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The University of Oklahoma, Ph.D., 1975
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THE UNIVERSITY OF OKLAHOMA

GRADUATE COLLEGE

AN INVESTIGATION AND ANALYSIS OF SELECTED TEACHER EDUCATION PROGRAMS IN OKLAHOMA

A DISSERTATION

SUBMITTED TO THE GRADUATE FACULTY

in partial fulfillment of the requirements for the degree of

DOCTOR OF PHILOSOPHY

BY

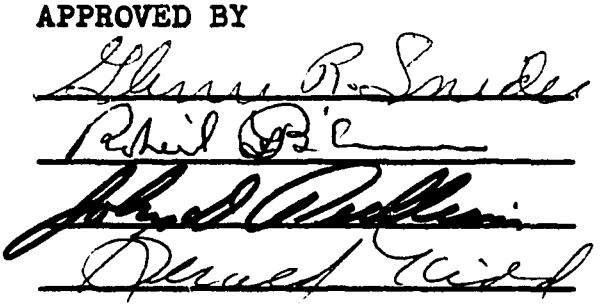
KWOK-KWONG HSIEH

Norman, Oklahoma

1975

AN INVESTIGATION AND ANALYSIS OF SELECTED TEACHER EDUCATION PROGRAMS IN OKLAHOMA

APPROVED BY



DISSERTATION COMMITTEE

Dedicated

to my wife

Anne

and my son

Warren

whose understanding, love,

patience and sacrifice

made this possible

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AN INVESTIGATION AND ANALYSIS OF SELECTED TEACHER EDUCATION PROGRAMS IN OKLAHOMA

CHAPTER I

THE PROBLEM

Introduction

Public education is a matter of great concern in the United States. The kind of education our young people should receive has, however, been strenuously debated for decades. Since teachers guide education of the young teacher education is almost as controversial as public education.

In the early 1960's, the guiding principal for education was excellence for all.[1] This idea, however, was not new. "It has been espoused by educators for most of the century," Miller pointed out, "but the gap between the ideal situation, and existing practices remains wide."[2] To change this situation, improvements had to be made. Some of them, as Combs observed, "can be brought about by spending more money, by building better schools, by introducing new courses

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[1]John W. Gardner, Excellence (New York: Harper and Row, 1961), p. 77.

[2]Richard I. Miller, Education in a Changing Society (N. E. A.: Project on Instructional Program of the Public Schools, 1963), p. 12.

of study, new standards, or new equipment."[3] These things, of course, were essential, but the really important changes would come about as teachers changed. Koerner insisted that:

> The signs and portents of miseducation in the United States are a tired though timeless topic. . . The catalogue of complaint is long. How much justice it contains is the heart of the educational debate. Anyone who believes, as I do, that the complaints are just is inevitably led to consider the education of teachers; for it is obvious that if their preparation is faulty changes must be made in the education of teachers before any substantive ones can be hoped for in public schools.[4]

McMurrin, former United States Commissioner of Education, commented on contemporary teacher education:

> The blunt fact is that many of our teachers are not properly qualified to handle the responsibility we have placed on them. This is our basic educational problem. Many of our teachers, for instance, lack native talent for teaching. It is a national scandal, moreover, that large numbers of them are inadequately prepared in the subject matter that they teach, as well as in the elements of a genuinely liberal education. This is, in my view, the major weakness of American education.[5]

In teacher education, the need for change seemed to be the order of the day. Teacher education, Conant stated, "is a rapidly advancing field in which new patterns of organizing instruction are constantly being developed, and in which there is desperate need to innovate and experiment on

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[3]Arthur W. Combs, The Professional Education of Teachers: A Perceptual View of the Preparation (Boston: Allyn and Bacon, Inc., 1965), p. v.

[4]James D. Koerner, The Miseducation of American Teachers (Boston: Houghton Mifflin Company, 1963), pp. 2-3.

[5]Sterling M. McMurrin, Ladies' Home Journal (March, 1962), p. 6.

individual campuses."[6] Bruner, in his Process of Education,[7] managed to capture the attention of many practicing schoolmen while public concerns about public education, stemming from Sputnik, and the writings of Rickover, Conant, and others, helped support growing critics of elementary and secondary education. There will undoubtedly be even more controversy in the future as schools and teacher education institutions struggle with the long-term issues of what should be taught, who should be taught, and how should it be taught.

Recently, Horton pointed out that "a four-year undergraduate bachelor's degree curriculum is no longer adequate or relevant for the preparation of teachers."[8] Thus, a new approach to education for the teaching profession, involving a longer period of time and implying a need for more relevance was suggested.

Many others have agreed teacher education has often been viewed as a broadly based system of organized activities designed to produce educators who could contribute to building educational programs which could meet the needs of students in the rapidly changing society. A need, without doubt exists at

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[6]James B. Conant, "Teacher Certification: The Restricted State-Approved Program Approach," A Decade of Thought on Teacher Education: The Charles E. Hunt Lectures (The American Association of Colleges for Teacher Education, 1969), p. 114.

[7]Jerome Bruner, Process of Education (Cambridge: Harvard University Press, 1960).

[8]Lowell Horton, "Teacher Education: By Design or Crisis?" The Journal of Teacher Education Vol. XXII, No. 3 (Fall, 1971), p. 265.

this time, to re-examine existing practices and programs of teacher education in order to determine if they have, indeed, lagged far behind the requirements of a rapidly changing society, how much change has been made in these programs recently and how significant have these changes been.

Statement of the Problem

The problem of this investigation was to discover existing practices in Oklahoma teacher education programs, and to identify and analyze changes which have been made in these programs over the past fourteen years. More specifically, it was intended to:

1. Ascertain the opinions of directors of teacher education programs regarding changes and improvements made in their total teacher education programs.

2. Discover the opinions of the chairpersons of selected certificate programs regarding changes and improvements made in their total teacher education programs and in their specific certificate programs.

3. Discover existing and emerging practices and possible significant directions in the preparation of professional teachers for our public schools.

Limitations of the Study

In order to make this investigation defensible, certain limitations were established:

1. The list of colleges and universities selected for study was limited to fifteen in the State of Oklahoma

which had undergraduate teacher education programs for the preparation of both elementary and secondary school teachers in 1960.

2. The professionals involved in the study were directors of teacher education programs, and the chairpersons of the (a) English Language Arts, (b) Mathematics, (c) Science, (d) Social Studies, and (e) Elementary Education Certificate Programs. They were all employed during the 1973-74 academic year.

3. Programs analyzed were only those existing in the schools from 1960-74.

Definition of Terms

Teacher: An individual who was a college graduate and was certified by State authority to teach students in a classroom in the State of Oklahoma.

Chairperson: An individual chiefly responsible for providing leadership for a specific teaching certificate program in a college or university involved in this study.

Director of Teacher Education Program: An individual chiefly responsible for providing leadership for the teacher education programs in a college or university.

General Education: Courses and experiences designed to insure breadth and depth of intellectual experience and to provide a background of knowledge and understanding of these areas of learning, which should be the common possession of prospective teachers.

Specialization: Courses and/or studies in one or more subject fields designed to provide specific background for a prospective teacher to teach the specialty effectively to students.

Professional Education: Courses or experiences provided or taught by the department or college of education related directly to the theory and practice of teaching.

Teacher Education Program: A program designed to prepare the prospective teacher for a specific professional assignment or position in the schools of Oklahoma.

An "Approved-Program Approach" to Certification: This meant that a prospective teacher must successfully complete a program for the preparation of a teacher in a specific field or area approved by the State Board of Education of Oklahoma after recommendation by the college or university for the type or kind of certificate sought.

