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GRADUATE COLLEGE

AN ANALYSIS OF OPINIONS OF UNDERGRADUATE TEACHER-
PREPARATORY PROGRAMS AS PERCEIVED BY CERTAIN
SELECTED SCHOOL RELATED GROUPS

A DISSERTATION

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AN ANALYSIS OF OPINIONS OF UNDERGRADUATE TEACHER-
PREPARATORY PROGRAMS AS PERCEIVED BY CERTAIN
SELECTED SCHOOL RELATED GROUPS

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AN ANALYSIS OF OPINIONS OF UNDERGRADUATE TEACHER-
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SELECTED SCHOOL RELATED GROUPS

CHAPTER I

THE PROBLEM

Introduction

Teacher education is a controversial field. The most predictable characteristic about teacher education is that whatever exists today will be questioned tomorrow. Education today is the concern of everyone. Students, parents, politicians, academic scholars, as well as teachers and administrators get into the act of determining what constitutes an optimum teacher-preparatory program.¹

Accreditation agencies at the state, regional and national level have recognized the need for follow-up studies of graduates from all programs offered in education as a basis for upgrading approved programs. Follow-up studies in the past have provided one of the major sources of data to an institution of higher learning for utilization in strengthening the institutions' preparatory programs. The acquisition of

¹Lindley J. Stiles, "State of the Art of Teacher Education," The Journal of Educational Research, LXIV (May-June, 1971), 388.

information taken from follow-up studies is usually both formal and informal.¹

The need for follow-up on students in basic programs was pointed out in the National Council for Accreditation of Teacher Education (NCATE) standards for the accreditation of teacher-education programs as follows:

The institution evaluates the teachers it prepares not only to obtain assessments of their quality, but also to provide information to identify areas in the programs that need strengthening and to suggest new directions for program development. It is assumed in the standard that the results of the evaluations made by the institution are reflected in modifications in the preparation programs.²

The standards utilized by all state departments of education in accrediting teacher-education programs across the nation specifically stipulate that an evaluation of basic programs should be a continuous process.³

Due to many extraneous variables, most colleges and universities within the State of Oklahoma find it very difficult to effect a continuous follow-up program at all degree levels. However, offices such as the Alumni Office, the Placement Office, and the State Department of Education can be of assistance in locating and acquiring addresses of graduates.

From time to time many graduates question the relevancy of certain aspects of teacher-preparatory programs. Colleges and universities seem

¹National Association of State Directors of Teacher Education and Certification, Standards for State Approval of Teacher Education (4th ed., 1971), pp. 9-16.

²National Council for Accreditation of Teacher Education, Standards for the Accreditation of Teacher Education (Washington, D.C.: National Council for Accreditation of Teacher Education, 1970), p. 12.

³Ibid., p. 9.

to be caught in the dilemma of meeting the relevant needs of given education majors while at the same time they must require common course requirements for all education majors. The primary issue appears to be, "Does the institution meet the unique needs of those students who are enrolled in the various teacher-preparatory programs?"

As the needs of the public schools change, so must the teacher-education preparatory programs. In reviewing the literature in the area of teacher education, much disparity was found as to what one educator considers an optimum preparatory program as opposed to another preparatory program. The disparity may be justified as our social structure varies greatly across the nation, as well as at the state and the local level. It is difficult to develop an approved program compatible with the needs of a given major within a given city, due to its social stratification as well as the nature of current civic and social conditions.¹

James B. Conant in his book, The Education of American Teachers, stated that the traditional quarrel among college professors is what constitutes a quality educational program in general. It should be noted that Conant contended that passionate debates among professors were often a prelude to fruitful change.²

Conant also gave some of the reasons why there has been a historical split between the philosophies of arts and sciences professors

¹Roy A. Edelfelt, "The Reform of Education and Teacher Education: A Complex Task," The Journal of Teacher Education, XXIII, No. 2 (Summer, 1972), 1-9.

²James B. Conant, The Education of American Teachers (New York: McGraw-Hill, Inc., 1963), p. 1.

and the philosophies of professors of education. Among the reasons for the usual debates that occur between the two groups of professors are the following:

1. Academic professors' accusations that education courses are irrelevant and anti-intellectual.

2. Education professors' contending that they hold the key to the proper methodology in teaching.¹

In recognizing the dilemma that exists in teacher education programs, Conant indicated that:

The subject of teacher education is not only highly controversial, but also exceedingly complicated. The complexities are hardly ever acknowledged by those who are prone to talk in such slogans as, "those terrible teachers colleges," or "those reactionary liberal arts professors." These slogans invariably represent a point of view so oversimplified as to be fundamentally invalid. This is not to say that either academic or education professors cannot be criticized. It is to say that neither side can be criticized to the exclusion of the other. In the course of my investigations, I have found much to criticize strongly on both sides of the fence that separate faculties of education from those of arts and sciences.²

In the September, 1972, issue of the Phi Delta Kappan, the "Fourth Annual Gallup Poll of Public Attitudes toward Education" was published. Several interesting observations were made about the consensus of non-educators and professional educators on pertinent educational topics. It seems that some of the concerns expressed in this survey may have implications as to what should be offered in the preparatory programs for teachers, counselors, and administrators. The survey was conducted on a nation-wide basis with a total of 1,790 surveyed. Two hundred and seventy were professional educators and 1,520 were non-educators.

¹Ibid., p. 7.

²Ibid., p. 13.

The survey revealed that both educators and non-educators were concerned with: (1) the tax structure and financing of education, (2) the quality of educational administration, (3) the concern for student's home life as it related to achievement, (4) the educational innovations such as non-graded schools and year-round schools, and (5) the classroom discipline.¹

A review of the literature revealed that there is great concern for the improvement of teacher-preparatory programs and much effort is being expended to upgrade these programs. The review of the literature and the actual experiences of the investigator in the area of teacher preparation and certification led to the formulation of the following statement of the problem.

Statement of Problem

Many questions have been raised by noted educators that relate in one way or another to teacher-preparatory programs in America's colleges and universities. While all of these questions show some need for research, it was necessary to narrow this research study to an explicit kind of inquiry, and state it in more explicit terms. The major questions the researcher investigated are as follows:

1. Are the teacher-training programs in Oklahoma's colleges and universities emphasizing the kinds of materials and skills which can be utilized by the program participants once they have completed the program and assumed the responsibilities of teaching in a public school system?

¹George H. Gallup, "Fourth Annual Gallup Poll of Public Attitudes toward Education," Phi Delta Kappan, LIV, No. 1 (September, 1972), 33-46.

2. Is there a difference in the way that teachers, administrators, school board members, and Oklahoma State Department of Education personnel perceive the teacher-training programs in Oklahoma's colleges and universities?

3. How much difference, if any, is there between the way that the four groups perceive the teacher-training programs that were conducted and the way they believe the programs should be conducted in the future?

Statement of Purpose

The purpose of this study was to determine if there is a difference of opinion between and among the responses reported by public school teachers, public school administrators, members of local boards of education, and Oklahoma State Department of Education personnel concerning the methods and areas of emphasis in teacher-training programs in Oklahoma's colleges and universities. More specifically, the purpose of this study was to compare the discrepancy scores (the difference between the amount of emphasis being placed on a certain area and the amount of emphasis that should be placed on the area) reported by each of the four groups on each of the areas of teacher-training programs represented on the data-collection instruments shown in Appendices A, B, C, and D.

Theoretical Framework

The theoretical framework for this study was based on Bruce J. Biddle's interpretation of Kurt Lewin's Life Space Theory.¹ Dr. Biddle

¹B. J. Biddle, J. P. Twyman, and E. F. Rankin, Jr., "The Role of the Teacher in Occupational Choice," in Society and Education, ed. by R. J. Havighurst, B. L. Neugarten, and J. M. Falk (University of Chicago: Allyn and Bacon, 1967), pp. 304-5.

pointed out that role theory of public school teachers may be studied by two major approaches, the descriptive and the prescriptive.¹

The descriptive approach deals with the individual's assessment of reality, his picture of things as he presumes they are. A descriptive cognition applied to the behavior of a person or position is termed an expectation. One may use expectations for the behavior of another, for instance, as a basis for planning interactions with him.²

The prescriptive approach deals not with the assessment of reality but rather with the stating of "oughts," or rights and wrongs for reality. A prescriptive statement about the behavior of a person or position is a norm.³

Operational Definitions

1. Teacher: Those faculty members in Oklahoma's public schools whose names appear on the State Department of Education's personnel report and who are performing instructional duties in the area of elementary, junior high, secondary and any level of special education.
2. Professional School Services Personnel: Those members in the public schools of Oklahoma whose names appear on the State Department of Education's personnel report and who hold such administrative positions as superintendent, principal, or administrative assistant.
3. Local Boards of Education: Those elected officials of a given school district in Oklahoma whose official capacity is to govern the affairs of that school, school system or district.
4. State Department of Education Personnel: Those professional employees of the Oklahoma State Board of Education who are prepared in education and/or administration, and whose primary functions are to develop, implement, and administer the State Board's policies and programs.
5. Teaching: The act of performing instructional duties or such duties of a professional school services person.

¹Ibid.

²Ibid.

³Ibid.

6. Teacher Education: An omnibus term including all the training a college or university conducts for the purpose of public school personnel at the undergraduate level.
7. Norm: The unique feeling of an individual as to how he feels things should be.¹
8. Expectation: An individual's assessment of reality, his picture of things as he presumes they are.²
9. Opinions: A conclusion thought out about a particular matter, not necessarily empirically tested.
10. Emphasis Scores: The continuum scores recorded for each participant in the Actual and Ideal columns of the data collection instruments.
11. Actual Emphasis Score: The continuum score recorded for each participant in the Actual (left-hand) column of the data collection instrument.
12. Ideal Emphasis Score: The continuum score recorded for each participant in the Ideal (right hand) column of the data collection instrument.
13. Emphasis Discrepancy Score: The score or difference score derived by subtracting the Actual score from the Ideal score on any given statement. The discrepancy score was regarded as a measure of individual and group dissatisfaction with the teacher-training programs in Oklahoma's colleges and universities.

Population and Sample

The population for this study was comprised of four groups:

(1) Teachers, (2) Public School Administrators, (3) Local Boards of Education, and (4) Oklahoma State Department of Education Personnel. Because of the large numbers available in the populations of teachers, administrators, and local boards of education, a stratified random sample was drawn from each group.

¹ Ibid.

² Ibid.

Hypotheses to be Tested

In order to answer the questions posed in the Statement of Problem, it was necessary to test the following hypotheses for statistical significance at the .05 level:

- Ho₁ There is no significant difference between the amount of emphasis that is currently being given to certain areas of training in the teacher-training programs of Oklahoma's colleges and universities and the amount of emphasis which should be given to these areas as reported by the classroom teachers who have been trained in these programs.
- Ho₂ There is no significant difference between the amount of emphasis that is currently being given to certain areas of training in the teacher-training programs of Oklahoma's colleges and universities and the amount of emphasis which should be given to these areas as reported by the administrators in Oklahoma's public school systems.
- Ho₃ There is no significant difference between the amount of emphasis that is currently being given to certain areas of training in the teacher-training programs of Oklahoma's colleges and universities and the amount of emphasis which should be given to these areas as reported by school board presidents from Oklahoma's public school systems.
- Ho₄ There is no significant difference between the amount of emphasis that is currently being given to certain areas of training in the teacher-training programs of Oklahoma's colleges and universities and the amount of emphasis which should be given to these areas as reported by selected personnel from the Oklahoma State Department of Education.
- Ho₅ There is no significant difference among the discrepancy scores reported by classroom teachers, administrators, personnel from the State Department of Education, and school board presidents concerning the Actual and Ideal training situations in the teacher-training programs of Oklahoma's colleges and universities.

In addition to the five null hypotheses, the researcher made several additional comparisons between and among the various groups of participants. These comparisons and contrasts were considered secondary, however, and were only performed in order to make a more thorough and

complete explanation of the results obtained from testing the five hypotheses. Figure 1 is an illustration of the comparisons made in testing each of the five hypotheses.

Assumptions

It was necessary to make several assumptions in order to make the proposed study possible. The majority of these assumptions were related to the four groups of participants, the data collection instruments, and the data collected from the four groups of participants. The major assumptions made are as follows:

1. It was assumed that the samples of classroom teachers, administrators, and school board members were a true representation of the larger population since they were randomly chosen.

2. It was assumed that the samples from each of the four groups were adequately large to permit generalization of the results and to obtain optimum level of statistical power for comparisons made.

3. It was assumed that the four data collection instruments shown in Appendices A, B, C, and D are valid and reliable as far as can be determined by the doctoral committee reviewing the instruments.

4. It was assumed that the four data collection instruments were comprehensive and complete in that they gave an accurate representation of the areas of training being conducted in the teacher-training programs in Oklahoma's colleges and universities.

5. It was assumed that the data collected from the four groups of participants were correctly classified at the ordinal level of measurement, and that the statistical tests normally used with ordinal-level data were appropriately used in making the necessary calculations.

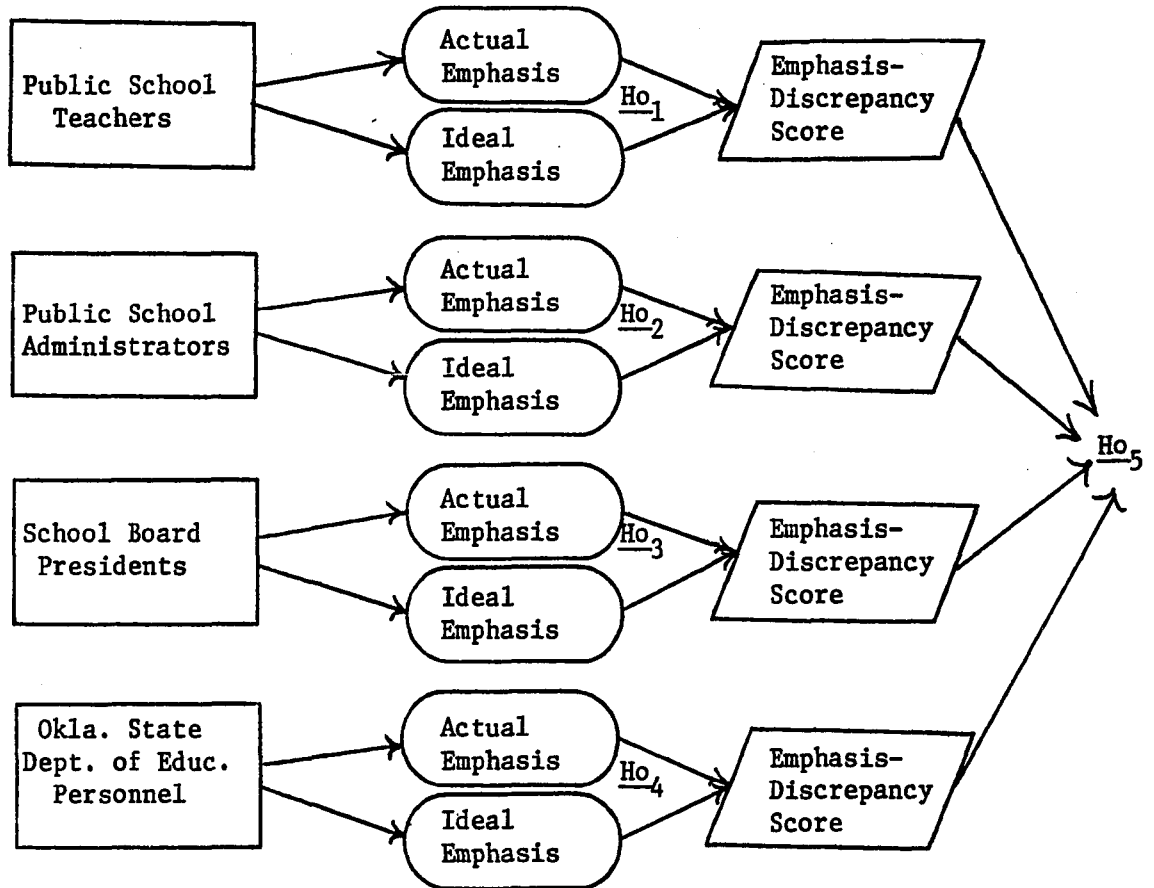


Fig. 1--Illustration of Comparisons Made in Hypothesis Testing

6. It was assumed that the data collected from the four groups of participants met the underlying assumptions of the statistical tests used in testing the hypotheses. The particular assumptions are as follows: Independent responses, normal distribution of errors, and equal variances of the sample's scores.

