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**A STUDY OF THE PERCEPTIONS OF OKLAHOMA BUSINESS TEACHER
EDUCATORS REGARDING FACTORS RELATING TO HOUSE BILL 1706**

The University of Oklahoma

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**THE UNIVERSITY OF OKLAHOMA
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**A STUDY OF THE PERCEPTIONS OF OKLAHOMA BUSINESS
TEACHER EDUCATORS REGARDING FACTORS
RELATING TO HOUSE BILL 1706**

**A DISSERTATION
SUBMITTED TO THE DOCTORAL COMMITTEE
in partial fulfillment of the requirements for the
degree of
DOCTOR OF PHILOSOPHY**

**BY
JOHN WALTER MANTOOTH
1982**

**A STUDY OF THE PERCEPTIONS OF OKLAHOMA BUSINESS
TEACHER EDUCATORS REGARDING FACTORS
RELATING TO HOUSE BILL 1706**

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CHAPTER I

THE PROBLEM

Introduction

During the past decade all organs of the media have reminded the public repeatedly of the precipitous and continuous decline in the educational achievement of students in the United States. The average math aptitude score declined from 502 to 466 and the average verbal aptitude score declined from 478 to 426 for high school seniors during the period 1962 to 1978.¹ The public's dissatisfaction with this situation has focused largely on the teachers, teacher educators and teacher education programs. Their criticism has been duly registered with their respective state legislators. In turn, state legislatures in Alabama, Arizona, Florida, Georgia, Louisiana, Mississippi, North Carolina, Tennessee, Virginia and West Virginia are requiring teacher testing for certification. Similar requirements are beginning this year in California, Oklahoma, and South Carolina, with other states scheduled to follow.²

¹Average Scores on Verbal and Math Aptitude Tests of High School Seniors in the United States, U.S. Department of Education; Census Bureau, Cited by Stanley Walborn, "Drive to Rescue America's Battered High School," U.S. News and World Report (September 8, 1980), pp. 46-47.

²Gene I. Marroff, "More States Testing Teachers in Response to School Critics," The New York Times, February 1, 1982, p. 3.

The State Superintendent of Public Instruction for Oklahoma, Dr. Leslie Fisher, offers an overview of House Bill 1706, which sets forth Oklahoma's teacher testing for certification requirements as follows:

The 1980 Oklahoma Legislature passed a comprehensive piece of legislation dealing with teacher education programs, certification and staff development. The legislation was developed through almost a year's work by the Interim Joint Education Committees and the Legislature. Input was received from parents, teachers, administrators, deans of colleges of education, and other interested parties. As a result of this input and a tremendous effort on the part of many people, this new program was passed into law. It was entitled House Bill 1706.¹

House Bill 1706 addresses four major concepts in teacher education:

1. Strengthening the screening requirements of college student applicants for admission into college and university teacher education programs;
2. Testing teachers in their curriculum field;
3. Development of an Entry-Year Assistance Program for beginning teachers; and
4. Staff Development programs in all school districts.²

Other issues are addressed in House Bill 1706, but the primary thrust of the legislation focuses on the four areas listed above. It was the intent of the Legislature in House Bill 1706 to establish qualifications of teachers and administrators in the accredited schools of Oklahoma through licensing and certification requirements to ensure that the education of the children of Oklahoma will be provided by teachers and administrators of demonstrated ability. Following is a brief discussion of the four major concepts.

A real concern about entrance requirements into the colleges of education in Oklahoma and additional field experiences in the undergraduate program was voiced by the Legislature. House Bill 1706 requires the State Department of Education and the Professional Standards Board to develop a plan to strengthen the screening requirements of students seeking admission into the colleges of education. Criteria of the plan must include substantial evidence that persons who enter teacher education programs demonstrate competency in the oral and written use of the English language, and such persons must meet a minimum grade point average. Criteria must also include a greater emphasis upon field work, and teacher candidates must provide evidence of having worked with children and youth in a variety of situations.

Secondly, House Bill 1706 requires that the State Department of Education develop Curriculum Examinations in every area of certification

¹Leslie Fisher, Policies and Procedures Handbook for House Bill 1706. Oklahoma State Department of Education, September 24, 1981, p. 1.

²Ibid, p. 2.

offered by the State Board of Education. The purpose of the exams is to ensure academic achievement of each teacher in the areas in which such teacher is certified to teach. No teacher candidate shall be eligible for licensing until he or she has passed the examination, and certification will be limited to those subject areas in which the licensed teacher has received a passing score.

The third concept requires that the State Department of Education develop an Entry-Year Assistance Program. The beginning teacher, referred to as the entry-year teacher, will serve as a teacher under the guidance and assistance of an Entry-Year Assistance Committee. The committee consists of a fellow teacher (Teacher Consultant), an administrator, and a higher education instructor. This committee is charged with the responsibility of making a recommendation to the State Board of Education as to whether or not the entry-year teacher should be certified. At the end of a year under the Entry-Year Assistance Program the Entry-Year Assistance Committee shall either recommend the entry-year teacher for certification or to serve an additional year under the Entry-Year Assistance Program. If the recommendation is the second year the entry-year teacher shall not be required to serve under the guidance and assistance of the same Entry-Year Assistance Committee. After the second year, the committee shall either recommend certification or noncertification.

The Staff Development concept requires that local boards of education establish staff development programs for all licensed and certified teachers and administrators employed by the district. These programs must be implemented during the 1981-82 school year. The staff development programs will be designed and recommended to local boards of education through the work of a Local Staff Development Committee. The Local Staff Development Committee includes classroom teachers, administrators, and parents of the local school district. It is the intent of the Legislature to establish a staff development procedure whereby all teachers of the state continue their education beyond initial licensing and certification by the State to ensure that the children of the State are taught by professional educators, fully trained in their areas of expertise. The programs are to be designed to help teachers enrich their professional abilities.¹

Accordingly, the provisions of House Bill 1706 apply to secondary business education teachers, business teacher educators and business education teacher degree programs which will be the focal point of this study.

Many factors will influence the future success or failure of House Bill 1706. Some of these factors are:

1. The expectation of a teaching salary high enough to entice sufficient numbers of students to meet the additional requirements

¹Ibid, p. 2.

for admission into college and university teacher education programs. Otherwise, a teacher shortage will develop and standards will have to be lowered to provide an adequate number of classroom teachers.

2. Teacher testing instruments in curriculum fields must be perceived as being reliable and valid or they will become a mockery.
3. Development of an entry-year assistance program for beginning teachers that is truly helpful, administratively feasible, fair, and just to the entry-year teacher.
4. Provision of a level of funds adequate to implement the entry-year assistance program and staff development programs and to provide for per diem and transportation for educators away from their primary places of duty.

These are a few of the important factors, but the objective reality that will ultimately determine the success or failure of House Bill 1706 will be the perceptions and support or lack of support of significant groups of educators in the State. It is critically important how these groups view the Bill. This study was focused on the viewpoints of the Oklahoma Business Teacher Educators.

Statement of the Problem

What are the perceptions of business teacher educators regarding factors relating to House Bill 1706 and the preparation of future business teachers in the State of Oklahoma? Specifically, this study was an attempt to answer the following questions, what are business teacher educators' perceptions of the requirements for:

1. Providing criteria for student admission to the college of education program?
2. Providing teacher education faculty development committees?
3. Providing faculty development plans and alternatives?
4. Directly involving College of Education faculty members?
5. Requiring teaching certificates?
6. Providing for exceptions and setting certain requirements?
7. Establishing an entry-year program?
8. Providing certain requirements and procedures for an entry-year assistance program?
9. Requesting Legislative Review Committee?
10. Establishing examinations?
11. Providing procedures for temporary certificates?
12. Requiring continuing education programs?
13. Providing penalties for noncompliance with staff development programs?
14. Authorizing a job availability pilot program?
15. Establishing a teacher register?
16. Providing for student application, certification and licensing procedures?

Assumptions

For the purpose of this study the following assumptions were made:

1. It was assumed that the nineteen business teacher educators at institutions of higher learning in the State of Oklahoma offering

the Bachelor of Science Degree in Business Education constituted an appropriate sample.

2. It was also assumed that the responses were representative of all business teacher educators in the State of Oklahoma regarding factors relating to House Bill 1706.
3. It was further assumed that any differences of opinion were resolved during the implementation of the provisions of the House Bill 1706.

Limitations

This investigation was limited to business teacher educators in charge of each of the business teacher education areas of the nineteen institutions of higher education currently offering Bachelor of Science Degrees in Business Education within the State of Oklahoma.

This investigation was conducted by in-depth interviews and analysis of responses given by business teacher educators during the Fall of 1982.

Significance of the Study

This descriptive study should provide business teacher educators information for the improvement of business education programs, curriculum planning and delivery systems of secondary business teacher education by making available to business teacher educators in one study the thoughts of probably the highest qualified group of business teacher educators in the State regarding House Bill 1706.

Additionally, this study should provide data that could be used for refining the objectives of the Oklahoma Teacher Certification Testing Program in the following areas:

1. Umbrella examination No. 32 Business Education¹
2. Specific area examination numbers
 - 63 Accounting
 - 64 Business English
 - 65 Business Law
 - 66 Business Machines
 - 67 Business Mathematics
 - 68 Business Economics
 - 69 Office Practice
 - 70 Shorthand
 - 71 Typewriting¹

Operational Definitions

1. House Bill 1706: Legislation passed by the Second Regular Session of the 37th Legislature of the State of Oklahoma for the purpose of establishing qualifications of teachers in the accredited schools of Oklahoma through licensing and certification.
2. Board: The State Board of Education.
3. Licensed Teacher: Any person who holds a valid license to teach, issued by the Board in accordance with this act and the rules and regulations of the Board.
4. Staff Development Program: The program mandated by this act for the continuous improvement and enrichment of the certified and licensed teachers of this state.
5. Teacher Education Faculty Development Committee: The committee recommended by this act for the continuous improvement and enrichment of higher education instructors in the colleges of education.
6. Department: The State Department of Education.

¹Note: examination numbers correspond to the identification number used in the Oklahoma Teacher Certification Testing Program Objectives.

7. **Entry-year Assistance Committee:** A committee in a local school district for the purpose of reviewing the teaching performance of an entry-year teacher and making recommendations to the Board. An entry-year assistance committee shall consist of a teacher consultant, the principal or an assistant principal of the employing school or an administrator designated by the local board and a teacher educator in a college or school of education or an institution of higher learning, or a teacher educator in a department or school outside the institution's college of education. Provided that, if available, qualified teacher consultants shall have expertise in the teaching field of the entry-year teacher and, if possible, the higher education members of the entry-year assistance committee shall have expertise and experience in the teaching field of the entry-year teacher. However, in all cases, at least one member of the entry-year assistance committee shall have expertise and experience in the field of the entry-year teacher.
8. **Entry-year Teacher:** Any licensed teacher who is employed in an accredited school to serve as a teacher under the guidance and assistance of a teacher consultant and an entry-year assistance committee. Any such person shall have completed the program of the college or school of education of the accredited institution of higher learning from which the person has been graduated and shall have passed a curriculum examination in those subject areas of approval in which the entry-year teacher seeks certification.
9. **Certified Teacher or Certificated Teacher:** Any teacher who has been issued a certificate by the Board in accordance with this act and the rules and regulations of the Board.
10. **Teacher Consultant:** Any teacher holding a standard certificate who is employed in a school district to serve as a teacher and who has been appointed to provide guidance and assistance to an entry-year teacher employed by the school district. A teacher consultant shall be a classroom teacher and have a minimum of two (2) years of classroom teaching experience as a certified teacher. No certified teacher shall serve as a teacher consultant more than two (2) consecutive years, although such certified teacher may serve as a teacher consultant for more than two (2) years.

A teacher consultant shall be selected by the principal from a list submitted by the bargaining unit where one exists. In the absence of a bargaining agent, the teachers shall elect the names to be submitted. No teacher may serve as a teacher consultant for more than one entry-year teacher at a time.
11. **Instructor:** Any individual who is employed in a teaching capacity in an institution of higher education approved by the Board for the preparation of education personnel.¹

¹Oklahoma Session Laws, 1980, 37th Legislature, Second Regular Session, pp. 675-676.

Procedures

The nature and sources of data for this descriptive study were the following:

1. An exhaustive computer and manual search for and review of abstracts, books, dissertations, journals, magazines and newspapers pertaining to teacher certification and competency testing mandated by law or regulation was conducted.

2. Each state currently requiring teacher certification based upon competency testing was contacted and their mandated teacher certification and competency testing procedures were reviewed and analyzed.

3. An interview guide for a pilot study of five business teacher educators' perceptions of factors relating to House Bill 1706 and the certification of future secondary business teachers in the State of Oklahoma was developed and administered. (See Appendix A).

4. The pilot study interview guide was then revised based on the results of the pilot study and the revised interview was administered by the same interviewer, in the same format, to each of the business teacher educators in charge of the business teacher education areas of the nineteen institutions of higher education currently granting Bachelor of Science Degrees in Business Education within the State of Oklahoma. (See Appendix B).

5. Collected data were converted into a form amenable to analysis of frequencies of responses indicating support or nonsupport by business teacher educators regarding factors relating to House Bill 1706 and the certification of future secondary business teachers.

6. A report of the collated information was made to provide business teacher educators with information that should be useful for the improvement of

business education programs, curriculum planning and delivery systems of secondary business teacher education.

7. An additional review of the information was made to determine if there were implications that would lead to recommendations for the revision of the objectives of the Oklahoma Teacher Certification Testing program in the pertinent areas of the umbrella examination and specific area examinations in business education.

Organization of the Report

This study consists of five chapters, the Bibliography, and the Appendices. Chapter I includes the Introduction, the Statement of the Problem, the Assumptions, the Limitations, the Significance of the Study, the Operational Definitions, the Procedures, and the Organization of the Study. The Review of Literature is presented in Chapter II. Chapter III contains the Procedures employed in this study. The Findings are presented in Chapter IV. Chapter V contains the Summary, the Conclusions, and the Recommendations based upon the findings of the study.

CHAPTER II

REVIEW OF LITERATURE

Introduction

In the discussion of a review of related literature Best stated:

A brief summary of previous research and the writings of recognized experts provides evidence that the researcher is familiar with what is already known, and with what is still unknown and untested. Since effective research must be based upon past knowledge, this step helps to eliminate the duplication of what has been done, and provides useful hypotheses and helpful suggestions for significant investigation.¹

Recently a very thorough historical prospective of the development of teacher education and certification programs was completed by Folks.² Therefore this literature review emphasizes and attempts to synthesize and incorporate the most recent literature relating to factors concerning teacher-competency testing for certification as it may impact on Oklahoma House Bill 1706. A further attempt was made to review literature which would provide an understanding of current economic factors and population trends providing impetus to teacher testing for certification.

The literature was rife with books, articles, etc. bemoaning the fact that students' ability to read and cipher is declining. This trend may be reversing

¹John W. Best, Research In Education (Englewood Cliffs, N.J.: Prentice Hall, Inc., 1977), p. 27.

²John M. Folks, "An Analysis of Opinions of House Bill 1706 as Perceived by Certain Selected School Related Groups" (Ed.D. dissertation, University of Oklahoma, 1982), pp. 21-40.

itself during the period this research is being conducted. For the first time in nineteen years, scores in both parts of the 1981-82 Scholastic Aptitude Test (SAT) taken by college bound high school seniors were higher than the previous years.¹ Nevertheless there are much deeper economic factors and population trends which will heighten the cry for more effectiveness in education as well as other social programs. Educators and other public servants must heed that cry or suffer diminished financial support and rejection at the polls. Busbee, Chairman of the National Governors' Association in 1980, provides the following useful insight in this area:

As the 1980's unfold, the development of new federal human services initiatives has slowed as dramatically as it increased in the previous decade. For all levels of government, the emphasis is on fiscal restraint. For states this has meant an increased emphasis on using their own resources for innovative approaches to the problems of poverty, poor health care, joblessness and educational underachievement. These state efforts stress consolidation of human services initiatives and cost-effectiveness in program design and delivery.²

The National Center for Education Statistics (NCES) recently reported that in 1980, for the first time on record, the nation's per pupil spending on education in constant dollars declined. In 1979 the average amount spent per pupil was \$2,284. In 1980, the amount was \$2,269.³

Thus, as resources are constrained at all levels of government, economic factors will increasingly impinge on education. Cost effectiveness in education and social programs appears to be a wave of the future. State legislators, as

¹ Lucia Solorzano, "Are U.S. Schools on the Way Up Again," U.S. News and World Report, 4 October 1982, p. 8.

² George Busbee, "The Challenge of the 1980's," paper presented at Governors Policy Initiatives Meeting, National Governors' Association, Augusta, Ga., 1980, p. 99.

³ "Trends," Education Summary, 15 June 1982, p. 8.

representatives of the citizenry, appear to intend to disenfranchise fledgling as well as seasoned educators that are perceived as unproductive or fail to maintain expertise. This can be done by requiring competency tests and controlling licensing and certification procedures but as Sherwin points out:

A feature of all these cooperative programs is that they list in great detail the skills, knowledge, and attitudes that the future teacher is supposed to acquire. Whether the enumeration of competencies, the cooperative planning and the intended accomodation of students' individual needs will provide better teachers—remains to be seen.¹

Competency testing and licensing procedures as envisioned by House Bill 1706 subject teachers to the same type of licensing procedures as physicians, lawyers, and accountants. Hopefully these procedures will have more effect in dissipating the public's disenchantment with teachers than they have had with the other professions.

Competency testing, in addition to providing an indication as to teacher's competency in a subject area, seems to be accepted by the public as prima facie evidence that the teacher is competent pedagogically, a view not shared by many educators. Since certification procedures based on competency testing is viewed as a panacea by much of the public, states are implementing these procedures. States with teacher certification based on competency or professional testing make competency testing the keystone of certification programs.

As is the case with most current research that attempts to determine perceptions and discern from the perceptions indications of future trends, the most current literature must be gleaned from various fugitive sources and current periodicals. Since thirteen states, as reported in the New York Times

¹Stephen J. Sherwin, "Good Change, Bad Change, Changeless Change; or What Else is New and What's the Price," paper presented at the Annual Meeting of the New York State English Council, Rochester, New York, 21-23 September 1978.

early in 1982, have certification or licensing procedures based on competency testing this review of literature was begun with a request for the latest information on requirements for teacher certification and licensing directed to each of these states.¹ Replies were received from each of the states and a discussion of state mandated testing and certification requirements appears under the major heading, Certification Procedures of Other States. Summaries of the additional literature reviewed are grouped together under major headings entitled Admission Requirements, Testing Requirements, Entry-Year Program, Faculty Development Programs and School Board Assessment.

Certification Procedures of Other States

A short discussion of the salient points pertaining to competency testing related to requirements for teacher certification in the respective states is included in the review in order to give the reader an indication of the current attitudes relating to teacher-competency testing. Apparently, the movement toward teacher competency testing in these states is a harbinger of a nationwide application of similar requirements. If this is eventually the case it seems appropriate that educators should strive for the adoption of some nationally recognized standard attesting to competency in a field so that movement of teachers will not be impeded to areas positively affected by demographic change in a highly mobile society.