Competency-Based Teacher Education Program: A program designed with specific objectives and specific procedures for assessing the degree to which the competencies have been accomplished by a prospective teacher.

Procedures

The descriptive-survey method of research was used in this study. The procedures of the study were as follows:

1. A survey of the related literature and research in the area of teacher education was conducted.

2. A study was conducted of the policies of the Ok-

lahoma State Department of Education and the Oklahoma State Commission on Teacher Education and Professional Standards regarding procedures following in the visitation and approval in the teacher education institutions of the State of Oklahoma.

3. An examination was conducted of the catalogues for the various teacher certificate programs in the fifteen teacher educational institutions.

4. A careful examination of the teacher education programs approved by the Oklahoma State Commission on Teacher Education and Professional Standards over the past fourteen years was undertaken.

5. A questionnaire was developed to obtain information from selected persons having leadership responsibilities in the fifteen teacher education programs identified in the study. The questionnaire was designed to identify changes and improvements made in these programs since 1960.

6. A questionnaire was developed to obtain information from the chairpersons of selected certificate programs in the fifteen teacher education institutions identified in this study. The questionnaire was also designed to identify changes and improvements made in their total teacher education programs and in their specific certificate programs.

The Sample of Institutions and Teacher Education Personnel

Fifteen colleges and universities in the State of Oklahoma were included in the investigation because they were

the institutions with approved programs of teacher education in 1960. The list of colleges and universities included in this study are listed in Appendix A.

In order to obtain information necessary to the study, the directors of teacher education programs and the chairpersons of the five selected certificate programs in the fifteen college and universities were selected to be involved in the study. Fifteen directors of teacher education programs and seventy-five chairpersons of selected certificate programs, a total of ninety, were included in the study and constituted the sample. The names of faculty members who served as chairpersons of the selected certificate programs were obtained from the directors of teacher education programs of the fifteen teacher education institutions.

Development of the Instrument

The questionnaires were developed in accordance with procedures as outlined by Rummel[9] and by utilizing criteria established by Mouly[10] for the gathering of information which would be both valid and reliable.

Many researchers contend that the length and the type of items on the questionnaire has a definite effect on the outcome of studies which use the questionnaire as a method of

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[9]J. Francis Rummel, An Introduction to Research in Education (New York: Harper and Row, Publishers, 1958), pp. 126-127.

[10]George J. Mouly, The Science of Educational Research (New York: American Book Company, 1963), p. 263.

obtaining data. A survey of the literature revealed that questionnaires of from three to seven pages would be the most desirable length. The questionnaire used in this study was six pages in length, and it also included a cover letter which explained the purpose of the study. The questionnaires considered nine aspects of teacher education effort as follows:

1. General information.
2. Selective admission and retention.
3. The general education area.
4. The specialization area.
5. Professional education excluding laboratory experiences.
6. Laboratory experiences.
7. Organization and administration of the teacher education program.
8. Physical facilities.
9. Strengths and weaknesses of the teacher education programs.

The questionnaire mailed to directors of teacher education programs consisted of thirty-six items of which seven were open-end questions. The questionnaire mailed to the chairpersons of selected certificate programs consisted of thirty-eight items of which eight were open-end questions.

The questionnaires were submitted to a panel of ten judges for analysis and suggestions with regard to format, language usage, appropriateness for the study, and for clar-

ity of meaning. The panel of judges consisted of recognized professional teacher education experts in order to provide validity for the questionnaires. After incorporation of their suggestions, the questionnaires were then printed and mailed to the ninety professionals.

The Division of Certification and Teacher Education of the State Department of Education, headed by Mr. Carpenter agreed at the outset to collaborate in the study and a letter from Mr. Carpenter accompanied the questionnaire.

Treatment of Data

1. Data collected from the teacher education programs approved by the Oklahoma State Commission on Teacher Education and Professional Standards over the past fourteen years was tabulated and analyzed. These fourteen years were divided into three periods: the first five years, the second five years, and the last four years.

2. Tabulation, analysis, and interpretation of questionnaire data:

   a. The use of percentage for the closed-end questions.

   b. The use of frequency for the open-end questions.

   c. Comparison of the opinions between directors of teacher education programs and the chairpersons of selected certificate programs regarding changes and improvements made in their

teacher education programs.

d. Indication of the degree of agreement between directors of teacher education programs and the chairpersons of selected certificate programs regarding changes and improvements made in their teacher education programs.

e. Description of possible significant directions and developing practices in the preparation of professional teachers for our public schools.

Organization of the Study

This study consists of five chapters. The first chapter includes the introduction, which identifies the problem, background, scope of the study, procedures, and treatment of data. The second chapter presents a review of the selected literature and research related to the problem.

The third chapter presents a review of teacher education in Oklahoma. The fourth chapter presents an analysis and interpretation of data. The fifth and final chapter provides the summary, findings, conclusions, and recommendations resulting from the study.

CHAPTER II

REVIEW OF LITERATURE

Introduction

Teaching is considered a complex activity, and challenging teacher education, without doubt, is likely to be as complex. Clarke stated that teacher education is even more complex in nature because it "has a time sequence, is a process, has a [redacted] organization, is in a context, and so on."[1]

[redacted] teachers complete their teacher educat[redacted] which more than 5,000 were prepar[redacted]s and universities in the State o[redacted] teacher education programs in 1971.[3] Si[redacted] bear major responsibility for student achievement and learning, it is the responsibility of these teacher education institutions of the State of Oklahoma to continually examine, evaluate, modify, and improve their

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[1]S. C. Clarke, "Design for Programs of Teacher Education," ed. by B. Othanel Smith, Research in Teacher Education: A Symposium (Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1971), p. 120.

[2]Ibid.

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

CHAPTER II

REVIEW OF LITERATURE

Introduction

Teaching is considered a complex activity, and challenging teacher education, without doubt, is likely to be as complex. Clarke stated that teacher education is even more complex in nature because it "has a time sequence, is a process, has a structure and organization, is in a context, and so on."[1]

A quarter of a million teachers complete their teacher education program each year,[2] of which more than 5,000 were prepared by the nineteen colleges and universities in the State of Oklahoma which offered teacher education programs in 1971.[3] Since the teachers bear major responsibility for student achievement and learning, it is the responsibility of these teacher education institutions of the State of Oklahoma to continually examine, evaluate, modify, and improve their

---

[1]S. C. Clarke, "Design for Programs of Teacher Education," ed. by B. Othanel Smith, Research in Teacher Education: A Symposium (Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1971), p. 120.

[2]Ibid.

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

teacher education programs in order to provide quality education to their prospective teachers. Despite changes and improvements in teacher education which have been made in the past fourteen years, criticisms continue to be heard that more must be done to improve the education enterprise at-large, and the focal point for such improvement and progress must rest with improved teacher education programs.

Related Research on Teacher Education

The teacher education program has been the subject of extensive research and study. Unfortunately, most of the research has focused upon the teacher education program by bits and pieces.

Vance's[4] study subjectively identified the major strengths and weakness of teacher education in Oklahoma from an analysis of the following phases of the evaluation program:

1. The self-evaluation reports of findings concerning administration, organization, and operation of institutions.
2. The reports of Findings and Recommendations of the seventeen visiting committees on (a) administration, organization, and operation of institutions, and (b) recommendations for the approval of certification programs.

Halfaker[5] contended that professional laboratory

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[4]Merle William Vance, "Evaluation of Teacher Education Programs in the State of Oklahoma," (Unpublished Doctoral Dissertation, College of Education, University of Oklahoma, 1955).

