		<u>Seldom</u>		<u>Never</u>		<u>No Opportunity</u>	
	F	%	F	%	F	%	F	%	F	%
Field trips (planning, execution, follow-up)	1	5	12	63	1	5	0	0	5	26
Using specialists or community helpers (firemen, artist, etc.)	2	11	10	53	1	5	0	0	6	32
Using audio-visual materials (tape recorder, projectors, headphones, etc.)	7	37	9	47	1	5	0	0	2	11
Planning bulletin boards that teach	10	53	7	37	2	11	0	0	0	0
Arranging displays that teach	7	37	10	53	2	11	0	0	0	0

TABLE X

FREQUENCY AND PERCENTAGE OF RESPONSES OF STUDENT TEACHERS WHO HAVE COMPLETED STUDENT TEACHING  
IN NURSERY SCHOOL INDICATING TEACHING COMPETENCE IN CURRICULUM DEVELOPMENT  
(N = 19)

Teaching Competency: Curriculum Development	Rating of Competency of Performance									
	<u>Always</u>		<u>Most of the Time</u>		<u>Seldom</u>		<u>Never</u>		<u>No Opportunity</u>	
	F	%	F	%	F	%	F	%	F	%
Planning and maintaining a creative play environment	7	37	11	58	0	0	0	0	1	5
Arranging for centers of interest which encourage physical, intellectual, aesthetic, social and emotional growth	7	37	11	58	1	5	0	0	0	0
Planning activities to increase listening skills	5	26	14	74	0	0	0	0	0	0
Planning activities to increase oral language development	6	32	13	68	0	0	0	0	0	0
Planning experiences in reading	3	16	13	68	0	0	0	0	3	16
Planning experiences in writing	3	16	12	63	2	11	0	0	2	11
Selecting appropriate children's books	10	53	9	47	0	0	0	0	0	0

Note: Percentages have been rounded to the nearest whole number; in some cases may not equal 100%.

TABLE X (Continued)

Teaching Competency: Curriculum Development	Rating of Competency of Performance									
	<u>Always</u>		<u>Most of the Time</u>		<u>Seldom</u>		<u>Never</u>		<u>No Opportunity</u>	
	F	%	F	%	F	%	F	%	F	%
Sharing books, stories, and poetry with children (using books, storytelling)	9	47	10	53	0	0	0	0	0	0
Planning experiences in mathematics	3	16	15	79	1	5	0	0	0	0
Planning experiences in social studies	3	16	14	74	1	5	0	0	1	5
Planning science experiences	3	16	13	68	3	16	0	0	0	0
Conducting simple cooking activities	5	26	10	53	0	0	0	0	4	21
Providing experiences to encourage growth in music appreciation (listening, special experiences, etc.)	4	21	12	63	3	16	0	0	0	0
Selecting and using songs in the program	3	16	14	74	2	11	0	0	0	0



TABLE X (Continued)

Teaching Competency: Curriculum Development	Rating of Competency of Performance									
	<u>Always</u>		<u>Most of the Time</u>		<u>Seldom</u>		<u>Never</u>		<u>No Opportunity</u>	
	F	%	F	%	F	%	F	%	F	%
Using rhythms and rhythm instruments	2	11	16	84	1	5	0	0	0	0
Using recordings (listening, dance, all areas)	4	21	14	74	0	0	0	0	1	5
Providing experiences to encourage creativeness in movement and dance	3	16	15	79	0	0	0	0	1	5
Providing experiences to encourage growth in art appreciation	6	32	12	63	1	5	0	0	0	0
Providing children with experiences with a variety of media to promote creativity	6	32	11	58	1	5	0	0	1	5
Preparation of art materials (paint, paste, etc.)	6	32	13	68	0	0	0	0	0	0

TABLE X (Continued)

Teaching Competency: Curriculum Development	Rating of Competency of Performance									
	<u>Always</u>		<u>Most of the Time</u>		<u>Seldom</u>		<u>Never</u>		<u>No Opportunity</u>	
	F	%	F	%	F	%	F	%	F	%
Field trips (planning, execution, follow-up)	3	16	9	47	2	11	0	0	5	26
Using specialists or community helpers (firemen, artist, etc.)	4	21	10	53	1	5	0	0	4	21
Using audio-visual materials (tape recorder, projectors, headphones, etc.)	2	11	12	63	4	21	0	0	1	5
Planning bulletin boards that teach	7	37	10	53	2	11	0	0	0	0
Arranging displays that teach	4	21	10	53	1	5	0	0	4	21

TABLE XI

FREQUENCY AND PERCENTAGE OF RESPONSES OF GRADUATES WHO ARE ENGAGED IN TEACHING  
INDICATING COMPETENCE IN RELATION TO SELECTING AND USING EQUIPMENT  
(N = 35)

Teaching Competency: Selecting and Using Equipment	Rating of Competency of Performance									
	<u>Always</u>		<u>Most of the Time</u>		<u>Seldom</u>		<u>Never</u>		<u>No Opportunity</u>	
	F	%	F	%	F	%	F	%	F	%
Selecting outdoor equipment	6	17	9	26	0	0	0	0	20	57
Selecting indoor equipment	10	29	13	37	0	0	0	0	12	34
Storage of equipment in appropriate ways	17	49	15	43	0	0	0	0	3	9
Making minor repairs (mending a book, oiling a tricycle, etc.)	12	34	15	43	3	9	0	0	5	14
Refinishing equipment (sanding, waxing, etc.)	8	23	9	26	4	11	0	0	14	40
Arrangement of equipment to en- courage optimum social, emotional, and physical development	13	37	18	51	2	6	0	0	2	6
Making equipment from materials available in the community	8	23	13	37	7	20	1	3	6	17
Preparing teaching aids	14	40	20	57	1	3	0	0	0	0

Note: Percentages have been rounded to the nearest whole number; in some cases may not equal 100%.