¹Gene I. Marroff, "More States Testing Teachers in Response to School Critics," The New York Times, 1 February 1982, p. 3.

On July 12, 1977 the Alabama State Board of Education passed a resolution adopting the program-approval approach to certification.¹ One of the provisions of the program is that graduates of Alabama State Teacher Education programs must pass State professional competency tests for subjects desired for certification. On September 16, 1981, the Alabama State Board of Education extended the provisions of this resolution to all graduates of out-of-state programs even though the teacher requesting certification may have completed a teacher education program approved by the National Council for Accreditation of Teacher Education (NCATE). State testing is also required although the teacher requesting certification may have completed a State-approved teacher preparatory program based on the standards of the National Association of State Directors of Teacher Education and Certification (NASDTEC) or the Interstate Certification Project (ICP). Thus, it can be clearly seen that regardless of the rigor of a teacher education program completed by an individual desiring certification to teach, the State Board of Education of the State of Alabama requires the applicant to demonstrate competency by successfully passing the State professional competency tests.

Arizona has no reciprocal certification agreement with any other state or group of states. Eligibility for certification is determined by transcript evaluation of coursework required for Arizona certification. Any Arizona certificate may be issued on a one-year provisional basis with certain "allowable" deficiencies such as not having a course on the Arizona Constitution. Deficiencies in professional preparation (a degree, student teaching, teaching experience or general education requirements) are not allowed.

¹Alabama Department of Education, "General Information Regarding Alabama Certification for Out-of-State Applicants," Montgomery, Alabama, 1982.

Effective October 1, 1980, in addition to fulfilling all other requirements for certification, persons must pass the Arizona Teacher Proficiency Examination (ATPE) prior to receiving a standard or equivalent teaching certificate from the State of Arizona.¹ Proficiency testing is therefore now a paramount requirement for certification to teach in Arizona.

The Florida Teacher Certification Examination was developed by the Commissioner of Education as required by Section 231.17(2)(c), Florida Statutes. The written examination is divided into subtests comprised of reading, writing, mathematics, and professional education. The reading, mathematics and professional education subtests are multiple choice tests; the writing subtest is essay. The examination is based on the twenty-three teacher competencies which have been determined by the education profession in Florida to be minimally essential for entry into teaching and on five competencies specified in the law.² Each applicant who applies for a full-time Florida teaching certificate is required to pass the subtest examination; and, if the applicant has previously had a certificate and permitted the certificate to expire for more than one year, the applicant must successfully retake the subtest examinations before being certified.

However, Florida does allow latitude for one temporary certificate, valid for one school fiscal year (July 1 - June 30), thus allowing an applicant to seek employment before taking the Florida Teacher Certification Examination. Examination is not required for substitute, part-time, or initial temporary certification and second and third temporary certificates at the vocational level

¹Arizona Department of Education Teacher Certification Unit, "General Information," Phoenix, Arizona, 1982.

²Florida Department of Education, "Information Concerning the Florida Teacher Certification Examination," Tallahassee, Florida, 1982.

of training. This represents a leniency generally not granted by other states with mandated competency based teacher certification programs. Nevertheless it is obvious that the Florida Department of Education perceives professional testing as a necessary element of its certification program.

Section 32-838 of the Georgia Code defines the practice of teaching, including administrative and supervisory services as professional services and further declares teaching to be a profession in Georgia. Section 32-655a states:

The State Board of Education shall provide, by regulation, for certifying and classifying all teachers and other certified professional personnel employed in the public schools of this state, and no personnel shall be employed in the public schools of this state unless they hold a certificate issued by the State Board Certifying to his or her qualifications and classification in accordance with such regulations.¹

Since September 1, 1978, the Georgia State Board of Education has required all applicants who have completed initial teacher preparation programs at the bachelor's degree level to successfully complete a Teacher Certification Test (TCT) developed and offered in Georgia as criterion-referenced tests of content knowledge in the fields of desired certification. Additionally, on the job assessments are required of teachers who completed initial professional preparation at the bachelor's level on or after May 1, 1980. While the TCT is required both to establish and to add fields, on-the-job assessment requirements must be satisfied only one time. Some special Georgia administrative policies afford teachers prepared at the bachelor degree level some latitude in completing the Georgia TCT. However, the TCT remains a keystone requirement for certification.

Louisiana requires that all applicants for teacher certification present evidence of sitting for the National Teacher Examination (NTE). In 1982 the

¹Georgia Department of Education, "Application Procedure and General Information," Atlanta, Georgia, April, 1982.

required composite score for certification in Business Education is 1178; and for common subjects the required composite score is 534. Applicants are not granted temporary permits while preparing for or while taking the NTE. The instructions state specifically that "The National Teacher Examinations are required."¹

Mississippi places the same emphasis on the NTE as does Louisiana. The Mississippi Department of Education states that:

A copy of your common and teaching area scores made on your National Teacher Examinations directly from the college or testing center, minimum composite score 850, must be received with your application before a standard teaching certificate can be issued.²

The wide variations permitted by the two individual states in regard to the required composite scores on the NTE for certification is interesting to note.

The North Carolina State Board of Education has designated the National Teacher Examinations as the standard examinations required as prerequisite to initial certification. NTE requirements are in addition to all other requirements for any certificate.³ The composite score, composed of teaching area and weighted common area scores, required for Business Education is presently 1020. North Carolina permits the submission of an equivalent percentile score on the Graduate Record Examination (GRE). The alternative GRE scores required after October 1977, are Verbal Ability 380, Quantitative Ability 410, and Analytical Ability 380.

¹Louisiana Department of Education, "Application Procedures and General Information," Baton Rouge, Louisiana, May, 1982.

²Mississippi Department of Education, "Application for Teacher's or Administrator's Certificate," Jackson, Mississippi, April, 1982.

³North Carolina State Department of Public Instruction, National Teacher Examination Regulations, Raleigh, North Carolina, June, 1982.

By action of the Virginia General Assembly and the Board of Education, all prospective school teachers seeking initial certification after July 1, 1980, are required to take the National Teacher Examinations.¹ Persons qualifying under reciprocal agreements with other states must take the examinations unless the examinations have previously been taken and scores can be presented. Provisions are made for applicants seeking initial certification who are employed after dates for administering the NTE. A provisional one-year certificate may be granted by the Board of Education for the contractual year during which the teacher must take the NTE. The NTE is not required for Vocational Industrial Certification since a baccalaureate degree is not required. No minimum cut-off score for the NTE has been established by Virginia as of July 1982. Virginia does not require subsequent tests for additional subject areas that a teacher later becomes qualified to teach. Lacking a determinable cut-off score for withholding certification seems to negate the salutary effects that competency testing is supposed to foster.

The West Virginia Department of Education requires the NTE common examinations and the NTE area examination for a provisional professional or temporary teaching certificate in that state if the applicant has not completed the teaching program at a West Virginia College or an out-of-state institution approved by West Virginia.² An individual graduating before 1974 from a Baccalaureate Teaching Program from a signatory state to West Virginia's

¹Virginia Department of Education, "Certification Regulations for Teachers and Qualifications for Administrative, Supervisory, and Related Instructional positions," Richmond, Virginia, January, 1978.

²West Virginia Department of Education, "Application for a Provisional or Temporary Teaching Certificate," Charleston, West Virginia, 1982.

reciprocity agreement may be issued an initial three year Professional Teaching Certificate.

California is one of the most recent states to add teacher competency testing as a requirement for certification. Requirements for the preliminary single subject teaching credential includes completion of a course in the methods of teaching reading or passage with a minimum score of 680 on the NTE entitled "Introduction to the Teaching of Reading."¹ Also, required is either verification of subject-matter competence by obtaining a subject-matter waiver statement from a California college or university approved by the State Commission for Teacher Preparation and Licensing or achieving a passing score on the appropriate subject-matter area examination given by National Teacher Examinations. The current passing score for Business Education, examination No. 10, is 630. Verification of English writing proficiency is also a requirement. This can be accomplished by passing the College Level Examination Program (CLEP) with a score of 630 for all subjects except "English" and 680 for applicants seeking "English" as a result of having passed the NTE. California honors state-approved baccalaureate or post-baccalaureate single subject teaching credentials issued since January 1, 1974 by states offering a reciprocity agreement. Although California offers alternatives to teacher competency testing, time will phase out the alternatives with the result that California will have one of the strictest licensing requirements thus far encountered by the researcher. In addition, California requires a fingerprint check by the California Bureau of Criminal Identification before a credential is authorized and demands

¹California Commission for Teacher Preparation and Licensing, "Single Subject Teaching Credential," Sacramento, California, September 1981.

that teachers pursue a stringent program of continuing educational advancement. Obviously, the intent is to elevate teaching to a higher professional standard by judicious teacher competency testing.

South Carolina, another state recently to join the ranks of states requiring competency testing of teachers, requires an acceptable score on the Teaching Area Examination of the NTE and a minimum subject area score of 510 as a prerequisite to issuing a teaching credential.¹

South Carolina's licensing procedures are very straightforward. No alternatives are offered to taking the NTE for standard certification and provisions for temporary certification are handled on a case-by-case basis.

A summary examination of the state requirements for teacher certification of states now requiring teacher testing for certification reveals two areas of certain commonality. The first is completion of a baccalaureate teacher education program. The second is the demonstration of the comprehension of the subject matter that the applicant for certification desires to teach by successfully passing a competency test over that area. These same states may or may not have an entry-year evaluation program before granting certification. Oklahoma has a triad requirement, completion of a baccalaureate teacher education program, demonstrated subject area competency, and successful completion of an internship.

¹South Carolina Department of Education, "How to Apply for a South Carolina Teaching Credential," Columbia, South Carolina, 1982.

Admission Requirements

One of the four major concepts in teacher education that House Bill 1706 addressed was strengthening the screening requirements of college student applicants for admission into college and university teacher education programs. The legislature obviously felt that the quality of student applicants and the products of the college and university teacher education programs were not up to par. However, a 1982 study indicates that the quality of teaching candidates is not declining but that on the contrary the present students and graduates are of a higher quality than a decade earlier.

Gallegos and Gibson¹ decided to find out if the alarm over the poor quality of teachers was justified. In their study comparing overall achievement of 149 randomly selected 1969, 1970, and 1971 students who graduated with 149 randomly selected 1979, 1980, and 1981 graduates from one university they found the latter group was significantly superior to the former group.

The measures of achievement used were high school cumulative grade point average (GPA), lower division cumulative GPA (calculated at the end of each student's sophomore year), and cumulative GPA upon graduation from college. To keep it simple, these three variable GPAs were entered into a computer which gave probability values for both pooled and separate estimates of variance for each of the three variables being compared. The results indicated that members of the 1979, 1980, and 1981 group were significantly superior to their counterparts from a decade earlier (probability less than .001) on two measures: the lower division cumulative GPA and the cumulative GPA upon graduation from college. Gallegos and Gibson stated:

¹Arnold M. Gallegos and Henry Gibson, "Are We Sure the Quality of Teacher Candidates is Declining," Phi Delta Kappan, September, 1982, p. 33.

We believe that the significantly higher GPAs for our 1979, 1980, and 1981 graduates demonstrate that, as our teacher training program grows steadily smaller, self-selection has been taking place. That is, poorer students, recognizing that their chances of competing in a tight job market were not good, have chosen not to enter our program. It makes sense, don't you think? The same thing may have happened at your institution. You ought to find out.¹

This study also addressed the argument that the latter group was rated superior because of grade point inflation during the decade. This argument was also dispelled. Admittedly, this study has severe place and sample limitations but replication on a larger scale could remove some of the onus from students seeking a teaching career.

Educators that accept the premise that applicants for admission into college and university teacher education programs are of declining quality probably agree with the State Legislature on the need to raise admission standards for students. However, many noteworthy individuals argue that completion of a college program in a sterling manner is not a predictor of a successful teacher. For instance, Pittenger, a former Secretary of Education stated:

Our ability to predict from experiences other than the act of teaching itself how successful a person will be is extremely limited. I submit that one of the least trustworthy barometers to read for that prediction is the person's performance in the average college classroom.²

The National Education Association's and state affiliate's roles in determining admission standards and criteria are being eroded by a lack of a unified position thus, affording state legislatures an opportunity to more easily

¹Gallegos and Gibson, "Are We Sure the Quality of Teacher Candidates is Declining," p.33.

²John C. Pittenger, "A Governance Role for the State Agency: Consumer Advocate," paper presented at the annual meeting of the Association of Teacher Educators, St. Louis, Missouri, 5 February 1976, p. 7.

impose noneducators' views on the teaching profession. In a bi-weekly analysis of new developments, ideas and research in education it was recently reported:

The most significant NEA action on issues relating to teaching was the approval of a plan to give state teacher associations more control over teacher certification. The plan, which is not binding on states, says that state affiliates should assume a stronger role in determining criteria for state certification. Teacher training programs, said the statement, "should have more rigorous criteria for admission and graduation" than they do now. It listed 25 skills teachers should possess and in doing so aroused opposition among many delegates who feared that administrators would use the list as a sort of litmus test against teachers they disliked.¹

By offering a strong unified position the American Medical Association (AMA) American Bar Association (ABA) and the American Institute of Certified Public Accountant (AICPA) have been much more successful in controlling the admission standards into the professions of medicine, law, and accounting respectively. Once the goals of education are as clearly defined as other professions and some agreements are reached teachers will be able to control admission to the teaching profession; however, until that time the vagaries of public whim will control.

Testing Requirements

Just as some educators do not believe that performance in college is an indicator of teaching ability, others feel it is indeed possible by screening, interviewing, and testing to select out individuals ill suited to the teaching profession. In support of the latter group, Wisniewski states:

Regretfully a form of "know-nothingism" permeates much of teacher education. The traditional wisdom states we cannot predict who will make a good teacher. This pontification is usually followed with an anecdotal illustration, "I once had a student who . . . The truth of the matter is that (1) valid criteria for admission exists and (2) few teacher educators

¹"NEA Seeks Control Over Teacher Certification," Education Summary, 1 September 1982, p. 4.

make the professional judgements required at the point of admission or virtually any other point in the preparation process that address questions of competence.¹

Wisniewski believes that the competency examinations place the burden of academic preparation where it rightly belongs—on Colleges of Arts and Sciences and states that: "The entry-year internship rightfully places the ultimate certification process in the hands of the profession rather than Colleges of Education."²

However, in the normal sequence of events prospective teachers not passing the curriculum examination may in reality be eliminated before reaching the entry-year program. Thus, the ultimate certification by the profession does not come into play.

There are many views on the value of teacher competency testing. The NEA has opposed competency testing for both teachers and students. Robisch, President of NEA's New York Educators Association, suggested facetiously that members of the board of regents be given minimum competency tests.

Others view testing as an attempt to impose an input output model on education. Sherwin, troubled by the factory model that is being applied to education, states:

Terms such as product, school management, output, and efficiency draw an analogy between industry and education that does not exist and do a disservice to education.³

¹Richard Wisniewski, "Oklahoma's Quest for Quality," paper presented at the Association for Teacher Education Conference, Dallas, Texas, Feb. 1981, p. 3.

²Ibid., p. 4.

³Stephen J. Sherwin, "Good Change, Bad Change, Changeless Change; Or What Else is New and What's the Price," paper presented at the Annual meeting of the New York State English Council, Rochester, New York, 21-23 September 1978, p. 13.

Roth stated that:

Action to initiate competency based teacher education can come from several sources including the legislature, chief state school officers, and state education agencies. The least desirable one of these is the legislature because of the inflexibility of the law.¹

Like most other things in education it is probably arguable where the initiative for House Bill 1706 originated. If the bill is successful the initiative will not lack for parentage.

Section 9 of House Bill 1706 mandated that curriculum examinations be developed to test knowledge of content areas in which applicants for teacher certification desired to teach. Approximately seven hundred and sixty Oklahoma educators and countless other individuals have been involved in the test development process. White and Mayfield reported:

The examinations that have been developed are criterion-referenced tests, which assess an individual's competence with respect to a specific set of performance objectives. These performance objectives measure subject area content knowledge that Oklahoma educators must have in order to perform satisfactorily in their fields of specialization. All performance objectives were reviewed by committees of content experts for their relevance to the teaching field. In addition, a job analysis survey was conducted using 9,000 randomly selected practicing Oklahoma educators to ensure that the objectives measure competencies that are necessary for satisfactory job performance. Further, test items that measure each performance objective were carefully reviewed by panels of Oklahoma content experts and field-tested with randomly sampled university students to ensure that they are accurate and reasonable.²

In 1981, for the first time, the controversial subject of competency testing was included in the nationwide National Education Association survey. The results of the survey indicate: nearly twenty percent of the teachers

¹Robert A. Roth, "Planning for Competency-Based Teacher Education at the State Level," Michigan State Department of Education, Lansing, Michigan, (June 1974), p. 3.

²Marlene White and Sandra Mayfield, "Curriculum Exams, Licensure Discussed" Oklahoma Educator, vol. 11, no. 1, (September 1981), p.1.

questioned had been required to pass a competency test to be certified for the first time; one percent reported a competency test was required for recertification only; and one point four percent reported such a test was required for both kinds of certification.¹

The first year of curriculum examinations in Oklahoma is now history and significant groups of educators have begun to form perceptions and recommendations about the curriculum examinations as will be discussed in the findings.

Additionally, it will be interesting to learn if the testing requirements and other factors of House Bill 1706 as implemented by the State Department of Education are within Title VII and the Equal Employment Opportunity guide lines and will be upheld by the courts. Rebell points out that over the past ten years a number of employment discrimination cases have invalidated employee selection practices of local school boards and licensing agencies as follows:

The consistent invalidation of National Teacher Examinations (NTE) as an exclusive employment selection criteria by the courts over the course of the past five years is of great significance² to those concerned with the general problems of teacher certification.

Since Oklahoma uses curriculum tests to determine subject competency, these tests will point out the disparity of educational opportunity between races just as the 1980-81 college entrance examinations did. The College Board reported that on the college entrance examinations taken by one million high

¹Average American Teacher is Older, Poorer, Less Likely to Choose Teaching Again Than Five Years Ago," Education Summary, 15 May 1982, p. 7.

²Michael A. Rebell, "Recent Developments in Equal Opportunity Law and Their Effect on Teacher Credentialing," position paper presented at the Twenty-Ninth Annual Meeting of the American Association of Colleges for Teacher Education (Chicago, Illinois, 1-4 March 1977).

school seniors in 1980-81, the seventy five thousand black test takers averaged 332 in verbal and 362 in math compared to national averages of 424 and 466.¹

It can be expected that with this beginning educational deficit blacks and other minorities will score less on curriculum examinations and their access to the teaching field in Oklahoma will be restricted. This will be judicially acceptable if the State can empirically demonstrate that the test validity predicts competence on the job. To demonstrate this type of validity is a very difficult process. An executive of the Educational Testing Service (ETS) which prepares the NTE said: "The organization could not demonstrate a relationship between academic preparation, as measured by the NTE and effective teaching."²

The NEA Reporter, recently reported Georgia's testing experience as follows:

Unfortunately, the testing procedure is full of flaws. Both teachers and principals have been disappointed and frustrated by the test itself which was created by National Evaluation Systems (NES), a competitor of the better known Educational Testing Service (ETS).³

NES is the company that assisted the Oklahoma State Department of Education (OSDE) in the development of Oklahoma's Teacher Competency Tests and is under contract to administer and score them.⁴

¹"Blacks Score Less Than Norm", Norman Transcript, 15 May 1982, p. 15.