Limitations of the Study

The present study, as in any research effort, assumed certain limitations in order to make the investigation feasible. The major limitations are stipulated as follows:

1. The sample of classroom teachers was limited to a random sample of 250 drawn from a total population of approximately 11,000.¹ In order for teachers to participate in the study, they must have five or less years of service, they must hold a Bachelor's Degree, they must have been trained in one of the teacher-training programs in Oklahoma's colleges and universities, and they must be employed by and teaching within a public school system of Oklahoma during the 1972-73 academic year.

2. The sample of administrators was limited to a random sample of 125 drawn from a total population of approximately 1,200.² Qualifications for inclusion into the population include full-time employment, a full-time administrative position in a public school system or county superintendent of schools, employed during the 1972-73 academic year, a superintendent, principal, or administrative assistant (or comparable

¹Oklahoma, 1971-72 Annual Statistical Report (Oklahoma City: Oklahoma State Department of Education, 1971-72), p. 19.

²Ibid.

administrative positions) within a public school system during the 1972-73 academic year.

3. The sample of school board members was limited to a random sample of 75 participants drawn from a total population of approximately 2,600.¹ The school board members served as president of a local school board in Oklahoma during the 1972-73 academic year, and belonged to the Oklahoma School Board Association.

4. The sample of State Department of Education personnel was limited to a non-random sample of 72. Further qualifications for participants included: (1) professional status as defined by the Oklahoma Merit System, (2) full-time employment which included working directly or indirectly with Oklahoma's colleges and universities who have teacher-training programs and working directly or indirectly with members of the other three groups during the 1972-73 academic year.

5. The number of areas of teacher-training that was sampled was limited to the 27 areas shown on the instruments in Appendices A, B, C, and D.

6. The teacher-training programs that were surveyed were limited to those which are currently being conducted in Oklahoma's colleges and universities during the 1972-73 academic year.

7. The information collected from the participants concerning the various areas of teacher-training was limited to the ordinal level of measurement. These measures included two approximations--the Ideal (what ought to be) and the Actual (what actually is)--of the 27 areas shown on the data collection instruments. The level of the data, in

¹Ibid.

turn, limited the number and kind of statistical manipulations which could be applied to the results.

While there are other limitations to the study, these are the only ones which need to be enumerated. The remaining limitations and restrictions are those which are part of any and every research effort.

Organization of Report

The introduction, statement of problem, statement of purpose, theoretical framework, operational definitions, population and sample, hypotheses to be tested, assumptions, limitations of the study, and organization of report are presented in Chapter I. Chapter II contains the review of literature. The methodology is presented in Chapter III. Chapter IV contains the analysis and interpretation of data. The summary, findings, implications, and conclusions are presented in Chapter V.

CHAPTER II

REVIEW OF LITERATURE

Introduction

An extensive and growing volume of literature is available today concerning the adequacy of undergraduate teacher-education programs. The literature includes numerous research studies, surveys, articles, brochures, and laws governing teacher certification which pertain to the various areas of teacher preparation.

Although several related studies have been made recently, a paucity of research was found that dealt specifically with the perceptions of certain selected groups pertaining to undergraduate teacher-preparatory programs in Oklahoma.

The literature reviewed in this chapter was selected on the basis of its relevance to the problem under study. The related literature was classified into the following five major categories: An Overview; Historical Development of Teacher Education; Recent Developments in Teacher Education; Projected Developments in Teacher Education; and Teacher Education in Oklahoma.

An Overview

Many questions have been posed the past several years concerning current educational practices, in particular, the question of the

preparation and training of teachers. What constitutes the ideal college program for the training of teachers is debatable. Consequently, there is a need for research to help judge the merits of various programs. If progress is to be made in the evaluation of teacher-training programs, it is essential that each institution make a thorough study of its program.

Pre-service training of teachers is a mammoth job. Nationally, almost one-quarter million teachers complete their training programs annually,¹ of which more than 5,000² are graduates of Oklahoma institutions.

If the premise is accepted that the classroom teacher is the single most important factor in educating the youth while in the formative years, it is incumbent upon the educators of this state to do everything possible to develop an optimum undergraduate teacher education program.

Historical Development of Teacher Education

As noted by Silberman, the call for reform in teacher education started as early as the Nineteenth Century and has been the object of recurrent investigation since the end of World War I. He stated,

¹B. Othanel Smith, "Introduction," in Research in Teacher Education, ed. by B. Othanel Smith (Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1971), p. 1.

²Oklahoma, Compilation of a Preliminary Survey of Student Teaching in Oklahoma (Oklahoma City: Oklahoma State Department of Education, 1971), p. 1.

"The preparation of teachers has been studied as frequently as the plight of the black man in America, and with as little effect."¹

At the turn of the Twentieth Century educators were questioning the relevancy of teacher training and the professional organizations associated with education. Nicholas M. Butler believed that the National Education Association was dominated by a large assembly of inferior teachers and school officials whose main objective seemed to be personal advancement instead of the furtherance of education.²

The early teacher-education debates seemed to center around the concept of either a liberal or technical view of training. This debate still exists. Advocates of the liberal view would have professional preparation for teaching incidental to the liberal education they see as central; advocates of the technical view would stress the need for specialized professional training, with most instruction to be judged by its contribution to professional competence.³ Historically, teacher education across the nation has been in the throes of conflict. At the heart of this conflict is the question of what constitutes an optimum training program. At times this conflict has raged not only among college professors themselves but also between college professors and public school educators.

¹Charles E. Silberman, "The Teacher as Student: What's Wrong with Teacher Education," Crisis in the Classroom (New York: Random House, 1970), p. 414.

²Nicholas M. Butler, Across the Busy Years, Vol. I (New York: Charles Scribner's Sons, 1939), p. 86.

³Silberman, Crisis in the Classroom, pp. 415-16.

From his own observations, James B. Conant suggested that most Arts and Sciences faculties failed in a true commitment to teacher education.¹ Koerner reflected an opposite view when he stated: "But it is the truth and it should be said; the inferior intellectual quality of the Education Faculty is the fundamental limitation of the field."²

The disagreement is yet unsettled. The belief of one group was that subject matter content is the primary criterion for preparing the beginning teacher, while another group contended that subject matter content in addition to training in sociology, psychology, and methods of teaching are imperative. Some groups felt that preparatory programs contribute substantially to successful teaching performance, while others claimed that preparatory-program achievement is dependent primarily upon the capabilities already possessed by the trainees. Still others advocated that preparatory programs contribute negatively toward the development of effective teachers.³

Serious questions have arisen from the beginning over the control of teacher education. Teachers in the early era of training had no official power to govern themselves as such power was assumed by superintendents, state departments of education and college officials.⁴

¹Conant, The Education of American Teachers, p. 5.

²James D. Koerner, The Miseducation of American Teachers (Baltimore, Md.: Penguin Books, 1964), p. 17.

³Robin H. Farquhar and W. Michael Martin, "New Developments in the Preparation of Educational Leaders," Phi Delta Kappan, LIV, No. 1 (September, 1972), 26.

⁴Silberman, Crisis in the Classroom, p. 433.

In general, certification does not depend on an examination but on a set of courses specified by the state. As these requirements developed by the coalition of educationists, schoolmen, and state departments increased, the tension between Arts and Sciences and Education faculties became more apparent. According to Silberman, one cause was:

. . . Forgetting their own refusal to accept responsibility for teacher education, the academicians increasingly came to feel, with considerable justification, that their colleagues in the education faculty would have far fewer students, and indeed might not have been hired at all, had it not been for the fact that the courses they taught had been mandated by the state.¹

The state departments of education generally have control of what constitutes an approved program in teacher education.² The approved program gains impetus from regional and national accreditation agencies.³ The approved program approach has its opposition as it is based on a "prescribed" program of study, without due emphasis on individual competencies.

Educational programs are too important to be formulated by any one particular group. Universities of this country have evoked criticism because groups who assist in teacher training in far too many institutions have been reluctant to work as a "team." The liberal arts and fine arts staffs receive much of the criticism, while the colleges of

¹Ibid., p. 434.

²Oklahoma, Oklahoma Professional Standards Board (Oklahoma City: Oklahoma State Department of Education), pp. 1-7.

³NCATE, "Introduction," Standards for Accreditation.

education usually gain the reputation of perpetuating their own interests through the legal agencies of the various states.¹

By the late 1950's, it was recognized by the National Association of State Directors of Teacher Education and Certification (NASDTEC) that there is no one best way to prepare teachers.² This national organization adopted the position that a teacher who was fully certified in one state should be permitted to teach in another state under a statutory reciprocity agreement.³ Legislation for this agreement was completed by the Oklahoma State Legislature in 1970.⁴ The State Superintendent of Public Instruction for the State of Oklahoma has signed a legally binding document with 26 states enumerating the conditions under which interstate reciprocity for the certification of teachers will be effected.⁵

Recent Developments in Teacher Education

With major societal problems confronting education, the question of who should be involved in developing teacher-training programs and what its content should be has focused sharply in recent years.

The Fourth Annual Gallup Poll of Public Attitudes toward Education surveyed 1,790 people. Of those surveyed, 270 were professional educators and 1,520 were non-educators. Some of the results which have teacher-training implications are:

¹G. K. Hodenfield and T. M. Stinnett, The Education of Teachers (Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1961), pp. 26-27.

²Ibid., pp. 40-41.

³Ibid.

⁴Oklahoma, Interstate Agreement on Qualifications of Educational Personnel, a contract covering certification of teachers, pp. 2-5.

⁵Ibid.

1. Approximately 24 per cent of the non-educators observed classroom discipline as being the major problem in public schools, while 35 per cent of the professional educators observed finances as being the greatest problem.
2. Both the non-educators and professional educators surveyed rated the teachers and the curriculum as factors being particularly good in our public schools. It is interesting to note that only 6 per cent of the professional educators chose administration as being good while approximately 3 per cent of the non-educators chose administration as being good.
3. In responding to a question concerning voting tax increases if the schools said they needed it, the majority of non-educators stated that they would not vote for a tax increase, while the majority of the professional educators stated they would.
4. Approximately 58 per cent of the non-educators and 67 per cent of the professional educators placed the blame for poor school work of the children on the children's home life.
5. Approximately 87 per cent of the professional educators surveyed and approximately 72 per cent of the non-educators felt that the concept of the non-graded school was good in that students should be able to progress through the school system at his own speed and without regard to the usual grade levels.
6. Approximately 53 per cent of the non-educators and 66 per cent of the professional educators favored keeping the schools open on a year around basis allowing each child to attend nine months out of the twelve.
7. Approximately 55 per cent of the non-educators and 72 per cent of the professional educators favored the concept of reducing the amount of classroom instruction to allow students to make greater use of the educational opportunities outside the school.¹

Engbretson listed the following agencies as being those whose involvement was mentioned most frequently in planning teacher-education programs: (1) Community and Social Agencies; (2) State Department of Public Instruction; (3) Regional Educational Research Laboratories; (4) Psychological Clinics; and (5) Academic Departments.²

¹Gallup, "Fourth Annual Gallup Poll," pp. 33-36.

²W. E. Engbretson, Analysis and Evaluation of Plans for Comprehensive Elementary Teacher Education Models, Final report (Washington, D.C.: U.S. Department of Health, Education and Welfare, 1969), p. 209.

In Oklahoma, the Professional Standards Board (PSB), which serves in an advisory capacity to the State Board of Education in matters of teacher education, certification, and college-level accreditation, membership represents a wide range of educational groups as well as individuals from outside the teaching profession. Its composition is as follows:

- Two from the Association of School Administrators
- Seven from the Association of Classroom Teachers
- Six from the Association of Higher Education
- One from Vocational and Technical Education
- Three Non-educators
- State Superintendent of Public Instruction
- Chancellor of Higher Education
- Executive Secretary of the Oklahoma Education Association
- Director of Teacher Education and Certification
- One Elementary Principal
- One Secondary Principal¹

Clarke reflected his concerns about the control of teacher education when he said:

The matter of control has far-reaching implications and can affect the location of teacher education (wholly in an institution, wholly in school systems, varying mixtures). Control is exercised by legislatures via certification and by university requirements via degree. Pressures for a voice in decisions come from many groups, the most insistent of which has lately been the students themselves. Although "who decides what" is of great importance, and as such is a presage factor, it may be largely beyond the control² of individuals or groups who design programs of teacher education.

Increasingly, teachers are expressing a desire for more power to govern themselves. This power is presently being manifested in various organizations which are engaging in negotiations on behalf of their members.

¹Oklahoma, Oklahoma Professional Standards Board, p. 3.

²S. C. T. Clarke, "Designs for Programs of Teacher Education," in Research in Teacher Education, ed. by B. Othanel Smith (Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1971), p. 123.

In reference to the dissatisfaction of existing teacher-training programs, Silberman stated:

The question, then is not whether teachers should receive special preparation for teaching, but what kind of preparation they should receive. That the preparation should be substantially different from what they now receive seems hardly open to debate; there is probably no aspect of contemporary education on which there is greater unanimity of opinion that teacher education needs a vast overhaul. Virtually everyone is dissatisfied with the current state of teacher education; the students being educated, the teachers in the field, the principals, superintendents, and school board members who hire them, the liberal arts faculties, and the lay critics of education.¹

According to Edelfelt there are six major concerns to be considered in reforming teacher education:

1. Schools and teaching need radical reform.
2. All segments of the teaching profession (especially teachers) must be involved in planning, carrying out, and evaluating reform in education and teacher education.
3. Instruction and teacher education must be closely related.
4. Teacher education should be a career-long enterprise.
5. Teaching must have a career pattern.
6. Parents and students must be involved in the reform of education.²

Edelfelt emphasized:

Teachers are tired of being done to or having innovation imposed, or being led or pushed into in-service training. They are suspicious and resentful from too many experiences with education personnel who don't teach, who don't devise schemes and content with little teacher input that teachers are expected to embrace and apply. . . . The time is right to emphasize intrinsic motivation, and this must begin with teachers working on their own problems, indicating their own needs.³

During the decade of 1960, model teacher-education programs and literature suggested that the following six factors should usually precede the design of a teacher-education program:

¹ Silberman, Crisis in the Classroom, p. 413.

² Edelfelt, "Reform of Education," 1-9.

³ Ibid., p. 8.

1. Context--Decisions about the context for which teachers are being prepared must be made in advance to planning a program. Context generally referred to the anticipated future state of the world, the nation, education, teaching, and the teaching profession.
2. Cybernation--Self-correcting devices can be located in the program or in the candidates. As the world and society changes so must the teacher education programs change, if they are to keep up with the times. Built-in mechanisms in the design, for periodically examining and updating the program would be productive.
3. Extent of Lead--Decisions about the future orientation of a preparation program. This could be of varying degrees such as on five years, ten years, or a longer look into the future. Very few teacher-training programs profess to train teachers for education as it is today.
4. Control--The question of "who decides what." As most literature points out, students, teachers, parents, and college professors all want a part in determining the destiny of training programs.
5. Boundaries--Refers to the domain of teacher education, particularly whether such matters as general education and subject matter preparation are included, whether teacher education is solely that which occurs within an institutional setting, and whether non-teaching tasks are included in the preparation of teachers.
6. Selection--Refers to the population to be trained as teachers. Because the personality of the individual is the vehicle through which his teaching behaviors are manifested, there are some individuals not fit to be teachers, in the sense that the institution does not have the competence, time, or money required to bring about the requisite personality development.¹

In 1904, John Dewey described the following consequences which result from the failure to relate theory and practice in teacher education:

¹Clarke, "Designs for Programs," pp. 121-28.

The student adjusts his actual methods of teaching, not to the principles which he is acquiring, but to what he sees succeed and fail in an empirical way from moment to moment; what he sees other teachers doing who are more experienced and successful in keeping order than he is; and to the injunctions and directions given him by others. In this way the controlling habits of the teacher get fixed with comparatively little reference to principles in the psychology, logic, and history of education . . . Here we have the explanation, in considerable part at least, of the dualism, the unconscious duplicity, which is one of the chief evils of the teaching profession. There is an enthusiastic devotion to certain principles of lofty theory in the abstract--principles of self-activity, self-control, intellectual and moral--and there is a school practice taking little heed of the official pedagogic creed. Theory and practice do not grow together out of and into the teacher's personal experience.¹

In order for teacher education to progress, a common dialogue must be realized among academicians, education staffs, and public school educators. In speaking of teacher-education programs, Southworth stated:

The faculty members must examine their instructional modes. The new program will represent both a more acceptable consideration of the knowledge system and methods which are consistent with the principles of individualized instruction.²

The teacher's influence over a student and learning situation is an important factor in determining teaching competence. Instruments have been developed which measure the interaction between teacher and student or the class as a whole. One of these that has proved effective with administrators, college professors, and teachers is the Flanders

¹John Dewey, "The Relation of Theory to Practice in Education," The Relation of Theory to Practice in the Education of Teachers, Third Yearbook, Part I, cited by Charles E. Silberman, "The Teacher as Student: What's Wrong with Teacher Education," in Crisis in the Classroom (New York: Random House, 1970), pp. 459-60.