TABLE XII

FREQUENCY AND PERCENTAGE OF RESPONSES OF STUDENT TEACHERS WHO HAVE COMPLETED STUDENT TEACHING IN NURSERY SCHOOL AND KINDERGARTEN INDICATING TEACHING COMPETENCE IN RELATION TO SELECTING AND USING EQUIPMENT  
(N = 19).

Teaching Competency: Selecting and Using Equipment	Rating of Competency of Performance									
	<u>Always</u>		<u>Most of the Time</u>		<u>Seldom</u>		<u>Never</u>		<u>No Opportunity</u>	
	F	%	F	%	F	%	F	%	F	%
Selecting outdoor equipment	4	21	13	68	1	5	0	0	1	5
Selecting indoor equipment	5	26	13	68	0	0	0	0	1	5
Storage of equipment in appropriate ways	6	32	12	63	0	0	0	0	1	5
Making minor repairs (mending a book, oiling a tricycle, etc.)	2	11	8	42	3	16	0	0	6	32
Refinishing equipment (sanding, waxing, etc.)	0	0	6	32	5	26	0	0	8	42
Arrangement of equipment to encourage optimum social, emotional, and physical development	6	32	11	58	1	5	0	0	1	5
Making equipment from materials available in the community	4	21	10	53	2	11	0	0	3	16
Preparing teaching aids	9	47	8	42	1	5	0	0	1	5

Note: Percentages have been rounded to the nearest whole number; in some cases may not equal 100%.

TABLE XIII

FREQUENCY AND PERCENTAGE OF RESPONSES OF STUDENT TEACHERS WHO HAVE COMPLETED  
STUDENT TEACHING IN NURSERY SCHOOL INDICATING TEACHING COMPETENCE  
IN RELATION TO SELECTING AND USING EQUIPMENT  
(N = 19)

Teaching Competency: Selecting and Using Equipment	Rating of Competency of Performance									
	<u>Always</u>		<u>Most of the Time</u>		<u>Seldom</u>		<u>Never</u>		<u>No Opportunity</u>	
	F	%	F	%	F	%	F	%	F	%
Selecting outdoor equipment	8	42	5	26	0	0	0	0	6	32
Selecting indoor equipment	9	47	4	21	0	0	0	0	6	32
Storage of equipment in appropriate ways	8	42	8	42	0	0	0	0	3	16
Making minor repairs (mending a book, oiling a tricycle, etc.)	6	32	6	32	2	11	0	0	5	26
Refinishing equipment (sanding, waxing, etc.)	6	32	2	11	3	16	0	0	8	42
Arrangement of equipment to en- courage optimum social, emotional, and physical development	7	37	11	58	0	0	0	0	1	5
Making equipment from materials available in the community	5	26	7	37	1	5	0	0	6	32
Preparing teaching aids	8	42	11	58	0	0	0	0	0	0

Note: Percentages have been rounded to the nearest whole number; in some cases may not equal 100%.

in all three classifications did indicate weakness or no opportunity to repair and to refinish equipment and to make equipment from materials available in the community. This may imply that these aspects of preparation should be examined.

#### Relating to Adults

Tables XIV, XV, and XVI present data concerning views of competencies given by students and graduates in the area of relating to adults in a program for young children. The data indicate that a large number of respondents in all three classifications had no opportunity to make home visits, conduct parent conferences, provide for parental involvement in the program, write articles, or initiate and conduct a parent-community meeting. This does not indicate that students and graduates are not competent in this area. The investigator cannot account for the high percentage of responses indicating no opportunity; however, some respondents indicated in writing that their answer was related to school policy. The student groups may have answered in this way because of limited opportunity for this type of experience in the preparation program.

#### Record Keeping

Tables XVII, XVIII, and XIX present data of students and graduates concerning their competencies in record keeping. The data revealed that many respondents in all three classifications indicated competence in this area but a large number reported no opportunity to keep health records or to keep inventory. This may not imply weakness in preparation concerning these aspects of record keeping. Several respondents

TABLE XIV

FREQUENCY AND PERCENTAGE OF RESPONSES OF GRADUATES WHO ARE ENGAGED IN  
TEACHING INDICATING TEACHING COMPETENCE IN RELATING TO ADULTS  
(N = 35)

Teaching Competency: Relating to Adults	Rating of Competency of Performance									
	<u>Always</u>		<u>Most of the Time</u>		<u>Seldom</u>		<u>Never</u>		<u>No Opportunity</u>	
	F	%	F	%	F	%	F	%	F	%
Making home visits	4	11	6	17	4	11	0	0	21	60
Conducting parent conferences	4	11	16	46	7	20	0	0	8	23
Providing for parental in- volvement in the program	5	14	12	34	6	17	0	0	12	34
Writing articles (school publicity, etc.)	1	3	8	23	3	9	1	3	22	63
Initiating and conducting a parent/community meeting	1	3	7	20	3	9	1	3	23	66

Note: Percentages have been rounded to the nearest whole number; in some cases may not equal 100%.