²Edmund Reutter, Jr. and Robert M. Hamilton, The Law of Public Education (Mineolia, New York: The Foundation Press, 1976), p. 372.

³"Georgia: A State Testing Plan Goes Sour," NEA Reporter, January/-February 1982, p. 5.

⁴"Teacher Certification Testing Program," Oklahoma State Department of Education, Teacher Testing Section, 1982.

Entry-Year Program

As in so many other things, procedures for entry into the teaching profession have followed those established or followed in England. Lomax states:

The principal avenue of entry into the teaching profession in the nineteenth century was via an apprenticeship as a pupil teacher and this preliminary experience was supplemented in actual training programs by directed experience in school.¹

The final stage in the preparatory process of teacher licensing for the prospective teacher, as envisioned by the Oklahoma State Legislature, is a minimum of one year's teaching experience under the tutelage of a entry-year assistance committee. It was recently reported that:

Oklahoma is continuing to move forward with a unique support system for beginning teachers. House Bill 1706 requires every beginning teacher to be assigned a Teacher Consultant within at least 10 days after the beginning teacher enters the classroom.²

The entry year committee is composed of a teacher consultant, a school administrator, and an educator from an institution of higher learning. Their duties are:

1. Assist the entry-year teacher during the initial year of teaching and specifically focus on all areas of classroom management.
2. Make a recommendation regarding certification.
3. Make a recommendation for a staff development program for the teacher for the following year.³

¹Donald E. Lomax, The Education of Teachers in Britian (London: John Wiley and Sons, 1973), p. 234.

²"Entry Year Assistance Workshops Designed to Help with Program," Oklahoma Educator, vol. 12, no. 1, September 1982, p. 7.

³Oklahoma State Board of Education, Policies and Procedures Handbook for House Bill 1706 (Oklahoma City: Oklahoma State Department of Education, 1981), p. 27.

The Teacher Education/Staff Development Section of the State Department of Education is offering training to the members of the Entry-Year Assistance Committee. The objectives of the program are:

1. To clarify intent and regulations of the Entry-Year Assistance Program.
2. To provide research data on beginning teachers.
3. To provide information on the Entry-Year Assistance Committee's responsibilities to meet the requirements of the Entry-Year Assistance Program.¹

It is highly appropriate that much emphasis is being placed on the entry-year program. In reality it is a professional internship. Bernie describes a teacher internship as:

A part of the professional education of teachers through an on-the-job experience in teaching for which the participant receives compensation for his or her work. The experience has appropriate supervision and guidance.²

In the past the cooperating teacher who occupied a similar nonpaid role to the student teacher was the focal point of a successful student teaching experience.³

In a study of one hundred seventy-one student teachers, the following areas where the cooperating teacher provided most assistance were identified in rank order:

1. Adjusting to the teaching role
2. Selection of content taught
3. Understanding girls and boys
4. Selecting teaching materials

¹"Entry-Year Assistance Workshop Designed to Help with Programs," Oklahoma Educator, vol. 12, no. 1, September 1982, p. 7.

²William A. Bernie, Cooperation For Better Student Teaching, (Minneapolis, Minn.: Burgess Publishing Co., 1966), p. 17.

³Ibid, p. 35.

5. Evaluating my own teaching
6. Selecting teaching procedures (methods)
7. Motivating pupil interest and response
8. Determining the objectives of lessons¹

A college supervisor of the past finds a counterpart in the entry-year assistance committee as the educator from an institution of higher learning. Bernie saw the role of the college supervisor as promoting good human relations by including all parties in the student teaching team in the planning and evaluative aspects of the experience.²

Kerber and Protheroe further described the role of the college supervisor by stating:

The working definition of a college supervisor's role encompasses the concepts of (a) coordinator, (b) teacher, (c) guide, (d) co-analyzer, (e) demonstrator and subject of analysis, (f) amplifier and expander of what is observed, and (g) substantive area(s) specialist. The concepts of evaluator and appraiser are deliberately omitted from this role definition. This is because the college supervisor who is discussed here never makes an evaluative decision about student teachers in isolation from any other persons involved. He encourages and assists in establishing searching and inquiring kinds of self- and co-appraisal from the student teacher, cooperating classroom teacher, school principal, and clinical college personnel who are aiding in the preparation of candidates for the teaching profession.³

The teacher consultant will no doubt retain as much importance to the entry-year program as the cooperative teacher did in practice teaching programs as the university based teacher certification program shifts to a field centered program which is functionally integrated into the profession of teaching. Hosford states:

¹William A. Bernie, Cooperation For Better Student Teaching (Minneapolis, Minn.: Burgess Publishing Co., 1966), p. 41.

²Ibid, p. 48.

³James E. Kerber and Donald W. Protheroe, "Guiding Student Teaching Experiences in A Cooperative Structure," Association of Teacher Educators, Bulletin 33, 1973, p. 24.

Opponents of performance-based teacher education programs argue that only the results commonly measured in a semi-trustworthy manner dictate and limit the definition of teacher competency.¹

Therefore, it is important for key individuals to remember to take a technical-humanistic approach to evaluating teacher education programs and assessing teaching competency on the job.²

Faculty Development

House Bill 1706 establishes a procedure whereby all college of education teachers continue their education while teaching at a State university to ensure that the future teachers of the State are taught by current, fully trained educators.

Specifically, House Bill 1706 states:

It is further declared to be the intent of the Legislature that such faculty development plans provide alternative means of education including, but not limited to:

1. In-service training programs;
2. Higher education courses;
3. Exchange programs with public school classroom teachers, administrators, and other school personnel; and
4. Programs whereby all full-time college of education faculty members, including the Dean of the college of education, are required once every five (5) years to serve in a state accredited public school the equivalent of at least one-half day per week for one semester in responsibilities related to their respective college of education teaching fields.³

¹Philip L. Hosford, "Inservice Programs to Improve Teaching Competence," Association of Teacher Educators, Bulletin 39, 1975, p. 1.

²John C. Reynolds, "A Modified Approach To Teacher Education Assessment," The Teacher Educator, vol. 13, no. 2, 1977, p. 9.

³House Bill 1706, Section 6, 1980.

There is a tremendous investment in the college professoriate today most of whom are hired, and promoted, and tenured on the basis of research and scholarly endeavors rather than teaching ability.¹ Loheyde states:

Today's declining enrollment has awakened us to the need for competitive programs and quality teaching. To attract and retain students, instruction must be good; students in the 80's are not satisfied with merely setting at the feet of great scholars.²

Faculty development characteristically focuses on one of two areas, either improving instruction or extending a professor's knowledge about a subject. Either case has somewhat of a negative connotation that the professor is lacking.³ Therefore, faculty development plans must be carefully introduced and instituted if acceptance of the plans by the participant is to be gained. Lindquist points out:

The more ownership staff members, especially faculty, feel for the purpose and activities of teaching improvement programs, the greater are the chances of success of the program.⁴

Administrators must encourage good preparation and good teaching and dispel the idea that publishing is the only road to success.

In Woodling's compilation of reports on critical issues confronting education, the periodic return of administrators to the classroom is recommended so administrators will know what it is like in the classroom and emphasizes that the highest service performed in education is performed by a

¹Katherine J. Loheyde, "Faculty Development: What About the Administrator?" Improving College and University Teaching, vol. 30, no. 3 (Summer 1982), p. 101.

²Ibid.

³Ibid.

⁴Jack Lindquist, Designing Teaching Improvement Programs (Berkeley, California: Pacific Soundings Press, 1978), pp. 269-270.

good classroom teacher, not the administrator.¹

Additionally, concerning faculty development Vogel states:

Additional field qualifications are required from the educators in charge of the professional education, which they must keep up to date through regular participation in school activities at the level for which they train teachers. But field qualifications are also required from those educators who are not involved in the professional education. It must be especially ensured that the director of an area of specialization for a teacher education program has appropriate experience on the level for which he or she is preparing teachers.²

Loheyde offered a very insightful summary of faculty development:

Faculty development in schools and colleges of teacher education has a short history. Programs and projects are begun almost on blind faith; we believe that teaching can and must be improved. Little evaluation or research has been done on the effects of such development in either the short or the long term. Despite this, as deans and directors see the need for improved instruction in teacher education programs, support can be developed for better teaching practices.³

School Board Assessment

The needs and objectives for staff development and instructional improvement are unlimited. They arise from every segment of the school or system operation, every propensity or problem regarding learners, every instructional element with which the educational enterprise is concerned, and every staff member as a concern of his or her personal and professional role responsibilities. Community expectations and national imperatives also dictate renewal needs.⁴

¹Ruth W. Woodling, "Critical Issues in Education" Athens, Georgia: Georgia University, Institute of Government, 1978), p. 37.

²Dankwart Vogel, The Professional Teacher Preparation Program of the College of Education of the University of Houston: A Case Study (Houston, Texas: University of Houston Research Report, 1978) p. 55.

³Katherine J. Loheyde, "Faculty Development: What About the Administrator?" Improving College and University Teaching, vol. 30, no. 3 (Summer 1982), p. 105.

⁴Leslee J. Bishop, Staff Development and Instructional Improvement, (Boston, Mass.: Allyn and Bacon Inc., 1976), p. 27.

House Bill 1706 directs local boards of education to submit a staff development plan each year to the State Board of education for approval. The school boards are assisted in the formulation of the staff development plan by a staff development committee consisting of classroom teachers, administrators, and parents of the local school district.¹

The local staff development plan objectives will be based upon an assessment of the needs of the community by the local school board and shall be designed to achieve the identified program objective.² The activities, then planned for the teachers and staff, endeavor to develop the expertise of teachers and staff to fill the human resource needs of the local staff development plan.

Berman and Roderick state:

Inservice education can provide the setting and strategies for individual renewal of teachers, uplift for the community of which the schools are part, and ultimately new kinds of visions of what all people can become.³

Although the foregoing lofty description of the merits of inservice education for staff development may seem a bit pretentious there is broad agreement that planned staff development activities are desirable.

The performance of the local school board in many cases is less than satisfactory. Bell, Secretary of Education, criticizes the nation's school boards:

¹Oklahoma State Board of Education, Policies and Procedures Handbook for House Bill 1706, (Oklahoma City: Oklahoma State Department of Education, 1981), p. 40.

²Ibid., p. 41.

³Louis Berman and Jessie A. Roderick, "Developing Personal Power: Focus of Supervisors of Inservice Programs," The Association of Teacher Educators (Washington, DC, Bulletin 41, 1975), p. 14.

You read a school board policy manual and you'll read about how to handle bus routes, how to rent out the building and all that routine business, but you won't see anything there about academic quality, incentives for learning.¹

Nevertheless in the foreseeable future the direction of the local education systems will reside in local boards of education. House Bill 1706 provides guidance for school boards in the significant area of local staff development where guidance was heretofore lacking.

Summary

This review of literature has addressed current factors relating to House Bill 1706 with emphasis on economic factors and population trends that may impinge on House Bill 1706's successful implementation.

A review of the features of other states with competency based education programs was made. Oklahoma's program embodied in House Bill 1706 incorporates to a large extent the salient features of many of the states who have competency testing and certification programs.

There is broad agreement in the literature to support increased standards of admission to teacher preparation programs. However, Bloustien, President of Rutgers University, noted that we can change the way in which teachers are trained, and we can require they be tested before employed; however, the basic problem still exists-low salaries for public school teachers. Bloustien further stated that, to put it bluntly, doubling teachers' salaries or even increasing them by fifty percent would do substantially more to raise the level of skill in the teaching profession than any new certification or new testing procedures. It is

¹"Teachers and Teaching," Education Summary, 15 January 1982, p. 6.

even more important to observe that without vastly improved salary conditions, nothing we can do about certification or testing will significantly raise teachers' skills.¹

Herndon, Executive Director of the National Education Association summed up teacher competency problems by stating, "If you fire all 2.4 million teachers and started over in the same economic environment, you would come up with the same slice of the talent pool."²

There is much less agreement in the literature and among educators on the value of testing teachers. The consensus of opinion seems to be that tests can measure how well the objectives of a course have been comprehended but this comprehension is not an indicator of teacher effectiveness. Again, the common element of a competitive salary must be present to induce the higher quality student to seek an academic career and participate in the competency testing.

The literature in the United States and abroad supports the need for guiding beginning teaching experience of one form or another. The arguments of the few detractors of supervised beginning teaching programs mostly center around abuses by martinets in the education programs. The literature revealed no substantive reasons to forego this type of teaching experience.

There is also broad support in the literature for faculty and staff development. Most of the cautions dealing with these programs have to do with

¹"Teachers and Teaching," Education Summary, July 15, 1982, p. 4.

²"Teachers and Teaching," January 15, 1982, p. 6.

the way the programs are introduced and suggestions on how to gain support for the programs.

The literature and numerous educators are critical of the contributions made to public education by local school boards. Most of the items that school boards deal with are considered to be trivial. School boards are encouraged to make maximum use of local advising committees in formulating local school plans and quality achievements.

In general the literature seems to support the concepts of House Bill 1706 with least support found for competency testing. There is considerable skepticism among educators, administrators and government officials as to how successful attempts to raise the quality of teachers will be unless the economic status and prestige of the profession are markedly improved.

CHAPTER III

METHODOLOGY

Introduction

The problem of this study was primarily to determine the preceptions of Oklahoma Business Teacher Educators concerning the following four major concepts addressed by House Bill 1706 applicable to college and university business teacher education programs:

1. Strengthening the screening requirements of college student applicants for admission into college and university business teacher education programs;
2. Testing prospective business education teachers in curriculum fields;
3. Development of a entry-year assistance program for beginning business education teachers; and
4. Faculty and local staff development plans and activities.

Selection of Method

The best method and most expeditious manner to determine these educators' perceptions was to conduct a personal in-depth interview with a significant business teacher educator whose views represent a consensus of opinion of the business education faculty at each public and private State university. A case study method utilizing an interview guide was selected to

conduct the descriptive investigation. All members of the sample were interviewed. A synopsis of each business teacher educators' teaching experience, educational preparation, and responses during the interview appears in Appendix C of this study.

Development of the Interview Guide

The interview guide was designed to follow the general order and points addressed in House Bill 1706. The questions were designed to be broad in nature and elicit candid responses. The design of the questions also encouraged spontaneous remarks which might not otherwise have been received. The interview guide was reviewed and critized by a graduate education class and then revised for clarity and to remove interviewer bias. Additionally, during this series of critiques of the interview guide by the professor and students some questions were recast in such a manner that the interviewee would be picqued and actual perceptions more readily revealed. Some questions were asked two times in different manners to check the consistency of responses.

Next, the interview guide was used in a pilot study to question five graduate business teacher educators to further remove any ambiguities and to discover questions which might be interpreted differently from the intended thrust.

Use of the Interview Guide

The interviewer traveled to eighteen of the nineteen public and private State universities offering a Bachelor of Science degree in Business Education. The remaining interview was conducted in Oklahoma City in conjunction with a respondent's trip there to participate in a conference at the State Department of

Education pertaining to factors relating to House Bill 1706. It is highly improbable that this deviation biased the interviewee.

The interview guide was used in each case to order the interview and gather homogenous information amenable to analysis. The interviewer endeavored to gain each respondent's confidence by reassuring the interviewee that the information which was being recorded on the interview guide would be absolutely confidential as to the interviewee and the university. Each respondent was questioned in the same manner and the interviewer did not reveal by body language or voice inflection any bias concerning the questions on the interview guide. Shortly after the interview and prior to any other interview, the researcher used the information recorded on the interview guide to prepare the synopsis of the interview. The interviewer considers it highly improbable that the race, age, sex, religion, vocabulary, accent, ethnic background or social class of the interviewer biased the interviewee. The use of a tape recorder was considered and rejected during the pilot study of the interview guide when three of the five business teacher educators questioned indicated that having their remarks recorded would tend to stifle their spontaneity and cause them to be less than candid.

Selection of Interviewees

The researcher contacted the Dean, Department Chairperson or equivalent, of each public and private university in the State offering a Bachelor of Science degree in Business Education and requested permission to interview the business education area representative of that institution. A list of institutions contacted and a copy of the letter requesting the interview appears in the Appendices of this study. (See Appendix A and Appendix B.) The necessity to

interview each and every member of the sample was stressed. The department chairpersons indicated the institution's willingness to participate in the study and furnished the researcher the name and telephone number of the designated business education area representative. The researcher then contacted each designee by telephone and arranged an appointment to interview each designee.

Conduct of the Interview

The interviews were conducted during the period August 30, 1982 and October 1, 1982. The researcher conducted all interviews in the exact same manner. The interviews varied in length from a minimum of one hour to a maximum of two hours and fifteen minutes according to the organization and verbosity of the interviewee. The average interview lasted approximately one hour and fifteen minutes. Eighteen universities were visited and all nineteen members of the sample were interviewed in a period of thirty-three days, thus the intervening time between interviews does not historically bias the responses. All interviews were conducted during normal working hours so excessive fatigue, boredom or indifference should not have tainted the interviewee's responses or the listening and recording ability of the interviewer.

Method of Analyzing the Data

The data were analyzed by examining all responses to each question on a question-by-question basis. Next, the data were again examined to determine the number and percentage of respondents indicating support or nonsupport of the major concepts of House Bill 1706. The data were further examined to determine if some specific feature of a major concept was particularly onerous or well received by the respondents. The tabulations along with some general

and recurring comments about specific concepts are presented in the findings of the report. From the findings certain recommendations are inferred and appear in the recommendations.

Method of Reporting the Analysis of Data

Answers to sixteen specific questions outlined in the statement of the problem were sought from information gathered and reported under the following six specific and one general area: (1) Population, (2) Factors Relating to Admission Requirements, (3) Factors Relating to Testing Requirements, (4) Factors Relating to Entry-Year Program, (5) Factors Relating to Faculty Development, (6) Factors Relating to School Board Assessment and Local Staff Development, and (7) Miscellaneous Observations.

The data gathered through the use of the interview guide are analyzed in Chapter IV, "Analysis and Interpretation of Data."

CHAPTER IV

RESULTS

Analysis of Data

This section of the report contains the analysis and interpretation of the data obtained from personal in-depth interviews of the nineteen business education area representatives of the twelve public and the seven private universities of the State of Oklahoma that grant Bachelor of Science degrees in Business Education.

Population

There were thirteen female and six male business education area representatives who ranged in age from early thirties to mid-sixties. Of the nineteen interviewees, seventeen had taught in the public secondary schools, two had not. The upper and lower limits of the range¹ of years taught in the public secondary schools was from twenty to zero years with the mean² length of teaching experience at this level being six point seven eight plus years and the median³ being five years. The respondents had considerably more teaching

¹N.M. Downie and R.W. Heath, Basic Statistical Methods, (4th ed.; New York: Haper and Row, 1974), p. 18.