²H. C. Southworth, A Model for Teacher Training for the Individualization of Instruction (Washington, D.C.: Government Printing Office, 1968), p. 27.

Interaction Analysis sheet. This instrument can be utilized by direct human observation or by viewing video tapes of the instructional process.¹

Amidon and Flanders stated that some form of human relations training should be included in pre-service as well as in-service training. They stated that:

Teachers who are qualified in some content area should be exposed to some type of human relations training that will help them attain the following objectives: first, the ability to use the social skills of accepting, clarifying, and using the ideas of students in planning work and diagnosing difficulties; second, knowledge of those acts of influence that restrict student reactions and those that expand student reactions; and third, understanding of a theory of instruction that can be used to control teachers' behavior in guiding classroom communication.²

Projected Developments in Teacher Education

Hodenfield and Stinnett described the requirements of a teacher-preparatory program in order for a teacher to be prepared for today's schools. They indicated that:

A broad and liberal general education . . . a study in depth in at least one academic field . . . competence in a foreign language . . . solid preparation in professional education . . . classroom experiences with children, climaxed by a lengthy period of student teaching . . . all these things, and more, go into the preparation of the kind of teacher demanded for today's schools.³

The nucleus of much debate has been the length of time required for program completion. Some support the four-year, 124-semester-hour program similar to the programs administered by most institutions today.

¹Edmond Amidon and Ned A. Flanders, The Role of the Teacher in the Classroom (Minnesota: Association for Productive Teaching, Inc., 1967), pp. 1-85.

²Ibid., pp. 84-85.

³Hodenfield and Stinnett, The Education of Teachers, pp. 88-92.

Others contend that a five-year program which stresses theory and general content for four years culminating in a fifth year internship experience is imperative. Although there are many proponents to support each program, perhaps the suggestion made by Hodenfield and Stinnett could be accepted for the present time, at least, by both groups. They suggested that the general, professional and specialized courses ought to be integrated in such a way that adequate practicums can be undertaken throughout this sequence which would culminate in an extended period of student teaching.¹

The constant increase of information and innovation in education makes it both impractical and impossible for teachers to act as the sole imparter of knowledge. Teacher-training programs must prepare prospective teachers who can facilitate interaction of all aspects of the learning environment.

The Personalized Teacher Education Program at the University of Texas was based on the assumption that a person learns best those things of immediate concern and interest to him. Research conducted by the Texas Research and Development Center has demonstrated "that a pre-service teacher will eventually be concerned about almost everything the professional educator considers necessary, but not necessarily in the order the educator might want to teach it."²

¹Ibid.

²Diane King, "Teachers as Managers," D & R Report, A Newsletter of the Conference for Educational Development and Research, I, No. 3 (July, 1971), 2.

Those associated with the Personalized Teacher Education Program at the University of Texas believed that if the concerns of students occur in a regular sequence, teacher education programs could be built around the concerns. In fact, research evidence has demonstrated that early concerns must be resolved before prospective teachers can display more mature concerns.¹

Mitzel, referring to the design for teacher education, stated that "programs should deal with presage factors or decisions which must be made before developing a program of teacher education, process factors or the treatments proposed, and product factors or the actual behavior produced."²

Although teacher education is usually organized around a four-year, 124-semester-hour play, the design seems to be losing much of its support in favor of proficiency-based-teacher training. Proficiency or performance-based-teacher education approaches more closely the systems approach to accountability than do the traditional concepts of teacher training. Clarke, speaking about the development of performance criteria stated:

This focus on performance criteria probably developed from two sources. The first is the emphasis in the current literature on behavioral objectives in instruction. The second source is undoubtedly the series of experimental studies which have been conducted in teacher education. These studies were designed to determine whether training procedures could modify the behavior of the teacher as measured by systematic observation. The results

¹David Wilson, "New Awareness," D & R Report, A Newsletter of the Conference for Educational Development and Research, I, No. 3 (July, 1971), 8-9.

²H. E. Mitzel, "Teacher Effectiveness," Encyclopedia of Educational Research, 3rd ed., 1483-85.

of these investigations indicated that training procedures which focused on denotable, specific behaviors were more effective than traditional methods courses in changing teacher behavior. Hence, an emphasis on specifics, i.e., on performance criteria seemed desirable to the planners of the model programs.¹

Although hundreds of teacher-performance criteria have been identified, Clarke has commented: The conclusion is inescapable; considerably less than half of the designs or proposals for the preparation of teachers reviewed include serious consideration of the integration of the general education, subject matter, and related discipline components into a total program of teacher education.²

The nature of a teacher-training program should be dictated to some degree by the nature of the task the teacher will be performing. Many schools who are initiating the newer concepts of non-graded schools, differentiated staffing, and utilization of paraprofessionals, etc., are desiring a differently trained person today than when the self-contained classroom was the main organizational structure.³

At the one extreme there could conceivably be as many training programs as there are trainees, while at the other there could be one common program for all. Perhaps within the range of this continuum a desirable model will be found.

An accountability statute probably will be passed by the 1973 session of the Oklahoma Legislature. It is difficult to predict the impact this measure might have on program development in higher education institutions. However, the basic requirement of institutional

¹Clarke, "Designs for Programs," p. 129.

²Ibid., p. 127.

³Ibid., p. 119.

accountability usually necessitates the need to develop instructional programs that are individualized.¹

Referring to the individualization of instruction, Shalock stated: "The instructional experiences that lead to both the development and personalization of competencies should be individualized with respect to point of entry into the curriculum, pacing, sequencing, information processing preferences, etc."²

In early 1970, the American Association of College Teachers of Education conducted a survey of the 50 state departments of education relating to the development of performance criteria for teacher training. In 30 of the states surveyed, one-half had begun to develop performance criteria while the others were in the initial planning stages of development. Of the remaining 20 states no particular interest in this type of program was recorded although some indication for certification revision was noted.³

It is apparent from the federal dollar expended within states, pilot programs involving performance-based training, that Washington, Florida, and Texas are possibly the three leading states involved in such projects.⁴

¹ Senator James Hamilton, private interview held during the meeting of the Oklahoma Commission on Educational Administrations' Critical Issues Conference, Edmond, Oklahoma, November 14, 1972.

² H. D. Shalock, Competency Based Field Centered, Systems Approach to Elementary Teacher Education (Washington, D.C.: U. S. Government Printing Office, 1968), p. 6.

³ Emmitt D. Smith, Performance-Based Teacher Certification (Paper presented at the EPDA, B-2 Conference, Miami, Fla., September 28-30, 1971), p. 1.

⁴ Ibid., p. 2.

The following four conditions seem to be basic prior to the implementation of performance-based teacher preparation:

1. Appropriate legal framework of statutes, regulations, and administrative policies must be established.
2. Competencies must be specified in reasonable terms.
3. Programs which can successfully train candidates to master be established.
4. Systems for monitoring and managing the mastery of competencies must be implemented.¹

It is significant to note that the State of Florida is doing a great deal of work with performance criteria not only in the pre-service phase of teacher training, but in the in-service phase as well. In many instances the Florida teacher may choose to utilize in-service credits based on performance criteria for certificate renewal.²

The 60th Texas Legislature, in looking at the improvement of teacher education, passed a bill that provided:

1. That the state, the teacher-education institution, and the public elementary-secondary school have joint responsibility for the laboratory phase of teacher education.
2. That the Texas Education Agency develop criteria for the approval of the public elementary-secondary schools who participate in teacher training.
3. That the teacher-education institutions, public elementary-secondary schools, and the state provide cooperatively a program for the improvement of supervising teachers.
4. That the role in teacher education conducted by the public elementary-secondary school be funded by the state.³

¹Ibid., p. 3.

²Florida, Criteria for Designing, Developing, and Approving a District Master Plan for In-Service Teacher Education (Florida: State Department of Education, April, 1970), pp. 1-14.

³Smith, Performance-Based Teacher Certification, pp. 7-8.

Rosner, et al., delineated three levels of competencies in teacher training that should be measured so the institution may determine what the teacher candidate can actually do. The three levels of measurement are as follows:

1. Academic proficiency
2. Ability to perform skills and behaviors deemed essential to teaching
3. Ability to produce changes in pupil behavior¹

Apparently most institutions are doing and have been doing a rather effective job in determining the academic competence of students. The second and third levels are more difficult to measure; however, some measure must be developed if the proficiency concept of training teachers is to work. It is logical that professors or groups of professional educators may have to make more subjective judgments about the candidates at the second and the third level than at the first level.²

The second-level criterion, that of having the ability to perform skills and the behaviors deemed essential to teaching, has certain aspects: It prescribes skills that a teacher must be able to perform; and it specifies that a teacher exhibit appropriate affective behavior. For example: Can the teacher reinforce and shape pupil behavior? Can the teacher probe pupil thinking or give clear explanations? Can the teacher define terms clearly or demonstrate procedures? Can the teacher

¹Benjamin Rosner, et al., The Power of Competency-Based Teacher Education (Washington, D.C.: U. S. Department of Health, Education and Welfare, 1971), cited by B. Othanel Smith in Certification of Educational Personnel (Florida: University of South Florida), pp. 4-5. (Mimeographed.)

²Ibid., p. 2.

sense the anxieties of a parent and talk in ways that help the parent to understand? Can the teacher analyze in depth an educational question with his colleagues? Can the teacher face difficult encounters with pupils, parents and colleagues objectively and rationally?¹

The third-level criterion, the ability to produce changes in pupil behavior, is perhaps the most rigorous. It requires that the candidate's behavior produce an acceptable level of pupil learning under specified conditions, and over a specified length of time. The growth of pupils must be reflected not only in cognitive achievement, but also in affective development.²

Initiation of Rosner's second- and third-level criteria of competencies is not as simple as it might seem. Many states have been struggling with developing criteria for training in the innumerable competencies that have been identified as relevant to teaching. After the training program is developed, some means of measurement must be incorporated that in many cases are different from those which have traditionally been used. This will entail complex technical problems of both context and time sampling. It will also require sampling of a candidate's teaching behavior over a long period of time, perhaps two or three years, to neutralize the random variation of both pupil and teacher behavior.³

Smith offered a consolation for those who are afraid of the accountability factor associated with the performance type of teacher pre-service or in-service training. He stated:

¹Ibid., pp. 3-4.

²Ibid., pp. 4-5.

³Ibid., p. 6.

. . . no one should be held accountable for an outcome unless he has control over all the factors that shape it. Neither lawyers nor physicians have such control, and teachers certainly do not. But a beginning teacher, like a beginner in any profession, is responsible for using appropriately the basic skills, knowledge and wisdom current in his profession. If he does so, and yet his pupils fail to achieve at specified levels, a license should not be refused him on that ground.¹

If the movement to institute competency-based certification is to have any chance to succeed, Smith contended that the initial certification of a teacher must be based upon an evaluation made independently of the institution that gave the training. This has several implications for a state to develop the criteria such as the samples of skills and behaviors, as well as to determine who will be doing the evaluation.²

Many of the colleges and universities in Oklahoma, even though they do not entirely subscribe to the concept of competency-based teacher training are utilizing the newer media to allow the prospective candidates to view themselves for evaluation purposes. This activity is primarily effected through the medium of video taping.

Adams and Biddle made the following observations about the benefits of video taping as a medium for observation:

Human observers cannot see everything. They tend to be beguiled into seeing only the more obvious aspects of the situation. Like any spectator at a football match, they can see the main play, but the intricacy of supporting moves is usually lost to them. Furthermore, behavior is transitory. Consequently, after the observer has succeeded in noting as much detail as he can, he must try to recall it, and then finally he must record it. The greater the detail, the less precise he is likely to be.³

¹Smith, Performance-Based Teacher Certification, p. 7.

²Ibid., p. 10.

³Raymond S. Adams and Bruce J. Biddle, Realities of Teacher Exploration with Video Tape (New York: Holt, Rinehart and Winston, Inc., 1970), pp. 21-23.

Pointing out the advantages of this method of observation and data collection, Adams and Biddle indicated that:

1. A video tape is an extremely comprehensive record of class-room behavior and can be preserved for subsequent and repeated examinations.
2. The fidelity of the system is extremely good, both the audio and video.
3. The playback control mechanism of the video tape recorder allows stopping, rewinding so that certain points can be reviewed at will.¹

In 1968, the Education Professions Division of the United States Department of Health, Education, and Welfare stated:

Training for college students in education programs and for teachers of the disadvantaged should include analysis of the characteristics or traits of poverty area children, the communities in which they live, and the implications of these traits for school learning. University courses should include much direct experience in the schools and communities. The college faculties, along with their students, should be constantly on the firing line. No college professor or instructor can teach his students properly unless he, too, has close, frequent contact, practice, and observation in the classroom . . . Teacher education programs can increase their emphasis on methods of teaching educationally disadvantaged children by scheduling a larger block of time for the teaching of reading, by giving more time to selection and use of material appropriate for teaching disadvantaged children, by paying more attention to developing skills in the use of audio-visual devices and manual and artistic activities to achieve goals in academic learning.²

Paul Briggs, Superintendent of the Cleveland, Ohio Public Schools, called for a new kind of partnership between the public schools and teacher-training institutions. He specifically referred to the urban schools when he stated:

¹Ibid., p. 21.

²U.S., Office of Education, The Education Professions, 1968 (Washington, D.C.: Government Printing Office, June, 1969), p. 105.

In my city since 1950, the number of children from welfare families has gone up seven hundred per cent, until one-fifth of all the children in the Cleveland Public Schools today come from welfare families. And this has been going up year after year after year. And the particular problems that the poor have, along with it.¹

Stone, when referring to the influence of the "seed" money provided by the Ford Foundation over a period of years, felt that these innovative programs could provide an impetus for changing conventional teacher-training programs. Stone questioned the concept of giving all the teacher-training grants to the colleges and universities. He felt that the grant money, if it were to make any changes, should be a partnership between the colleges and public schools. He stated that:

A single curriculum innovation can influence other training programs in the college, other institutions, local professional groups, and the state departments of education if the president of the college uses the momentum for change initiated by the original experiment as a springboard for fostering other innovations and if he is able to increase the original investment into a series of other grants for experimentation.²

Stone indicated ways in which the process of teacher training should change.

<u>From</u>	<u>To</u>
recruiting and selecting on the assumption that anyone can and should teach	recruiting and selecting on the assumption that, like any other profession, the skills and competencies are not possessed by everyone
preparing teachers who think teaching is talking, usually from "up front" and "on high"	preparing teachers who listen, who emphasize inquiry, social sensitivity, and self-direction, and who are "around and about" the classroom, guiding, probing, encouraging

¹Paul Briggs, "Role of Local School Districts in School Personnel Preparation," Realignments for Teacher Education, 1970 Yearbook, ed. by Esther D. Hemsing (American Association of Colleges for Teacher Preparation, 1970), p. 41.

²James G. Stone, Breakthrough in Teacher Education (San Francisco: Jossey-Bass, Inc., 1968), p. 174.

preparing teachers whose learning is all finished

preparing teachers who are life-long learners

preparing teachers to be self-contained, using only themselves and books as educational resources

preparing teachers to be organizers of multiple teaching resources, both human and technological

preparing teachers for whole-class instruction and product learning (what and how)

preparing teachers for individual and small group instruction and process learning (why and for whom)

the philosophy that a student can't possibly know something if he hasn't had a "course" in it

flexible teaching arrangements that emphasize a sequence of experiences rather than "course coverage," "term papers," "final examinations," "grades," and "credits"

lecture-centered and campus-based professional education

laboratory-centered and school community-based professional education

seeking one best teacher education program

offering multiple pathways to teaching, recognizing the diverse needs of the profession and the varying backgrounds and abilities of those who wish to teach

experimenting and innovating "on schedule" every five or ten years

inventing strategies whereby members of the staff are continuously encouraged to innovate¹

Teacher Education in Oklahoma

Article III, Section 30, Paragraph 9, School Laws of Oklahoma, 1971, places the legal responsibility for developing and maintaining standards and regulations for the appropriate education and certification of teachers for the public schools of the State of Oklahoma upon the State Board of Education.²

To carry out the charge of Article III, Section 30, of the Oklahoma School Code, the Professional Standards Board was created by the

¹Ibid., pp. 175-76.