TABLE XV

FREQUENCY AND PERCENTAGE OF RESPONSES OF STUDENT TEACHERS WHO HAVE COMPLETED STUDENT TEACHING IN  
NURSERY SCHOOL AND KINDERGARTEN INDICATING TEACHING COMPETENCE IN RELATING TO ADULTS  
(N = 19)

Teaching Competency: Relating to Adults	Rating of Competency of Performance									
	<u>Always</u>		<u>Most of the Time</u>		<u>Seldom</u>		<u>Never</u>		<u>No Opportunity</u>	
	F	%	F	%	F	%	F	%	F	%
Making home visits	1	5	2	11	0	0	0	0	16	84
Conducting parent conferences	2	11	4	21	0	0	0	0	13	68
Providing for parental in- volvement in the program	3	16	2	11	3	16	0	0	11	58
Writing articles (school publicity, etc.)	2	11	4	21	0	0	0	0	13	68
Initiating and conducting a parent/community meeting	1	5	2	11	0	0	0	0	16	84

Note: Percentages have been rounded to the nearest whole number; in some cases may not equal 100%.



TABLE XVI

FREQUENCY AND PERCENTAGE OF RESPONSES OF STUDENT TEACHERS WHO HAVE COMPLETED STUDENT  
TEACHING IN NURSERY SCHOOL INDICATING TEACHING COMPETENCE IN RELATING TO ADULTS  
(N = 19)

Teaching Competency: Relating to Adults	Rating of Competency of Performance									
	<u>Always</u>		<u>Most of the Time</u>		<u>Seldom</u>		<u>Never</u>		<u>No Opportunity</u>	
	F	%	F	%	F	%	F	%	F	%
Making home visits	2	11	3	16	1	5	2	11	11	58
Conducting parent conferences	3	16	5	26	1	5	1	5	9	47
Providing for parental in- volvement in the program	3	16	6	32	1	5	1	5	8	42
Writing articles (school publicity, etc.)	3	16	5	26	2	11	1	5	8	42
Initiating and conducting a parent/community meeting	3	16	8	42	1	5	1	5	6	32

Note: Percentages have been rounded to the nearest whole number; in some cases may not equal 100%.

TABLE XVII

FREQUENCY AND PERCENTAGE OF RESPONSES OF GRADUATES WHO ARE ENGAGED IN  
TEACHING INDICATING TEACHING COMPETENCE IN RECORD KEEPING  
(N = 35)

Teaching Competency: Record Keeping	Rating of Competency of Performance									
	<u>Always</u>		<u>Most of the Time</u>		<u>Seldom</u>		<u>Never</u>		<u>No Opportunity</u>	
	F	%	F	%	F	%	F	%	F	%
Keeping attendance	29	83	6	17	0	0	0	0	0	0
Keeping health records	14	40	7	20	2	6	0	0	12	34
Keeping anecdotal records	16	46	9	26	5	14	0	0	5	14
Keeping and using inventory of materials and equipment	13	37	14	40	5	14	0	0	3	9

Note: Percentages have been rounded to the nearest whole number; in some cases may not equal 100%.

TABLE XVIII

FREQUENCY AND PERCENTAGE OF RESPONSES OF STUDENT TEACHERS WHO HAVE COMPLETED STUDENT TEACHING  
IN NURSERY SCHOOL AND KINDERGARTEN INDICATING TEACHING COMPETENCE IN RECORD KEEPING  
(N = 19)

Teaching Competency: Record Keeping	Rating of Competency of Performance									
	<u>Always</u>		<u>Most of the Time</u>		<u>Seldom</u>		<u>Never</u>		<u>No Opportunity</u>	
	F	%	F	%	F	%	F	%	F	%
Keeping attendance	14	74	4	21	0	0	0	0	1	5
Keeping health records	9	47	3	16	0	0	0	0	7	37
Keeping anecdotal records	8	42	9	47	1	5	0	0	1	5
Keeping and using inventory of materials and equipment	8	42	1	5	0	0	0	0	10	53

Note: Percentages have been rounded to the nearest whole number; in some cases may not equal 100%.

TABLE XIX

FREQUENCY AND PERCENTAGE OF RESPONSES OF STUDENT TEACHERS WHO HAVE COMPLETED STUDENT TEACHING  
IN NURSERY SCHOOL INDICATING TEACHING COMPETENCE IN RECORD KEEPING  
(N = 19)

Teaching Competency: Record Keeping	Rating of Competency of Performance									
	<u>Always</u>		<u>Most of the Time</u>		<u>Seldom</u>		<u>Never</u>		<u>No Opportunity</u>	
	F	%	F	%	F	%	F	%	F	%
Keeping attendance	7	37	4	21	2	11	0	0	6	32
Keeping health records	5	26	2	11	4	21	0	0	8	42
Keeping anecdotal records	11	58	8	42	0	0	0	0	0	0
Keeping and using inventory of materials and equipment	4	21	4	21	4	21	0	0	7	37

Note: Percentages have been rounded to the nearest whole number; in some cases may not equal 100%.

explained that the school nurse keeps all health records. More opportunity to keep and use inventories may come with experience as indicated by the graduates engaged in teaching.