²Ibid, p. 39.

³Ibid, p. 31.

experience in higher education. At the college level the upper and lower limits of the range¹ of years of teaching experience was from forty years to three years with the mean² length being eighteen point two one plus years and the median³ being seventeen years.

Twelve of the respondents held masters degrees and all individuals had pursued additional graduate study above the master degree. Two of the group holding master degrees had completed all work for the doctorate except the dissertation. Seven of the respondents held earned doctorates.

Factors Relating to Admission Requirements

In response to the question do you feel strengthening the screening requirements of college student applicants for admission into business education teacher programs was a valid concern of House Bill 1706 considering the performance of students being graduated from your business education program, eleven answered that the standards should have been raised and eight answered that raising the standards was unnecessary.

However, all respondents denied or stated they had no knowledge of any complaints being registered concerning the quality or performance of business education graduates from the respective institution's business education program. One respondent justified a negative reaction by stating: "The legislature had stepped out of line by attempting to regulate the admission standards to

¹N.M. Downie and R.W. Heath, Basic Statistical Methods, (4th ed.; New York: Haper and Row, 1974), p. 18.

²Ibid, p. 39.

³Ibid, p. 31.

universities." Another justified a negative reaction by stating: "Raising the standards for admission because of a few bad apples is unnecessary." Reaction supporting raising the standards generally supported the idea of selecting out incompetent individuals who should not be admitted into the business education program.

In response to the question, how have the requirements for entrance into the business education program changed at this university as a result of House Bill 1706, eleven interviewees stated that the Bill had caused the respective institution to raise the grade point average for admission and eight respondents stated there had been no change at that institution. The individuals responding that no change had occurred reported that requirements at the institution, in place prior to passage of House Bill 1706, exceeded the requirements implemented by the State Department of Education as a result of the legislation. The eleven interviews reporting an increase in admission standards as a result of House Bill 1706 stated that grade point average for admission had been raised by a fraction of a point. Four reported increases of point five, four reported a point three increase and three reported a point two five increase. Additionally, of those reporting increased admission standards, four reported increased interviewing procedures; four reported increased entrance testing procedures in grammar, spelling, and writing; and one reported an increase in the amount of time spent in student teaching.

Factors Relating to Testing Requirements

In response to the question, do you feel curriculum examinations are useful in business education areas to establish minimum subject area competency, thirteen interviewees believe the curriculum examinations are useful to

establish competency. Five of the foregoing group hastened to add that passing the test did not insure it could be taught effectively by the successful test-taker. Another individual thought the tests were useful but did not feel the test had predictive validity¹ or reliability.² One individual approved of the tests because the tests caused students to thoroughly review in proximity to the time teaching is started. The five interviewees offering a dissenting view as to the value of the curriculum examinations offered the following reasons for dissent:

1. Tests prove nothing.
2. Passage of the test doesn't indicate teaching ability.
3. Passage only indicates what is on the test is known.
4. Proves nothing since norms have not been established for the tests.

One individual had no opinion of the test's value.

When asked, do you feel the objectives of the Oklahoma Teacher Testing Program in business education are valid, fifteen interviewees responded in the affirmative, three in the negative and one had no opinion, having not studied the objectives. The general comments of the group responding reflected the opinion that subject requirements of the university business education program did not provide test-takers a sufficient breadth of knowledge in the areas of economics, business law and business machines. The one qualified response in the negative category offered the following reason: "NES combined Florida and Georgia tests and the resultant test doesn't accurately reflect the objectives developed by Oklahoma business educators.

¹Debold B. Van Dalen, Understanding Educational Research (4th ed.; New York: McGraw-Hill, 1979), pp. 136-137.

²Ibid, pp. 325-326.

When the interviewees were asked if appropriate objectives had been omitted fifteen responded that the objectives were complete and four responded the objectives were incomplete. All respondents agreed that business education was changing so rapidly that a frequent review and redefinition of the objectives would be required. One respondent stated the objectives were too theoretical and another stated economics, business law and business machines were stressed too heavily.

When interviewees were asked about permitting prospective teachers the option of sitting for professional examinations such as the Bar, Certified Public Accountant, or Certified Professional Secretary, in lieu of the curriculum examinations, twelve interviewees concurred with the proposition and seven objected. The interviewees' objections centered around the point that professional examinations omitted questions on methodology; while interviewees in favor believed the professional examinations were so much more rigorous that the methodology deficiency would be offset.

When interviewees were asked what could be done to insure that Arts and Sciences colleagues, teaching business education majors, covered the objectives over which the business education students would be tested, the universal answer was coordination, education, and furnish the colleague with a list of the objectives. Only one educator viewed this as a particular problem. Seven individuals expressed the opinion that the publication of the scores obtained in crossover areas such as accounting, economics, and business law stimulated cooperation from Arts and Sciences colleagues.

Most interviewees mentally associated reciprocity with the competency testing requirements; therefore, discussion of this item is included under testing requirements. When interviewees were asked, do you feel Interstate Reciprocity

Contracts should continue to be honored, fifteen replied that the contracts should only be honored if the applying teacher had passed Oklahoma's competency test. The four individuals dissenting from the majority opinion indicated changing the reciprocity agreements would result in reprisals against Oklahoma teachers seeking out-of-state employment and would not be in Oklahoma's best interest.

Factors Relating to Entry-Year Program

When interviewees were asked, what in your opinion are the strengths and weaknesses of the entry-year program, the respondents' answers reflected some ambivalence toward the entry-year concept of House Bill 1706. The attraction of the procedure centers around having formal designated help available for the entry-year teacher, a practice which sixteen of the seventeen individuals with public school experience agreed occurred on an informal basis during the interviewee's teaching experience. Another attraction of the program is that since teacher consultants are paid for this additional responsibility more effort is anticipated.

The entry-year program's detractors suggest the following weaknesses of the program:

1. Students have a negative feeling about the provisions of the entry-year program and are discouraged from seeking admission to teacher education programs.
2. Entry-year teachers are intimidated by the rating system which in turn will stifle creativity in favor of trying to imitate the master teacher.
3. Funds allocated for reimbursement of teacher consultants may be used to induce coaches to a school and the teacher consultant in reality will be another teacher.
4. Teacher consultants may not be qualified.

5. Teacher educator members of the assistance committee if from an institution different from the entry-year teacher may not be interested in the entry-year teacher.
6. The designated administrative member of the entry-year assistance committee will "rubber stamp" the recommendation of the teacher consultant.
7. Cooperation between districts that furnish teacher consultants qualified in the entry-year teacher's field will probably not be satisfactory.
8. Sufficient funds will not be made available to reimburse the teacher educators for expenses.

When the interviewees were asked if they thought the entry-year assistance program provided adequate safeguards against an entry-year teacher being denied certification due to a personality conflict rather than incompetence ten of the respondents stated that adequate safeguards were provided by including three members on the evaluation committee and permitting an entry-year teacher a second chance under a different committee in the event the entry-year teacher was not recommended for certification. The eight respondents believing the safeguards were inadequate stated that personality conflicts were most apt to be the basis for the recommendation of noncertification rather than incompetence. However, they believed the stigma of a recommendation of noncertification would follow the teacher and unduly influence the individual's performance and the subsequent entry-year committee. One interviewee had no opinion concerning the entry-year program stating it all just depended on the personalities involved.

When the interviewees were asked about the possibility of litigation resulting from a recommendation of noncertification none of them were personally aware of this occurrence in any other state with teacher internship programs. However, twelve respondents believed lawsuits were an inevitable

consequence of a noncertification recommendation. Two individuals stated this specter would intimidate members of the assistance committee to the extent of recommending unwarranted certification. Some individuals believed an appeal procedure should be set up to accommodate any individual not recommended for certification.

When the interviewees were asked if they thought the entry-year program would cause a teacher shortage in the state fourteen of the interviewees replied in the affirmative, four thought the shortage would not develop for several years. One individual stated the shortage was already beginning to develop as prospective students were electing not to enter the teaching profession to avoid the hassel of the entry-year program. Another individual stated school administrators were hiring less qualified, presently certified, teachers to avoid the hassel of entry-year administrative burdens. All fourteen individuals agreed that raising teachers' salaries to levels competitive with other professions would be one possibility of reversing the negative perceptions of the entry-year program. The five interviewees responding that the entry-year program would not cause a shortage expressed the opinion that the entry-year program would soon be viewed just as any other requirement and be accepted by those committed to a teaching career without question.

When interviewees were asked if they believed that noneducators such as farmers, business and professional people should be invited to serve on entry-year assistance committees fifteen respondents stated that noneducators would not be qualified in education and as a result should not be invited to sit on the entry-year committee. Of the four interviewees in favor of seating non-educators on entry-year committees only one favored including noneducators as voting members.

Factors Relating to Faculty Development

The provisions of House Bill 1706 provides for the concept of teacher education faculty development. When interviewees were asked if they agreed with requirements for continuing education for all college of education faculty members, sixteen interviewees replied in the affirmative registering faculty development as one of the strongest areas of agreement. The three interviewees not in favor of the concept as implemented objected on the following basis:

1. College education faculty members were singled out for additional requirements and expense not required of other faculty members.
2. Education faculty members should not be absent from the institution as much as required to implement the development procedures.
3. The legislature has no business attempting to regulate faculty development.

Eighteen of nineteen interviewees reported active participation in the formulation of faculty development plans, objectives and goals. The remaining respondent reported that a committee formulated that institution's faculty development plan with the individual faculty member's role limited to review and suggested change.

When interviewees were asked if House Bill 1706 had increased business teacher educators' plans to spend more time in the public school setting eleven respondents replied that the time spent in the public school setting would increase. The estimated increase in time spent in the public school setting most often mentioned was three to five hours per week. Eight respondents indicated that no additional time will be spent in the public school setting but the time patterns would be changed and more formal records would be kept.

When respondents were questioned concerning the advisability of permitting business teacher educators to work in business or industry rather than

serving in public secondary schools, again a high level of positive agreement was reached. Sixteen respondents replied that business or industry experiences were equally or more important than a business teacher educator serving in the public school. Of the three interviewees dissenting from the majority opinion one believed business experience should only be allowed in lieu of public school experience if the educator was teaching in industry; one felt most businesses did not provide an environment suitable for learning advanced concepts and techniques; the remaining individual thought business or industry experience was unnecessary.

When the interviewee's were asked if they considered staff development plans and alternatives as suggested by House Bill 1706 to be too educationally oriented, thirteen interviewees did not believe the staff development plans were too educationally oriented. Four respondents believed more time should be spent in industry and two suggested more time be spent on cooperative programs where college and high school teachers exchange roles.

When interviewees were asked if college educators' presence in the public school to the extent required by House Bill 1706 will be disruptive to the learning process in the public schools ten respondents believed that teacher educators' presence would be disruptive and nine respondents did not feel it would be disruptive. The former group members indicated that rapport with the public schools was being destroyed because secondary business teachers felt threatened and spied upon. The latter group indicated that secondary school students seldom noticed visiting teachers.

The question concerning school boards' ability to assess community needs and participate in the formulation of staff development plans stimulated

considerable discussion. All interviewees believed that rules and regulations concerning the implementation of local staff development plans as implemented by the Oklahoma State Department of Education were workable. However, fifteen interviewees did not feel local school boards were capable of assessing community needs or participating in the formulation of local staff development plans. This group had a low opinion of the competence of school boards and believed that school board service was generally prompted by other than altruistic motives. The four interviewees with a more elevated view of school boards' assessment and policy formulation ability believed school boards should make maximum utilization of advisory panels.

When asked if seventy-five hours of staff development activities each five years are sufficient to insure that certified and licensed teachers and administrators maintain their proficiency eleven respondents indicated that fifteen hours of formal activities were sufficient along with the normal reading of periodicals, attendance at professional meetings, and personal enrichment activities. Eight respondents indicated fifteen hours per year was not sufficient. All individuals stressed the point that professional development was highly dependent upon self motivation and that House Bill 1706's forte in this area was that it sensitized teachers to the need for staff development and formalized the documentation procedure.

There was almost universal agreement that the threat of withholding State funds for noncompliance would not in reality ensure a higher quality local staff development plan. Although the specter of withheld funds will ensure the development of the plan, implementation and compliance with the plan will be a subterfuge depending upon the leadership and motivation of the school administration and individual teacher. Again, respondents generally agreed that this

element of House Bill 1706 assisted in sensitizing significant individuals to the need for staff development, but this project was so massive that quality assurance will be lacking.

All respondents except one agreed that maintaining a teacher register is worthwhile and should significantly reduce requests for emergency certification and the attendant ills of favoritism, nepotism, and other sundry malefactions. One individual believed the register is unnecessary and that each request should be studied on a case by case basis along with current transcripts.

Although there was almost total agreement with maintenance of a teacher register when respondents were asked if teachers should be required to immediately report to the State Department of Education any changes affecting professional status there was less agreement. Only sixteen respondents believed teachers should be required to immediately report changes in professional status. The three dissenting respondents expressed the following objections:

1. Maintenance of an up-to-date register would be too massive a task and too expensive.
2. Such requirement would violate a teacher's rights.
3. Posting the date of last entry would be sufficient indication.

Miscellaneous Observations

House Bill 1706 provides for a Legislative Review Committee to annually examine factors relating to implementation of the legislation. When respondents were asked if the business education area will have an impact for consideration of the Legislative Review Committee, ten respondents believed business education would have an impact for consideration. The areas mentioned were:

1. Decreasing enrollment in business education brought about by the requirements of House Bill 1706.
2. Complaints because of examinations failed by legislators' and constituents' children.
3. Legislators will be made aware that House Bill 1706 is a subterfuge to retain the present level of college of education faculty as enrollments begin to decrease.

Six respondents did not feel business education would have an impact and three respondents had no opinion concerning possible impact. All respondents indicated they had discussed the provisions of House Bill 1706 with other members of the business education faculty and that the responses furnished represented a consensus of opinions of the faculty members at the respective institutions.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Introduction

The following summary, conclusions, and recommendations resulted from a study to determine the perceptions of Oklahoma Business Teacher Educators regarding factors related to House Bill 1706. The intent of the study was to provide business teacher educators information for improvement of business education programs, curriculum planning and delivery systems of secondary business teacher education by making available to business educators in one study the opinions of probably the highest qualified group of business teacher educators in the State of Oklahoma regarding House Bill 1706.

Summary

The problem of this study was to determine the perceptions of Oklahoma Business Teacher Educators regarding factors relating to House Bill 1706. The data collected in this study through the use of nineteen personal in-depth interviews with the business education area representatives of the nineteen institutions of higher education granting Bachelor of Science Degrees in Business Education were analyzed and tabulated. The results indicate varying degrees of support or nonsupport for the following four main concepts in teacher education addressed by House Bill 1706:

1. Strengthening the screening requirements of college student applicants for admission into college and university teacher education programs;
2. Testing teachers in their curriculum field;
3. Development of an Entry-Year Assistance Program for beginning teachers; and
4. Staff Development programs in all school districts.

Additionally, faculty development and establishment of a teacher register were considered as other important concepts which were investigated simultaneously and the findings are reported. A serendipitous finding is also reported.

Summary of General Findings

Based on the analysis of the data presented in Chapter IV, the general findings were:

1. Generally all individuals interviewed and the literature reviewed indicated that a significant increase in beginning teachers' salaries is needed to induce more highly qualified students into the field of business teacher education.
2. Oklahoma Business Teacher Educators generally support strengthening screening requirements of student applicants for admission into college and university teacher education programs.
3. There is general support for testing of teachers in curriculum areas of desired certification.
4. There is strong support of the general concept of entry-year assistance for beginning teachers but a reluctance to be placed in the position of recommending noncertification.
5. There is strong support for faculty and staff development programs in general to maintain pedagogical expertise.
6. A review of the certification procedures of states with competency based teacher certification programs revealed that Oklahoma has a comprehensive program.

Summary of Specific Findings

The specific findings based on the analysis of the data were:

1. Fifty-eight percent¹ (58%) of business education programs increased admission standards and strengthened screening requirements as a result of House Bill 1706 while forty-two percent (42%) reported that standards in place met or exceeded standards required by the Bill.
2. All institutions are providing faculty development committees to assist and review faculty development plans.
3. Eighty-four percent (84%) of business teacher educators support alternative faculty development plans and alternatives such as obtaining on-the-job training in business or industry in lieu of strict educational experience.
4. Ninety-five percent (95%) of the business education faculty was directly involved in implementing procedures perscribed by House Bill 1706 and a majority anticipated spending more time in the public schools.
5. The business teacher educators support contracting with certificated teachers and a reduction of requests for emergency certifications.
6. Seventy-nine percent (79%) of the interviewees did not perceive schools boards as being able to participate in the assessment of communities' needs or the formulation of local staff development plans.
7. Eighty-nine percent (89%) of the respondents supported some features of the entry-year program.
8. There were lesser degrees of support for certain requirements and procedures of the entry-year program such as:
 - a. recommending certification or noncertification.
 - b. beginning teachers being assisted by teacher consultants not qualified in business education subjects.
 - c. teacher educator committee members not from the same institution as the beginning teacher.
9. There is general support of an annual review of House Bill 1706 by a Legislative Review Committee and a periodic review by appropriate individuals to up-date the objectives of the program.

¹Percentages are rounded to the nearest whole percent.

10. There is a lesser degree of support for competency testing. Sixty-eight percent (68%) of the business educators support testing while 32% do not believe testing is worthwhile.
11. College business education programs are not of sufficient depth to cover all curriculum test objectives.
12. Business teacher educators generally support temporary certifying procedures during the period when out-of-state applicants prepare for Oklahoma curriculum examination.
13. Reciprocity agreements should be renegotiated and permanent teaching certification granted only to out-of-state individuals passing Oklahoma curriculum tests.
14. There is strong support for continuing education programs for all professional educators. Ninety-five percent (95%) favored continuing education to maintain pedagogical expertise.
15. Penalties as proposed by House Bill 1706 will be ineffective to ensure compliance with local staff development plans.
16. Ninety-five percent (95%) of Business teacher educators support maintenance of an up-to-date teacher register to reduce requests for emergency certification and attendant abuses.
17. Application, certification and licensing procedures are generally approved of and supported by Oklahoma Business Teacher Educators.
18. There was a consensus of opinion that business education curriculum testing was too expensive.

Summary of Serendipitous Finding

A serendipitous finding of the study is that there are wide variations in the relationships, locations, and structure of the business education departments in the public and private universities of the State of Oklahoma.