²Oklahoma, School Laws of Oklahoma (1971), art. 3, sec. 30-9.

Oklahoma Legislature in 1969. The Administrator of the Teacher Education Section, State Department of Education, is the Executive Director of the Board. The Board serves in an advisory capacity to the State Board of Education in matters of teacher education and certification.¹

The Professional Standards Board attempts to fulfill its role by initiating studies regarding practices and procedures in teacher certification, to work with other states regarding proposed minimum standards for state approval of teacher education programs, and to direct and to coordinate the evaluation and approval of each of the 19 institutions of higher learning in Oklahoma's approved certificate programs. This approval is usually based on a five-year interim, unless applications for new programs are made during the five-year interim.

The sections of Teacher Education and Certification of the State Department of Education plan with other states to establish a national system of reciprocity in teacher certification, based on successful completion by the candidate of a teacher-education program approved on the basis of nationally recognized standards. Participation by each state in the Interstate Reciprocity Agreement is voluntary. At the present time the State Board of Education of Oklahoma has signed the Interstate Reciprocity Agreement with 26 other states who have approved programs common to Oklahoma.²

In addition to the other duties of the sections of teacher education and certification, they are charged with the responsibility of giving leadership to and organizing efforts to upgrade pre-service programs for preparation of teachers; of encouraging and aiding, through

¹Ibid.

²Oklahoma, Interstate Agreement, pp. 2-5.

consultative service, the teaching profession's raising of standards; and of coordinating all committee work involved with problems of teacher education and teacher certification.¹

In addition, the section carries on a continuous program of re-evaluation of approved teacher certificate programs and appraisal and evaluation of new programs in the institutions of higher education. The Professional Standards Board (PSB) and members of the teaching profession are used to implement this program.²

Other practices are to carry out the rules, regulations and policies of the State Board of Education with respect to issuing teacher certificates; to furnish a staff member to serve part as executive secretary to the PSB; and to sponsor and to finance all meetings of the PSB and all committee work authorized by the Board.³

Oklahoma uses the approved program approach for teacher education and certification, which places a great responsibility on colleges and universities for developing and maintaining effective teacher-education programs.

Certification requirements should evolve from an emerging philosophy of education and reflect the standards held for the future as well as the present educational programs. It is recognized that both the training institutions and the professional education organizations must assume an increasingly responsible role in the screening for professional acceptance of prospective teachers to ensure a continuously higher quality of teaching.⁴

¹Oklahoma, Oklahoma Professional Standards Board, pp. 1-7.

²Ibid.

³Ibid., p. 6.

⁴Ibid., p. 4.

The State Board of Education issues five kinds of certificates: professional school services personnel, elementary, elementary-secondary, secondary, and special certificates.¹

The kind of certificate held by a person indicates the nature of the position which he is certificated to fill. Numerous types of certificates are issued under most of the different kinds of certificates. The type of certificate held by one indicates the area of academic preparation for the certificate holder.²

There are four classes of certificates issued in Oklahoma--the temporary, the provisional, the standard, and the professional. The temporary certificate is valid for one year and is not renewable. The provisional certificate is valid for three years and is not renewable. The standard certificate is issued for an original term of five years and may be renewed for terms of five years when certain conditions are met. The professional certificate is issued for an original term of seven years and may be renewed for terms of seven years when certain conditions are met.³

No teacher in Oklahoma is issued a teaching certificate (with the exception of some vocational certificates) without the baccalaureate degree and other requirements prescribed by the State Board of Education.⁴

To complete the Bachelor's Degree in teacher education in the State of Oklahoma, certain courses in the areas of professional education,

¹Oklahoma, Teacher Education, Certification and Assignment Handbook (Oklahoma City: State Department of Education, March, 1971), pp. 4-114.

²Ibid.

³Ibid.

⁴Ibid.

general education, and specialized education must be completed. The particular semester-hour requirement within each of the three areas mentioned above will vary from college to college depending upon the accredited approved program of each.

The ranges of semester hours among the 19 institutions in the three categories are as follows:¹

<u>Area of Preparation</u>	<u>Range of Semester Hours</u>
General Education	50-75
Specialized Education	18-45
Professional Education	21-30

The proper content and purposes of the general education sequence of courses have long been debated among professional educators. Clarke stated that the common complaint about general education courses is that the courses are too frequently designed to encourage the students to further their preparation in that academic area.² The 1967 Standards and Evaluative Criteria for the Accreditation of Teacher Education developed by AACTE reflected that:

. . . general education should include the studies most widely generalizable to life and further learning . . . Far more important than the specific content of general education is that it be taught with generalizability rather than with academic specialization as a primary objective . . . The Professional part of the curriculum designed to prepare teachers is to be distinguished from the general studies component; the latter includes whatever instruction is deemed desirable for all educated human beings, regardless of their vocation . . . The general studies component for prospective teachers requires that from

¹Oklahoma, Approved Programs on File in the Teacher Education and Certification Section of the Nineteen Colleges and Universities that prepare Teachers in Oklahoma (Oklahoma City: State Department of Education, 1973).

²Clarke, "Designs for Programs," p. 125.

one-third to one-half time be devoted to studies in the symbolics of information, basic physical and behavioral sciences, and humanities.¹

The National Association of State Directors of Teacher Education and Certification (NASDTEC) periodically publish and revise Bulletin 351 which is entitled Standards for State Approval of Teacher Education.² This bulletin is the most widely used single document as a basis for accrediting colleges and universities who prepare teachers by the various states across the nation. In fact, each state, who is legally involved in the Interstate Reciprocity Contract, must subscribe to the use of this bulletin in the state accreditation of teacher education approved programs before the contract is binding with other states.³ The NASDTEC organization has developed the following standards for the approval of general education:

1. General education is based on those studies known as the liberal arts, which embrace the broad areas of the humanities, mathematics, the biological and physical sciences, and the social and behavioral sciences.
2. The content of general education, selected with discrimination from the aggregate of human experience, should embody the major ideas and principles of the various divisions of knowledge as they bear on common concerns.
3. Since general education is a developmental experience achieved with the maturation of the college student, it should be emphasized in the first two college years, extended throughout the baccalaureate program, and continued in diminishing proportions into graduate study.

¹Ibid., p. 124.

²Standards and Evaluative Criteria for the Accreditation of of Teacher Education: A Draft of the Proposed New Standards, with Study Guide (Washington, D.C.: American Association of Colleges for Teacher Education, 1967), p. 12.

³Oklahoma, Interstate Agreement, 1973.

4. In the belief that a general education program relevant to the future is attained by a carefully selected sequence of experiences which increase in depth as the student matures, each institution approved for the education of teachers shall be responsible for building a sequential program of general studies which will help the college student attain an understanding and appreciation of:
 - A. Language skills as essential tools in communication
 - B. World literature with emphasis on, but not limited to, the writings of English and American authors
 - C. The aesthetic values in human experience expressed through the fine arts
 - D. The scientific and mathematical concepts upon which contemporary civilization depends
 - E. Contemporary world culture
 - F. Social, geographic, political, and economic conditions and their impacts on current problems in the nation and the world
 - G. The growth and development of the United States as a nation and its place in world affairs
 - H. The principles of physical and mental health as they apply to the individual and the community
 - I. American culture and heritage¹

In the literature concerning the area of general education, very little information was found about the integration or separation of the various courses usually offered in the general education sequence. Some colleges in the State of Oklahoma are attempting to combine and integrate courses normally considered general studies. Whenever this is done, some believe that the courses are offered in a manner more closely related to the newer instructional patterns.

With the rapid expansion of the knowledge that is available in the various academic fields of teacher preparation, it is incumbent that

¹NASDTEC, Standards for State Approval, pp. 19-20.

educators change the direction in preparing teachers in the content or specialized areas of teacher education, namely with emphasis on the basic structure of knowledge and on "learning how to learn."¹

Professional educators and laymen differ as to what constitutes an optimum experience in professional education courses just as they differ in the area of general education.

Professional education courses usually encompass foundations of education, methods and materials of teaching, and laboratory experiences. The laboratory or student-teaching experience in Oklahoma ranges from approximately six to twelve semester hours of work.²

It is recommended by NASDTEC that each institution preparing teachers should have objectives for courses in the professional sequence. Hopefully, prospective teachers will be encouraged to develop behavioral-type objectives also so they might be better equipped in fulfilling present day accountability requirements imposed by most schools.³

A planned sequence of experiences associated with the professional education component should encourage individualization of the student's program whereby he might determine for himself those courses compatible with his needs and interests.

The Standards for State Approval of Teacher Education recognize the following experiences as being essential in the professional sequence of courses:

¹Jerome S. Bruner, The Process of Education (New York: Vintage Books, 1960), pp. 17-54.

²Oklahoma, Approved Programs on File.

³NASDTEC, Standards for State Approval, p. 20.

1. Knowledge of the processes of human growth, development, and learning, and the practical application of this knowledge to teaching.
2. Knowledge of research, methods, materials, and media appropriate to teaching. The special emphasis should be in the student's field of teaching specialization.
3. Ability to teach effectively and to work ethically and constructively with pupils, teachers, administrators, and parents.
4. Understanding of the historical, philosophical and sociological foundations underlying the development and organization of public education in the United States.
5. Understanding of the purposes, administrative organizations, and operation of the total education program of the school.
6. Ability and willingness to analyze the teaching act as a means of continually improving his teaching skills.¹

Professors who are involved in teacher training, whether in the area of professional, general or specialized courses should provide experiences necessary in overcoming traditional concepts.

Renner, Bibens, and Shepherd suggested that the traditional teacher may be described by the following components:

1. That teaching is telling
2. That memorization is learning
3. That being able to repeat factual information on an examination is evidence of understanding.²

Other authors such as Bruner, Piaget, Goodlad, Havinghurst, et al., have indicated a need to incorporate within the professional experiences areas such as learning theory, behavior modification, group dynamics and laboratory experiences where the ages and mental abilities are compatible with students being taught.

¹ Ibid., p. 21.

² John W. Renner, Robert F. Bibens, and Gene D. Shepherd, Guiding Learning in the Secondary School (New York: Harper & Row, 1972), p. 43.

Conant contended there is little consensus among educators as to what should be included in the professional education sequence other than student teaching. As to the course sequence, Conant felt that more flexibility, experimentation and adjustments must be made to develop a more effective teacher.¹

It was not until 1969 that the Oklahoma Legislature officially recognized the existence of student teaching in Oklahoma. House Bill 1013 defined the role of the student teacher and provided for the joint assignment of student teachers in the public schools by colleges engaged in teacher education with local school districts.²

Historically, student teaching in Oklahoma has been almost exclusively in laboratory schools operated by colleges and universities engaged in teacher education. In recent years, however, student teaching has become a joint responsibility of institutions offering teacher-education programs with the cooperating local school systems. However, local school systems are not obligated to serve as cooperating schools in the implementation of the student-teaching function.³

It is conceivable that the student-teaching function in Oklahoma could be very tenuous unless the State Legislature recognizes the need for further change and clarification. Although a constructive relationship and a cooperative spirit among the various agencies and individuals

¹Conant, The Education of American Teachers, p. 27.

²Oklahoma, School Supplement (1970), Title 70, sec. 18-e.

³Oklahoma, Guidelines for Student Teaching in Oklahoma (Oklahoma City: State Department of Education, 1972), p. 9.

engaged in the student-teaching function in Oklahoma has existed, a clarification of the legal positions of the groups must be conveyed in order to permit an adequate understanding of their relationships. Also, a need for increased funds to support the cooperative arrangements between the colleges and universities and the local school systems must be met.¹

A survey made in Oklahoma during the fall of 1970, included 2,583 local administrators, cooperating teachers, student teachers, and college personnel who were involved in the preparation of prospective teachers. The survey included many facets of the student-teaching processes. Among the opinions that were expressed, many have significance for teacher preparation within the state:

1. That three years of teaching experience for cooperating teachers should be required before acting as a cooperating teacher.
2. A more effective screening procedure should be imposed before admission to student teaching.
3. Teachers, administrators, and student teachers felt that an eight-week student-teaching assignment was the most effective.
4. Some type of remuneration for cooperating teachers should be provided.
5. College supervisors of student teachers should have had public school experience.
6. That a Master's Degree should not be required for the cooperating teacher, but high quality teaching performance should be the major criterion for making the selection.²

Following the state-wide survey, guidelines for student teaching were developed cooperatively with the State Department of Education,

¹Ibid.

²Oklahoma, Compilation Survey, pp. 2-11.

Teacher Education and Professional Standards Commission, Professional Standards Board, Oklahoma Association of Teacher Educators and the Oklahoma Education Association. In order to bring about future improvement in student teaching in Oklahoma, the following recommendations were submitted to and approved by the State Board of Education.

1. That the Oklahoma Legislature appropriate adequate financing for student teaching.
2. That experimental and innovative programs be presented to the Professional Standards Board for recommendation and then to the State Board of Education for approval. The proposal shall include an evaluative component.
3. That lines of communication between institutions and cooperating schools be improved.
4. That institutions preparing teachers make a continuous evaluation of the student-teaching program, and make recommendations to improve existing programs.
5. That the professional associations, state and local, work cooperatively with the institutions that prepare teachers, the Professional Standards Board, and the State Department of Education in the continuous improvement and evaluation of student teaching.¹

A survey of student-teaching experiences at the University of Oklahoma was conducted during the spring and the fall semesters of 1971.²

Some of the more significant findings of the survey were:

1. Student teachers expressed a desire for more pre-student teaching experiences, a greater degree of activity during student teaching and more responsibility for self-evaluation.

¹Oklahoma, Guidelines for Student Teaching in Oklahoma, p. 35.

²University of Oklahoma, Institutional Report of the University of Oklahoma, A report prepared for the National Council for Accreditation of Teacher Education, Vol. I (Norman, Oklahoma: College of Education, University of Oklahoma, October, 1972).

2. The student teacher felt the quality of a student-teaching assignment is best judged by the professional atmosphere of the school and the availability of materials and resources.
3. The students expressed a need for a longer period of student teaching than the eight weeks presently employed by the University.¹

During the Spring of 1972, a survey was made of 530 University of Oklahoma graduates teaching in both elementary and secondary schools in the 77 counties of Oklahoma. Of the 530 questionnaires sent, 275 were completed and returned. The respondents had from one to six years of teaching experience. The main purpose of the survey was to obtain opinions related to the preparation these teachers had received at the University.

Analysis of the responses revealed the following significant opinions:

1. Not enough emphasis in instructional methodologies.
2. Not enough emphasis in the preparation for teaching in a modular or flexible scheduled school.
3. Not enough emphasis in ways of controlling student teaching.²

Demographic data, concerning the 275 respondents, of interest revealed the following:

1. Forty-eight per cent were teaching in K-6.
2. Forty-nine per cent were teaching in 7-12.
3. The majority of the graduates were teaching in urban, suburban, and inner-city schools (approximately forty-eight, thirty-two, and twelve per cent respectively).
4. Over forty-seven per cent of the respondents taught in self-contained classrooms while over twenty-six per cent were teaching in either a team-teaching or flexible-scheduled school.³

¹Ibid., pp. 198-203.

²Ibid., pp. 205-15.

³Ibid.

During the months of November and December of 1972, the Oklahoma Education Association's Instructional and Professional Development Commission (IPD) conducted a state-wide survey of classroom teachers and administrators. The teachers were asked to identify and rank those problems that have the greatest significance as a deterrent to classroom instruction. The administrators were asked also to list those problems which in their opinion the teachers would consider the greatest deterrent to classroom instruction. The survey was completed and compiled during January of 1973. Of the number surveyed, 7,170 were classroom teachers and 800 were administrators. After the responses of each group were gathered, they were ranked by groups from the greatest significant deterrent to the least. Ten outstanding problems as ranked by teachers and administrators are as follows:

<u>Instructional Problem</u>	<u>Classroom Teachers</u>	<u>Administrators</u>
The wide range of student achievement	1st	1st
Too many students indifferent to school	2nd	3rd
Diagnosing student learning problems	5th	4th
Measuring and reporting student achievement	6th	8th
Too many non-instructional duties	3rd	7th
The values of attitudes of the current generation	4th	2nd
Working with too many students each day	3rd	7th

Students who disrupt classes	7th	5th
The lack of instructional materials	8th	10th
The nature and quality of instructional materials	10th	12th ¹

The following chapter describes the methodology followed for this research. The methodology is composed of three areas: (1) the pre-experimental procedures, (2) the data-collection procedures, and (3) the data-analysis procedures. Each of these areas is, in turn, further divided into sub-areas or steps and explained.