#### Evaluation of Various Aspects of the Program

Tables XX, XXI, and XXII present data of students and graduates concerning their teaching competence in the area of evaluation in programs for young children. The data indicate that respondents in all three classifications feel relatively competent in the area of evaluation.

#### Responses From Open-Ended Questionnaire

The responses from open-ended questions are presented in tables and summary form in the following categories; (1) ratings of student teaching; (2) rating of over-all success as a teacher; (3) problems during first year teaching assignment; (4) training in terms of actual teaching experience; and (5) suggestions for additional course work.

#### Ratings of Student Teaching

Table XXIII presents data concerning students' and graduates' ratings of student teaching experiences with three- and four-year-old children in the campus nursery school. Only one respondent in all three classifications indicated that this student teaching was not helpful. A limited number indicated that the student teaching was not realistic. Written comments from these respondents expressed the feeling that there were too many teachers in relation to the number of children and that this presented an unrealistic situation.

TABLE XX  
FREQUENCY AND PERCENTAGE OF RESPONSES OF GRADUATES WHO ARE ENGAGED  
IN TEACHING INDICATING TEACHING COMPETENCE IN EVALUATION  
(N = 35)

Teaching Competency: Evaluation	Rating of Competency of Performance									
	<u>Always</u>		<u>Most of the Time</u>		<u>Seldom</u>		<u>Never</u>		<u>No Opportunity</u>	
	F	%	F	%	F	%	F	%	F	%
Evaluating learning experiences	11	31	23	66	1	3	0	0	0	0
Evaluating children's progress	13	37	19	54	3	9	0	0	0	0
Evaluating commercial kits and materials, i.e. Peabody Language Kit, Scott-Foresman materials, etc.	7	20	18	51	7	20	0	0	3	9
Engaging in self-evaluation and planning for future personal growth	11	31	23	66	1	3	0	0	0	0

Note: Percentages have been rounded to the nearest whole number; in some cases may not equal 100%.

TABLE XXI

FREQUENCY AND PERCENTAGE OF RESPONSES OF STUDENT TEACHERS WHO HAVE COMPLETED STUDENT TEACHING  
IN NURSERY SCHOOL AND KINDERGARTEN INDICATING TEACHING COMPETENCE IN EVALUATION  
(N = 19)

Teaching Competency: Evaluation	Rating of Competency of Performance									
	<u>Always</u>		<u>Most of the Time</u>		<u>Seldom</u>		<u>Never</u>		<u>No Opportunity</u>	
	F	%	F	%	F	%	F	%	F	%
Evaluating learning experiences	5	26	13	68	1	5	0	0	0	0
Evaluating children's progress	5	26	13	68	1	5	0	0	0	0
Evaluating commercial kits and materials, i.e. Peabody Language Kit, Scott-Foresman materials, etc.	4	21	11	58	2	11	0	0	2	11
Engaging in self-evaluation and planning for future personal growth	3	16	14	74	2	11	0	0	0	0

Note: Percentages have been rounded to the nearest whole number; in some cases may not equal 100%.

TABLE XXII

FREQUENCY AND PERCENTAGE OF RESPONSES OF STUDENT TEACHERS WHO HAVE COMPLETED STUDENT  
TEACHING IN NURSERY SCHOOL INDICATING TEACHING COMPETENCE IN EVALUATION  
(N = 19)

Teaching Competency: Evaluation	Rating of Competency of Performance									
	<u>Always</u>		<u>Most of the Time</u>		<u>Seldom</u>		<u>Never</u>		<u>No Opportunity</u>	
	F	%	F	%	F	%	F	%	F	%
Evaluating learning experiences	6	32	11	58	1	5	0	0	1	5
Evaluating children's progress	6	32	12	63	0	0	0	0	1	5
Evaluating commercial kits and materials, i.e. Peabody Lan- guage Kit, Scott-Foresman materials, etc.	4	21	10	53	2	11	0	0	3	16
Engaging in self-evaluation and planning for future personal growth	8	42	10	53	0	0	0	0	1	5

Note: Percentages have been rounded to the nearest whole number; in some cases may not equal 100%.



TABLE XXIII

FREQUENCY AND PERCENTAGE OF RESPONSES OF GRADUATES AND STUDENTS RATING  
STUDENT TEACHING EXPERIENCE WITH THREE- AND FOUR-YEAR-OLDS

Rating of Student Teaching	Respondents					
	Graduates Who Are Teaching (N = 35)		Students With Completed Student Teaching (N = 19)		Students With Nursery School Student Teaching Only (N = 19)	
	F	%	F	%	F	%
Provided optimum opportunity to grow as a teacher	11	31	8	42	11	63
Provided adequate opportunity to grow as a teacher	19	54	9	47	6	32
Provided some help but was not realistic	5	14	2	11	1	5
Was not helpful	0	0	0	0	1	5

Note: Percentages have been rounded to the nearest whole number; in some cases may not equal 100%.