Conclusions

Based on the findings of this study, the following conclusions are drawn:

1. Oklahoma Business teacher educators support the overall concept of House Bill 1706

2. Teaching salaries must be raised significantly or the strict enforcement of the provisions of House Bill 1706 will cause a long-term business teacher shortage to develop.
3. Very little controversy surrounds raising the admission standards to teacher education programs.
4. The primary thrust of the entry-year assistance program should be assistance to the entry-year teacher.
5. There is no substantial disagreement with faculty and staff development.
6. Most local school boards are not capable of making substantive contributions to the local staff development plans.
7. Alternative service in business or industry would enhance business teacher educator faculty development.
8. The value of teacher competency testing is arguable.
9. House Bill 1706 embodies the most salient features of teacher-competency certification procedures of other states with similar programs.
10. The findings of this study corroborate the findings of the Folk's study.¹

Recommendations

In view of the findings of this study, the following recommendations are made:

1. Achievements of House Bill 1706 should be highly publicized to increase the level of support of all significant groups for increasing teachers' salaries.
2. College level Business Education Core Requirements should be reviewed to ensure that prospective curriculum test-takers are provided a sufficient depth of information.
3. The requirements for the entry-year assistance committee to recommend certification or noncertification should be reviewed and an appeal procedure established for individuals not recommended for certification.

¹John M. Folks, "An Analysis of Opinions of House Bill 1706 as Perceived by Certain Selected School Related Groups" (Ed.D. dissertation, University of Oklahoma, 1982), pp. 154-159.

4. Procedures for formulating local staff development plans should be reviewed.
5. That consideration should be given to providing seminars on community needs assessment and formulation of staff development plans for local school boards and newly elected members.
6. Renegotiation of reciprocity contracts should be studied.
7. Additional studies should be made of the perceptions of significant groups of Oklahoma Educators of House Bill 1706.
8. Consideration should be given to including business and industry experience in staff and faculty business education development plans.
9. The cost of business education curriculum testing should be reviewed to determine if the cost can be reduced.
10. That a study should be made to determine the correct procedural relationships between the State legislature and the college faculties.
11. A study should be made to determine if legislated faculty development plans discriminate against college of education faculty members since other faculty members are not required to adhere to the same standards.
12. A study should be made of the optimum location, relationship, and structure of business education departments in Oklahoma institutions of higher learning.

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APPENDICES

Appendix A

Letter Requesting Permission to Interview

Follow-Up Letter

Interview Guide

Letter Requesting Permission to Interview

Business Education Area Representative

During the Summer and Fall of 1982, I am collecting data concerning the perceptions of Oklahoma business teacher educators regarding factors relating to House Bill 1706. A copy of the interview guide indicating the thrust of the study and the information sought is enclosed.

The desired interviewees are the business education area representatives of the nineteen institutions of higher education currently granting Bachelor of Science Degrees in Business Education within the State of Oklahoma.

If you will grant me permission I should like to contact the business education area representative that you designate and arrange a time to visit your campus and interview the faculty member. To insure the confidentiality of each respondent's perceptions the information tendered will in no way be identified with the individual or college from which it is gathered.

This study is one of the requirements of my doctoral program at The University of Oklahoma in the Business Education Area. However, the results should provide information of value to your college and the State Department of Education for evaluating and improving the implementation of House Bill 1706. I am a retired U.S. Army Lieutenant Colonel, Certified Public Accountant, Certified Secondary Teacher, and Realtor with an honest desire to be of further service to the education programs of Oklahoma.

I will sincerely appreciate your assistance with this study and the interviewees will be furnished a completed copy of the study for their use and inclusion in your library. Please indicate your willingness to participate by designating a point of contact on the enclosed form and returning it in the enclosed envelope. Thank you very much for your assistance with this study.

Sincerely yours,

John W. Mantooth, CPA
Lt. Col. U.S. Army (ret.)

Enclosure

Follow-Up Letter

On July 26, 1982, I sent you a letter requesting permission to interview the Business Education Area Representative at your college concerning his or her perceptions of factors relating to House Bill 1706. As I explained in the letter, this interview is part of my Doctoral program at the University of Oklahoma and as the sample that I am dealing with is quite small, it is essential that I make every effort to contact all of the interviewees in my sample. A reply has not been received from your institution.

I realize that during the intervening period between the summer term and the the fall semester, it is easy for mail to become lost or misdirected; therefore, I am enclosing a duplicate copy of the letter and interview guide. Your early consideration and a reply to this request would be deeply appreciated.

Sincerely yours,

John W. Mantooth, CPA
Lt. Col. U.S. Army (Ret.)

Enclosure

Interview GuideName

Institution

Position

Years as a Business Teacher Public School Higher Education

EducationDegrees Earned Institution Year Received

It was the intent of House Bill 1706 to strengthen the screening requirements of college student applicants for admission into the education colleges of the schools of higher education.

1. Do you feel this was a valid concern of the Bill, considering the performance of students previously being graduated from your Business Education program?

2. How have the requirements for entrance into the Business Education program at your institution changed as a result of House Bill 1706?

The provision of House Bill 1706 provides for a teacher education faculty development committee to develop plans to ensure that each teacher educator continue his/her education during his/her tenure at a state university.

3. Do you agree with the requirements for continuing education for all college of education faculty members as enumerated in House Bill 1706?

4. Has House Bill 1706 increased the plans of business teacher educators in your institution to spend more time in the public school setting. If so, approximately how much additional time do you anticipate they will each spend per week.

5. Do you feel that it would be more appropriate for business teacher educators including the business education area chairperson or equivalent to be permitted to work in industry every five years rather than serving in the public schools in his/her respective teaching field?

Faculty development plans and alternatives of institutions generally include inservice training programs, workshops, higher education courses and exchange programs with public school educators and administrators.

6. Has House Bill 1706 increased the quantity or quality of these development plans and activities in the Business Education Area at this institution?

7. Do you perceive the staff development plans and alternatives as suggested by House Bill 1706 to be too educationally oriented. If so, can you suggest a more balanced alternative?

8. One part of the staff development plan is for teacher educators to spend one day per week in the public school each five years. Do you feel that the presence of business teacher educators in the public school will be disruptive to the learning process in that school? Can you suggest an alternative?

9. Are business teacher educators at this institution permitted to participate in writing and goal setting of their individual faculty development plans? If not, do you feel they should be?

After January 31, 1982 the Board of Education of each school district shall employ and contract in writing only with persons certified to teach by the State Board of Education or with entry-year teachers in accordance with House Bill 1706 except as otherwise permitted by law.

10. Do you feel this will cause a teacher shortage in the state?

11. Do you feel the Interstate Reciprocity Contracts should continue to be honored or should it be renegotiated and include only states with competency based teacher testing programs?

12. What in your opinion are the strengths and weaknesses of the entry-year teacher program?

13. Do you believe noneducators, such as farmers, business and professional people, should be invited to serve on the entry-year assistance committee?

14. Do you think that the entry-year assistance program provides adequate safeguards against an entry-year teacher being denied certification due to a personality conflict rather than incompetence?

15. Are you familiar with any cases where a recommendation for noncertification of an entry-year assistance committee or the college from which the entry-year teacher graduated. Do you think this is a possibility?

16. Do you anticipate that the business education area will have an impact for the consideration of the Legislative Review Committee after the completion of the first year of this program? If so, what will be the nature of this impact?

House Bill 1706 requires development of curriculum examination in the various subject areas and grade levels for purposes of ensuring academic achievement of each licensed teacher in the area such teacher is certified to teach.

17. Do you feel curriculum examinations are useful in business education areas to establish minimum competency?

15. Are you familiar with any cases where a recommendation for noncertification of an entry-year teacher resulted in a lawsuit against the entry-year assistance committee or the college from which the entry-year teacher graduated. Do you think this is a possibility?

16. Do you anticipate that the business education area will have an impact for the consideration of the Legislative Review Committee after the completion of the first year of this program? If so, what will be the nature of this impact?

House Bill 1706 requires development of curriculum examination in the various subject areas and grade levels for purposes of ensuring academic achievement of each licensed teacher in the area such teacher is certified to teach.

17. Do you feel curriculum examinations are useful in business education areas to establish minimum competency?

18. In business areas offering professional certification such as accounting and law do you feel that teachers should be allowed to sit for the Bar or CPA examination in lieu of the curriculum exam?

19. In your review of the objectives of the Oklahoma Teacher Testing program in business education did you feel the objectives were valid?

20. Were there appropriate objectives omitted? If so, what are other objectives that you feel should be included?

21. What do you feel business teacher educators can do to ensure that the objectives are met in areas where business education subject requirements are not taught in the business teacher education area, such as accounting courses taught in the college of business administration?

Section 11 of House Bill 1706 requires that local Boards of Education establish staff development programs for the certified and licensed teachers and administrators employed by the Board. This requirement was implemented by the Oklahoma State Department of Education, Policies and Procedures Handbook for House Bill 1706, "Regulations for Local Staff Development," dated September 24, 1981, pg. 40.

22. Do you feel these regulations are realistic?

23. Do you believe that 75 clock hours of professional development activities or equivalents each five years are sufficient to insure that certified and licensed teachers and administrators maintain their proficiency? If so, why or why not?

24. Do you feel local Boards are capable of correctly assessing their communities needs? Would you recommend a different approach?

25. Do you feel that the withholding of state funds for noncompliance will ensure a higher quality Local Staff Development Plan?

The State Department of Education is now required to maintain a preliminary Teacher Register to include the name, address, type of certificate, college academic major and local certified teaching subject of each and every person licensed and certified to teach by the State Department of Education.

26. Do you feel maintaining such a register is a worthwhile endeavor? If so, is there any additional information that should be included or any information that could be deleted from the register?

27. Do you feel that teachers should be required to immediately notify the State Department of Education of any change of job or certification ? If you have objections, please tell what they are.

28. Are there any recommendations that should be made to the State Department of Education concerning student applications for admission, testing, certification or licensing procedures?

29. Do you feel that your responses represent a consensus of opinion of the business teacher educator faculty members of this institution? If not, which other faculty members would you suggest I interview?

Appendix B

**List of Institutions of Higher Learning
Granting Bachelor of Science Degrees
in Business Education**

List of Institutions of Higher Learning
Granting Bachelor of Science Degrees
in Business Education

1. Oklahoma University
Norman, Oklahoma 73019
2. Oklahoma State University
Stillwater, Oklahoma 74078
3. Central State University
Edmond, Oklahoma 73034
4. East Central Oklahoma State University
Ada, Oklahoma 74820
5. Northeastern Oklahoma State University
Tahlequah, Oklahoma 74464
6. Northwestern Oklahoma State University
Alva, Oklahoma 73717
7. Southeastern Oklahoma State University
Durant, Oklahoma 74701
8. Southwestern Oklahoma State University
Weatherford, Oklahoma 73096
9. Cameron University
Lawton, Oklahoma 73505
10. Langston University
Langston, Oklahoma 73050
11. Oklahoma Panhandle State University
Goodwell, Oklahoma 73939
12. University of Science and Arts of Oklahoma
Chickasha, Oklahoma 73018
13. Oklahoma City University
Oklahoma City, Oklahoma 73106

14. Oklahoma Christian College
Oklahoma City, Oklahoma 73106
15. Oklahoma Baptist University
Shawnee, Oklahoma 73111
16. Phillips University
Enid, Oklahoma 73701
17. Oral Roberts University
Tulsa, Oklahoma 74171
18. Bethany Nazarene College
Bethany, Oklahoma 73008
19. Bartlesville Wesleyan College
Bartlesville, Oklahoma 74003

Appendix C

Synopses of Interviews

INTERVIEW 1 SYNOPSIS

General Information About Respondent

This educator is a professor at a private church sponsored university. She has twenty-two years of teaching experience consisting of sixteen years in public and private secondary schools and six years in higher education, her present position. The respondent earned the Bachelor and Master Business Education degrees and is presently a Doctoral Candidate.

Admission Requirements

Although this institution has had no complaints about the competency of their business education graduates to this professor's knowledge, she feels raising the standards for admission into business teacher education is a valid concern because only high quality students should be entrusted with teaching duties. However, she stated that the admission requirements at the institution has not changed as a result of House Bill 1706.

Testing Requirements

She feels that the university's business education teacher graduates will have no difficulty passing the teacher competency test. She expressed no concern that some objectives might not be covered and feels the objectives are valid and complete. She agrees with accepting passing scores on the Bar, Certified Public Accountant, Graduate Record Examination (GRE) or Admission Test to Graduate Study in Business (ATGSB) as demonstrating competency in lieu of teacher competency examinations. Coordination and education about House Bill 1706 is this professor's approach to insuring that Arts and Science colleagues

teaching business education students cover the required objectives of the teacher competency examinations.

Entry-Year Program

This professor has few opinions concerning the entry-year assistance program. She did feel however, that it did not provide sufficient safeguards for the entry-year teacher and that lawsuits would probably result from non-certification recommendations. She feels that noneducators should be invited to serve on the entry-year committee.

Faculty Development Program

This professor feels that a faculty development plan is fabulous as it commits both the participating educator and the institution to the plan. She does not foresee an increased amount of time being spent in the public schools by business teacher educators as a result of House Bill 1706. She does not believe teachers should be allowed to spend time in business or industry in lieu of educational experiences but should avail themselves of opportunities to work in industry during summers and on their own. She does not believe the Bill is too educationally oriented or that the presence of higher education business teacher educator will be disruptive to public schools.

School Board Assessment

This educator believes that local school boards are capable of assessing the community's needs and formulating local staff development plans. She did not advance any gratuitous comments concerning the need to educate school board members as the author has experienced in discussing the subject with other

interviewees. She feels the required seventy-five hours of staff development activities each five years seems about right.

Miscellaneous Comments

This professor feels the Interstate Reciprocity Agreements are all right as is. She highly approves of the maintenance of a teacher register. She thinks it contains sufficient information and does not consider it an infringement on teachers rights to require they notify the State Department of Education immediately of any change in their status. She feels that withholding of state funds for noncompliance with House Bill 1706 will be ineffective and result in only paper compliance with local staff development plans. She has no opinion on the responses the Legislative Review Committee may make concerning business education.

INTERVIEW 2 SYNOPSIS

General Information About Respondent

This educator is a professor at a State University. She has taught business education subjects for twenty-one years, four years in the public schools and seventeen years in post secondary schools. Her teacher preparation includes the Bachelor and Master of Business Education and the Doctorate of Education.

Admission Requirements

Considering the quality of the business education graduates of this university, this professor does not feel that increasing the admission requirements of college student applicants for admission into business teacher education is a valid concern. However, she stated that starting with the Fall of 1982 entrants must have a higher grade point average and spend more time student teaching. She believes House Bill 1706 will discourage students from entering the business education field and contribute to a teacher shortage in the state. She stated that prospective education students have a negative perception of the entry-year provisions of the Bill.

Testing Requirements

This professor has no objection to the testing requirements per se to establish minimum competency; however, she does not believe that all of the objectives are covered in the scope of business education degree programs. She cited the examples of business education students only being required to take Business Law 1 yet questions on the competency examination coming from Business Law 2 and 3. A similar case was cited involving economic subjects. She

feels that business education students so inclined to sit for and successfully complete professional certifications such as those offered in law, accounting, and secretarial should be permitted to do so in lieu of teacher competency examinations. She also feels that appropriate scores on the Graduate Record Examination (GRE) or Admission Test for Graduate Study in Business (ATGSB) should also be accepted in lieu of the teacher competency tests. She complained about the exorbitant cost to prospective business education teachers to take all of the required tests.

Entry-Year Program

This professor feels the entry-year program does not offer sufficient safeguards against personality conflicts resulting in unwarranted recommendations for noncertification and foresees lawsuits being an inevitable consequence of the program. Additionally, she feels some supervising teachers will be intimidated by this specter and sacrifice their integrity rather than assess an incompetent rating for an entry-year teacher. She considered it a good idea to attempt to have noneducators serve on entry-year committees and feels that designated help for the entry-year teacher is the plan's main strength.

Faculty Development

House Bill 1706 has increased this institution's activity in staff development plans. The institution permits the educators to participate in the development of the faculty development plans and goals. This professor would welcome business and industrial involvement of educators to satisfy professional development requirements and relishes the idea of business teacher educators spending more time in the public schools. She even advanced the idea of the

public school teacher and business teacher educator swapping out job for job on a periodic basis and increased program activity with educationally advanced high school senior business students.

School Board Assessment

This educator does not believe that the majority of school boards are capable of assessing their community's needs and participating in the formulation of local staff development plans. She feels too often school board service is prompted by dissatisfaction with the resolution of some personal situation or incident rather than an altruistic motive. She feels that successful school board candidates should be required to undergo a formal training period before being seated on the board. The requirement of seventy-five clock hours of staff development activities is perceived as inadequate but realistic considering all the other demands on public school teachers.

Miscellaneous Comments

This educator believes the reciprocity agreements should be renegotiated and any incoming out-of-state teacher should be required to demonstrate the same competencies as state educated and certified teachers. She has formed no recommendations for the State Department of Education or the Legislative Review Committee at this time. She is attempting to coordinate with and educate her colleagues in other departments that teach business education students concerning the required objectives of the teacher competency examinations.

INTERVIEW 3 SYNOPSIS

General Information About Respondent

This educator is a professor at a church affiliated private university with a small select enrollment. He has taught a total of thirty-four years, consisting of twenty years in public schools and fourteen years in higher education. His teacher preparation includes the Bachelor of Education, two Master Degrees and the Doctorate of Education with concentrations in several areas of interest. He also serves on the local public school board.

Admission Requirements

The respondent stated that the business education applicants and graduates from this university were good students and teachers and that he did not think that raising the admission standards was a valid concern of the State Legislature. He stated however that the university had raised their requirements for admission to the business education program from a 2.0 to a 2.5 grade point average. He feels that numerous students have a negative feeling about House Bill 1706 and that this perception has caused a decrease in the number of students seeking admission into the business education area and will subsequently contribute to a teacher shortage in the State, especially among younger teachers. He also feels many schools will be reluctant to hire entry-year teachers and thus avoid the hassle involved with implementing that part of House Bill 1706.

Testing Requirements

This educator does not feel the curriculum examinations are useful in the business education area as teachers and students will concentrate on the

stated objectives to the exclusion of other objectives which may be equally important. This institution has had no business education graduates since House Bill 1706 has been in effect thus the professor stated he had formed no opinion on the validity of the test objectives. Considering the accumulated average score on the business education umbrella test he feels it is highly possible that valid objectives were omitted from those published. This professor also embraces the idea of coordinating and educating his Arts and Sciences colleagues with responsibilities for teaching business education subject requirements, about the provisions of House Bill 1706. Substitution of other tests in lieu of curriculum examinations seems okay but he had not given much thought to the idea.

Entry-Year Program

Again, this educator voiced an opinion that House Bill 1706 had created a negative perception of the entry-year teacher being "on trial." The main strength of the program in his opinion was that it clearly designated a helpmate for the new teacher. Input into the entry-year program by noneducators should be restricted to the normal school board channels. This educator feels the entry-year teacher's rights are adequately safeguarded and that cases of an unwarranted recommendation for noncertification will be extremely rare. He did not feel any lawsuits would result from noncertification.

Faculty Development

This professor did not agree with a faculty development plan for all faculty members. He feels that some educators can ill afford to be away from their regular place of duty. He feels that House Bill 1706 will tend to increase the time spent by business teacher educators in the public school but feels this

will be disruptive. He stated that if he was still a superintendent that he certainly would not welcome this much intrusion into the public school classrooms. He feels that House Bill 1706 will not increase the quality or quantity of faculty development plans but it may cause them to slip and slide from one area of emphasis to another. He feels times spent in business or industry by business educators is equally as important as educational activities and thus considers House Bill 1706 to be too educationally oriented to the public schools. Business teacher educators are permitted to participate in faculty development planning at this institution.