¹Oklahoma Education Association, Preliminary Compilation of the IPD Survey conducted during the 1972-73 school term (Oklahoma City: Oklahoma Education Association, 1972-73).

CHAPTER III

METHODOLOGY

Five hundred and twenty-five classroom teachers, public school administrators, school board presidents, and personnel from the Oklahoma State Department of Education (OSDE) were asked to complete a 27-item questionnaire to determine their opinions relating to selected areas of the teacher-training programs in Oklahoma's colleges and universities. Specifically, how effective do the teacher-training programs seem to be in training undergraduate students for possible jobs in public education? Members of the four groups were asked to complete the 27-item questionnaire indicating their opinions about the training programs as they existed (Actual) and the way the training programs should exist (Ideal). The difference between the Actual and the Ideal scores reported by each individual was regarded as an indicator of the level of dissatisfaction/satisfaction with the teacher-training programs in Oklahoma's educational institutions. The Ideal, the Actual, and the discrepancy scores were used to test the five hypotheses stated in Chapter I. This chapter provides a detailed explanation of the procedures followed in the conduct of the study.

The methods and procedures are divided into three phases or areas: (1) the pre-experimental procedures, (2) the data-collection

procedures, and (3) the data-analysis procedures. Each of these phases or areas is, in turn, further divided into sub-areas or steps with the appropriate explanation.

Pre-Experimental Procedures

The pre-experimental procedures included the following steps: choice of research design; choice of populations and samples; choice of areas surveyed; development of questionnaires; choice of testing statistics; and obtaining approval/support for conducting the study.

Choice of Research Design

The next pre-experimental procedure was to determine the appropriate research design for the conduct of the experiment desired. The words "research design" are intended to mean the plan, structure, and strategy of the investigation devised to obtain answers to research questions and to control external sources of variation. The Plan is the overall scheme or program of the experimental problem; the Structure is the more specific structure or paradigm of the operation of the independent variables being controlled; and the Strategy, as used here, is even more specific than the structure--it is the actual method used in the gathering and analysis of the data.

A research design serves two basic purposes: (1) it provides answers to research questions posed by the investigator; and (2) it controls external sources (independent variables) of variation. In other words, it is through the design of a study that research is made effective and interpretable. Kerlinger made the following statement in regard to research and evaluation designs:

. . . How does design accomplish this? Research designs set up the framework for 'adequate' tests of the relations among variables. The design tells us, in a sense, what observation (measurements) to make, how to make them, and how to analyze the quantitative representations (data) of the observations. Strictly speaking, design does not 'tell' us precisely what to do, but rather suggests the directions of observation-making and analysis, how many observations should be made and which variables (independent) are active variables and which are assigned. We can then act to manipulate (control) the active variables and to dichotomize or trichotomize or otherwise categorize the assigned variables. A design tells us what type of statistical analysis to use. Finally, an adequate (proper for the particular situation) design outlines possible conclusions to be drawn from the statistical analysis.¹

The research design chosen for the present investigation was a survey-type study supplemented by additional data from other sources. A paradigm of the design is presented in Figure 2.

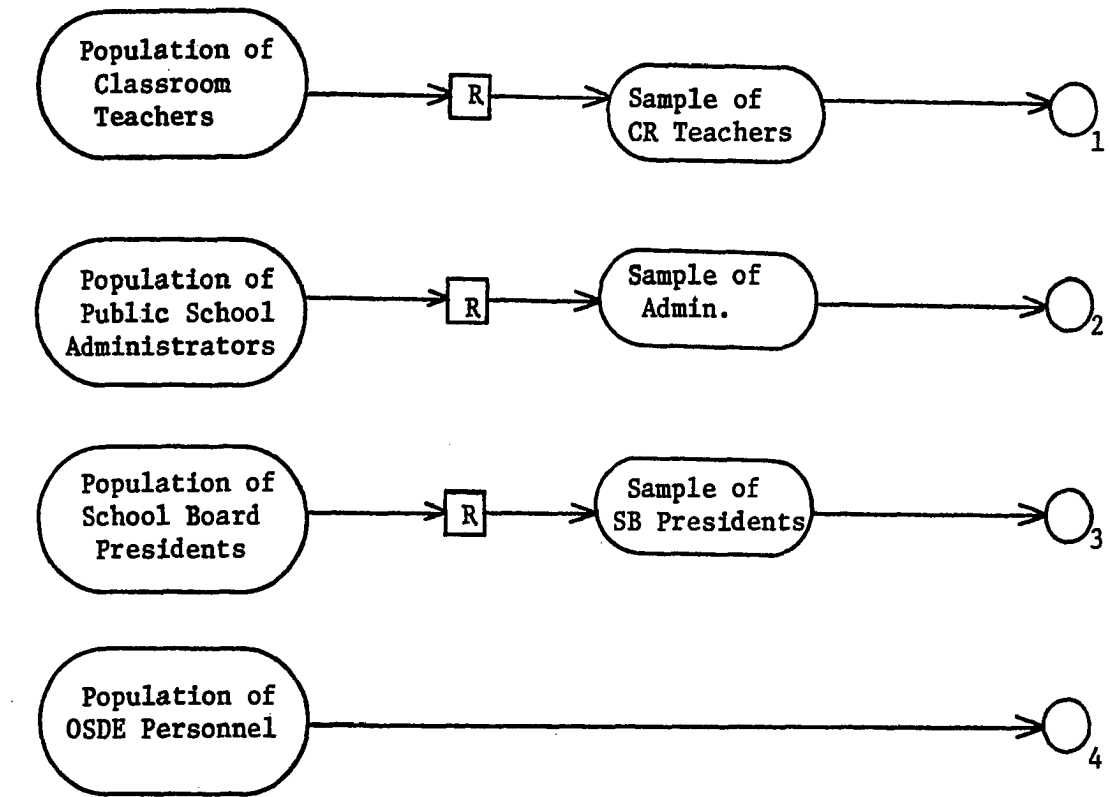
Choice of Populations and Samples

It was also necessary for the researcher to choose the four populations of participants and to obtain a stratified random sample from within each of the populations with the exception of the Oklahoma State Department of Education. The entire population of professional personnel within the OSDE was surveyed. The number of persons included in each of these populations is shown in Table 1 along with the sample size and the per cent of the total populations contained in the sample.

Choice of Areas Surveyed

The next step of the pre-experimental procedures was to choose the areas of teacher training which were surveyed. While the rationale for the various areas was established in the second chapter of this study,

¹Fred N. Kerlinger, Foundations of Behavioral Research (New York: Holt, Rinehart and Winston, Inc., 1965), pp. 196-97.



Explanation of Symbols:

- R = Random Selection or Random Sample Taken
- 1 = Observation Made--Questionnaire Completed by Classroom (CR) teachers
- 2 = Observation Made--Questionnaire Completed by Administrators
- 3 = Observation Made--Questionnaire Completed by the School Board (SB) Presidents
- 4 = Observation Made--Questionnaire Completed by the OSDE Personnel

Fig. 2--Illustration of Research Design

it was also necessary to enumerate the specific questionnaire items and to decide the nature of the questions to be asked. The research and publications of noted authorities served as the basis for choosing the many areas to be sampled. The 27 areas represented on the instrument with the sources of the suggested training problems are listed in Figure 3.

Development of Questionnaires

Four instruments, one for each group, were developed and submitted to a research committee for their comments, suggestions, and corrections. Following the incorporation of the corrections and additions of the research committee, the instruments were finalized. The questionnaires are shown in Appendices A (classroom teachers), B (Administrators), C (school board members), and D (Oklahoma State Department of Education personnel). The only differences in the instruments are the titles and the directions for completing the instrument.

Choice of Testing Statistics

The next step of the pre-experimental procedures was to select the appropriate statistical tests for making the desired statistical calculations. Five criteria were considered in determining the statistical tests used. These criteria were as follows: (1) the level of measurement of the data collected, (2) the number of participants in each of the groups, (3) the number of groups being compared/contrasted simultaneously, (4) the assumptions underlying the particular statistical test, and (5) the most important factor, the nature of the information being sought by the hypothesis being tested.¹ The exact statistical

¹Ibid., pp. 147-68.

TABLE 1
POPULATIONS AND SAMPLES OF PARTICIPATING GROUPS

Group	Total Population	Number of Participants	Per Cent of Total Population Represented
Public school teachers with Bachelor's Degree and five years experience or less	11,026	250	2.27
Public school administrators ^a	1,193	125	10.48
Local school board members ^b	2,600	75	2.88
Okla. State Dept. of Education Personnel ^c	75	75	100.00
Total	14,894	525	

^a1972-73 Legislator's Handbook published by the Finance Division
of the Oklahoma State Department of Education

^bOklahoma State School Board Association

^cThe Oklahoma Educational Directory for 1972-73 published by the
Oklahoma State Department of Education

<u>Questionnaire Item</u>	<u>Source</u>	<u>Page(s)</u>
1. Teaching methods in major area	Farquhar	26
2. Developmental psychology	Renner, et al.	86-117
3. Social forces in education	Gallup	33-36
4. Learning theory	Silberman	459-60
5. Learning problems	Bruner	17-54
6. Working with administrators	Gallup	33-36
7. Working within a community	Gallup	33-36
8. Analysis of teacher-student interaction	Amidon & Flanders	1-85
9. Inquiry method of teaching	Renner, et al.	54-75
10. Using new media and materials	Adams & Biddle	21-23
11. Professional identification	Edelfelt	1-9
12. Information systems in education	Literature	N/A
13. Behavior modification	Rosner, et al	4-5
14. Relationship of home environment and achievement	Gallup	33-36
15. External learning situations	Gallup	33-36
16. History and philosophy of education	NASDTEC	20
17. Future orientation of education	Gallup	33-36
18. Coping with peer pressures	Rosner	4-5
19. Practicum	NCATE	5-6
20. Propagating the American culture	NASDTEC	19-20
21. Understanding other races	Edelfelt	1-9
22. Drug education	State Law	N/A
23. Group dynamics	Amidon & Flanders	1-85
24. Individualized instruction	Stone	175-76
25. Accountability	(Proposed Law)	N/A
26. Learned societies	NCATE Standards	6
27. Discipline problems	IPD (Survey)	N/A
28. Other (Specify)	N/A	N/A

Fig. 3--Training Areas Contained on the Data-Collection Instrument

tests used in testing each of the hypotheses and the particular data used in the calculations are presented in Table 2.

Obtaining Approval/Support for Conducting the Study

The next step of the pre-experimental procedures was to obtain the support of certain administrative officers relevant to the groups being surveyed. In particular, the researcher sought the approval and support of the State Superintendent of Public Instruction, Oklahoma State Department of Education, and the Executive Director and Editor of the Oklahoma State School Boards Association.

After obtaining the necessary assistance and support to conduct the study, the questionnaires were distributed to the participants. An intensive effort was made to collect as many questionnaires as possible, although, the return of responses was considered to be terminated after a reasonable length of time.

Data-Collection Procedures

The second phase of the methodology was the data-collection procedures. These procedures included the actual collection of the data from the participants. In most cases the questionnaires were mailed to the persons being surveyed. However, the questionnaires were distributed in person to the OSDE personnel in an attempt to minimize the time lag caused by mailing the questionnaires.

Many contacts, both personal and by telephone, were made in an intensive effort to obtain a 100 per cent return of the questionnaires.

TABLE 2
STATISTICAL TESTS USED IN TESTING THE HYPOTHESES¹

Hypothesis	Statistical Tests to be Used	Numerical Values Involved
Ho ₁	Wilcoxon "T" for Matched Pairs	Actual and Ideal scores of teachers
Ho ₂	Wilcoxon "T" for Matched Pairs	Actual and Ideal scores of adminis- trators
Ho ₃	Wilcoxon "T" for Matched Pairs	Actual and Ideal scores of school board members
Ho ₄	Wilcoxon "T" for Matched Pairs	Actual and Ideal scores of OSDE personnel
Ho ₅	Kruskal-Wallis "H" Test	Actual/Ideal dis- crepancy scores of teachers, adminis- trators, school board members, and OSDE personnel

¹Sidney Siegel, Nonparametric Statistics for the Behavioral Sciences (New York: McGraw-Hill, Inc., 1956), pp. 116-127, 189-193.

Data-Analysis Procedures

The third, and final phase of the methodology was the analysis of the data. This phase consisted of the pre-analysis treatment of the data and the actual processing of the data by electronic data-processing equipment.

Pre-Analysis Treatment of Data

Following receipt of the questionnaires the responses were coded for entry onto computer cards. The data was keypunched by personnel from the State Department of Education, State Capitol Building, Oklahoma City, Oklahoma. The format used to enter the data on cards is shown in Figure 4.

<u>Information</u>	<u>Card Columns</u>
1. Group number	2
2. Participant's ID number	2-8
3. Actual and Ideal scores from questionnaire items 1-28	9-64
4. Blank columns	65-80

Fig. 4--Illustration of Card Format for Entering Data

Statistical Calculations

The data, coded on computer cards, was entered into the computer and analyzed to determine the results of the study. The services and equipment available through the Canadian Valley Rural Electric Cooperative at Seminole, Oklahoma were used. The Canadian Valley Data Center is equipped with an IBM 360-50 computer and accompanying configuration. Part of this configuration consists of several pre-written computer programs designed to make statistical calculations from data submitted through computer cards. Several of these pre-written programs were used in testing the hypotheses stated in Chapter I. The final results of making these statistical calculations are presented in the body of the dissertation, and the raw data collected from each of the individuals are presented in Appendix E.

The primary statistical calculations made in the analysis of the data consisted of the Wilcoxon "T" for matched pairs, the Kruskal-Wallis "H" test, and several descriptive statistics such as the mean (\bar{X}), standard deviation (s), variance (s^2), percentages, and ranges.

Summary of Methods and Procedures

The questionnaire method was used to collect data from classroom teachers, administrators, school board presidents, and OSDE personnel relating to their opinions of 27 different areas of teacher-training programs in Oklahoma's colleges and universities. Each subject's Actual and Ideal response to each questionnaire item was used to test five hypotheses concerning his satisfaction with training procedures. The results of the statistical calculations made served as a basis to draw

inferences and to make recommendations concerning the revision and expansion of the present teacher-training efforts.

Chapter IV contains the results of the statistical analysis. The results of testing the stated hypotheses are preceded by the descriptive data associated with each of the four groups of participants. Each of the hypotheses is presented separately followed by an overall synthesis of the results presented at the end of the chapter.

CHAPTER IV

ANALYSIS AND INTERPRETATION OF DATA

This chapter of the research report contains the analysis and interpretation of the data taken from the survey questionnaires mailed to classroom teachers, public school administrators, presidents of local boards of education, and Oklahoma State Department of Education personnel.

The major questions this research effort attempted to answer were as follows:

1. Are the teacher-training programs in Oklahoma's colleges and universities emphasizing the kinds of materials and skills which can be utilized by the program participants once they have completed the program and assumed the responsibilities of teaching in a public school system?
2. Is there a difference in the way that teachers, administrators, school board members, and Oklahoma State Department of Education personnel perceive the teacher-training programs in Oklahoma's colleges and universities?
3. How much difference, if any, is there between the way the four groups perceive the teacher-training programs that were conducted and the way they believe the programs should be conducted in the future?

Participants from each of the four groups were selected randomly with the exception of the State Department of Education personnel. In the

OSDE group, all were asked to participate in the study. The defining characteristics of the four groups were as follows:

1. Classroom Teachers were certified by the OSDE, had received their training in one of the teacher-training programs in Oklahoma's colleges and universities, were teaching in Oklahoma's public school system during the 1972-73 academic school year, and were teaching in one of the areas of Special Education, Kindergarten, Elementary, Junior High, or High School.

2. Public School Administrators were serving in an administrative capacity in Oklahoma's Public School System during the 1972-73 academic year in one of the following positions: Superintendent, Assistant Superintendent, Administrative Assistant, Elementary (non-teaching) Principal, Junior High (non-teaching) Principal, and High School (non-teaching) Principal.

3. Presidents of Boards of Education were presidents of their local boards of education who had been elected by a majority vote to serve in that capacity for the 1972-73 academic year.