Table XXIV presents data indicating ratings by graduates and students of their student teaching with kindergarten children. Only the experienced teachers and students who had completed both nursery school and kindergarten student teaching were used in this analysis. Two of the 54 respondents in these two classifications indicated that student teaching in kindergarten was not helpful. Written comments from the respondents indicated a need for more information on the kindergarten child, that working with the five-year-old child presented different needs. They felt that major emphasis in training had been placed on the three- and four-year-old child. Several respondents indicated that their kindergarten student teaching was more realistic because of the higher pupil-teacher ratio. Two respondents suggested that a full semester of kindergarten teaching would be beneficial.

#### Rating of Over-All Success As a Teacher

Table XXV presents data which indicate a rating by graduates and students of their over-all success as a teacher. Only the experienced teachers and graduates and students with completed nursery school and kindergarten student teaching were used in this analysis. Of all 54 respondents in the two classifications, only three student teachers expressed that they felt weak in several areas of teaching.

#### Problems During the First Year Teaching

##### Assignment

Only graduates with teaching experience offered suggestions in this area. A large number of respondents indicated that discipline and how to encourage positive behavior was the major problem during their first

TABLE XXIV  
FREQUENCY AND PERCENTAGE OF RESPONSES OF GRADUATES AND STUDENTS\* RATING  
STUDENT TEACHING EXPERIENCES WITH KINDERGARTEN CHILDREN

Rating of Student Teaching	Respondents			
	Graduates Who Are Teaching (N = 35)		Students With Completed Student Teaching (N = 19)	
	F	%	F	%
Provided optimum opportunity to grow as a teacher	20	57	10	53
Provided adequate opportunity to grow as a teacher	11	31	6	32
Provided some help but was not realistic	3	9	2	11
Was not helpful	1	3	1	5

\*Only students who had completed student teaching with kindergarten children were included in this analysis.

Note: Percentages have been rounded to the nearest whole number; in some cases may not equal 100%.

TABLE XXV  
FREQUENCY AND PERCENTAGE OF RESPONSES OF GRADUATES AND STUDENTS\*  
RATING OVER-ALL SUCCESS AS A TEACHER

Rating of Teaching Performance	Respondents			
	Graduates Who Are Teaching (N = 35)		Students With Completed Student Teaching (N = 19)	
	F	%	F	%
I always feel confident and successful as a teacher	5	14	2	11
I feel confident and successful as a teacher most of the time	30	86	14	74
I feel weak in several areas of teaching	0	0	3	15
I feel more inadequacies than successes	0	0	0	0

\* Only students who had completed student teaching in nursery school and kindergarten have been included in this analysis.

Note: Percentages have been rounded to the nearest whole number; in some cases may not equal 100%.

year teaching assignment. A limited number of respondents expressed weakness in working with other adults in the program who had different philosophies and expectations and in adjusting to limited facilities and equipment. At least one third of the respondents felt unprepared to meet the needs of the "disadvantaged child." Additional comments expressed were: weakness in providing music and science experiences; conducting parent conferences; developing a program to meet the needs of a wide age range, i.e. two to six years; and meeting the needs of more accelerated children.

#### Training in Terms of Actual Teaching Experience

Only comments from graduates with teaching experience and students who had completed both nursery school and kindergarten student teaching were summarized in this area. Most respondents felt that their training supported realistic expectations in terms of actual teaching experience. A large number of respondents felt that their training provided goals to aim for even when they found themselves in a contradictory teaching situation. Several commented that the gradual involvement in student teaching experiences laid a firm foundation for actual teaching experiences. Other respondents referred to the high teacher-pupil ratio encountered in the nursery school and that it was difficult to work individually with children in the large classes found in actual teaching assignments. One respondent felt that her student teaching would have been more realistic if there had been experience with children from low-income and minority groups.

### Suggestions for Additional Course Work

These suggestions came from graduates with teaching experience and students who had completed both nursery school and kindergarten student teaching. A large number of respondents suggested a need for more course work in the area of music, specifically one which provides more finger-play, creative movement and dance, and song ideas. Another suggestion that appeared frequently was the need for more information on the exceptional child; i.e. the slow learner, those with speech and hearing problems, and the hyperactive child. Other suggestions appearing more than once included a need for stronger courses in the teaching of reading, science, and mathematics. There was an indication that a course dealing with the needs of the five-year-old only and more opportunity for observation in the public school kindergarten would be helpful.

## CHAPTER V

### SUMMARY AND RECOMMENDATIONS

#### Summary

The Department of Family Relations and Child Development at Oklahoma State University has a bachelor's degree program that is specifically designed to prepare teachers of children under six years of age. The major purpose of this study was to identify strengths and weaknesses in teacher preparation as students viewed the program at Oklahoma State University after having completed it. The specific purposes of this study were: (1) to identify aspects of the program that prove most helpful to teachers; (2) to identify aspects of the program which may need revision; and (3) to identify needs not covered by the present program.

A competency checklist was developed by which a student teacher or a teacher could indicate teaching competence concerning each of 68 competencies listed in seven areas. The checklist and six additional questions concerning teacher preparation were sent to all 79 graduates of 1970, 1971, and 1972 and to 18 students of senior standing who had completed student teaching in nursery school and kindergarten. In addition, checklists were given to 19 seniors who had completed only the laboratory nursery school student teaching and prior to their kindergarten student teaching. The competency checklist and questionnaire

were completed by 35 graduates with teaching experience; 19 graduates and seniors who had completed student teaching in both nursery school and kindergarten; and 19 seniors with nursery school student teaching only. These comprised the data for this study.