School Board Assessment

While the school board on which this professor serves is able to assess the community's needs and participate in the formulation of local staff development plans he feels this is not normally the case. He believes trying to impose educational requirements on school boards would be impractical although desirable.

Miscellaneous Comments

This educator feels the Interstate Reciprocity Contracts should require out-of-state teachers to pass our teacher competency tests. He feels there is a strong possibility that House Bill 1706 will "go the way of accountability" when the Legislative Review Committee reports. He stated that withholding of funds for noncompliance with local staff development plans will be ineffective to ensure a higher quality plan. Although he agrees with maintaining a teacher register, continuously updating it with immediate changes of status would be

quite an undertaking. He feels certification and licensing procedures are about as good as we can expect.

INTERVIEW 4 SYNOPSIS

General Information About Respondent

This educator is a professor at a State university with approximately five thousand enrollment. She has been a business teacher for the past sixteen years serving three years in public secondary schools and thirteen years in her present higher education position. She holds the Bachelor and Master of Business Education degree and the Ph.D. in Education.

Admission Requirements

This institution has raised its admission standards for admission to teacher education from 2.0 to 2.5 grade point average to comply with House Bill 1706. However, this educator did not consider this a valid concern of the Bill as the quality of business education students at this institution almost always exceeded this standard and no complaints have been registered concerning the quality of performance of business education teacher graduates from this institution. She feels that House Bill 1706 has discouraged prospective students from entering the business education teaching field and that in the long run will contribute to a shortage of business teachers in the State.

Testing Requirements

This professor does not feel that passing the curriculum examinations necessarily establishes minimum competency or indicates the prospective teacher will be able to teach. She feels several other examinations should be accepted in lieu of the curriculum examination and are equally indicative of a teacher's competence. She cited the Bar, Certified Public Accountant, National

Teacher Examination (NTE) Graduate Record Examination (GRE) or Admission Test for Graduate Study of Business (ATGSB). She feels the curriculum examination objectives are valid but stated some others might be equally valid depending on the student's needs. Her approach to insuring that her Arts and Sciences colleagues responsible for teaching subjects required by business education stressed the objectives, was to furnish them with lists of the objectives for the subject and to also furnish the student with a similar list. She believes the cost of tests for prospective business education teachers is excessive. The professor feels that inexperienced out-of-state teachers should be required to pass our test prior to certification.

Entry-year Program

This professor approved of some aspects of the entry-year program and stated that if the entry-year teacher was properly encouraged and prompted it would be helpful but that dogmatic direction from older teachers would probably stifle initiative and creativity and result in personality conflicts. She feels it would be a mistake to attempt to have noneducators as members of the entry-year committee. She feels the entry-year teacher has sufficient safeguards against being denied certification but would prefer to withhold judgement until more experience is accumulated. She feels some teachers will be intimidated by the possibility of lawsuits if they should recommend noncertification.

Faculty Development

This educator agrees in principle with continuing education for faculty members but feels that House Bill 1706 may cause them to be away from teaching duties more than practical. At present this institution has not increased

the amount of time the business teacher educators spend in the public school setting but is considering doing so. She feels it is appropriate for business teacher educators to place equal emphasis on seeking timely business and industry experience in lieu of strictly educational oriented development. She expressed the opinion that business teacher educators need much latitude in fashioning their development plan because of the unique nature of the subjects they teach. This institution permits participation of the faculty in formulating faculty development plans and is increasing the quantity and quality of development activities as a result of House Bill 1706. From the public school's point of view she feels the increased presence of college faculty members will be disruptive.

School Board Assessment

This educator feels some school boards are capable of correctly assessing their communities needs and formulating local staff development plans. She believes that school boards are increasingly using advisory boards made up of citizens with expertise in particular areas and she feels this is an especially good trend.

Miscellaneous Comments

This professor feels that the business education area will have an impact for the consideration of the Legislative Review Committee through evaluation, study, and testing presently being done but cannot foresee what the outcome will be at this time. She feels we should continue to honor reciprocity agreements, but require inexperienced teachers to pass the state mandated examinations. She feels the maintenance of a teacher register and immediately updating it with changes of status is an excellent requirement.

INTERVIEW 5 SYNOPSIS

General Information About Respondent

This educator is a professor at a State university. She has taught business education subjects for twenty-eight years, six years in public secondary schools and twenty-two years in her present higher education position. Her teacher preparation includes the Bachelor and Master of Business Education degrees plus additional graduate hours.

Admission Requirements

This educator did not believe that admission requirements for prospective business education students were a valid concern of House Bill 1706. She stated their applicants were quality students and that they had received no complaints concerning the technical and teaching ability of their graduates. The enactment of the Bill did cause them to raise the admission standards for business education students planning to teach from a grade point average of 2.0 to 2.5. She does not feel the increase in admission standards will have a detrimental effect on business education teacher enrollment but feels other aspects of House Bill 1706 creates a negative image of teacher preparation and will tend to cause a teacher shortage in the State.

Testing Requirements

This educator feels that curriculum examinations for establishing minimum competency in business education are of very limited value. She stated this only demonstrated that what was on the examination was known and had been emphasized probably to the exclusion of other equally important areas. She does not feel that passing professional examinations such as law, accounting, or

secretarial necessarily indicates an individual can teach these subjects and thus would not accept passing these examinations in lieu of teacher competency examinations. She did feel however that development of some nationally accepted teacher testing examination had merit. In this professor's opinion, the objectives of the tests in business education are valid and she did not know of any appropriate objectives being omitted. Her approach to insuring that Arts and Sciences colleagues teaching business education subjects stressed the appropriate objectives was to furnish them lists of the objectives. She feels eventually another committee will be formed to make all educators at the college level aware of the requirements of House Bill 1706.

Entry-Year Program

This educator believes that both the strengths and weaknesses of the entry-year program reside in the committee. Designating a committee to assist the young teacher is a definite help. However, having the committee evaluate the entry-year teacher destroys much of the rapport that could be built up and creates a negative image in the minds of entry-year teachers. This educator is not in favor of noneducators serving on the entry-year committee. She stated that most noneducators have a depressed opinion of business at this point and would probably not be of any help. She feels the entry-year teacher is adequately safeguarded against unwarranted noncertification and does not foresee any lawsuits stemming from noncertification recommendations.

Faculty Development

The faculty are permitted to develop their own plans and goals for improvement at this institution. House Bill 1706 has increased by approximately

ten hours per year the amount of time these business teacher educators plan to spend in the public school. She did not feel that business educators should be permitted to elect to serve in business or industry every five years instead of teaching unless the type and size of the business was specified. She explained that some business experiences would be worthless in improving the teacher's knowledge. She does not feel that the staff development plans and alternatives suggested by House Bill 1706 are too educationally oriented or that the presence of teacher educators in the public schools will be disruptive unless the educator is viewed as a substitute teacher.

School Board Assessment

This educator feels school boards are competent to assess their communities needs and help formulate local staff development plans. She also feels approximately fifteen hours per year of professional activities is about right to maintain certified licensed teacher's and administrator's proficiency.

Miscellaneous Comments

This educator feels that the threat of withholding state funds for noncompliance with House Bill 1706 will ensure paper compliance with the requirements but not necessarily actual compliance. She approves of the up-to-date maintenance of a teacher register. She has no recommendations for the State Department of Education at this time. She believes as soon as several of the State Legislators' children or friends fail some of the teacher competency examinations or are not recommended for certification that the Legislative Review Committee will have numerous recommendations for changes to the Bill.

INTERVIEW 6 SYNOPSIS

General Background Information About Respondent

This educator is a professor in a church affiliated private university. She has taught business education subjects for twenty-seven years in her present position. She holds the Bachelor of Science degree in Business and the Master Business Education plus additional graduate credits.

Admission Requirements

This professor did not feel that raising academic standards for admission to business teacher education was a valid concern as far as this institution was concerned. They required a higher grade point average for admission to teacher education than state universities required. Therefore, the enactment of House Bill 1706 did not result in raising the standards at this university. She feels, however, that the increased admission standards plus other provisions of House Bill 1706 will cause students to more carefully evaluate their options and possibly select other fields. This she feels in the long run will cause a teacher shortage to develop in the State.

Testing Requirements

This professor thought the curriculum examinations were useful if they proved to be reliable and valid in the educational meaning. She feels the objectives specified for business subjects are valid but questioned how closely the tests were tied to and measured the specified objectives. She feels there should be several alternatives available to students in lieu of curriculum examinations such as the Law Examination, Certified Public Accounting Exami-

nation or the Certified Professional Secretary Examination. She feels that by making these alternatives available some students would voluntarily seek a higher level of competency. She was unaware of any appropriate objectives being omitted from testing. Her approach to insuring that Arts and Sciences colleagues that teach business education area subjects teach the appropriate objectives is to discuss the subject with them and furnish them a list of the published objectives. She feels that the published results of the examination will also be a strong stimulator for all teachers to insure that students are well prepared.

Entry-Year Program

This educator feels the entry-year program's main strength is having formally designated help and guidance available to the beginning teacher. However, she feels that in the business education area, especially in smaller schools, that available help may not be competent in business education subjects. She also feels that institutions furnishing faculty members to the entry-year committees will have a proprietary interest in their own graduates in some cases to the exclusion of other institution's graduates which they are obliged to assist. She does not feel noneducators could make a positive contribution to the entry-year committee. Additionally, she feels a formal appeals systems should be instituted for entry-year teachers who are not recommended for certification. She is unaware of any individuals not being recommended for certification but feels that a lawsuit could result from a noncertification recommendation.

Faculty Development

This educator has no quarrel with the requirements for continuing education for all college of education faculty members. However, she feels it would be equally appropriate for business teacher educators to work in business

or industry in lieu of educationally oriented activities. House Bill 1706 has not increased the quality or quantity of this institution's professional development plans and activities but has caused the participating members to more closely document the process. She feels the staff development plans and alternatives to be largely all right but feels some additional alternatives could be offered for specific types of teachers such as business education teachers. She does not feel business teacher educator's presence in public schools is disruptive but stressed that they must be compatible with the cooperating public school teachers. She plans to spend approximately the same amount of time in the secondary public schools as she was spending prior to House Bill 1706; however, she plans to change the pattern. She stated that clock hours spent is a poor gauge of professional development activities.

School Board Assessment

This professor does not feel school boards are capable of assessing their communities needs or formulating the local staff development plans. She feels they must rely on input from faculty representatives. She is not excited about advisory boards as she feels they are not timely in submission of recommendations to school boards and cause the development process to bog down.

Miscellaneous Comments

In this educator's opinion the reciprocity contracts should be renegotiated between states and all out-of-state teachers required to sit for Oklahoma teacher competency examinations. She feels that the tests are too expensive for prospective business education teachers and that the umbrella and specific area test are not well articulated. She cited instances where students passed the

content area subject examination and failed the same content area on the umbrella examination. She feels the Legislative Review Committee will be made aware of such items during their review. She stated that withholding of state funds will ensure only paper compliance with House Bill 1706 but true compliance will result from teachers being convinced of the true worth of the provision of the bill. She agrees with maintaining a teacher register but feels that showing date of last posting of change is sufficient to satisfy any needs.

INTERVIEW 7 SYNOPSIS

General Information About Respondent

This educator is a professor at a State university of approximately five thousand enrollment. She taught business education and related subjects in the secondary public schools for twenty years and has taught in her present higher education position for sixteen years. She holds the Bachelor and Master Business Education degree and has completed additional graduate work.

Admission Requirements

This institution was already requiring a 2.5 grade point average for admission into Business Education teacher preparation thus she did not feel as far as this institution was concerned that low admission standards were a valid concern of House Bill 1706. Additionally, she voiced the opinion that high school business education students were a very select group of self motivated students seeking business skills on their own initiative. She feels that House Bill 1706 is already causing a decrease in the enrollment of business education students with teaching aspirations. She stated that several advisees had decided upon other fields because they feel the certification procedures are a hassle not experienced in other higher paying business professions. This decreasing enrollment will cause a shortage of business education teachers in the long run and make Oklahoma dependent on out-of-state graduates for teachers.

Testing Requirements

This teacher feels the agency developing Oklahoma's teacher competency examinations took questions from the Georgia and Florida examinations,

merged the two and disregarded the objectives developed by the State business education teachers. She feels the tests do not test the stated objectives and that the umbrella examination questions and same subject area question are not of equal difficulty. She cited instances where a prospective teacher passed the specific area examination but missed the subject area questions on the umbrella examination. She feels that teachers with minor qualification credentials to teach a subject should also be required to pass the umbrella examination in business. This professor also objects to the number and expense of business education examinations and feels that economics and business law are stressed too heavily on the umbrella tests whereas typing and shorthand are stressed very little yet they are the major emphasis of business education at the secondary level. To insure Arts and Sciences colleagues teaching business education students stress the tested objectives she furnishes a list of the objectives to the instructors and students. She feels the publication of institution's student's test scores is a strong motivator for instructors to put forth their best instructional efforts. She stated curriculum examinations "are not fit for anything" as far as an indicator of a successful teacher. She was not in favor of professional certifications being accepted in lieu of curriculum examination.

Entry-Year Program

She feels that the entry year program only formalizes what was already being done in public schools but that in the process much former rapport of the informal arrangements was destroyed and expenses increased. She does not believe that noneducators possess enough knowledge of educational matters to provide any positive input to the entry-year program. She also feels that advisory councils are an abomination. She believes that the three member assistance

evaluation team provides sufficient safeguard against an underserved recommendation for noncertification. She does not foresee the possibility of lawsuits arising from a recommendation of noncertification.

Faculty Development

This educator feels that faculty development plans should be more flexible in both the time and activity area. She reported that this institution had not increased its faculty development plans as more than the minimum specified in House Bill 1706 was already being required. She feels business and industry experiences should be weighted equally with educational experiences in business education faculty development plans. She feels business education faculty development plans will increase in quality and quantity as a result of House Bill 1706. She does not consider these plans too educationally oriented for college level educators but feels they are for public school teachers. She feels that the presence of college educators in the public schools to the extent directed by House Bill 1706 could be disruptive and she stated she would not approve of a high school teacher teaching her college class even on a swap out basis. Her institution does not permit the faculty to participate in development of the improvement plans for its members but expects they will start soon.

School Board Assessment

This educator feels school boards are incapable of correctly assessing their communities needs and in participating in the development of local staff development plans. She feels these provisions are just political ploys and that school representatives will have to guide the school boards in these actions

except in very rare instances. Withholding of State funds for noncompliance will bring only paper compliance with local staff development plans. The seventy-five clock hours of staff development activities requirement is meaningless in her opinion. Teachers and administrators will maintain proficiency if they desire and will not do so if they are so inclined.

Miscellaneous Provisions

This educator would not continue to honor reciprocity agreements with other states and would require all incoming out-of-state teachers to successfully pass state examinations before granting them permission to teach. She feels that requiring an up-to-date teacher register is a worthwhile provision but pointed out that this was already being done. Overall, this educator was largely unimpressed with House Bill 1706 and expects to see numerous changes to provisions or for it to go the way of accountability when the Legislative Review Committee reports their findings.

INTERVIEW 8 SYNOPSIS

General Information About Respondent

This educator is a professor at a smaller State university. He has taught a total of seven years, three in public schools and four years in his present higher education position. His educational preparation includes two Bachelor degrees in business administration and business education respectively, a master of business education and completion of all but the dissertation for a Doctorate of Education.

Admission Requirements

This respondent did not feel that considering business education majors at this institution or business education majors in general, that raising the admission standards for entry into teacher education is a valid concern. However, he did believe it was a valid concern in some other areas and in some other institutions. This institution already required a 2.5 grade point average for admission into business education teacher education; therefore, House Bill 1706 did not change the entrance requirements at this university.

Testing Requirements

This professor feels that curriculum examinations have a limited degree of usefulness as far as business education majors are concerned. He believes more prospective business education teachers fail the tests due to methodology problems than due to a lack of subject matter knowledge. He feels that the content examinations will probably select out a very few individuals who probably should not have been granted admission to business teacher education. He voiced a similar complaint about the objectives that the researcher had

previously heard, that being, that some tested individuals passed the content examinations but failed the same area on the business education umbrella examination. He also voiced a common complaint that the cost of the tests for prospective business education teachers was too expensive. He did not feel that individuals with professional certification should be exempted from curriculum examinations. He also shared the opinion of others that not enough business law and economics subjects were required in the business education college program to cover the objectives tested for these subjects on the curriculum examinations. He feels some appropriate objectives were omitted from the tests but that the objectives will continue to be refined and that omissions should not constitute a problem. This professor shared a common approach of furnishing the list of objectives to insure that his Arts and Sciences colleagues teaching business education majors covered these objectives. He also furnished the business education students the list, but cautioned students that the list by no means was inclusive of the content knowledge they should have.

Entry-Year Program

This professor feels that the major strength of the entry-year program is the formal designation of a master teacher to assist the entry-year teacher. He feels the other two committee members will be of limited assistance. He feels the major weakness is the potential for the entry-year committee to "pencil whip" the entry-year teacher but in reality feels the program has adequate safeguards for the entry-year teacher. Abuses would be extremely rare he stated. He also feels that such cases will result in lawsuits against the committee. This educator is very much opposed to inviting noneducators to serve on the entry-year committee. He does not feel this provision will cause a

business education teacher shortage in the near future; however, he feels there may be shortages in other areas.

Faculty Development

This institution permits its faculty to participate in development planning. This educator feels this is an area that had been too long neglected at the college level and that many educators are resting on their laurels. He feels that most business educators agree there is a need for faculty development and continuing education but he feels there is a reluctance primarily from older professors to accept it. He feels this reluctance will result in only paper compliance among these educators. He said it is only "a wild stab," but that House Bill 1706 had probably increased the amount of time that business educators will spend in the public schools by about two hours per week. He does not believe college educators will be present in the public schools to the extent that their presence will be disruptive. He envisions teaching about a two week stretch in the public schools each five years to satisfy the requirements of House Bill 1706. He feels that service in industry or business may be appropriate for business teacher educators in lieu of educational experiences; however, he stated he would prefer that teachers get that experience on their own initiative. He feels it is premature to judge whether the quality of faculty development plans have improved as a result of House Bill 1706; however, he feels that the quantity has been increased.

School Board Assessment

This professor feels that the qualifications of local school boards are so diverse and their motives for service so varied that it is impossible to determine

if they are capable of assessing their communities' needs and developing local staff development plans. He suggests that local boards should make maximum use of advisory panels and solicit input from all affected groups such as teachers, farmers, business persons and students.

Miscellaneous Comments

This professor feels that the reciprocity agreements of the state should be renegotiated and only teachers who have passed the State teacher certification examinations permitted to teach. Otherwise, he sees many problems and useless maneuvering to avoid the provisions of House Bill 1706. He does not feel that in reality withholding of State funds for noncompliance with House Bill 1706 will accomplish anything except paper compliance. The maintenance of an immediately updated teacher register is a good idea to this educator and he does not feel like the requirement is an infringement on teacher's rights. He feels business education will have little impact for consideration by the Legislative Review Committee.