[5]Philip Halfaker, "Professional Experience Provided Prior to Student Teaching for Undergraduates in Secondary Education Teacher-Education Institutions," (Unpublished Doctoral Dissertation, School of Education, University of Indiana, 1962).

experiences constitutes an essential part of the professional education sequence for the preparation of prospective secondary school teachers. His study tried to determine the laboratory experiences provided for prospective secondary school teachers, prior to student teaching, in selected teacher education institutions.

Russell[6] studied what was being done by cooperating and supervising teachers to orient student teachers to the techniques of teacher-pupil planning during the student teaching experience at the secondary school level. His study was specifically designed to investigate the reasons given for the use of teacher-pupil planning in the student teaching experience, the classroom situations conducive to teacher-pupil planning, the methods employed in carrying out such planning, and the criticisms and cautions regarding its use.

Hunnicutt's[7] study was to determine whether an understanding of educational concepts in the first and last foundation courses offered by the College of Education could be attained as well by students of high- and low-levels of ability, attitude, and social class identification observing

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[6]Wilma Irene Russell, "An Investigation of the Opportunities Provided for Teacher-Pupil Planning in the Student Teaching Experience at the Secondary School Level," (Unpublished Doctoral Dissertation, School of Education, University of Michigan, 1963).

[7]Harold Burton Hunnicutt, "The Effect of Various Factors on Achievement of Students in the First and Last Foundation Courses of Professional Education Preparation at the University of Oklahoma," (Unpublished Doctoral Dissertation, College of Education, University of Oklahoma, 1963).

explicitly prepared audio-visual materials as through direct observation at the University school.

Mizer's[8] study investigated the possible use of tape recordings as a substitute for classroom observation when observations were impracticable or difficult to schedule. It was also an attempt to determine the effectiveness of introducing significant portions of a classroom situation to classes of preservice elementary teacher.

Schwartz[9] studied the possibilities for the implementation of the theme "Recognition of the Dignity and Worth of the Individual" in the social studies curriculum of grades one through six, and to develop a guidebook which would aid teachers to accomplish this purpose.

Clinton's[10] study was concerned with present problems encountered by one hundred beginning teachers in order to formulate a foundation for improvement of the teacher educa-

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[8]Orrin J. Mizer, "A Study of the Use of Tape Recordings As a Substitute for Classroom Observation in Teacher Education," (Unpublished Doctoral Dissertation, College of Education, State University of Iowa, 1964).

[9]Shiela Frachman Schwartz, "A Guide to the Incorporation of the Theme 'Recognization of the Dignity and Worth of the Individual' in the Elementary Social Studies Curriculum," (Unpublished Doctoral Dissertation, School of Education, New York University, 1964).

[10]Thomas Allen Clinton, "Beginning Teachers' Problems: A Study of Problems Encountered by One Hundred Graduates of East Texas State University and the Functional Relationship Between These Problems and the Teacher Education Program," (Unpublished Doctoral Dissertation, College of Education, East Texas State University, 1965).

tion program at East Texas State University.

Membrino's[11] study was to document the history and growth of the Massachusetts State Colleges through legislation a practice from 1839 to 1965. His study was limited to the areas of curriculum, term of study, admission, and government of the schools and how they evolved to their present form.

Harrison's[12] study was to determine the educational attitudes of secondary and elementary education majors, their general supervisors, and their cooperating teachers as measured by Education Scale VI.

Hempstead[13] investigated the concept of the student teaching internship option, as implemented on the Davis Campus of the University of California. His inquiry considered the theoretical formulation, anticedent development, pilot studies, actual implementation, and initial assessment of this curricula and structural technique in elementary teacher education.

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[11]George Edward Membrino, "A Study of the Development of Teacher Education Institutions in Massachusetts," (Unpublished Doctoral Dissertation, School of Education, University of Massachusetts, 1966).

[12]Alton Harrison, Jr., "An Analysis of Attitude Modifications of Prospective Teachers Toward Education Before and After a Sequence of Teacher Preparation Experiences," (Unpublished Doctoral Dissertation, College of Education, University of Oklahoma, 1967).

[13]Ronald Ross Hempstead, "The Option in Teacher Education," (Unpublished Doctoral Dissertation, School of Education, University of California, Berkeley, 1968).

Vogt[14] tried to determine to what extent the Associated Colleges of Central Kansas were producing desirable teacher competencies as expressed by first-year teacher education graduates and their principals in terms of the California Definition of Teacher Competence. His study attempted to (1) identify the professional competencies of elementary and secondary teachers who were graduated from the Associated Colleges of Central Kansas in 1968 and were engaged in their first year of teaching in the school year 1968-69 and (2) to suggest some recommendations for the improvement of the teacher education programs in the six colleges involved in the study.

Butler's[15] study presented an historical descriptive study of the development of a unique urban teacher education program.

Forest's[16] "Explorations!" was one of sixteen alternative teacher programs implemented at the School of Educa-

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[14]John E. Vogt, "A Study of the Teaching Competencies of a Selected Group of Teacher Education Graduates from the Associated Colleges of Central Kansas," (Unpublished Doctoral Dissertation, College of Education, University of Oklahoma, 1970).

[15]Gerald Butler, "A Case Study in Urban Teacher Education: The Center for Inner City Studies 1966-1971," (Unpublished Doctoral Dissertation, School of Education, University of Massachusetts, 1971).

[16]Jeffrey Goodman Forest, "Exploration!--An Alternative Teacher Preparation Program. Volume I: An Explanation and Assessment of Exploration!" (Unpublished Doctoral Dissertation, School of Education, University of Massachusetts, 1973).

tion, University of Massachusetts at Amherst during the academic year 1971-72. These alternative programs arose in response to the School of Education's decision to create a series of viable alternative teacher education programs. It focused only on the first year and was an explanation of the "Exploration!" concept encompassing its background, rationale, goals, implementation and its assessment. Included in his account were much data from the students describing how they saw "Exploration!" and assessing the meaningfulness of their year in this program.

Collins'[17] study tried to determine whether scores of student teachers on instruments would measure personality characteristics and interests, values, and occupational interests changed significantly during the course of student teaching. His second purpose, if change occurred, was to ascertain in what characteristics significant change took place. A third purpose was to ascertain which characteristics of student teachers resembled those of superior teachers and which resembled those of non-superior teachers.

Mosley[18] did a study on undergraduate teacher education programs in 1973. His study attempted to determine if there is

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[17]Rhoda Powers Collins, "A Study of Preservice Teacher Change During Student Teaching," (Unpublished Doctoral Dissertation, School of Education, Duke University, 1973).

[18]John D. Mosley, "An Analysis of Opinions of Undergraduate Teacher-Preparatory Programs As Perceived By Certain Selected School Related Groups," (Unpublished Doctoral Dissertation, College of Education, University of Oklahoma, 1973).

a difference of opinion between and among the responses reported by public school teachers, public school administrators, members of local boards of education, and Oklahoma State Department of Education personnel concerning the methods and areas of emphasis in teacher education programs in Oklahoma's colleges and universities. More specifically, the purpose of his study was to compare the discrepancy scores (the difference between the amount of emphasis being placed on a certain area and the amount of emphasis that should be placed on the area) reported by each of the four groups with regard to the areas of teacher education programs.

Heneveld's[19] study was an attempt to lead the college community through changes in the teacher education program by directing the analysis of the old teacher education program and the planning and implementation of a new program at Johnson State College.