4. Oklahoma State Department of Education Personnel were those members of the Department who had been trained in education and/or administration and had the primary function to develop, implement, and administer the policies and programs of the Oklahoma State Department of Education.

Five hundred and twenty-five questionnaires were mailed to the four groups. Table 3 shows the number mailed to each group and the number and the percentage returned.

Although the questionnaires sent to the four groups contained the same 27 items, the directions for each of the four instruments were modified. The 27 items of the survey questionnaire pertained to the preparatory programs for teachers at the undergraduate level in Oklahoma's colleges and universities. Copies of the questionnaire sent to the various groups are presented in Appendices A, B, C, and D.

The participant's responses to the individual questionnaire items were compared on an item-by-item basis. These comparisons are presented in Tables 4, 5, 6, and 7. These tables were actually the

TABLE 3

NUMBER OF QUESTIONNAIRES MAILED TO EACH GROUP AND STRATA
WITHIN EACH GROUP, SHOWING PERCENTAGE OF RETURN

Group	Number Mailed	Number Returned	Percentage Returned
Teachers			
a. Kindergarten Teachers	8	5	63
b. Elementary Teachers	111	47	42
c. Junior High Teachers	46	28	61
d. High School Teachers	70	42	60
e. Special Education Teachers	15	9	60
Administrators			
a. Superintendents	43	32	74
b. Assistant Superintendents	4	3	75
c. Administrative Assistants	7	5	71
d. Elementary Principals	42	35	83
e. Junior High Principals	13	8	62
f. High School Principals	16	14	88
Presidents of Boards of Education	75	42	56
State Department Personnel	75	69	92
Total	525	339	64

results of testing hypotheses 1, 2, 3, and 4. The results of testing hypothesis 5, a comparison of the discrepancy scores noted for each of the four groups of participants, is presented in Table 8.

Results of Hypotheses Testing

Results of Testing H_{01}

The proposition tested in hypothesis 1 was as follows:

H_{01} There is no significant difference between the amount of emphasis that is currently being given to certain areas of training in the teacher-training programs of Oklahoma's

colleges and universities and the amount of emphasis which should be given to these areas as reported by the classroom teachers who have been trained in these programs.

This hypothesis was tested by using a Wilcoxon "T" Test of signed-ranks for matched pairs of observations. The computed T value was converted to a "z" format since the total number of participants within the groups always exceeded 25.¹ The z values computed between the Actual and the Ideal scores reported by the classroom teachers are presented in Table 4 along with the means and standard deviations of the discrepancy scores observed between each set of ratings. The hypothesis (H_{01}) was tested by comparing the Actual and the Ideal ratings made for the total questionnaire. The results of these calculations are presented at the bottom of the table.

The results presented in Table 4 show that the classroom teachers indicated a significant discrepancy on 25 of the 27 items listed on the questionnaire. The only two areas not showing a significant discrepancy between the Actual and the Ideal ratings were as follows: (1) history and philosophy of education and (2) future orientation of education.

The teachers showed an overall discrepancy between their Actual and Ideal ratings of the various areas of 1.54 rating points. This figure converted to a highly significant z value ($\bar{X} = 1.54$, $s = 0.61$; $z = 3.60$, $p < .001$). These results allowed the researcher to reject the first hypothesis and conclude that the 131 classroom teachers believed that there was a considerable difference between the amount of emphasis being placed on the various areas of teacher training in Oklahoma's colleges and universities and the amount of emphasis which should be placed on these areas.

¹Ibid., p. 79.

TABLE 4
SUMMARY OF CLASSROOM TEACHERS' RESPONSES TO QUESTIONNAIRE ITEMS
(N = 131)

Questionnaire Items	Discrepancy Scores		Converted "z" Value ^a	Significance Level
	Mean	Standard Deviation		
1. Teaching methods in major area	1.80	1.03	5.51	<.001
2. Developmental psychology	1.40	1.65	2.69	<.01
3. Social forces in education	1.40	1.43	3.10	<.01
4. Learning theory	2.00	1.56	4.05	<.001
5. Learning problems	0.80	1.23	2.06	<.05
6. Working with administrators	1.80	1.40	4.07	<.001
7. Working within a community	1.70	1.06	5.07	<.001
8. Analysis of teacher/student interactions	1.40	1.07	4.12	<.001
9. Inquiry method of teaching	2.00	1.56	4.05	<.001
10. Using new media and materials	1.40	1.43	3.10	<.01
11. Professional identification	1.00	1.41	2.24	<.05
12. Information systems in education	1.40	0.84	5.25	<.001
13. Behavior modification	1.60	0.51	3.36	<.001
14. Relationship of home environment and achievement	1.30	1.64	2.51	<.01
15. External learning situations	0.89	0.78	3.41	<.001
16. History and philosophy of education	-0.60	1.35	-1.41	>.05
17. Future orientation of education	1.30	2.21	1.86	>.05
18. Coping with peer pressures	1.50	1.18	4.02	<.001
19. Practicum in teaching	1.30	0.82	4.99	<.001
20. Propagating the American culture	1.60	0.17	4.31	<.001
21. Understanding other races	1.80	1.81	3.14	<.01
22. Drug education	2.80	1.32	6.73	<.001
23. Group dynamics	2.10	1.37	4.85	<.001
24. Individualized instruction	2.20	1.99	3.50	<.001
25. Accountability	1.70	1.34	4.02	<.001
26. Learned societies	1.80	1.14	5.01	<.001
27. Discipline problems	2.20	1.32	5.28	<.001
28. Other (Specify)	----	----	----	
Total Statistics	$\bar{X} = 1.54$ $s = 0.61$		3.60	<.001

^aThere were 131 classroom teachers in the group. This large number of subjects allowed the researcher to convert the Wilcoxon "T" value to a "z" value since the sum of ranks may be assumed to be normally distributed. (Sidney Siegel, *Nonparametric Statistics*, p. 79.)

The six questionnaire items showing the greatest discrepancy values were as follows (in descending order); (1) drug education, (2) teaching methods in major area, (3) discipline problems, (4) information systems in education, (5) working within a community, and (6) learned societies. The only area which the teachers felt was being over-emphasized was the history and philosophy of education. The over-emphasis indication resulted in a negative value for the mean and z value of the item being rated (Item No. 16).

Results of Testing Ho₂

The proposition tested in hypothesis 2 was as follows:

- Ho₂ There is no significant difference between the amount of emphasis that is currently being given to certain areas of training in the teacher-training programs of Oklahoma's colleges and universities and the amount of emphasis which should be given to these areas as reported by the administrators in Oklahoma's public school systems.

This hypothesis was also tested with a Wilcoxon "T" Test of signed-ranks for matched pairs of observations. Tests were made comparing the differences noted between the Actual and the Ideal ratings made for each of the questionnaire items. The test made in determining the outcome of the stated hypothesis required a comparison of all Actual and all Ideal ratings made on all items. Thus, the mean values computed for the individual items became raw scores for the testing of the overall hypothesis. The results of the comparisons made for each questionnaire item are presented in Table 5 along with the mean and standard deviation of the discrepancy ratings made on each item, the mean and standard deviation of all mean discrepancy ratings, and the results of the omnibus "z" test.

TABLE 5
SUMMARY OF ADMINISTRATORS' RESPONSES TO QUESTIONNAIRE ITEMS
(N = 97)

Questionnaire Items	Discrepancy Scores		Converted ^a "z" Value	Significance Level
	Mean	Standard Deviation		
1. Teaching methods in major area	1.40	1.07	4.12	<.001
2. Developmental psychology	1.50	1.27	3.74	<.001
3. Social forces in education	0.70	0.95	2.33	<.05
4. Learning theory	1.50	1.27	3.74	<.001
5. Learning problems	0.60	0.97	1.96	<.05
6. Working with administrators	1.40	1.07	4.12	<.001
7. Working within a community	1.80	1.48	3.86	<.001
8. Analysis of teacher/student interactions	1.20	0.92	4.13	<.001
9. Inquiry method of teaching	1.20	1.23	3.09	<.01
10. Using new media and materials	0.90	1.29	2.21	<.05
11. Professional identification	1.70	1.16	4.64	<.001
12. Information systems in education	1.00	0.67	4.74	<.001
13. Behavior modification	0.80	1.03	2.45	<.05
14. Relationship of home environment and achievement	1.33	1.00	4.00	<.001
15. External learning situations	1.20	0.92	4.13	<.001
16. History and philosophy of education	-0.30	0.48	-1.96	<.05
17. Future orientation of education	1.00	0.82	3.87	<.001
18. Coping with peer pressures	2.11	1.27	4.99	<.001
19. Practicum in teaching	1.60	1.35	3.75	<.001
20. Propagating the American culture	0.66	0.71	2.83	<.01
21. Understanding other races	-0.56	0.73	-2.29	<.05
22. Drug education	1.10	1.01	3.16	<.01
23. Group dynamics	1.00	1.05	3.00	<.01
24. Individualized instruction	2.11	0.93	6.83	<.001
25. Accountability	1.67	0.87	5.77	<.001
26. Learned societies	0.60	0.62	3.67	<.001
27. Discipline problems	2.20	1.62	4.30	<.001
28. Other (Specify)	----	----	----	
Total Statistics	$\bar{X} = 1.12$ $s = 0.67$		3.26	<.01

^aThere were 97 administrators in the group. This large number of subjects allowed the researcher to convert the Wilcoxon "T" value to a "z" value since the sum of ranks may be assumed to be normally distributed. (Sidney Siegel, Nonparametric Statistics, p. 79.)

Significance beyond the .05 level was indicated by administrators on all 27 questionnaire items.

The administrators showed an overall discrepancy between their Actual and Ideal ratings of the various areas of 1.12 points. This figure converted to a highly significant z value ($\bar{X} = 1.12$, $s = 0.67$, $z = 3.26$, $p < .01$). These results allowed the researcher to reject the second hypothesis and conclude that 97 administrators believed that there was a considerable difference between the amount of emphasis being placed on the various areas of teacher training in Oklahoma's colleges and Universities and the amount of emphasis which should be placed on these areas.

The six items showing the greatest "z" value or discrepancy between the Actual and the Ideal emphasis given to the various areas of an undergraduate teacher-training program in descending order were-- individualized instruction, accountability, coping with peer pressures, information systems in education, professional identification, and discipline problems.

The two items showing a negative "z" value in descending order were understanding of other races and history and philosophy of education.

Results of Testing H_{o_3}

The proposition tested in hypothesis 3 was as follows:

- H_{o_3} There is no significant difference between the amount of emphasis that is currently being given to certain areas of training programs of Oklahoma's colleges and universities and the amount of emphasis which should be given to these areas as reported by school board presidents from Oklahoma's public school systems.

The third hypothesis was also tested with a Wilcoxon "T" Test of signed-ranks for matched pairs of observations. Tests were made comparing the differences noted between the Actual and the Ideal ratings made for each of the questionnaire items. The test made in determining the outcome of the stated hypothesis required a comparison of all Actual and all Ideal ratings made on all items. Thus, the mean values computed for the individual items became raw scores for the testing of the over-all hypothesis. The results of the comparisons made for each questionnaire item are presented in Table 6 along with the mean and standard deviation of the discrepancy ratings made on each item, the mean and standard deviation of all mean discrepancy ratings, and the results of the omnibus "z" test.

Significance beyond the .05 level was indicated for all items except the items of teaching methods in major area, history and philosophy of education, and individualized instruction.

The presidents of local boards of education showed an over-all discrepancy between their Actual and Ideal ratings of the various areas of 1.17 rating points. This figure converted to a highly significant \underline{z} value ($\bar{X} = 1.17$, $s = 0.70$, $\underline{z} = 3.40$, $p < .001$). The results allowed the researcher to reject the third hypothesis and conclude that 42 local board presidents believed that there was a considerable difference between the amount of emphasis being placed on the various areas of teacher training in Oklahoma's colleges and universities and the amount of emphasis which should be placed on these areas.

The six items showing the greatest "z" value or discrepancy between the Actual and the Ideal emphasis in descending order were--

TABLE 6
SUMMARY OF RESPONSES GIVEN BY THE LOCAL SCHOOL BOARD PRESIDENTS

(N = 42)

Questionnaire Items	Discrepancy Scores		Converted ^a "z" Value	Significance Level
	Mean	Standard Deviation		
1. Teaching methods in major area	0.70	1.16	1.91	>.05
2. Developmental psychology	2.10	0.99	6.68	<.001
3. Social forces in education	1.60	0.84	6.00	<.001
4. Learning theory	1.90	1.52	3.94	<.001
5. Learning problems	1.00	1.16	2.74	<.01
6. Working with administrators	1.50	1.72	2.76	<.01
7. Working within a community	2.50	1.08	7.32	<.001
8. Analysis of teacher/student interactions	0.80	1.23	2.06	<.05
9. Inquiry method of teaching	1.40	0.97	4.58	<.001
10. Using new media and materials	0.80	0.92	2.75	<.01
11. Professional identification	1.20	1.62	2.34	<.05
12. Information systems in education	1.30	1.06	3.88	<.001
13. Behavior modification	1.70	0.82	6.53	<.001
14. Relationship of home environment and achievement	1.60	0.96	5.24	<.001
15. External learning situations	1.60	0.96	5.24	<.001
16. History and philosophy of education	-0.20	1.32	-0.48	>.05
17. Future orientation of education	1.20	0.79	4.81	<.001
18. Coping with peer pressures	1.60	1.43	3.54	<.001
19. Practicum in teaching	1.20	0.79	4.81	<.001
20. Propagating the American culture	1.90	1.29	4.67	<.001
21. Understanding other races	-0.73	1.34	-5.16	<.001
22. Drug education	1.10	0.74	4.71	<.001
23. Group dynamics	1.20	1.03	3.67	<.001
24. Individualized instruction	0.30	0.82	1.15	>.05
25. Accountability	1.10	1.37	2.54	<.05
26. Learned societies	1.30	0.95	4.33	<.001
27. Discipline problems	1.10	1.29	2.70	<.01
28. Other (Specify)	----	----	----	
Total Statistics	$\bar{X} = 1.17$ $s = 0.70$		3.40	<.001

^aThere were 42 local school board presidents in the group. This large number of subjects allowed the researcher to convert the Wilcoxon "T" value to a "z" value since the sum of ranks may be assumed to be normally distributed. (Sidney Siegel, *Nonparametric Statistics*, p. 79.)

working within a community, developmental psychology, behavior modification, social forces in education, and relationship of home environment and achievement, and external learning situations receiving an equal amount of discrepancy.

The understanding of other races and history and philosophy of education received a negative "z" value, indicating that the board member respondents feel too much emphasis is being placed on these two areas.

Results of Testing Ho₄

The proposition tested in hypothesis 4 was as follows:

- Ho₄ There is no significant difference between the amount of emphasis that is currently being given to certain areas of training in the teacher-training programs of Oklahoma's colleges and universities and the amount of emphasis which should be given to these areas as reported by selected personnel from the Oklahoma State Department of Education.

The fourth hypothesis was also tested with a Wilcoxon "T" Test of signed-ranks for matched pairs of observations. Tests were made comparing the differences noted between the Actual and the Ideal ratings made for each of the questionnaire items. The test made in determining the outcome of the stated hypothesis required a comparison of all Actual and all Ideal ratings made on all items. Thus, the mean values computed for the individual items became raw scores for the testing of the over-all hypothesis.

It should be noted that all of the Oklahoma State Department of Education personnel were asked to participate as there were only 75 persons within the group. Sixty-nine of the OSDE personnel completed the survey questionnaire.

The results of the comparisons made for each questionnaire item are presented in Table 7 with the mean and standard deviation of the discrepancy ratings made on each item, the mean and standard deviation of all mean discrepancy ratings, and the results of the omnibus "z" test.

Significance beyond the .05 level was shown by State Department of Education personnel for all questionnaire items except history and philosophy of education.

The State Department of Education personnel showed an overall discrepancy between their Actual and Ideal ratings of the various areas of 1.36 rating points. This figure converted to a highly significant z value ($\bar{X} = 1.36$, $s = 0.51$, $z = 3.28$, $p < .01$). These results allowed the researcher to reject the fourth hypothesis and conclude that 69 State Department of Education personnel believed that there was a considerable difference between the amount of emphasis being placed on the various areas of teacher training in Oklahoma's colleges and universities and the amount of emphasis that should be placed on these areas.

The six items showing the greatest "z" value or discrepancy between the Actual and the Ideal emphasis in descending order were-- relationship of home environment and achievement, developmental psychology, working within a community, teaching methods in major area, behavior modification, and using new media and materials.