The results of the study are as follows:

1. Graduates and all senior students felt that the teacher preparation program is generally strong in all seven areas: a) program planning; b) attending to physical needs; c) curriculum development; d) selecting and using equipment; e) relating to adults; f) record keeping; and g) evaluation of various aspects of the program. The majority of respondents felt that both student teaching experiences in the nursery school and kindergarten had been valuable.

2. Graduates and both groups of students indicated from the checklist that preparation in the following areas may need examination:

- a) planning for the first day of school;
- b) providing experiences to encourage creativeness  
in movement and dance;
- c) making minor repairs on equipment;
- d) refinishing equipment;
- e) making equipment from materials available in  
the community.

3. Graduates and senior students indicated from the questionnaire that the following needs were not being adequately met by the present teacher preparation program:

- a) preparation to meet the needs of the disadvantaged  
child;



- b) preparation to deal specifically with the needs of the five-year-old child;
- c) additional observation in public school kindergartens;
- d) preparation which provides more finger-play, creative movement, and song ideas;
- e) preparation to meet the needs of exceptional children--the slow learner, speech and hearing problems, and the hyperactive child;
- f) stronger preparation in teaching reading;
- g) stronger preparation in teaching science and mathematics;
- h) stronger preparation in working with parents;
- i) techniques for working with adults who may not share the same philosophy and expectations as reflected in the Oklahoma State University program.

#### Recommendations

In light of these findings, this investigator would hope that individuals in charge of planning, conducting, and evaluating early childhood teacher preparation programs would profit from reading this material. Other programs may find this competency checklist useful in terms of designing and conducting their own evaluative study. If revisions or additions are made in this teacher preparation program or similar programs, it is recommended that groups in following years be given the opportunity to evaluate their preparation, and thus provide for continuous evaluation and changing needs of students.

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## APPENDIX

**OKLAHOMA STATE UNIVERSITY • STILLWATER**

Department of Family Relations & Child Development  
(405) 372-6211, Ext. 6084

74074

January 20, 1973

Dear FRCD Graduate:

I am contacting recent graduates who participated in the teacher preparation program in the Department of Family Relations and Child Development at Oklahoma State University. I am seeking your cooperation in a study designed to identify the strengths and weaknesses of this program which prepares teachers of children under six years of age.

A questionnaire is enclosed which requests information related to teaching competencies which you feel you possess because of your preparation in the department.

Your contribution is vital to the satisfactory completion of this study which is being made to assure maximum preparation standards and practices for teachers in Early Childhood Education.

An envelope is enclosed for your convenience in returning the questionnaire. Please return the questionnaire no later than March 15, 1973.

Sincerely yours,

Faye Ann Price, Graduate  
Assistant, Department of  
Family Relations and Child  
Development

  
Josephine Hoffer

## COMPETENCY CHECKLIST

Your cooperation in this research is very much appreciated. Your contribution will help to identify strengths and weaknesses in the present teacher preparation program at Oklahoma State University designed to prepare teachers of children under six years of age.

Please mark X or fill in answers to all questions. Make sure you have completed all three parts to the questionnaire.

Name (optional): \_\_\_\_\_

Age: \_\_\_\_\_

Year you began Teacher Education program: \_\_\_\_\_  
(Semester) (Year)

Date of graduation: \_\_\_\_\_  
(Semester) (Year)

Number of years you have been teaching: \_\_\_\_\_

If not teaching, what are you doing at this time? \_\_\_\_\_

Type of teaching experiences since graduation:

	No. of Years	Age of Children
_____ Private Nursery School	_____	_____
_____ Public School Kindergarten	_____	_____
_____ Public School (any grade)	_____	_____
_____ Laboratory School	_____	_____
_____ Day Care Center	_____	_____
_____ Other _____	_____	_____

Are you presently teaching in Oklahoma? \_\_\_\_\_

If not, where are you located? \_\_\_\_\_



## CHECKLIST OF TEACHING COMPETENCIES

Teaching competencies have been listed on the attached checklist. Your response in terms of how competent you feel regarding your performance in each specific area may be indicated as follows:

ALWAYS: You always feel competent and know what to do when performing this task.

MOST OF THE TIME: You feel competent and have experienced more successes than failures when performing this task.

SELDOM: You seldom feel competent and have experienced more failures than successes when performing this task.

NEVER: You have never experienced success in this area.

NO OPPORTUNITY: You teach in a program which has offered no opportunity for you to perform this task.

## PART I

## COMPETENCY CHECKLIST

Directions: Mark X in one of the columns to indicate how competent you feel regarding your performance in each specific area.