Carter's[20] study was intended to (1) rate in their importance twenty-five objectives which support new advancements in industrial arts programs in the United States, (2) determine the status of industrial arts in Oklahoma, (3) evaluate the industrial arts programs in Oklahoma based on cri-

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[19]Edward H. Heneveld, "Strategies for Improving Teacher Education," (Unpublished Doctoral Dissertation, School of Education, Harvard University, 1973).

[20]Virgil Lee Carter, "Status of the Industrial Arts Programs in the State of Oklahoma in 1971-72 With Recommendations for Improvements," (Unpublished Doctoral Dissertation, College of Education, University of Oklahoma, 1973).

teria selected and subsequently chosen by industrial arts teacher-educators, supervisors, and teachers, and (4) make recommendations for improvement of industrial arts programs in Oklahoma.

Brook's[21] study developed a method of curriculum improvement in art education through the identification and documentation of the principal problems and professionally related concern frequently encountered by art teachers in both elementary and secondary public schools.

A comprehensive review of doctoral dissertations done in the past fourteen years showed an essential void of literature about changes in overall teacher education programs. Therefore, a study of this nature seemed desirable.

Demands for Change in Teacher Education

The need for adequate teacher education programs becomes increasingly pressing as school systems grow larger and more complex, social problems more acute, and the knowledge explosion continues.

Creamer and Feld commented:

> The past decade in the education system has been one of pervasive and continuous turmoil at all levels. In the elementary schools, it has been the parents who have pressed for change; at the secondary level, it

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[21]Rebecca Lynne Brooks, "A Problematic Approach to Curriculum Improvement for Teacher Preparation in Art," (Unpublished Doctoral Dissertation, School of Education, the University of Texas at Austin, 1974).

> has been both students and parents; and in the post-secondary institutions, the students alone . . .[22]

Harold Howe II contended that:

> I believe that the momentum for change is growing and is all but irreversible. The forces demanding reform are basically three: the students, the parents and the leaders. Neither parents nor students think that the schools are doing a good job, so far they have directed protests toward the schools rather than the department of education. But it is likely that these institutions will soon be next. Teachers and administrators deplore their lack of preparation for the problems that confront them, particularly in the cities, and look to their educators for new and helpful resources.[23]

There is no doubt that most teacher educators feel keenly their responsibility for helping their prospective teachers make learning in the school relevant, challenging, and lasting in the lives of children and adolescents. Their efforts were well described by Robb, when he stated that, "Let us recognize with modesty what has been wrought: not a perfect, or adequate, system of education--just the world's best for the largest number of people." He went on to say, however, ". . . not enough have we prepared our graduates mentally, emotionally, or professionally to grapple with the social ills which we ourselves often lament but leave to other agencies. . ."[24]

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[22]Daniels Creamer and Barbara Feld, Some Innovations in the Training of Educational Leaders (New York: The Conference Board, Inc., 1972), p. 1.

[23]Harold Howe II, "Improving Teacher Education," ed. by Donald J. McCarty and Associates, New Perspectives on Teacher Education (San Francisco: Jossey-Bass Publishers, 1973), p. 65.

[24]Felix C. Robb, "Teacher: The Need and the Task,"

Pointing out the significant weaknesses of teacher education, Snider stated that:

> Unfortunately, most teacher education programs have not been characterized by the presence of challenging experiences designed to familiarize prospective teachers with an understanding and knowledge of the major areas of conflict and tension in our society. Nor have these programs dealt with the special assortment of problems stemming from these conflict areas such as equal employment opportunity, the alleviation of poverty, religion in the schools, the struggle for civil rights, the integration of studies and staff in the public schools; and an understanding of the basic political, moral and ethical value structure of the American democratic society.[25]

A school can be no better than the quality of its teachers. If most educators agree that teacher education should make a difference in teacher quality, then, changes in teacher education are imperative. And these changes should be "logical and well conceived changes based upon the best we know and in line with our evolving social needs."[26]

The Need for Change in Teacher Education

American education is in the opening phase of a massive series of changes. "We are in the midst of tremendous changes in education and we are on the verge of even greater ones." Rivlin stated: "Our schools and colleges are different from what they were ten or fifteen years ago, and they will be even

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Teacher Education: Issues and Innovations (The Yearbook of 1968 of the American Association of Colleges for Teacher Education), p. 13.

[25]Glenn R. Snider, "The Equality Concept in Education--Can It Be Achieved?" The Oklahoma Teacher, Vol. LI, No. 3 (November, 1969), pp. 23, 43.

[26]D. D. Darland, "Teacher Education and Change," The Journal of Teacher Education, Vol. XIV (March, 1963), pp. 4-7.

more different ten or fifteen years from today."[27]

But today it is becoming increasingly evident that the next decade will bring changes totally unprecedented in depth, breadth, and rapidity. Ziegler provided examples of the rate at which new knowledge is being created:

1. Half of what a person learns is no longer valid when he reaches middle age.
2. One-third of the items on the supermarket shelves did not exist 10 years ago.
3. Half of the labor force earns its living in industries which did not exist when the country began.
4. Three-fourths of all the people employed by industry 12 years from now will be producing goods that have not yet been conceived of.
5. More mathematics has been created since 1900 than during the entire preceding period of recorded history.
6. Half of what a graduate engineer studies today will be obsolete in 10 years, half of what he will need to know is not yet known by anyone.[28]

It is this new dimension of change that must be faced. "The program is geared to the notion that schools we see before us today will not long be with us. Instead, new educational forms and methods that more adequately serve our nation and the young people will be created." Joyce stated that, "Part of the rebirth will be by graduates of these very

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[27]Harry N. Rivlin, "The Profession's Responsibility of Educational Changes," Changes in Teacher Education: An Appraisal (NEA: National Commission on Teacher Education and Professional Standards, 1963), p. 20.

[28]Warren L. Ziegler, Social and Technological Developments (Syracuse: Educational Policy Research Center, Syracuse University, 1971).

teacher education programs we now seek to reform, for teacher education, in a real sense, is the midwife of educational change."[29]

Traditional teacher education is not likely to adequately prepare prospective teachers for the schools of the present and the future. McCarty reflected in his New Prospectives on Teacher Education that "Our teacher education offerings remained essentially unchanged from 1940 through 1970. There have been tinkerings in title change of courses; an hour added here, subtracted there . . ."[30] And Stinnett pointed out that "No amount of tinkering with the teacher-education curriculum or reshuffling of courses and hours, as important as these may appear, is likely to result in the needed quality in teacher education."[31]

In summarizing the weaknesses and inadequacies of programs in teacher education, let it suffice to say that we have inherited a system of preparing teachers which may possibly have been adequate in a simpler, less demanding era, but which is clearly inadequate for the educational requirements of the seventies and eighties.

Traditionally, the departments or schools of education

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[29]Bruce Joyce, "The Teacher Innovation: A Program for Preparing Educators," ed. by Bruce Joyce and Marsha Weil, Preparation for Reform in Teacher Education (Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1972), p. 4.

[30]Donald J. McCarty and Associates, op cit., p. 140.

[31]T. M. Stinnett, Professional Problems of Teachers (New York: The Macmillan Company, 1968), p. 416.

have endeavored to control the rate of change to what could safely be managed with the material and human resources available at the time. In this way the transition has been orderly, and effective continuity of function has been maintained. This strategy, however, is no longer open to them. The demands for change are too great. Either they must expect chaos, or their capacity for change must be increased, immediately and drastically, over a broad front. Institutional change is made exceedingly difficult by the fact that it must be accomplished while the institution continues to provide traditional services.