INTERVIEW 9 SYNOPSIS

General Information About Respondent

This educator is a professor in one of the smaller State institutions. He has taught a total of thirty-two years, consisting of seven years in the public secondary schools and twenty-five years in his present higher education position. His educational preparation consists of the Bachelor and Master Business Education degrees and some additional graduate hours.

Admission Requirements

This educator did not feel that admission requirements to teacher education is a valid concern of the State legislature. He stated the legislature had "stepped out of line" when they got involved to this extent in the operation of a university. The institution had raised its admission requirements to business teacher education only slightly as a result of House bill 1706. Previously, they required a 2.2 grade point average and they now require a 2.5 grade point average for admission. He also expressed the sentiment that secondary business education students are generally more highly motivated than other students. This motivation carries over to their college preparation and thus the quality of business education graduates should not be of concern.

Testing Requirements

This professor feels the objectives of the testing program are valid but feels the tests are very difficult. He stated that many of the objectives especially in business law and economics are not thoroughly covered in the subject requirements for the Bachelor of Business Education degree. He feels that a five year program in business education would be required if a student

wished to insure that he or she had sufficient business subjects to be aware of all of the objectives. He feels that appropriate objectives have been omitted but that improving the tests and objectives is a continuing process. He does not agree with substituting professional examinations in lieu of teacher competency examinations in areas offering professional certification. This professor furnishes his colleagues with a list of objectives for the courses they teach in which business education majors will be tested. He also furnishes his students the same list.

Entry-Year Program

This professor feels House Bill 1706 and especially the entry-year provisions will cause a teacher shortage in the state. He stated if he were an entry-year teacher he would go out of state to avoid this hassle. He feels the entry-year program only formalizes and increases the expenses of what was already being done informally but destroys the former rapport that was many times created. He feels that the interest of the entry-year teacher are not adequately protected and that lawsuits will in rare cases grow out of non-certification recommendations. He does not feel that noneducators can make a positive contribution serving on the entry-year committee.

Faculty Development

This professor again emphasized that he feels the legislature should not be dictating university requirements in the area of faculty development. He agrees that continuing education is good in principle and that perhaps House Bill 1706 will force the faculty to formalize their development plans. He feels business teacher educators will increase slightly the time they spend in the public school setting as a result of House Bill 1706. This professor believes that

work experiences in business or industry would provide an equally positive development activity for business education faculty members and that universities should be permitted to give their faculty members this option. He feels House Bill 1706 has increased the quantity of faculty development plans and activities but doubts that the quality of such plans and activities have been increased. He would not want to exchange class activities with a secondary teacher. He feels the presence of business teacher educators to the extent envisioned by House Bill 1706 to be disruptive to the public schools. He feels this requirement should be dropped. The faculty members at this institution do have input to their faculty development plans.

School Board Assessment

This educator does not believe that school boards in general have the ability to assess their communities' needs or formulate local staff development plans. He feels school boards should leave this to the school superintendent and faculty members. Whether seventy-five hours of professional development activities are sufficient to maintain licensed teachers' and administrators' proficiency depends on the individual in this professor's view.

Miscellaneous Comments

This professor believes that withholding of State funds for non-compliance will not ensure higher quality local staff development plans but only cause paper compliance. He feels the reciprocity agreements should be renegotiated and only teachers who have passed this State's competency tests should be permitted to teach. This should be done to keep the requirements equal in his view. He feels the Legislature Review Committee will recommend numerous

changes in House Bill 1706 at the end of its first year of operation. He agrees that maintaining an up-to-date register is a good idea. He also recommends a further reduction of the testing expense for prospective business education teachers.

INTERVIEW 10 SYNOPSIS

General Information About Respondent

This educator teaches at one of the smaller State universities. Her teaching experience consists of forty years in her present higher education position. Her teacher preparation includes the Bachelor and Master Business Education degrees and additional graduate study.

Admission Requirements

This professor feels the admission standards to business education teacher preparation should have been raised and thus believes this was a valid concern of the State Legislature. This institution has been progressively raising its admission requirements for teacher education and recently raised them to a 2.5 grade point average to comply with House Bill 1706. She did not feel the increased admission requirements would cause dedicated individuals to give up their desire to teach business education and stated that if it did the profession would probably be better off without them. She does not believe that the increased admission standards will cause a business teacher shortage in the State. On the contrary, she feels the State will get better teachers as a result of House Bill 1706.

Testing Requirements

This professor believes the objectives of the teacher testing program in business education are valid and that the competency tests do establish minimum proficiency. She did not know of any valid objectives being omitted; however, she feels the test will be continually refined over the next several years. She feels that prospective teachers desiring to sit for professional examinations such as

the law, accounting, and secretarial should be permitted to do so in lieu of the teacher competency examinations. She coordinates and furnishes her Arts and Science colleagues a list of objectives that business education majors will be tested over.

Entry-Year Program

This professor feels the entry-year program is weak because it is inadequately financed and that master teachers assisting the entry-year teachers may not be as well qualified as the entry-year teacher. This she feels may cause friction and that the entry-year teacher may be denied certification because of a personality conflict instead of incompetence. She stated she has no objection to noneducators serving on the entry-year committee if they are college educated and qualified. She foresees lawsuits stemming from recommendations of noncertification of entry-year teachers.

Faculty Development

This institution highly encourages the faculty to participate in the formulation of faculty development plans. These plans have increased the quantity of planned activities but the professor is unsure if the quality had been increased. Plans for the business teacher educator to spend more time in the public school setting have increased by approximately one half hour per week. She feels that business and industry experiences are equally important as educational experiences for business teacher educators to keep abreast of business techniques and technology available. She does not perceive staff development plans to be too educationally oriented to the public schools. She

does feel that business teacher educators will be present in the public schools to the extent that it will be disruptive. If handled correctly she feels rapport with the visited teachers and students can be established and that the visits can be mutually profitable.

School Board Assessment

This educator feels that most metropolitan school boards are capable of assessing their communities needs and participating in local staff development plans but that most rural school boards are not. She feels that seventy-five clock hours of professional development activities each five years is insufficient to maintain the proficiency of teachers and administrators.

Miscellaneous Comments

This educator feels that the threat of withholding State funds for noncompliance with local staff development plans will result on in a ruse or paper compliance. She feels the Interstate Reciprocity Contracts should be renegotiated and include only states that have competency based teacher certification. She feels that most business educators do not agree with House Bill 1706 and that this will have an impact on the recommendations of the Legislative Review Committee. She feels that maintaining an up-to-date register is a good idea and not a hardship on the teachers. She recommends that prospective teacher testing be done by the colleges and that there should be no fees for the tests.

INTERVIEW 11 SYNOPSIS

General Information About Respondent

This professor teaches at one of the larger State institutions. He has taught a total of seventeen years consisting of five years in the public secondary schools and twelve years in higher education. His educational preparation consists of a Bachelor of Science in Business, a Master of Educational Administration and a Ph.D. in Education with a concentration in business education subjects.

Admission Requirements

This professor feels that raising the admission requirements for admission into business teacher education was not a valid concern considering the quality of the previous graduates from this program. As a result of House Bill 1706, this institution formally raised the requirements for admission into business education teacher preparation on the entrance test and grade point average from 2.0 to 2.5. In reality this was already being informally required. This professor feels that the admission requirements and other provisions of House Bill 1706 will cause a teacher shortage in the State unless the salary scheduled for secondary teachers is raised to competitive levels with other business degrees to compensate for the additional demands.

Testing Requirements

This respondent does not believe the curriculum examinations establish minimum competency as there are no established norms for the examinations. He does believe in general that the objectives of the examinations are valid but he has not studied them close enough to determine if any appropriate objectives

were omitted. He feels that business changes so rapidly that refinement of the test will be a continual process. He feels that professional certifications such as the law, accounting, and secretarial should be accepted in lieu of the teacher competency examinations. He also feels that business education tests are not well articulated and are too expensive.

Entry-Year Program

This educator believes the concept of the entry-year teacher program is great but believes there will be numerous abuses of the program such as using coaches as the teacher consultant on the committee so they can be paid extra money. He also feels the administrator and the college faculty member will "rubber stamp" whatever the teacher consultant recommends. He is absolutely opposed to inviting noneducators to serve on entry year committees. He is not sure whether the entry-year teacher is protected adequately from an unwarranted recommendation of noncertification but feels it is about as good as can be devised. He does not foresee lawsuits stemming out of recommendations for noncertification. He feels that the entry-year committee would be reluctant to recommend noncertification except in the most flagrant cases of incompetence.

Faculty Development

This educator reported that the faculty at this institution was deeply involved in planning their development activities. He feels it is essential for all faculty members to continue their education, participation in public school activities, and service in professional organization to keep abreast of the changes and current thinking in the teaching profession. He believes that House

Bill 1706 has sensitized the faculty members to the need for improvements and has caused the plans to be formalized and documented. Additionally, it has caused the faculty to block out more time to spend in the public schools and on development activities. This educator dissents from the majority opinion that business teacher educator's business and industry experience is of equal value with educational experience.

He feels teachers should teach even when associated with a business or industry because the ability to teach properly is a rare gift. House Bill 1706 has changed the packaging of this institution's development plans and has somewhat increased the quantity. He does not feel that the already high quality has changed. He again stressed he did not feel the faculty and staff development plans were too educationally oriented as educators should be continually seeking to improve themselves. He does not believe that the time spent in the public schools by business teacher educators will be disruptive to the learning process as pupils are very accustomed to the comings and goings of all sorts of personnel in the public schools at this time.

School Board Assessment

This educator feels that as a general rule school boards are able to assess their communities needs and participate in formulating local staff development plans. He feels that withholding of State funds for noncompliance will insure a higher quality local staff development plan. He stated that this (withholding of funds) will get their attention. He feels that whether or not the required seventy-five clock hours of professional development activities are sufficient depends on the activities and that monitoring them to insure quality is too massive a task to undertake.

Miscellaneous Comments

He feels that maintaining an up-to-date teacher register will force school boards to be more honest about demanding temporary certification because of alleged nonavailability of certified teachers. This professor believes we should continue to honor our reciprocity contracts with other states. He feels that attempts to restrict the certification of incoming teachers will only result in similar measures being invoked against this State's teachers desiring to teach in another state. He does not anticipate that the business education area will have an impact for the consideration of the Legislative Review Committee. This professor shares the opinion of most business educators interviewed to date that there are too many business education examinations and that these tests are too expensive. He recommends that as the testing continues if excess funds are generated that the testing expense be further reduced.

INTERVIEW 12 SYNOPSIS

General Information About Respondent

This educator teaches at a state university. He has taught a total of thirty years consisting of three years in public secondary schools and twenty-seven years in higher education. His educational preparation consists of an Associate degree, two Bachelor of Arts and of Science degrees respectively, two Masters of Education and Business Education degrees respectively and the Doctorate of Education.

Admission Requirements

This educator feels that admission requirements of business teacher education majors were a valid concern of State Legislature. Although this institution has received no complaints as to the quality of the graduates who have entered the teaching field this educator believes that upon occasion a less than quality student was admitted and graduated from the business education program. As a result of House Bill 1706, this institution has raised its admission requirements for admission into business teacher education from 2.2 to a 2.5 grade point average and requires that the applicants satisfactorily pass a writing skills competency test. Additionally, applicants must be interviewed by and recommended by a committee for final admission.

Testing Requirements

This professor feels that the teacher competency tests are useful to establish minimum teacher competency in business subjects. He does not believe that teachers should be allowed to sit for professional examinations such as law, accounting, or secretarial in lieu of the teacher competency examinations. His rationale is that the aforementioned examinations are not educationally ori-

ented. He feels that in most instances the objectives of the Oklahoma Teacher Testing Program are valid; however, he feels the tests go beyond the scope of most business education degree programs in business machines, business law and economics. Also, some of the material may just be forgotten due to the lapse of time between the courses and the examinations. His approach to insuring that Arts and Sciences colleagues responsible for teaching business education courses cover the required objectives for business education majors is to coordinate and furnish a list of the published objectives. He feels testing expense for prospective business education teachers should be further reduced.

Entry-Year Program

This professor feels it is easier to get a business degree in a more lucrative business field than business education. He feels that students have already sensed this and as a result business education teacher enrollment is dropping and a long run business education teacher shortage will develop. He does not feel the entry-year program affords the beginning teacher sufficient safeguards from being deemed incompetent due to a personality conflict rather than incompetence. He feels the added pressures placed on beginning teachers by this program outweighs any benefits received from this program. He does not feel that noneducators should be invited to serve on entry-year committees. He believes lawsuits are the inevitable consequence of this program.

Faculty Development

This professor feels it is unfair of the State Legislature to single out college of education faculty and only impose the continuing education requirements on them, thus creating a "privileged" class of professors in other areas.

House Bill 1706 has increased this business education faculty's plans to spend more time in the public school setting and has increased the quality and quantity of development plans and activities in this professor's perception. He feels there are too many variables in the plan to determine on an overall basis if college educator's presence in the public schools will be disruptive. At the present a committee is formulating the faculty development plans for those affected and have not requested input from members of the faculty. He feels certain however, that views will be solicited later.

School Board

This professor feels that school boards in general know little about education and are incapable of correctly assessing their communities needs. He believes there should be standardized local staff development plans. He does not feel that seventy-five hours of professional development activities each five years will provide enough activity for individuals to keep abreast in their field. He believes that motivated individuals will keep abreast regardless of the regulations and that others will resort to some subterfuge.

Miscellaneous Comments

This educator feels that out-of-state teachers coming into Oklahoma should be required to take the State Competency based teacher examinations regardless of their previous experience. He had no opinion as to the impact business education may have on the Legislative Review Committee's report. He feels the maintenance of an up-to-date teacher register is a good idea and may help prevent school boards from requesting unneeded emergency certification. He had no recommendations at this time.

INTERVIEW 13 SYNOPSIS

General Information About Respondent

This educator teaches at a private, church affiliated university. She has taught business education for ten years, consisting of seven years in the public secondary schools and three years in her present higher education position. Her educational preparation includes the Bachelor of Business Education and Master of Arts in Education and 20 graduate hours above the Master degree.

Admission Requirements

This professor feels that the State Legislature had a valid concern in raising the admission standards for entry into business teacher education as it has been her observation that some of the students majoring in business education and secondary business education teachers are not competent. As a result of House Bill 1706, this institution raised its admission requirements for entrance into teacher education from a 2.2 to a 2.5 grade point average. The students are also interviewed by a committee and a writing skills tests is being devised for administration to the applicants.

Testing Requirements

This professor feels that the objectives of the Oklahoma Teacher Testing program are valid and that successful completion of the examinations indicates a minimum level of competency in the subject areas. She does not believe the tests are an indicator of the examinee's success as a teacher of the subjects. Additionally, she does not believe that the scope of the Business Education Degree requirements in most colleges are comprehensive enough to cover all of the test's objectives. She specifically cited requirements in business

machines, law, and economics as being deficient in content to cover the tested areas. She did not feel students should be allowed to sit for professional examinations in lieu of curriculum examinations. This professor coordinates and furnishes her Arts and Sciences colleagues a list of objectives that business education majors will be tested over. She also reviews the objectives with the students during the business education teaching methods course. She recommends that the State Department of Education further review the charges for testing prospective business education teachers.

Entry-Year Program

This professor feels that the increased requirements of House Bill 1706 and the entry-year program could create a teacher shortage in the State. She feels that the entry-year program is a step forward in socializing teachers into their profession but feels the program will need refinement. She does not believe noneducators should be invited to serve on the entry-year assistance committees. She feels the committee evaluation and the second chance feature of the entry-year program provides entry-year teachers sufficient protection against an unwarranted recommendation for noncertification. However, she feels there is a good probability that lawsuits will be lodged against the committee in cases of a recommendation of noncertification.

Faculty Development

This professor reported that business teacher educators at this institution are encouraged to participate in the development and goal setting of their individual faculty development plans. House Bill 1706 has increased the plans of educators at this institution to spend more time in the public schools and

participate in a greater quantity of other development activities. However, she doubts the quality will be increased as this institution already insisted on very high quality development activities. She feels that for business education teachers, working in progressive business settings is a development activity on a par with educationally oriented activities. She does think the staff development plans are too educationally oriented to the public schools. She does not feel business teacher educator's presence will be too disruptive.

School Board Assessment

This educator does not believe that local school boards are competent to correctly assess their communities needs and to participate in the formulation of local staff development plans. She feels the seventy-five hours of staff development activities will help improve teachers and administrators but that it is insufficient if a teacher is not self-motivated to continue the task. The withholding of State funds will ensure a higher quality staff development plan in her view.

Miscellaneous Comments

This educator believes that the interstate reciprocity contracts should be renegotiated and all incoming teachers required to take this State's teacher competency tests. She also feels that maintenance of an up-to-date teacher register will discourage the practice of requesting emergency teacher certifications. She hopes that the business education area will have a positive impact on the Legislative Review Committee but cannot predict the nature of the impact at this time.

INTERVIEW 14 SYNOPSIS

General Information About Respondent

This educator is a professor at a private, church affiliated university. He has taught business education and has additionally served in various administrative capacities for the past thirty-four years. He has taught ten years in public secondary school and twenty-four years in higher education. His educational preparation includes the Bachelor and Master Business Education and all course work toward a Doctorate of Education.

Admission Requirements

This professor feels that the State Legislature had a legitimate concern about raising admission standards for entrance into business education teacher preparation and teacher education in general. He feels substandard individuals were selecting a teaching career when no other professional occupation would have been available to them. This institution has raised its requirements for admission into business teacher education from 2.2 to a 2.5 overall and a 2.75 in the major field of concentration. This now applies to an accumulated forty hours instead of the previous thirty. He does not feel the requirements of House Bill 1706 will cause an overall shortage of teachers but will cause a shortage in some business education areas such as accounting, business math, and statistics.

Testing Requirements

This professor believes the objectives of the Oklahoma Teacher Testing Program are valid but does not feel the required business education degree program has sufficient scope to prepare prospective teachers for all tested

areas. He notes some textbook bias in the objectives. He is particularly concerned about business machines, law and economics. He recommends that courses and objectives in these areas be reviewed and redefined. He also feels the tests for business education majors are too expensive. He does not believe students should be allowed to sit for professional certifications in lieu of curriculum examinations and feels we should strive for uniform tests. He feels all incoming teachers should pass this State's Teacher Competency examinations. He feels curriculum examinations establishes minimum subject competency. He coordinates and furnishes his Arts and Sciences colleagues with a list of objectives that business education majors will be tested upon. He stated this is not a real problem at this close knit mutually concerned university.

Entry-Year Program

This educator feels the entry-year program gains its strength from its formal design but has certain inherent weaknesses when a master teacher is not certified in the subject area of the entry-year teacher advisee. He does not feel noneducators should be invited to sit on the entry-year committee. He believes there is a strong possibility the entry-year funds will be misused. He feels the three member committee and second chance option of the entry-year program provides sufficient safeguards against an unwarranted recommendation for noncertification. He hopes entry-year committees will not deviate from a professional stance because of the possibility of a lawsuit as a result of a recommendation for noncertification.