Teaching Competencies	Always	Most of the Time	Seldom	Never	No Oppor- tunity
<b>PROGRAM PLANNING</b> (Designing and Organizing Curriculum)					
1. Identifying goals and objectives for program planning					
2. Identifying appropriate concepts in learning areas					
3. Planning for a unit of time (periodic plan, month, week, day)					
4. Planning for the first day of school					
5. Planning experiences to encourage discovery and problem-solving					
6. Planning with other teachers and personnel (team teaching, day care staff, etc.)					
7. Arranging materials to encourage initiative and independence					
8. Guiding transitions from one activity to another					
9. Establishing acceptable routines to support positive behavior					

Teaching Competencies	Always	Most of the Time	Seldom	Never	No Oppor- tunity
10. Helping children find ex- pression of strong feel- ings in acceptable and constructive ways					
11. Helping children feel accepted in the group (after unacceptable be- havior, new member to a group, etc.)					
ATTENDING TO PHYSICAL NEEDS					
12. Observing signs of illness or fatigue and knowing what proper steps to take					
13. Understanding minimum facts about first-aid and taking care of minor injuries					
14. Planning and guiding out- door activities					
15. Insuring proper ventila- tion, lighting, and room temperature					
16. Insuring proper dress for children, both indoor and outdoor					
17. Planning nutritious meals and snacks					
18. Helping children develop good eating habits					
19. Being able to foresee and avoid danger situations in the physical plant (both building and equipment)					

Teaching Competencies	Always	Most of the Time	Seldom	Never	No Oppor- tunity
20. Guiding toileting and hand-washing at appropriate times					
21. Providing ample opportunity for large muscle activity					
22. Caring for infants (feeding, bathing, changing diapers)					
CURRICULUM DEVELOPMENT					
23. Planning and maintaining a creative play environment					
24. Arranging for centers of interest which encourage physical, intellectual, aesthetic, social and emotional growth					
25. Planning activities to increase listening skills					
26. Planning activities to increase oral language development					
27. Planning experiences in reading					
28. Planning experiences in writing					
29. Selecting appropriate children's books					
30. Sharing books, stories, and poetry with children (using books, storytelling)					
31. Planning experiences in mathematics					

Teaching Competencies	Always	Most of the Time	Seldom	Never	No Oppor- tunity
32. Planning experiences in social studies					
33. Planning science experiences					
34. Conducting simple cooking activities					
35. Providing experiences to encourage growth in music appreciation (listening, special experiences, etc.)					
36. Selecting and using songs in the program					
37. Using rhythms and rhythm instruments					
38. Using recordings (listening, dance, all areas)					
39. Providing experiences to encourage creativeness in movement and dance					
40. Providing experiences to encourage growth in art appreciation					
41. Providing children with experiences with a variety of media to promote creativity					
42. Preparation of art materials (paint, paste, etc.)					
43. Field trips (planning, execution, follow-up)					

Teaching Competencies	Always	Most of the Time	Seldom	Never	No Oppor- tunity
44. Using specialists or community helpers (firemen, artist, etc.)					
45. Using audio-visual materials (tape recorder, projectors, headphones, etc.)					
46. Planning bulletin boards that teach					
47. Arranging displays that teach					
SELECTING AND USING EQUIPMENT					
48. Selecting outdoor equipment					
49. Selecting indoor equipment					
50. Storage of equipment in appropriate ways					
51. Making minor repairs (mending a book, oiling a tricycle, etc.)					
52. Refinishing equipment (sanding, waxing, etc.)					
53. Arrangement of equipment to encourage optimum social, emotional, and physical development					
54. Making equipment from materials available in the community					
55. Preparing teaching aids					
RELATING TO ADULTS					
56. Making home visits					

Teaching Competencies	Always	Most of the Time	Seldom	Never	No Oppor- tunity
57. Conducting parent conferences					
58. Providing for parental involvement in the program					
59. Writing articles (school publicity, etc.)					
60. Initiating and conducting a parent/community meeting					
RECORD KEEPING					
61. Keeping attendance					
62. Keeping health records					
63. Keeping anecdotal records					
64. Keeping and using inventory of materials and equipment					
EVALUATION OF VARIOUS ASPECTS OF THE PROGRAM					
65. Evaluating learning experiences					
66. Evaluating children's progress					
67. Evaluating commercial kits and materials, i.e. Peabody Language Kit, Scott-Foresman materials, etc.					
68. Engaging in self-evaluation and planning for future personal growth					

## PART II

Directions: Mark X as appropriate for each question.

69. How do you rate your student teaching experience with three- and four-year olds?

☐ Provided optimum opportunity to grow as a teacher  
☐ Provided adequate opportunity to grow as a teacher  
☐ Provided some help but was not realistic  
☐ Was not helpful

Comments:

70. How do you rate your student teaching experience with kindergarten children?

☐ Provided optimum opportunity to grow as a teacher  
☐ Provided adequate opportunity to grow as a teacher  
☐ Provided some help but was not realistic  
☐ Was not helpful

Comments:

71. How do you rate your over-all success as a teacher?

☐ I always feel confident and successful as a teacher  
☐ I feel confident and successful as a teacher most of the time  
☐ I feel weak in several areas of teaching  
☐ I feel more inadequacies than successes



## PART III

Directions: Please fill in as appropriate to each question.

72. What do you feel was your most serious problem during your first year teaching assignment?

73. Do you now feel that your training supported realistic expectations concerning actual teaching experiences with young children?

Comments:

74. Do you feel the need for additional course work in Early Childhood Education? If so, what? (Use back of sheet if necessary.)

DEPARTMENT OF FAMILY RELATIONS AND CHILD DEVELOPMENT  
 OKLAHOMA STATE UNIVERSITY  
 PLAN II CHILD DEVELOPMENT AND EARLY CHILDHOOD EDUCATION REVISED 3-72 JH

Threefold training (1) Nursery School and Public School Kindergarten, (2) Day Care and other Programs for Children Under Six, (3) Preparation for Marriage and Parenthood and Community Service.