Teacher education, "to be most useful to the students whom teachers will ultimately serve, must prepare teachers to facilitate learning in contexts very different from those typically provided in a public school." Friedenberg went on to say, "It must also prepare them to function in existing schools in ways very different from those that schools now expect."[32]

Andrews pointed out that "demands of the present and portents of change in the future suggest the desirability of exclusive rethinking and redevelopment of theory, content, and experiences in the whole range of preservice and inservice teacher education."[33] The basic premise is that significant

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[32]Edgar Z. Friedenberg, "Critique of Current Practice," Donald J. McCarty, op cit., p. 29.

[33]L. O. Andrews, "Challenges and Needed Developments in Teacher Education," ed. by Howard E. Bosley, Teacher Education in Transition, Vol. II, Emerging Roles and Responsibilities (Baltimore, Maryland: Multi-State Teacher Education Project, 1969), p. 310.

changes must be made in teacher education and in the educational programs of the elementary and secondary schools to effect the kind of improvement in education that is needed. The single factor most important to the improvement of education is improvement in the education of teachers.

Therefore, it is necessary to examine and analyze the changes made in the past fourteen years in the past and present teacher education programs in the State of Oklahoma in order to see where we were and where we are and to develop quality education which will contribute to the complex creation of an effective and competent prospective teacher.

Recent Developments in Teacher Education

The typical pattern of teacher education in the nation is a four-year program culminating in the award of a baccalaureate degree and a teaching certificate. There are about 1,200 colleges and universities in this nation educating prospective teachers, but approximately 90 per cent prepare them on the four-year basis.[34]

Due to the knowledge explosion and the demand for effective and competent teachers, there never seems to be enough time for everything. To alleviate the "time pressure," the teaching profession generally is coming to regard four years of collegiate education as insufficient, and that the profession should adopt five years as the minimum program of

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[34]James C. Stone, Breakthrough in Teacher Education (San Francisco: Jossey-Bass Publishers, 1968), p. 37.

teacher education for prospective teachers, both elementary and secondary. Beggs reported that:

> . . . the major shift appears to be the assumption that basic programs in teacher education are essentially of a five-year duration. While there certainly does not eliminate the baccalaureate degree as a terminal point, nor does it necessarily require five years for basic certification, there seems to be a general consensus that four years are not sufficient to completely round out the future teacher.[35]

Some New Experimental Programs

It is well known that the Ford Foundation has been concerned with bringing about constructive innovations and changes to improve programs in teacher education. In 1958, special attention was paid by the Foundation to improving the preparation of prospective teachers through the funding of a special group of new experiments known as "Breakthrough Programs."[36]

The criteria for selection of colleges or universities reported by Woodring were:

> First, they were designed to prepare teachers not for the self-contained classrooms of the past, but for classrooms in which teachers are most likely to be teaching in 1963 or 1964 to the year 2000, with ungraded classes, teaching machines, educational television, and team teaching with its flexible use of time, space, and personnel.
> Second, they were to be planned jointly by university departments of education, representatives of academic

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[35]Walter K. Beggs, "The Proposed New Standards and Evaluative Criteria for the Accreditation of Teacher Education," Teacher Education: Issues and Innovations (The 1968 Yearbook of the American Association of College for Teacher Education), p. 227.

[36]James C. Stone, op cit., p. 13.

> departments in the university, and public school teachers and administrators.
> Third, they were expected to incorporate changes in the elementary and secondary schools as well as in the colleges.
> Fourth, a considerable amount of the responsibility for teacher recruitment, teacher education, and the introduction of the teacher to his profession was to be accepted by the public school itself.
> Fifth, they were to represent an effort to place teacher education in the mainstream of higher education by bringing academic professors and professors of education together for joint planning and to create a better articulation of elementary, secondary, and higher education through the cooperative efforts of college faculty members and teachers and administrators from the public schools.
> Sixth, they were to build upon earlier Ford-supported programs by providing for (a) liberal education extending well beyond the sophomore year for all teachers, (b) scholarly academic instruction at the graduate level for all secondary teachers, (c) improved professional courses or seminars in educational psychology and educational philosophy that are firmly grounded in their parent disciplines and planned so as to avoid duplication of content, and (d) an extended supervised internship during the post-baccalaureate period accomplished by closely correlated professional seminars.
> Finally, the prospective teacher was to get his initial teaching experience as a junior member of a teaching team.[37]

Among the forty-three programs funded, twelve were for five-year programs and fifth-year programs.[38] The applicant institutions and the programs offered are shown in Table 1.[39]

The Foundation recognized the limitation of what a private foundation could expect to do in the improvement of

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[37]Paul Woodring, "The Ford Foundation and Teacher Education," Teacher's College Record, Vol. LXII, No. 3 (December, 1960), pp. 229-231.

[38]James C. Stone, op cit., pp. 20-21.

[39]Ibid., pp. 194-195, 67.

TABLE 1

Five-Year and Fifth-Year Programs

Funded by the Ford Foundation

1958-62

College or University	Level of Program	Grant Amount	Date Awarded
New York University	Elementary	$ 350,000	6/25/58
Claremont Graduate School	Elementary Junior High Senior High	425,000	3/30/59
University of Wisconsin	Elementary Junior High	625,000	3/30/59
Central Michigan University	Elementary Junior High Senior High	750,000	6/29/59
Cornell University	Junior High	808,550	6/29/59
University of Hawaii	Elementary Junior High Senior High	371,000	4/20/60
Cornell University	Senior High	1,844,000	4/11/61
Syracuse University	Senior High	1,844,000	4/11/61
University of Buffalo	Junior High Senior High	1,844,000	4/11/61
University of Rochester	Senior High	1,844,000	4/11/61
University of California at Los Angeles	Elementary Junior High Senior High	750,000	/ 7/62
George Washington University	Elementary	335,000	12/17/62

the complex task of teacher education. However, its philosophy was well expressed in the following statement:

> . . . a private foundation cannot expect to create or to halt large trends in education . . . [it] can, however, select areas of contingency and, with good timing, make its small efforts have large results. It tries to study the power structure of the educational system, gauge the temper of the times, appraise the array of forces for and against any particular change, and then throw its weight at the right moment behind the most promising trends in the hope of converting them into dominant ones.[40]

Some of the distinctive results of the so-called Breakthrough Programs were:

from	to
recruiting and selecting on the assumption that anyone can and should teach	recruiting and selecting on the assumption that like any other profession, the skills and competencies are not possessed by everyone
preparing teachers who think teaching is talking, usually from "up front" and "on high"	preparing teachers who listen, who emphasize inquiry, social sensitivity, and self-direction, and who are "around and about" the classroom, judging, guiding, probing, encouraging
preparing teachers whose learning is all finished	preparing teachers who are lifelong learners
preparing teachers to be self-contained, using only themselves and books as educational resources	preparing teachers to be organizers of multiple teaching resources, both human and technological
preparing teachers for whole-class instruction and product learning (what and how)	preparing teachers for individual and small group instruction and process learning (why and for whom)

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[40] Decade of Experiment (New York: The Fund for the Advancement of Education, 1961), pp. 16-17.

the philosophy that a student can't possibly know something if he hasn't had a "course" in it	flexible teaching arrangements that emphasize a sequence of experiences rather than "course coverage," "term papers," "final examinations," "grades," and "credits"
lecture-centered and campus-based professional education	laboratory-centered and school-community-based professional education
seeking one best teacher education program	offering multiple pathways to teaching, recognizing the diverse needs of the profession and the varying backgrounds and abilities of those who wish to teach
experimenting and innovating "on schedule" every five or ten years	inventing strategies whereby members of the staff are continuously encouraged to innovate[41]

Since traditional teacher-education programs "are regarded by the academic world and the public as the weakest link in American education,"[42] the Foundation hoped that some of the successful Breakthrough Programs could be provided as models and used for further fruitful research and experimentation.