The only item that State Department of Education personnel felt was receiving too much emphasis in the undergraduate training program, or a negative "z" value, was history and philosophy of education.

TABLE 7
SUMMARY OF RESPONSES GIVEN BY THE STATE DEPARTMENT OF EDUCATION PERSONNEL
(N = 69)

Questionnaire Items	Discrepancy Scores		Converted ^a "z" Value	Significance Level
	Mean	Standard Deviation		
1. Teaching methods in major area	1.70	1.16	4.64	<.001
2. Developmental psychology	1.90	1.20	5.02	<.001
3. Social forces in education	0.90	1.29	2.21	<.05
4. Learning theory	1.50	1.51	3.14	<.01
5. Learning problems	1.60	1.17	4.31	<.001
6. Working with administrators	1.20	1.03	3.67	<.001
7. Working within a community	1.78	1.09	4.88	<.001
8. Analysis of teacher/student interactions	1.22	1.79	2.05	<.05
9. Inquiry method of teaching	1.10	1.45	2.40	<.05
10. Using new media and materials	1.80	1.32	4.32	<.001
11. Professional identification	1.32	1.25	3.28	<.01
12. Information systems in education	1.78	1.30	4.10	<.001
13. Behavior modification	1.67	1.12	4.47	<.001
14. Relationship of home environment and achievement	1.70	0.95	5.67	<.001
15. External learning situations	1.40	1.17	3.77	<.001
16. History and philosophy of education	-0.20	1.23	-0.51	>.05
17. Future orientation of education	1.20	1.40	2.71	<.01
18. Coping with peer pressures	1.70	1.42	3.78	<.001
19. Practicum in teaching	1.00	1.56	2.02	<.05
20. Propagating the American culture	1.50	1.43	3.31	<.001
21. Understanding other races	1.30	1.42	2.90	<.01
22. Drug education	1.60	1.43	3.54	<.001
23. Group dynamics	1.20	1.23	3.09	<.001
24. Individualized instruction	1.90	1.45	4.15	<.001
25. Accountability	2.00	1.56	4.05	<.001
26. Learned societies	1.00	1.56	2.02	<.05
27. Discipline problems	1.40	1.58	2.81	<.01
28. Other (Specify)	----	----	----	
Total Statistics	$\bar{X} = 1.36$ $s = 0.51$		3.28	<.01

^aThere were 69 State Department of Education personnel in the group. This large number of subjects allowed the researcher to convert the Wilcoxon "T" value to a "z" value since the sum of ranks may be assumed to be normally distributed. (Sidney Siegel, Nonparametric Statistics, p. 79.)

Results of Testing Ho₅

The proposition tested in hypothesis 5 was as follows:

- Ho₅ There is no significant difference among the discrepancy scores reported by classroom teachers, administrators, personnel from the Oklahoma State Department of Education, and school board presidents concerning the Actual and Ideal training situations in the teacher-training programs of Oklahoma's colleges and universities.

The Wilcoxon "T" Test was not appropriate for testing hypothesis 5 since there were more than two groups being compared and the measures being compared for the groups were statistically independent of each other. Siegel indicated that the appropriate test to be used for making such comparisons would be the Kruskal-Wallis "H" Test, a one-way analysis of variance for rank order data. The results of the calculations made in performing this statistical test are presented in Table 8.

TABLE 8
A COMPARISON OF THE DISCREPANCY INDICES OF THE FOUR
GROUPS OF PARTICIPANTS

Source of Variation	Sum of Squares	df	Mean Squares	F	Sign. Level
Between	2.20	3	0.733	0.213	>.05
Within	358.69	104	3.449		
Total	360.89	107			

The results presented in Table 8 show that there was no significant difference among the overall discrepancy ratings reported by the four groups of participants ($F = 0.213$, $df = 104/3$, $p > .05$). The classroom teachers showed the highest overall discrepancy rating ($z = 3.60$)

while the administrators showed the lowest discrepancy rating ($z = 3.26$). These differences were such that results of the statistical calculations affirmed the fifth hypothesis. Therefore, there was no significant difference between the four groups' Actual-Ideal discrepancy scores concerning the amount of emphasis currently being placed on certain areas of teacher-preparatory programs in Oklahoma's colleges and universities.

Since the overall test of significance was not statistically significant, no post-hoc comparisons could be made among the individual group means so the statistical analysis of hypothesis 5 was terminated at this point.

Caution should be exercised in the interpretation of the results reported in Table 8. Although there was no significant difference between the overall discrepancy ratings reported by the four groups, it does not preclude the fact that there was significance on most all questionnaire items within each group. The results do show that the four groups of participants showed very significant discrepancy scores for the overall rating of the questionnaire; however, none of the groups' overall discrepancy ratings were statistically greater than any other.

Summary of Hypotheses Testing

The five stated hypotheses were tested by analyzing the Actual and the Ideal ratings made of 27 different areas included in the teacher-preparatory programs of Oklahoma's colleges and universities. The discrepancy observed between these two ratings served as the unit of measure in determining classroom teachers', administrators', school board presidents', and Oklahoma State Department of Education personnel's perceptions of the extent of emphasis which is currently being given to

certain areas as well as extent of emphasis which they feel should be given to these same areas. The null propositions of hypotheses 1, 2, 3, and 4 were rejected. However, the null proposition of the fifth hypothesis was affirmed since the observed differences among the discrepancy ratings reported by the four groups were not significantly different. The conclusions drawn from these results are presented in the final chapter of this report.

Ancillary Findings

In addition to the data reported in testing the five hypotheses, there were several relevant findings which gave added meaning to the results described earlier. These findings are presented in this section.

The researcher compared the computed z values of each of the four groups on all data collection items. The participants' Actual ratings of the various areas were subtracted from their Ideal ratings of the same areas and the resulting discrepancy scores were summed and the mean was computed for each teacher-preparation area. These average discrepancy ratings were then converted to a z value to determine their statistical significance. The final calculations showed a z value for each of the 27 areas on the rating instrument. The ancillary findings are basically a comparison of the z values computed for the various groups on each of the areas being rated.

The greatest discrepancy between what is actually taught in certain areas of the teacher-preparatory programs (Actual) of Oklahoma's colleges and universities and the amount of emphasis which should be placed on these areas (Ideal) would logically result in the greatest z value of the discrepancy ratings. The six highest discrepancy ratings (z values) computed for each group are compared in Table 9.

TABLE 9
A COMPARISON OF EACH GROUP'S MOST DISCREPANT AREAS

GROUPS				Rank Order of Discrepancy Rating <u>z</u> Values
Teachers	Administrators	School Board Presidents	Oklahoma State Department of Education Personnel	
1. Drug Education	1. Individualized Instruction	1. Working Within a Community	1. Relationship of Home Environment and Achievement	1st
2. Teaching Methods in Major Area	2. Accountability	2. Developmental Psychology	2. Developmental Psychology	2nd
3. Discipline Problems	3. Coping with Peer Pressures	3. Behavior Modification	3. Working Within a Community	3rd
4. Information Systems in Education	4. Information Systems in Education	4. Social Forces in Education	4. Teaching Methods in Major Area	4th
5. Working Within a Community	5. Professional Identification	5. Relationship of Home Environment and Achievement ^a	5. Behavior Modification	5th
6. Learned Societies	6. Discipline Problems	6. External Learning Situations ^a	6. Using New Media and Materials	6th

^aIdentical "z" Values Reported for These Two Areas

The areas of teacher preparation shown in Table 9 are those areas which received the highest discrepancy ratings by the individual groups. A careful examination of the areas reveals interesting patterns within groups as well as among the four groups of participants.

The highest \underline{z} value was observed for the presidents of the local school boards of education on their Actual-Ideal ratings of "working within the community" ($\underline{z} = 7.32$). This suggests that the board members feel that there is an infinite difference between what is and what should be taught to prospective teachers concerning the importance of working within the local community. On the other hand, the school board presidents also had the highest negative \underline{z} value recorded for any group on any item ($\underline{z} = -5.16$). This highly negative value was computed from the board members' discrepancy ratings of the area of "understanding other races." A negative rating indicates that the board presidents feel that this particular area of the teacher-preparatory programs may be over-emphasized by Oklahoma's colleges and universities.

Another finding which may be drawn from the data presented in Table 9 concerns the area of "history and philosophy of education." This was the only area of teacher preparation which all four groups felt was being over-emphasized at the undergraduate level. One possible explanation for this could be the failure of the various professors to relate the philosophical and historical concepts being taught to the every day teaching experience. Another possible explanation could be that many courses in the history and philosophy of education have traditionally been lecture-type courses with very little emphasis on field activities. Still another possible explanation might be the

students' readiness for courses in the history and philosophy of education. For instance, it is quite possible that many of the participants were unable to see the usefulness of the content of courses in philosophy and history of education at the time they were participating in their teacher-preparatory program.

The areas showing the highest discrepancy ratings for each group were those areas which they felt were being under-emphasized. Two of the top six areas of discrepancy which were listed by all four groups of participants were "the ability to change students' behavior" (behavior modification) and/or "coping with classroom discipline problems." Apparently all four groups felt that the teacher-preparatory programs in Oklahoma's colleges and universities were doing an inadequate job of preparing classroom teachers to cope with discipline problems.

Another interesting aspect of Table 9 is that teachers, school board presidents, and State Department of Education personnel indicated that "working within a community" is significantly under-emphasized within the undergraduate teacher-preparatory programs in Oklahoma's colleges and universities. At the same time, administrators indicated that "working within the community" is significantly under-emphasized. However, it was not listed as one of the top six areas of discrepancy by the administrators.

The classroom teachers showed the greatest discrepancy in the area of "teaching methods in major area." On the other hand, these same teachers ranked "the history and philosophy of education" as the most over-emphasized area of the teacher-preparatory programs.

It is also interesting to note that the administrators and the classroom teachers gave comparable discrepancy ratings to the areas of

"working effectively with administrators" and "coping with peer pressures." This result came as no real surprise since both of these groups are involved in the two areas being considered.

The four groups of participants were equally divided on some of the areas being rated. For instance, the public school administrators and the presidents of the local boards of education felt that teacher-preparatory programs are currently placing too much emphasis on "the understanding of other races" while classroom teachers and State Department of Education personnel felt that this area was not being emphasized enough.

Summary of Ancillary Findings

The ancillary findings presented in this section of the report show that a crude factor analysis can be made by inspecting the patterns of ratings shown for each of the four groups. Table 9 shows that the teachers and administrators show a great deal of commonality among their discrepancy ratings and the school board presidents and the State Department of Education personnel show some overlap. The only area of commonality for all four groups, however, seems to be in the area of "discipline problems" and "behavior modification." All other areas are unique to only one or two of the groups. The general pattern seems to be that all groups believe that teachers are ill prepared to handle classroom discipline problems when they leave the teacher-preparatory programs conducted by Oklahoma's colleges and universities.

The secondary findings and results presented in this section have been an attempt to further explain certain patterns of the discrepancy ratings of the various groups of participants. No attempt has

been made to draw the conclusions resulting from the testing of the five hypotheses. The final conclusions drawn from the results presented in Tables 3 through 8 are presented in the final chapter of this study. The final chapter also contains a short summary of the entire study, findings, implications, and conclusions.

CHAPTER V

SUMMARY, FINDINGS, IMPLICATIONS, AND CONCLUSIONS

Summary

The purpose of this study was to determine if there was a difference of opinion between and among the responses reported by public school teachers, public school administrators, members of local boards of education, and Oklahoma State Department of Education personnel concerning the methods and areas of emphasis in teacher-training programs in Oklahoma's colleges and universities. More specifically, the purpose of this study was to compare the discrepancy scores (the difference between the amount of emphasis being placed on a certain area and the amount of emphasis that should be placed on the area) reported by each of the four groups on each of the areas of teacher-training programs represented on the data-collection instruments shown in Appendices A, B, C, and D.

The instrument utilized in this research contained 27 areas as noted by various educational authorities. The instrument was submitted to four groups of subjects. One group surveyed was classroom teachers in Oklahoma's public schools who were actively teaching during the 1972-73 academic year. The classroom teachers were trained in one of Oklahoma's colleges or universities within the past five years and still hold a Bachelor's degree.

The administrative group surveyed were full-time administrators in Oklahoma's public schools during the 1972-73 academic year.

The local board of education presidents surveyed were actively serving as president of their local board during the 1972-73 academic year in Oklahoma's public schools.

The Oklahoma State Department of Education personnel were actively serving within the State Department of Education during the 1972-73 academic year.

The questionnaires were mailed or personally given to a total of 525 subjects. Of the 525 instruments, 75 instruments were mailed to presidents of boards of education with a 56 per cent return; 75 were mailed or personally given to 75 State Department of Education personnel with a 92 per cent return; 125 were mailed to administrators with a 75 per cent return; and 250 were mailed to classroom teachers resulting in a 52 per cent return.

Findings

Hypotheses 1, 2, 3, and 4 were tested by utilizing the Wilcoxon "T" for matched pairs and a "z" score conversion. Hypothesis 5 was tested utilizing the Kruskal-Wallis (H Test). Significance for either accepting or rejecting the stated hypothesis was set at the .05 level.

The findings drawn in this section of the study are based on the results observed when the data were analyzed, interpreted, and synthesized.

Hypothesis 1 stated that: There is no significant difference between the amount of emphasis that is currently being given to certain areas of training in the teacher-training programs of Oklahoma's colleges and universities and the amount of emphasis which should be given to

these areas as reported by the classroom teachers who have been trained in these programs. The hypothesis was rejected.

Hypothesis 2 stated that: There is no significant difference between the amount of emphasis that is currently being given to certain areas of training in the teacher-training programs of Oklahoma's colleges and universities and the amount of emphasis which should be given to these areas as reported by the administrators in Oklahoma's public school systems. The hypothesis was rejected.

Hypothesis 3 stated that: There is no significant difference between the amount of emphasis that is currently being given to certain areas of training in the teacher-training programs of Oklahoma's colleges and universities and the amount of emphasis which should be given to these areas as reported by school board presidents from Oklahoma's public school systems. The hypothesis was rejected.

Hypothesis 4 stated that: There is no significant difference between the amount of emphasis that is currently being given to certain areas of training in the teacher-training programs of Oklahoma's colleges and universities and the amount of emphasis which should be given to these areas as reported by selected personnel from the Oklahoma State Department of Education. The hypothesis was rejected.

Hypothesis 5 stated that: There is no significant difference among the discrepancy scores reported by classroom teachers, administrators, personnel from the State Department of Education, and school board presidents concerning the Actual and Ideal training situations in the teacher-training situations in the teacher-training programs of Oklahoma's colleges and universities. The hypothesis was affirmed.

Implications

Implications for further research can be basically grouped into three areas: (1) comparable research with different samples of subjects, (2) different instruments, and (3) different conditions.

The results of this study cannot be safely generalized to Oklahoma's entire teaching population since the results of any survey can only be generalized to the parent population. For further study different subjects possibly should be considered. It should be noted that certain classroom teachers culminated their formal teacher-preparatory program five years prior to being surveyed. Those teachers could conceivably have forgotten some of the details asked for in the survey instrument resulting in a more significant discrepancy score. Possibly first-year teachers could be surveyed as opposed to those having more experience. First-year teachers could be compared to teachers who have been teaching a longer period of time.

It should be noted that this study involved the entire undergraduate teacher-preparatory program in all of Oklahoma's 19 institutions of higher learning. In order to make specific recommendations for the improvement of teacher-preparatory programs in Oklahoma at the undergraduate level, possibly the survey subjects should be selected from a parent population of one institution. To be more specific, a study could be conducted by specific academic areas--for example, elementary education, math, science, social studies, etc.

Another limitation to this study could have been the instrument utilized. Instead of having the participants respond to an Actual-Ideal discrepancy, possibly they could respond to the same items by stating

how much was taught by item and how much the information, concepts, etc., taught was utilized. Still another variation to instrumentation for a common study might be utilizing different questionnaire items.

An additional variation to the instrument utilized in this study might be to have participants respond to the exact courses taken indicating how worthwhile the actual subject was in the classroom.

Conclusions

Based on the findings, the researcher has the following conclusions to make:

1. Teachers, administrators, school board presidents, and Oklahoma State Department of Education personnel see teacher training differently.
2. Not only do the four groups disagree on the strengths and weaknesses of teacher training, but they view teacher training differently than do teacher-training institutions.
3. In the opinion of the groups sampled, the following areas included in the teacher-preparatory programs were considered to be the most underemphasized: drug education, methods in major areas, individualization of instruction, accountability, working within a community, developmental psychology, and the relationship of home environment to achievement.
4. In the opinion of the groups sampled, the following areas included in the teacher-preparatory programs were considered to be the most overemphasized: history and philosophy of education, the future orientation of education, the understanding of other races, and practicums in education.
5. Teacher-training institutions need to reevaluate their programs and take into consideration the feedback available from people in different phases of education.