NAME \_\_\_\_\_ DATE \_\_\_\_\_ ADVISER \_\_\_\_\_

**FRESHMAN YEAR**

<u>First Semester 16 Credits</u>	<u>Second Semester 17 Credits</u>
_____ H E 1113 HE for Cont. Living	_____ FRCD 2113 Child & Family Dev.
_____ ENG 1113 Freshman Comp. I	_____ HMGT 2113 Resource Mgt.-Ind. & Fam.
_____ CTM 2213 Clothing Selection	_____ ART 1213 Elem Prin of Art
_____ Science (Phys. or Biol) 4 cr	_____ Science (Phys. or Biol) 4 cr
_____ FNIA 1112 Intro to Nutrition	_____ ENG 1323 Freshman Comp II
_____ HPER (Selected Course) 1 cr	_____ HPER (Selected Course) 1 cr

**SOPHOMORE YEAR**

<u>First Semester 17 Credits</u>	<u>Second Semester 18 Credits</u>
_____ HPER 2102 First Aid	_____ ENG 2332 Soph Comp
_____ PSYCH 1113 Intro Psych	_____ SOC 1113 Prin of Soc
_____ FNIA 2113 Family Food	_____ HID 2113 Housing for Con. Liv.
_____ SPEECH 1713 Voice & Speech Imp.	_____ FRCD 3213 Child Dev & Guid-Early Ch.
_____ HIST 2483 or 2493	_____ FRCD 3303 Early Ch. Educ. Play, Art, Mu.
_____ MATH 2413 Arithmetic for Teachers	_____ SCIENCE (Phys. or Biol) 4 cr

**JUNIOR YEAR**

<u>First Semester 17 Credits</u>	<u>Second Semester 16 Credits</u>
_____ FRCD 3142 Marriage	_____ ECON 1113 Elements of Econ
_____ FRCD 3403 Ea. Ch. Educ. Lit & Lang Art	_____ HUMAN 2114 or 2224
_____ FRCD 3563 Ea. Ch. Educ. Sci. Math. SS	_____ FNIA 3222 Nutr of Children
_____ SPEECH 3113 Intro Speech Cor	_____ FRCD 4343 Early Ch. Ed. Prog. Plan.
_____ POL SCI 2013 Amer Gov't	_____ FRCD 4420 Preschool Teaching 2 cr
_____ EDUC 2113 Sch Amer. Soc.	_____ EDUC 4122 Util-Instr. Materials

**SENIOR YEAR**

<u>First Semester 16 Credits</u>	<u>Second Semester 15 Credits</u>
_____ FRCD 4420 Presch Teach 5 cr	_____ FRCD 4252 His Phil Early Ch.
_____ HMGT 4123 Home Mgt. 3 cr	_____ EDUC 4450 Stu Teach Kind 7 cr
_____ FRCD 3753 Fam. & Hum Dev.	_____ FRCD 4023 Parent-Teacher Relation
_____ HE 4112 HE in Cont. World	_____ ED PSYCH 4223 Ed Psych
_____ ENG 2413 Intro to Lit.	

**TOTAL CREDITS FOR GRADUATE 132 INCLUDING 2 HOURS IN HPER**

SEQUENCE OF COURSES: FRCD 3213, 3303, 3403, 3503 precedes 4343 and 4420 (2 cr).  
 A student must be admitted to Teacher Education before FRCD 4420 (2 cr).  
 A blocked semester including FRCD 4420 (5 cr) and HMGT 4123 may be blocked fall or spring semester. EDUC 4450 in Public School Kindergarten (7 cr) is blocked with FRCD 4252, FRCD 4023, and ED PSYCH 4423.

ACADEMIC STANDARDS: Students should check with Department of Family Relations and Child Development concerning eligibility for admittance to the Teacher Education Program, and the proper time to apply for admission during Sophomore year. Students must maintain a 2.3 general average and a 2.5 professional average to qualify for FRCD 4420 (5 cr) and EDUC 4450 (7 cr).

\

VITA

Faye Ann Price

Candidate for the Degree of

Master of Science

Thesis: TEACHER PREPARATION IN EARLY CHILDHOOD EDUCATION

Major Field: Family Relations and Child Development

Biographical:

Personal Data: Born in Okeene, Oklahoma, July 6, 1944, the daughter of Dr. and Mrs. Robert R. Price.

Education: Graduated from C. E. Donart High School, Stillwater, Oklahoma, in 1962; attended Merrill-Palmer Institute, Detroit, Michigan, fall semester, 1965; received the Bachelor of Science degree in Family Relations and Child Development from Oklahoma State University in 1966; completed the requirements for the Degree of Master of Science in Family Relations and Child Development at Oklahoma State University in May, 1973.

Professional Experience: First grade teacher in Kansas City, Kansas, 1966-1968; first grade and nongraded primary teacher and participant in Methodist Church sponsored inner-city community reformulation project in Camden, New Jersey, 1968-1971; graduate teaching assistant in the Department of Family Relations and Child Development, 1972-1973.

Professional and Honorary Organizations: Oklahoma Association on Children Under Six; Southern Association on Children Under Six; Omicron Nu; Phi Upsilon Omicron; Phi Kappa Phi.