The New Horizons Projects of the National Commission on Teacher Education and Professional Standards proposed a five-year preservice program of preparation as a prerequisite to admission to practice. Stinnett reported that "Arizona and California and the District of Columbia, in 1967, required five years of collegiate preparation for high school teachers

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[41] James C. Stone, op cit., pp. 175-176.

[42] Ibid., front flap.

of academic subject.[43] The State of Ohio, in 1972, also recommended that "teacher preparation be conducted in the context of a five-year sequence of study and training."[44]

While it is felt in many quarters that the preparation for a prospective teacher should be a five-year program, it is still a four-year program in the majority of American colleges and universities. If the time is not available, there is all the more reason for planning and individualizing the four-year span to include only those competencies, knowledge, behaviors, skills, and attitudes which will contribute to the preparation of a competent and effective prospective teacher.

Competency-Based Teacher Education Programs

During the past decade, more widespread and more forceful expressions of concern over the adequacy of teacher education have been steadily voiced. The demand for more, better, and relevant teacher education comes from all sides. More recent and even more forceful is the demand for competence in the teaching force. Dissatisfaction with teacher education programs and traditional methods of teacher preparation have come under attack precisely because they have not appeared to work satisfactorily, especially in the urban areas of this nation.

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[43] T. M. Stinnett, op cit., p. 434.

[44] Ohio, Realities and Revolution in Teacher Education (Commission on Public School Policies in Ohio, 1972), p. 13.

Time serving and credit accumulation will not alone suffice. In the past, educators have tended to look directly at academic records, on the dubious assumption that they predict competence in teaching. The result of this practice has been uniformly disappointing.

Cohen and Hersh suggested that:

> Past and present (teacher) education programs have emphasized evaluating what a teacher does (input), without examining the consequences of that behavior on student learning (output). This narrowness of perspective may be due to inadequate evaluation devices . . . The status quo in teacher-training institutions is represented by input factors, such as number of courses taken, number of state requirements fulfilled, and number of hours in a certain subject matter areas, and by quasi-output, such as grading systems based on hidden and often capricious criteria of the individual professor, the normal curve with a built-in competition and failure component, and a plethora of paper and pencil examination.[45]

Among the many recently developed approaches to improving the programs in teacher education, competency-based teacher education (CBTE) has become a growing concern in the teacher education community, and has attracted a large number of advocates within the past few years. It "has been spurred on by increasing demands for accountability, relevance, and cost-effective schooling." Rosner and Kay recently reported that, "Among the most important factors in the development of the movement has been the technological readiness of the

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[45]Stuart Cohen and Richard Hersh, "Mirror, Mirror on the Wall, Am I the Best Teacher of Them All? There is No Substitute for Competence." The Journal of Teacher Education Vol. XXIII, No. 1 (Spring, 1972), p. 5.

education community."[46]

CBTE has been described as "one of the most influential and important developments in the progressive effort to advance the process of schooling."[47] Competency-based programs employ a major concept of the teacher role and from this concept specific knowledge, attitudes, skills, and behaviors appear to be basic in performing this role. Programs receiving greatest attention, besides being competency-based, are systematic in character. They established behaviors as objectives, provide preparation in connection with those objectives, and use the specified objectives as criteria in assessing the student's progress toward teaching competence.

In an attempt to assess participation in planning and implementing the CBTE programs, a national survey was sponsored by the American Association of Colleges for Teacher Education (AACTE) Committee on Performance Based Teacher Education. In February, 1973, Schmeider reported that of the seven hundred and eighty-three teacher preparation institutions responding to the survey, one hundred and twenty-five indicated that they presently had competency-based programs.

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[46]Benjamin Rosen and Patricia M. Kay, "Will the Promise of CBTE be Fulfilled?" Phi Delta Kappan, Vol. LV, No. 5 (January, 1974), p. 290.

[47]William L. Smith, "Prolegomenon," Allen A. Schmeider, Competency-Based Teacher Education: The State of the Scene (Washington, D. C.: American Association of Colleges for Teacher Education and ERIC Clearinghouse on Teacher Education, 1973), p. vi.

Another three hundred and sixty-six stated that they were in some developmental stage of planning to establish competency-based programs. Only two hundred and twenty-eight indicated that they were not then involved some way in CBTE.[48] It should be noted that at that time only Texas and New York mandated competency-based programs as the only certification route.

Wilson and Curtis also conducted a survey by a questionnaire circulated to the chief state school officials to ascertain the extent to which each of the fifty states had mandated or encouraged competency-based programs for teacher preparation, and one other state, Tennessee, had mandated competency-based programs for the preparation of school administrators but not teachers.[49] The states which had mandated competency-based programs by 1973 are shown in Table 2.[50]

Investigators went on to report that:

> A number of other states are contemplating mandated programs. Among them are Illinois, Louisiana, Maryland, Nevada, New Mexico, Wisconsin, and Georgia. The Iowa State Department of Public Instruction expects not to mandate PBTE or PBAE, but will encourage the development of such programs. Maine and Arizona may mandate programs in the near future. Arizona indicated that its state board of education mandate would cover only recertification of administrators and teachers. Nebraska indicated that performance statements for each teaching specialization are presently required.

Oklahoma indicated that in teacher programs a small

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[48] Ibid., pp. 32-48

[49] Alfred P. Wilson and William W. Curtis, "The States Mandated Performance-Based Teacher Education," Phi Delta Kappan, Vol. LV, No. 1 (October, 1973), p. 76.

[50] Ibid.

TABLE 2

Report of Mandated CBTE Programs for Administrators

and Teacher Preparation Programs

State	How Mandated	Responsible Agency	Effective Date	Phase of Preparation Affected
Alabama	State Department of Education Directive	State Department of Education	No Set Date	Both Pre- and Inservice Program
California	Commission for Teacher Preparation and Licensing	State Department of Education	July 1, 1973	Preservice Training
New York	Regent Statewide Plan	State Department of Education	By 1980 (tent.)	Preservice Training
North Carolina	State Department of Education Directive	State Department of Education	Presently	Preservice Training
Oregon	State Department of Education Directive	State Department of Education	By 1974	Both pre- and Inservice Program
Pennsylvania	State Department of Education Directive	State Department Education	No Date Set	Preservice Training (Inservice will be affected later)
South Dakota	State Department of Education Directive	State Department of Education	No Date Set	Both Pre- and Inservice Program

To be continued

TABLE 2 (continued)

State	How Mandated	Responsible Agency	Effective Date	Phase of Preparation Affected
Tennessee	State Department of Personnel	State Department of Personnel	Presently	Inservice Program (Administrators only)
Texas	State Board of Education	State Department of Education	Presently	Preservice Training
Vermont	State Board of Education Local Option	State Department of Education	Presently	Both Pre- and Inservice Program
Washington	State Department of Education Directive	State Department of Education	Presently	Both Pre- and Inservice Program

> amount of CBTE was being developed by one university. Montana indicated that one teacher preparatory institution there was developing a five-year plan for administrator and teacher, Kentucky reported having had CB and PB programs for many years. Colorado felt that parts of its administrator and teacher preparatory programs were presently competency-based and Minnesota reported that rather than mandate a state plan, groups in various fields are allowed to move at whatever pace they wish.[51]

Teacher educators agree that one of the major obstacles which impedes progress in the CBTE movement has been identified as the problem of definition. Rosner and Kay commented that:

> that competency-based teacher education has come to mean so many things to so many different people is probably the single most serious issue confronting the competency-based movement at present. If this issue is not resolved shortly, there will be more and more institutions proclaiming that they are offering competency-based programs while they are actually proceeding in very different directions.[52]

Elam pointed out that even the statement issued by the Commission on PBTE of the AACTE had admitted that "no entirely satisfactory description of PBTE has been framed to date."[53] As Kliebard indicated, "Much has gone on under the rubric of CBTE, but the key notion seems to be that identifiable behaviors, competencies, and characteristics of teaching, once isolated, can form the basis of teacher education and teaching

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[51] Ibid.