Faculty Development

This professor highly agrees with continuing education for all faculty members and increased participation of college faculty members in the public

schools. He does not consider this disruptive to the educational process at any level but considers it has a salutary effect. He feels college teachers are too isolated in their ivory towers and are not abreast of changing mores and behaviors of public school students and parents. House Bill 1706 has increased this institution's business teacher educator's plans to spend more time in the public schools and in development activities. This faculty participates in the planning activity and has devised a five year point plan to accumulate seventy points in five different development areas. One of the areas is public school instruction and the member must earn forty-five points in this area by teaching a minimum of nine days in the public schools. He approves of a business education teacher substituting business and industry experience for strictly educational development.

School Board Assesement

This professor believes that overall, school board members are not capable of assessing their communities needs and participating in the formulation of staff development plans which will provide for the communities needs. He feels that the threat of withholding State funds for noncompliance will generally insure a higher quality staff development plan but that subterfuge will be used in some instances when it comes time to implement the plan.

Miscellaneous Comments

This professor believes the maintenance of an up-to-date teacher register will help prevent unwarranted requests for emergency certification of teachers. He feels interstate reciprocity contracts should be renegotiated and include only states with competency based teacher testing programs. He was

complimentary of members of the State Board of Education. He feels they will bring the major strengths and weaknesses of House Bill 1706 to the attention of the Legislative Review Committee. Thus he believes the Bill will not just become an Act designed to create additional requirements for college faculty members to shore up their position in the face of declining enrollments.

INTERVIEW 15 SYNOPSIS

General Information About Respondent

This educator teaches in a private church affiliated school. Her teaching experience consists of a total of sixteen years consisting of five years of public secondary school, two years in vocational-technical schools and ten years in higher education. Her educational preparation consists of the Bachelor and Master of Business Education and twenty-seven additional graduate credit hours.

Admission Requirements

This professor does not believe the State Legislature had a valid concern when they raised the standards for admission into business teacher education. She feels the new teachers are enthusiastic and motivated whereas complacency exists in the older teachers now in the field. However, as a result of House Bill 1706 this institution has raised its standards for admission into business teacher education from 2.2 to 2.5 grade point average. The students are now interviewed by a faculty committee and must have the positive recommendation of the committee for admission and demonstrate proficiency in grammar, reading, spelling and speech. She feels the increased admission standards coupled with what she considers other hassling aspects of House Bill 1706 will cause a teacher shortage to develop in business education. This may be offset if teaching salary schedules are increased sufficiently to make the teaching profession competitive with other professional business positions.

Testing Requirements

This professor believes that curriculum examinations are useful in business education to establish minimum competency and that they cause prospective teachers to review in their fields. She believes students should be offered the option of sitting for professional certifications such as law, accounting or secretarial in lieu of the curriculum examinations. She also feels that the National Education Association should develop and seek approval for a nationally recognized teachers test that once passed would afford teachers credentials readily accepted in all states. This educator believes the objectives of the teacher testing program are valid but that the scope of the business education degree program is not sufficient to provide a knowledge of all the objectives. She feels this is especially true in business machines, law and economics. She feels the objectives and test will be refined over time. She feels few, if any, appropriate objectives were omitted. To insure that her Arts and Sciences colleagues teaching business education majors cover required objectives she furnishes both the professor and the students lists of the objectives for each subject.

Entry-Year Program

This professor feels the entry-year program will make it very difficult for entry-year teachers to find jobs as most schools do not want to be hassled by administering the entry-year programs. She also feels that many small schools do not have qualified teacher consultants in the business education area to supervise and assist the entry-year teacher. She feels the program does have the salutary effect of making the young teacher feel he or she has someone they can turn to for advice. She feels it would be a good idea to invite noneducators to serve as

nonvoting members on the entry-year committee. She does believe the three member entry-year committee and second chance option of the program provides sufficient safeguards against an unwarranted recommendation for noncertification. She foresees a possibility of lawsuits arising as a result of the entry-year program.

Faculty Development

Although this educator agrees with the need for faculty development and continuing education she revealed that she strongly resented being told what to take. She feels that she should be permitted to take subjects and experiences she considers enriching. She also feels that it is equally important for business teacher educators to seek appropriate business experiences in lieu of just educational experiences. This institution has increased its development activities in quantity as a result of House Bill 1706. She doubts the quality has been increased. She plans more public school participation in her plan but feels that the public school teachers feel college educators are "snooping around" too much and in some instances this resentment is disruptive to the learning process.

School Board Assessment

This educator does not believe that most school boards are capable of correctly assessing their community needs or participating in the formulation of local staff development plans to satisfy these projected needs. She also believes that seventy-five clock hours of development activities are insufficient to maintain a licensed teacher or school administrator's proficiency. She stated the key to proficiency was self motivation. Withholding of State funds for

noncompliance with local staff development plans will result only in one or another type of subterfuge in her opinion.

Miscellaneous Comments

This educator feels that the reciprocity contracts should continue to be honored until we see what the outcome of House Bill 1706 will be. She hopes the Legislative Review Committee will examine the program carefully in light of the declining enrollment in business education to determine if they wish to continue the program as is. She feels that maintenance of an up-to-date teacher register is a good idea and will discourage requests for emergency certification. She recommends that testing fees be further reduced.

INTERVIEW 16 SYNOPSIS

General Information About Respondent

This educator teaches at a private church affiliated university. Her teaching experience consists of three years in the public secondary schools and six years in higher education. She holds the Bachelor and Master Business Education degrees plus additional graduate hours.

Admission Requirements

This professor did not believe admission standards to business education teacher preparation required raising. She stated that business education graduates of this institution have been very good and that the institution has not received any complaints concerning their performance as teachers. This institution was already requiring the approval of a committee and a 2.5 grade point average before admitting students to teacher preparation courses. Therefore, admission standards have not changed at this university as a result of House Bill 1706.

Testing Requirements

This professor feels that the curriculum examinations are useful in business education areas to establish minimum competency but that they do not indicate the prospective teacher's ability to teach. She believes that prospective teachers should be permitted to sit for professional examinations in lieu of the curriculum examinations if they so desire. This educator believes the objectives of the testing program are valid but that the scope of the business education degree program is not sufficient to cover all of the objectives of the curriculum

tests. This is especially true in the area of business machines and business law. She does not feel appropriate objectives were omitted; however, she believes the test objectives must be refined and redefined frequently as the thrust of business education changes. She works closely with her Arts and Sciences colleagues to insure that the objectives of the curriculum examinations are covered for business education majors. She feels she has been extremely successful in preparing individuals for economics examinations as it is another area where the content of the normal courses do not cover all of the objectives.

Entry-Year Program

This professor believes the strength of the entry-year program resides in the formal designation of assistance for the beginning teacher. She does not believe the program provides adequate safeguards for the entry-year teacher receiving an unwarranted recommendation for noncertification. She foresees lawsuits stemming from recommendations of noncertification. She does not see an immediate shortage of business teachers developing as a result of House Bill 1706 since there is presently an overage of business education teachers and these teachers tend to long periods of tenure in her opinion. However, she feels that a long run shortage may develop. She does not feel noneducators should be invited to sit on the entry-year committees as they are not professional educators.

Faculty Development

This educator feels that continuing education and improvement is necessary for all faculty members. She does not feel this legislation has improved the quantity or quality of the faculty development activities at this institution as they already had many high quality development activities. She

feels that for business teacher educators, service in business and industry should be recognized on a par with educational activities as appropriate faculty development activities. She feels that requirements of House Bill 1706 will place business teacher educators in the public school setting too much and this will cause resentment and be disruptive to the learning process. Faculty members at this institution develop their own development plans and submit them to a committee for approval.

School Board Assessment

This educator feels that occasionally school boards are capable of correctly assessing their community's needs and assisting with the formulation of local staff development plans; however, she feels most are not capable. She does not feel that withholding of State funds for noncompliance will ensure a higher quality local staff development plan. She feels this type of action only results in subterfuge and paper compliance.

Miscellaneous

This educator feels that maintaining an up-to-date teacher register will assist in reducing the number of requests for emergency certification of teachers instead of hiring unemployed certified teachers. She does not anticipate that business education will have an impact for consideration of the Legislative Review Committee. Her only recommendation to the State Department of Education is to further reduce the business education testing expense.

INTERVIEW 17 SYNOPSIS

General Information About Respondent

This educator teaches at one of the larger State universities. She has taught a total of thirty years consisting of five years in public secondary schools and twenty-five years in higher education. Her educational preparation includes the Bachelor and Master Business Education degrees and certification as an Educational Specialist in Audiology.

Admission Requirements

This educator does not consider that the State Legislature had a valid concern about raising the admission requirements to business teacher education. She stated that this institution's graduates were of higher caliber and that they have not received any complaints about their performance as teachers. This institution was already requiring a committee screen and a 2.5 grade point average for admission to business teacher education, thus the admission requirements were not raised as a result of House Bill 1706.

Testing Requirements

This educator believes that the objectives of the Oklahoma Teacher Testing are valid but doesn't know if the curriculum examinations really measures or indicates anything worthwhile as far as she is concerned. She does not feel that prospective teachers should be allowed to take professional examinations in law, accounting or secretarial skills in lieu of the curriculum examinations as these tests do not indicate or measure ability to teach. Although the scope of most business education degree programs do not adequately acquaint prospective business education teachers with all of the objectives of the

testing program she does not feel the test should be revised. She believes the degree programs should be made more rigorous. She does not feel appropriate objectives were omitted. She coordinates and furnishes her Arts and Sciences colleagues a list of the objectives for their teaching area that prospective business education teachers will be tested over.

Entry-Year Program

This professor feels that if intern teachers are properly prepared to teach that they should not have problems. She stated that she did not remember her first year of teaching being such a struggle. She believes the problem of not having a master business teacher available within the school where the entry-year business teacher is employed can be solved by inter-district cooperation. She does not believe that the provisions of House Bill 1706 will cause a business teacher shortage in the State and that the supply of teachers will level out. She foresees a problem for college faculty members serving on entry-year committees if funds and time are not made available for them to participate in the program. Since noneducators are not professional educators she does not believe they should be invited to serve on entry-year committees. The committee approach of evaluating entry-year teachers and the second chance option should provide adequate safeguards against an unwarranted recommendation for noncertification in her view. She does not foresee a recommendation for noncertification resulting in litigation.

Faculty Development

This educator is a strong adherent to professional development and has actively participated in the formulation of the faculty development plan. She

does not believe this business education faculty will spend more time in the public schools as a result of House Bill 1706 because most of the supervision of entry-year teachers will be done by other college of education faculty members. She feels it would be equally appropriate for business teacher educators to be permitted to work in business or industry in lieu of formal educational experiences to maintain and improve their teaching expertise. She does not feel that business teacher educators will be present in the public schools to the extent it will be disruptive to the learning process. She feels she has excellent rapport with the participating schools in her area of concern and that they welcome her assistance.

School Board Assessment

She feels local school boards in general are not capable of assessing their communities' needs and participating in formulation of local staff development plans to fulfill those needs. She believes that the school board in her immediate area is competent but feels they are an exception to the rule. She believes that seventy-five clock hours of professional development activities along with all the other requirements placed on licensed teachers and administrators constitute sufficient development activities to maintain proficiency. She does not feel that withholding of State funds will ensure compliance with local development plans but will just create paper subterfuges. She feels that maintaining an up-to-date register of available licensed teachers is all right but prefers that each teacher's transcript be evaluated on its own merit.

Miscellaneous Comments

She feels that testing expense for prospective business education teachers should be further reduced. She does not feel the number of tests should be reduced for business education. She anticipates the business education area will have an impact for consideration of the Legislative Review Committee after completion of the first year of this program but does not know the exact nature of the impact at this time.

INTERVIEW 18 SYNOPSIS**General Information About Respondent**

This educator teaches in one of the larger State universities. She has taught a total of seventeen years consisting of two years in the public secondary schools and fifteen years in higher education. Her educational preparation includes the Bachelor and Master Business Education degrees and the Education Doctorate with a concentration in business education.

Admission Requirements

This educator does not consider that the State Legislature has a valid concern about raising the admission requirements to business teacher education. This institution already required a 2.5 grade point average for admission to teacher education. Additionally each applicant receives two interviews before acceptance into the program, one of which is with the tenured faculty of the student's area of concentration. She stated that this institution's business education students have acquitted themselves like professional teachers during their first year of teaching experience and no derogatory comments have been received concerning their performance or preparation.

Testing Requirements

This educator believes that successful completion of the teacher competency examinations indicates subject content mastery but does not indicate teaching competence. She has similar beliefs concerning the successful completion of the Bar, Certified Public Accountant, and Certified Professional

Secretary certificate and feels therefore they should be accepted in lieu of the competency examinations in the appropriate areas. This professor feels that the objectives of the Oklahoma Teacher Testing Program in business education are valid and is unaware of any pertinent objectives being omitted. She believes, however, that the tests must continually be revised and updated to reflect changes in business techniques and technology. She also questions whether the scope of the business education degree program is broad enough to adequately cover the range of the objectives prospective teachers need to know to successfully complete the curriculum examinations in business machines, law and economics. She coordinates and furnishes both Arts and Sciences educator colleagues of prospective business education teachers a list of objectives of each subject area that prospective business education teachers will be tested over. She feels all incoming out-of-state teachers should take Oklahoma teacher competency tests and reciprocity agreements renegotiated to reflect this change.

Entry-Year Program

This educator feels that the strength of the entry-year program resides in the formalization of the supervisory and assistance structure but concomitantly diminishes the rapport many similar informal assistance arrangements enjoyed. She is adamantly against noneducators serving on entry-year assistance committees. She feels entry-year teachers are adequately protected against an unwarranted recommendation of noncertification by the committee evaluation approach and the second chance option. Nevertheless, she foresees litigation resulting from recommendations of noncertification. She also believes that the

entry-year program will cause a decreasing number of business education enrollments and result in a long range teacher shortage in the field.

Faculty Development

This professor feels that all educators like any other professionals have a moral obligation to their patients, clients or students to stay current. Thus she strongly favors continuing education but doubts that legislative fiat will take the place of self-motivation or be any more effective. House Bill 1706 has increased business education faculty members' plans to spend approximately three to five more hours per week in the public school setting. She feel that time spent in business or industry in most instances is equally important with educational activities in keeping a business educator abreast of changes. This she feels is especially true of information processing and administrative systems. House Bill 1706 has sensitized the business education faculty to the need to document faculty development plans and activities but has not in reality increased the quantity or quality of the already high quality activities this institution sponsored and participated in. She believes that too much time spent by faculty members in the public schools may be interpreted as policing activities and be counter productive to the learning process. Business education faculty members are permitted to formulate their proposed development plans and submit them to a committee for approval.

School Board Assessment

This educator does not believe many school boards are capable of assessing their communities' needs and participating in the formulation of local staff development plans designed to prepare staff members to fulfill these needs.

She feels such activities will probably have to be directed by the superintendent with the advice of citizen advisory boards. She feels that the thrust of withholding State funds for noncompliance with local staff development plans will only cause deceitful compliance.

Miscellaneous Comments

This educator approves of maintaining an up-to-date roster of licensed, certified, unemployed teachers to discourage unwarranted requests for emergency certification. She feels business education will have some impact for consideration of the Legislative Review Committee but has no clear definition of the impact at this time. She recommends that (1) a semi-annual review of test objectives be made for current validity and adequacy, (2) testing expense be further reduced, (3) degree programs be reviewed for scope.

INTERVIEW 19 SYNOPSIS

General Information About Respondent

This educator teaches in one of the larger State universities. She has taught a total of thirty years consisting of ten years in the public secondary schools and twenty years in higher education. She holds the Bachelor and Master Business Education degrees and the Education Doctorate.

Admission Requirements

Although this institution's business education graduates are of uniformly high quality and no complaints have been received concerning their teaching performance this professor feels the State Legislature has a valid concern in raising the standards for admission into business teacher education. As a result of House Bill 1706 this institution raised the requirements for admission to business teacher education from a 2.25 to a 2.5 grade point average for forty-five credit hours and requires demonstrated proficiency in reading, writing, and speaking. Additionally each student is thoroughly interviewed and must receive a faculty recommendation for approval.

Testing Requirements

This educator is unaware of all of the objectives of the Oklahoma Teacher Testing program in business education but does not feel that all of the objectives are valid. She feels that appropriate objectives were omitted but the tests will be refined from time to time. She does not believe that the scope of the business education degree program is sufficiently broad in the area of business machines and business law to cover all of the objectives over which

prospective business education teachers are tested. She coordinates and furnishes both Arts and Sciences colleagues that teach prospective business education teachers a list of the objectives for each subject area that the prospective teacher will be tested over. She does not feel that prospective business education teachers should be permitted to sit for professional examinations in law, accounting or secretarial in lieu of teacher competency examinations in these areas. She feels Interstate Reciprocity Contracts should be renegotiated and all incoming teachers should be required to successfully complete this State's teacher competency tests. She feels the tests are useful but not indicative of teaching ability.

Entry-Year Program

This educator feels that the strength of the entry-year teaching program resides in having a formal designated master teacher to provide a professional learning experience for the entry-year teacher. However, she feels that entry-year teachers feel psychologically threatened by the program and that it will cause a decreased enrollment in business teacher education and a resultant shortage of teachers. She does not feel noneducators should be invited to serve on the entry-year assistance committee. She does believe that the three member entry-year committee and second chance option of the program provides adequate safeguards against an unwarranted recommendation for noncertification. She feels that lawsuits will result from recommendations of noncertification and to some extent that entry-year committees will be intimidated by the specter.

Faculty Development

This institution permits its faculty to participate in planning faculty development activities and goals. This educator strongly agrees with continuing education for all faculty members. She feels that House Bill 1706 has increased the quantity of faculty development activities and has sensitized the faculty members to the need to formalize and document their activities. She doubts that the quality of the activities will be increased and does not know if faculty members will spend more time in the public school setting as a result of the Act. She feels that it would be equally important for business teacher educators and secondary business teachers to spend an equal amount of time in business or industry in lieu of strictly educationally oriented activities. She does not feel that the presence of business teacher educators in the public schools will be a disruption to the learning process.

School Board Assessment

This educator does not feel that school boards are capable of assessing their communities' needs or participating in the formulation of a local staff development plan. She feels that advisory committees and "kitchen cabinets" should be used to assist school boards in reviewing the staff development plans. She believes that self-motivation is the key to licensed teachers and administrators maintaining proficiency. She feels that the required seventy-five clock hours of professional development activities will sensitize individuals to the need to document participation. She feels that the threat of withholding State funds will insure the presence of a plan but not the quality of implementation.

Miscellaneous Comments

She feels that maintaining an up-to-date teacher register will reduce the number of requests for emergency certification of teachers but questions whether or not this may be a violation of teachers rights. She feels that business education will not have an impact for consideration of the Legislative Review Committee but that failures of some of these individuals' children or constituents' children will have an impact. She feels that testing expenses for prospective business education teachers should be further reduced.