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APPENDICES

almost no emphasis little emphasis medium emphasis strong emphasis very strong emphasis	Number Codes	1 = Almost No Emphasis 2 = Little Emphasis 3 = Medium Emphasis 4 = Strong Emphasis 5 = Very Strong Emphasis	almost no emphasis little emphasis medium emphasis strong emphasis very strong emphasis
1 2 3 4 5	11. importance of teaching as a profession _____		1 2 3 4 5
1 2 3 4 5	12. awareness of management and information systems of education		1 2 3 4 5
1 2 3 4 5	13. behavior modification techniques (changing student behavior) ____		1 2 3 4 5
1 2 3 4 5	14. the relationship between the student's home environment and his academic performance _____		1 2 3 4 5
1 2 3 4 5	15. the importance of learning situations outside the classroom _____		1 2 3 4 5
1 2 3 4 5	16. history and philosophy of education _____		1 2 3 4 5
1 2 3 4 5	17. methods and procedures which were oriented toward the future rather than the past _____		1 2 3 4 5
1 2 3 4 5	18. coping with inadequacies and pressures of co-workers _____		1 2 3 4 5
1 2 3 4 5	19. practicum and/or internship to prepare for the job of a professional educator _____		1 2 3 4 5
1 2 3 4 5	20. propagating the American Culture among students being taught...		1 2 3 4 5
1 2 3 4 5	21. an understanding of students from varying cultural backgrounds		1 2 3 4 5
1 2 3 4 5	22. drug education _____		1 2 3 4 5
1 2 3 4 5	23. group dynamics as applied to classroom situations _____		1 2 3 4 5
1 2 3 4 5	24. the ways to individualize instruction in the classroom _____		1 2 3 4 5
1 2 3 4 5	25. accountability procedures in education _____		1 2 3 4 5
1 2 3 4 5	26. benefits derived from belonging to learned societies in your major teaching area _____		1 2 3 4 5
1 2 3 4 5	27. coping with classroom discipline problems _____		1 2 3 4 5
1 2 3 4 5	28. Other? (Specify) _____		1 2 3 4 5

APPENDIX B

TEACHER'S PROFESSIONAL DEVELOPMENT QUESTIONNAIRE FOR SCHOOL ADMINISTRATORS

S's No.: _____

Directions: Before and after each of the following statements circle the appropriate number in each of the columns. In the first column indicate the amount of emphasis that you feel the area **actually receives** in the teacher-training programs in Oklahoma's colleges and universities. In the second column indicate the amount of emphasis you feel the area **should receive** in the teacher-training programs in Oklahoma's colleges and universities. Be sure to circle one number in each column before and after each statement. Base your opinions on your knowledge of the teacher-training programs and your experiences with teachers who have been trained in Oklahoma AND who have been or are currently under your supervision.

NUMBER CODES

AMOUNT OF EMPHASIS **ACTUALLY GIVEN** IN THE TEACHER TRAINING PROGRAM FOR EACH OF THE AREAS LISTED.

1 = Almost No Emphasis
2 = Little Emphasis
3 = Medium Emphasis
4 = Strong Emphasis
5 = Very Strong Emphasis

AMOUNT OF EMPHASIS THAT **SHOULD HAVE BEEN GIVEN** IN THE TEACHER TRAINING PROGRAM FOR EACH OF THE AREAS LISTED.

almost no emphasis 1	little emphasis 2	medium emphasis 3	strong emphasis 4	very strong emphasis 5		almost no emphasis 1	little emphasis 2	medium emphasis 3	strong emphasis 4	very strong emphasis 5
①	2	3	4	5	A. the interpretation and implementation of standardized test results -----	1	2	3	④	5
1	2	3	4	⑤	B. the techniques of contract negotiations -----	1	2	③	4	5
*	*	*	*	*	* * * * *	*	*	*	*	*
1	2	3	4	5	1. teaching-methods of major field of study -----	1	2	3	4	5
1	2	3	4	5	2. understanding of students' behavioral characteristics -----	1	2	3	4	5
1	2	3	4	5	3. understanding of the social forces affecting education in America -----	1	2	3	4	5
1	2	3	4	5	4. identifying learning problems among children -----	1	2	3	4	5
1	2	3	4	5	5. learning theories and how learning occurs -----	1	2	3	4	5
1	2	3	4	5	6. techniques of working effectively with school administrators -----	1	2	3	4	5
1	2	3	4	5	7. techniques of working with the local community -----	1	2	3	4	5
1	2	3	4	5	8. techniques of developing interaction between student and teacher -----	1	2	3	4	5
1	2	3	4	5	9. the inquiry or discovery method of teaching -----	1	2	3	4	5
1	2	3	4	5	10. utilization of new media and materials in teaching -----	1	2	3	4	5

<div style="display: flex; justify-content: space-between;"> <div style="writing-mode: vertical-rl; transform: rotate(180deg);"> almost no emphasis little emphasis medium emphasis strong emphasis very strong emphasis </div> <div> 1 = Almost No Emphasis 2 = Little Emphasis 3 = Medium Emphasis 4 = Strong Emphasis 5 = Very Strong Emphasis </div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);"> almost no emphasis little emphasis medium emphasis strong emphasis very strong emphasis </div> </div>					Number Codes			
1 2 3 4 5		11. importance of teaching as a profession -----		1 2 3 4 5				
1 2 3 4 5		12. awareness of management and information systems of education		1 2 3 4 5				
1 2 3 4 5		13. behavior modification techniques (changing student behavior) ____		1 2 3 4 5				
1 2 3 4 5		14. the relationship between the student's home environment and his academic performance -----		1 2 3 4 5				
1 2 3 4 5		15. the importance of learning situations outside the classroom -----		1 2 3 4 5				
1 2 3 4 5		16. history and philosophy of education -----		1 2 3 4 5				
1 2 3 4 5		17. methods and procedures which were oriented toward the future rather than the past -----		1 2 3 4 5				
1 2 3 4 5		18. coping with inadequacies and pressures of co-workers -----		1 2 3 4 5				
1 2 3 4 5		19. practicum and/or internship to prepare for the job of a professional educator -----		1 2 3 4 5				
1 2 3 4 5		20. propagating the American Culture among students being taught...		1 2 3 4 5				
1 2 3 4 5		21. an understanding of students from varying cultural backgrounds		1 2 3 4 5				
1 2 3 4 5		22. drug education -----		1 2 3 4 5				
1 2 3 4 5		23. group dynamics as applied to classroom situations -----		1 2 3 4 5				
1 2 3 4 5		24. the ways to individualize instruction in the classroom -----		1 2 3 4 5				
1 2 3 4 5		25. accountability procedures in education -----		1 2 3 4 5				
1 2 3 4 5		26. benefits derived from belonging to learned societies in your major teaching area -----		1 2 3 4 5				
1 2 3 4 5		27. coping with classroom discipline problems -----		1 2 3 4 5				
1 2 3 4 5		28. Other? (Specify) _____		1 2 3 4 5				

S's No.: _____

Directions: Before and after each of the following statements circle the appropriate number in each of the columns. In the first column indicate the amount of emphasis that you feel the area **actually receives** in the teacher-training programs in Oklahoma's colleges and universities. In the second column indicate the amount of emphasis you feel the area **should receive** in the teacher-training programs in Oklahoma's colleges and universities. Be sure to circle one number in each column before and after each statement. Base your opinions on **your** knowledge of the teacher-training programs and **your** experiences with Oklahoma-trained teachers who are currently teaching or have taught in the school system you are associated with.

AMOUNT OF EMPHASIS ACTUALLY GIVEN IN THE TEACHER TRAINING PROGRAM FOR EACH OF THE AREAS LISTED.

1 = Almost No Emphasis
2 = Little Emphasis
3 = Medium Emphasis
4 = Strong Emphasis
5 = Very Strong Emphasis

AMOUNT OF EMPHASIS THAT SHOULD HAVE BEEN GIVEN IN THE TEACHER TRAINING PROGRAM FOR EACH OF THE AREAS LISTED.

almost no emphasis	little emphasis	medium emphasis	strong emphasis	very strong emphasis	EXAMPLES:	almost no emphasis	little emphasis	medium emphasis	strong emphasis	very strong emphasis
1	2	3	4	5	A. the interpretation and implementation of standardized test results -----	1	2	3	4	5
1	2	3	4	5	B. the techniques of contract negotiations -----	1	2	3	4	5
*	*	*	*	*	* * * * *	*	*	*	*	*
1	2	3	4	5	1. teaching-methods of major field of study -----	1	2	3	4	5
1	2	3	4	5	2. understanding of students' behavioral characteristics -----	1	2	3	4	5
1	2	3	4	5	3. understanding of the social forces affecting education in America -----	1	2	3	4	5
1	2	3	4	5	4. identifying learning problems among children -----	1	2	3	4	5
1	2	3	4	5	5. learning theories and how learning occurs -----	1	2	3	4	5
1	2	3	4	5	6. techniques of working effectively with school administrators -----	1	2	3	4	5
1	2	3	4	5	7. techniques of working with the local community -----	1	2	3	4	5
1	2	3	4	5	8. techniques of developing interaction between student and teacher -----	1	2	3	4	5
1	2	3	4	5	9. the inquiry or discovery method of teaching -----	1	2	3	4	5
1	2	3	4	5	10. utilization of new media and materials in teaching -----	1	2	3	4	5

almost no emphasis little emphasis medium emphasis strong emphasis very strong emphasis					Number Codes <div style="border: 1px solid black; padding: 5px; display: inline-block; margin-top: 5px;"> 1 = Almost No Emphasis 2 = Little Emphasis 3 = Medium Emphasis 4 = Strong Emphasis 5 = Very Strong Emphasis </div>	almost no emphasis little emphasis medium emphasis strong emphasis very strong emphasis				
1	2	3	4	5	11. importance of teaching as a profession	1	2	3	4	5
1	2	3	4	5	12. awareness of management and information systems of education	1	2	3	4	5
1	2	3	4	5	13. behavior modification techniques (changing student behavior)	1	2	3	4	5
1	2	3	4	5	14. the relationship between the student's home environment and his academic performance	1	2	3	4	5
1	2	3	4	5	15. the importance of learning situations outside the classroom	1	2	3	4	5
1	2	3	4	5	16. history and philosophy of education	1	2	3	4	5
1	2	3	4	5	17. methods and procedures which were oriented toward the future rather than the past	1	2	3	4	5
1	2	3	4	5	18. coping with inadequacies and pressures of co-workers	1	2	3	4	5
1	2	3	4	5	19. practicum and/or internship to prepare for the job of a professional educator	1	2	3	4	5
1	2	3	4	5	20. propagating the American Culture among students being taught...	1	2	3	4	5
1	2	3	4	5	21. an understanding of students from varying cultural backgrounds	1	2	3	4	5
1	2	3	4	5	22. drug education	1	2	3	4	5
1	2	3	4	5	23. group dynamics as applied to classroom situations	1	2	3	4	5
1	2	3	4	5	24. the ways to individualize instruction in the classroom	1	2	3	4	5
1	2	3	4	5	25. accountability procedures in education	1	2	3	4	5
1	2	3	4	5	26. benefits derived from belonging to learned societies in your major teaching area	1	2	3	4	5
1	2	3	4	5	27. coping with classroom discipline problems	1	2	3	4	5
1	2	3	4	5	28. Other? (Specify).....	1	2	3	4	5

APPENDIX D

TEACHER'S PROFESSIONAL DEVELOPMENT QUESTIONNAIRE
FOR STATE DEPARTMENT OF EDUCATION PERSONNEL

S's No.: _____

Directions: Before and after the following statements circle the appropriate number in each of the columns. In the first column indicate the amount of emphasis that you feel the area **actually receives** in the teacher-training programs in Oklahoma's colleges and universities. In the second column indicate the amount of emphasis you feel the area **should receive** in the teacher-training programs in Oklahoma's colleges and universities. Be sure to circle one number in each column before and after each statement. Base your opinions on your knowledge of the teacher-training programs and your experiences with teachers who have been trained in Oklahoma's teacher-training programs.

NUMBER CODES

AMOUNT OF EMPHASIS ACTUALLY GIVEN IN THE TEACHER TRAINING PROGRAM FOR EACH OF THE AREAS LISTED.	1 = Almost No Emphasis 2 = Little Emphasis 3 = Medium Emphasis 4 = Strong Emphasis 5 = Very Strong Emphasis	AMOUNT OF EMPHASIS THAT SHOULD HAVE BEEN GIVEN IN THE TEACHER TRAINING PROGRAM FOR EACH OF THE AREAS LISTED.
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almost no emphasis	little emphasis	medium emphasis	strong emphasis	very strong emphasis		almost no emphasis	little emphasis	medium emphasis	strong emphasis	very strong emphasis
1	2	3	4	5	EXAMPLES:	1	2	3	4	5
1	2	3	4	5	A. the interpretation and implementation of standardized test results _____	1	2	3	4	5
1	2	3	4	5	B. the techniques of contract negotiations _____	1	2	3	4	5
*	*	*	*	*	* * * * *	*	*	*	*	*
1	2	3	4	5	1. teaching-methods of major field of study _____	1	2	3	4	5
1	2	3	4	5	2. understanding of students' behavioral characteristics _____	1	2	3	4	5
1	2	3	4	5	3. understanding of the social forces affecting education in America _____	1	2	3	4	5
1	2	3	4	5	4. identifying learning problems among children _____	1	2	3	4	5
1	2	3	4	5	5. learning theories and how learning occurs _____	1	2	3	4	5
1	2	3	4	5	6. techniques of working effectively with school administrators _____	1	2	3	4	5
1	2	3	4	5	7. techniques of working with the local community _____	1	2	3	4	5
1	2	3	4	5	8. techniques of developing interaction between student and teacher _____	1	2	3	4	5
1	2	3	4	5	9. the inquiry or discovery method of teaching _____	1	2	3	4	5
1	2	3	4	5	10. utilization of new media and materials in teaching _____	1	2	3	4	5

almost no emphasis little emphasis medium emphasis strong emphasis very strong emphasis					Number Codes <div style="border: 1px solid black; padding: 5px; display: inline-block; margin-top: 5px;"> 1 = Almost No Emphasis 2 = Little Emphasis 3 = Medium Emphasis 4 = Strong Emphasis 5 = Very Strong Emphasis </div>	almost no emphasis little emphasis medium emphasis strong emphasis very strong emphasis				
1	2	3	4	5	11. importance of teaching as a profession -----	1	2	3	4	5
1	2	3	4	5	12. awareness of management and information systems of education	1	2	3	4	5
1	2	3	4	5	13. behavior modification techniques (changing student behavior) ---	1	2	3	4	5
1	2	3	4	5	14. the relationship between the student's home environment and his academic performance -----	1	2	3	4	5
1	2	3	4	5	15. the importance of learning situations outside the classroom -----	1	2	3	4	5
1	2	3	4	5	16. history and philosophy of education -----	1	2	3	4	5
1	2	3	4	5	17. methods and procedures which were oriented toward the future rather than the past -----	1	2	3	4	5
1	2	3	4	5	18. coping with inadequacies and pressures of co-workers -----	1	2	3	4	5
1	2	3	4	5	19. practicum and/or internship to prepare for the job of a professional educator -----	1	2	3	4	5
1	2	3	4	5	20. propagating the American Culture among students being taught---	1	2	3	4	5
1	2	3	4	5	21. an understanding of students from varying cultural backgrounds	1	2	3	4	5
1	2	3	4	5	22. drug education -----	1	2	3	4	5
1	2	3	4	5	23. group dynamics as applied to classroom situations -----	1	2	3	4	5
1	2	3	4	5	24. the ways to individualize instruction in the classroom -----	1	2	3	4	5
1	2	3	4	5	25. accountability procedures in education -----	1	2	3	4	5
1	2	3	4	5	26. benefits derived from belonging to learned societies in your major teaching area -----	1	2	3	4	5
1	2	3	4	5	27. coping with classroom discipline problems -----	1	2	3	4	5
1	2	3	4	5	28. Other? (Specify)_____	1	2	3	4	5

APPENDIX E--Raw Data

1 500049353433253314231334452334355534235515552 5524442413222515
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