[52] Benjamin Rosner and Patricia M. Kay, op cit., p. 291.

[53] Stanley Elam, Performance-Based Teacher Education: What Is the State of the Art? (Washington, D. C.: American Association of Colleges for Teacher Education, 1972), p. 1.

certification."[54] Therefore, a search for more precision in definition is imperative.

Other problems relating to various components of CBTE programs are the identification and assessment of competencies, utilization of faculty time, and the variability of student competence and pacing.[55]

Educators, all over the nation, are making efforts to improve learning in the schools through the use of new and imaginative approaches that break down lockstep routes. Henceforth, CBTE, if appropriately and wisely implemented, has the potential as a viable alternative to bring about some needed and desirable changes in teacher education.

Rosner and Kay suggested some promises of CBTE:

1. To improve the quality of instruction in the nation's schools as a consequence of improved teacher education.

2. Teacher education institutions will have the demonstrable capacity of preparing knowledgeable and skillful teachers in curricula whose component parts have been tested for validity against criteria of school effectiveness.

3. The development of stronger relationships between teacher educators, the public schools, and the organized teaching profession.

4. Teacher education students are likely to express greater satisfaction with competency-based teacher education programs.

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[54]Herbert M. Kliebard, "The Question in Teacher Education," Donald J. McCarty and Associates, op cit., p. 15.

[55]Daniel A. Kennedy, "Some Philosophical and Practical Problems of PBTE," PBTE, Vol. II, No. 5 (November, 1973), pp. 15-16.

5. There will be widespread professional recognition of the hypothetical, tentative nature of various teacher education curriculum elements, professional consensus on the need to validate such elements (and the curriculum as a whole) against criteria of school operations, and a commitment to tool up for the necessary development and research.

6. Accountability--or at least the appearance of accountatility.[56]

Smith submitted four conditions which he deemed as very basic and important prior to the implementation of CBTE:

1. Appropriate legal framework of statutes, regulations, and administrative policies must be established.

2. Competencies must be specified in reasonable terms.

3. Programs to successfully train candidates to master be established.

4. Systems for monitoring and managing the mastery of competencies must be implemented.[57]

With regard to the process of designing a competency-based program of initial teacher education, Lindsey stated that it

> . . . requires specifying in advanced expected outcomes in terms of competencies to be demonstrated by graduates of the program, developing learning opportunities and environments expected to facilitate students' progress toward specified outcomes, and constructing and using evaluating procedures and instruments directly relevant to the stated competencies. In a well designed program, the result of these steps is a system where feedback

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[56]Benjamin Rosner and Patricia M. Kay, op cit., pp. 291-293.

[57]Emmitt D. Smith, Performance-Based Teacher Education, (Paper presented at the EPDA, B-2 Conference, Miami, Florida, September 28-29, 1970), p. 1.

channels are busy conveying evidence on the functioning and effect of the system.[58]

CBTE, though not a proved approach, appears to be the most hopeful development in teacher education in the last decade. It represents an approach of sufficient promise to be nurtured, supported, and developed.

Rosner and Kay emphasized that:

> Competency-based teacher education is not an end in itself. It is a process of moving from the present ambiguous state of teacher education to a more clearly articulated program of professional education. CBTE is a transitional model for establishing teacher education on a firm theoretical and empirical base ultimately directed to the improved delivery of educational services.
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> The key as to whether or not the promise of CBTE will be realized lies in the attitude and willingness of the educational community to work toward a common CBTE definition and to invest the necessary resources in the time-consuming search for the knowledge which will ultimately enable teachers to intervene effectively in solving the instructional problems of the schools. At the present time, there is no other equally plausible hypothesis.[59]

Research on English Language Arts Program

Language is an art of communication that is used by people to exchange ideas with other people. The primary function of the public school in a democracy is to help all children and adolescents develop effective means of communication. If this can be accomplished, this nation will

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[58]Margaret Lindsey, "Performance-Based Teacher Education: Examination of a Slogan," The Journal of Teacher Education, Vol. XXIX, No. 3 (Fall, 1973), pp. 181-182.

[59]Benjamin Rosner and Patricia M. Kay, op cit., p. 295.

develop a more concerned and informed citizenry. Therefore, teachers of English language arts in public schools are continuously seeking new approaches that will enable children and adolescents to develop competence in communication skills.

The past several years have seen vigorous professional attempts to improve the teaching of English and the preparation of prospective English teachers. Many of the approaches that have been developed have not proved to be as fruitful as desired. However, some approaches have shown significant impact on recent developments in the teaching of English and the preparation of prospective teachers.

Project English, which had its start in 1961 under auspices of the U. S. Office of Education, was an effort to improve English instruction at all academic levels. It involved curriculum study centers at a number of colleges and universities, with cooperation between professors and school teachers; these projects tackled problems dealing with linguistics, reading, literature, composition, and spelling.[60] Now known as the English Program of the U. S. Office of Education, these studies investigated communication problems concerning culturally deprived students, delved into sentence structure of gifted students, and appraised the practicability of programmed learning in English instruction. Stress was

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[60]Francis A. J. Ianni and Lois Josephs, "The Curriculum Research and Development Program of the U. S. Office of Education: Project English, Project Social Studies and Beyond" ed. by Robert Heath, New Curricula (New York: Harper and Row, 1964), pp. 161-212.

also placed on inductive methods of teaching, encouraging students to think in depth, and to appreciate literary craftsmanship.[61]

In 1965, the College Entrance Examination Board recommended work in "rhetoric and composition above the freshman level."[62] Burrows suggested to elementary school teachers the "experience of trying to write in order to analyze some of their own reactions in the composing process and regain some measure of satisfaction in writing."[63]

The Commission on the English Curriculum, National Council of Teachers of English, also stated that:

> . . . in his college years the prospective (secondary) teacher of English should attain a considerable amount of understanding of how language works in connected discourse, a high degree of skill in writing of various types, and an ability to analyze the writing of others to discover their strengths for improvement.[64]

The Commission went on to recommend that teachers study logic, the utility of different organizational patterns, the values

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[61]John I. Goodlad, The Changing School Curriculum (New York: The Fund for the Advancement of Education, 1966), pp. 72-79.

[62]Commission on English, College Entrance Examination Board, Freedom and Discipline in English (New York: the Board, 1965), p. 10.

[63]Alvina Burrows, "Academic and Professional Training in Composition," A Source Book on English Institutes for Elementary Teachers (Champaign, Illinois: National Council of Teachers of English, 1965), p. 52.

[64]National Council of Teachers of English Commission on the English Curriculum, The Education of Teachers of English for American Schools and Colleges (Champaign, Illinois: The Council, 1963), p. 259.

of different kinds of sentence structure, and ways of choosing appropriate words and idioms. The Commission also recommended work in expository writing and in the evaluation of writing for all prospective teachers in English.

On the preparation of elementary teachers, the Commission observed that:

> The elementary school teacher needs help in two areas of writing. The first is well ordered, logical presentation of facts or ideas, involving critical thinking and organization. The second is personal and imaginative writing.[65]

Above all, the Commission advocated a course in advanced composition for all teachers.

Another major recent pronouncement about the preparation of elementary and secondary school teachers of English left no doubt that a course or two of linguistics should be included in their teacher education program.

In the late 1950's every educator seemed aware of the "new mathematic" and "new science" programs. Except for very few specialists in English education, most of the educators were almost unaware of new and important developments in the teaching of the English language arts.

As expected, much of the impetus for change in English instruction has come from the work of linguists. There was, as a matter of fact, very little work dealing with the application of linguistics to reading, and reading instruction published prior to 1960. One linguist stated that "Linguistics

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[65] Ibid., p. 65.

is hardly new. The influence it has had on reading instruction, however, did not develop until the 1960's."[66] The production of such work has continued to accelerate since the mid-1960's.

Recently, linguists have reminded educators that many teachers were unprepared to teach the language arts successfully because of their inadequate background in linguistics. This need has been pointed out with varying degrees of forcefulness. For example, the chairman of a high school English department put it:

> . . . throw the word (linguistics) into any conversation of English teachers and there follows a few moments of embarrassed silence . . . then a free-for-all of bludgeoning ignorance. No one knows what anyone else is talking about, but each has his say.[67]

Another linguist pointed out that "Until recent years most teachers had little or no knowledge of linguistics as a means of improving teaching in the mother tongue."[68]

Linguists have analyzed reading as a process of reconstructing speech from written signs and signals and obtaining the same meaning from the two. For example, Fries stated that:

> One can "read" insofar as he can respond to the language signals represented by graphic shapes as

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[66]Dolores Durkin, Phonetics, Linguistics, and Reading (New York: Columbia University, Teachers College Press, 1972), p. 7.

[67]William J. Reynolds, "Who's Afraid of Linguistics?" English Journal, Vol. LV (September, 1966), p. 758.

[68]Harold G. Shane, Linguistics and the Classroom Teacher (N.E.A. Association for Supervision and Curriculum Development, NEA, 1967), p. 11.

> fully as he has learned to respond to the same language signals of his code represented by patterns of auditory shapes.[69]

The purpose of phonetics instruction is "to teach children to figure out the identity of written words on the basis of their spelling." Durkin stated, "Or, to put it somewhat differently, phonics helps the child to use letter-sound relationships to identify unfamiliar words."[70]

Generally speaking, traditional teachers of grammar and composition spent much time in analyzing and discussing sentences. However, the modern linguists offer teachers a new approach to be more natural in their use of the language. The approach linguists offer is an open one based on the language as it is spoken. There is an acceptance in this approach of the many variations from the standard code of American English, for linguists feel that forced conformity in language usage is not necessarily sound and may actually be detrimental to the development of a personal style of writing.[71] Therefore, principles of linguistics have been suggested to be used as input into school language programs.[72]

If the teacher is trained in phonetics, he is likely

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[69]Charles C. Fries, Linguistics and Reading (New York: Holt, Rinehart and Wilson, Inc., 1963), p. 131.

[70]Dolores Durkin, op cit., p. 1.

[71]John B. Carrol, "The Analysis of Reading Instruction: Perspectives from Psychology and Linguistics," Theories of Learning and Instruction. Sixty-Third Yearbook of the National Society for Study of Education (Chicago: University of Chicago Press, 1963), pp. 336-353.

[72]Kenneth S. Goodman, "Linguistics in a Relevant Curriculum," Education, Vol. 89 (April-May, 1969), pp. 303-306.

to do his job better. A knowledge of phonetics will enable him to understand why children or adolescents make mistakes. Conversely, he will be able to deal with the physiological aspects of speech or that thought causes analogical changes to be made which are contrary to the history of the development of language.

While linguists have contributed a sizeable body of categorical knowledge about language that will provide teachers with the structure and function of the system of communication, many feel that it is becoming increasingly clear that prospective teachers of the English language arts program should be familiar with the scientific study of language as a system of communication. The degree to which this is central to improved programs of English language arts in the public schools, however, is not yet clear.

Significant approaches to the teaching of the English language arts now include major emphasis on the learning outcome of critical thinking and the acquisition of knowledge, understanding, and appreciation of the contributions of minority groups to American civilization including literature and the other humanities. Emphasis on the affective areas of learning and education including attitudes and behaviors basic to effective human relations are also receiving major attention.

CHAPTER III

TEACHER EDUCATION IN OKLAHOMA

Teacher education is closely related to teacher certification. Therefore, teacher education cannot be discussed without mentioning teacher certification.

Teacher certification is a state function exercised under the regulatory power of the State. In the State of Oklahoma, this function is delegated to the State Board of Education and administered through the State Department of Education and the purpose of the certification system is to protect students against incompetent teachers. Article VI, Sections 25-90, of the School Laws of Oklahoma, 1970, makes it "mandatory that teachers be certified, that standards be adopted by the State Board of Education for the qualifications of teachers, and that rules and regulations be formulated for their certification in the interests of the public."[73]

There are at present nineteen institutions of higher education in the State of Oklahoma approved by the State Board of Education to engage in the preparation of prospective teachers. These nineteen institutions carry on three hundred

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[73]Oklahoma, Teacher Education, Certification and Assignment Handbook (Oklahoma City: State Department of Education, 1971), p. iii.

and ninety-seven approved teacher education programs.[74]

The Professional Standards Board, created by an act of the State Legislature in 1969, serves in an advisory capacity to the State Board of Education in matters of teacher education and certification. The Board "is charged with such responsibilities as reviewing approved programs of teacher education and of recommending new programs, reviewing current certificate and research designed to improve teacher education."[75] The purposes of the Board are "To provide leadership in: The improvement of teacher education in institutions of higher learning in Oklahoma and in the improvement of standards for the certification of teachers and other educational personnel in Oklahoma."[76]

The Professional Standards Board is composed of:

> Two members from the Association of School Administrators; Seven from the Association of Classroom Teachers; Six from the Association of Higher Education; One from Vocational and Technical Education; Three non-educators; State Superintendent of Public Instruction; The Chancellor of Higher Education; The Executive Secretary of the Oklahoma Education Association; The Director of Teacher Education and Certification; One Elementary Principal; One Secondary Principal[77]

Recently, one school counselor and one school nurse were added to the Board for a total membership of twenty-seven.

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[74] Ibid., p. 3.

[75] Oklahoma, Professional Standards Board: Constitution, Article III.

[76] Oklahoma, Oklahoma Professional Standards Board (Oklahoma City: State Department of Education), p. 2.

[77] Ibid., p. 3.

Since 1947, the teaching profession, under the leadership of the old Oklahoma Commission on Teacher Education and Professional Standards (TEPS) achieved the following:

1. Raised the minimum requirements for teachers from 60 semester hours in 1947 to a Bachelor's Degree in 1957.

2. Raised minimum standards of certification of school counselors to completion of an approved program, including the Master's Degree.

3. Improved standards for the certification of school administrators to the completion of approved program requiring 60 hours of work beyond the Bachelor's Degree.

4. In 1967 initiated the professional certification as the highest certificate granted, upon the completion of an approved program and the Master's Degree, for both elementary and secondary teachers.

5. Helped to rank Oklahoma as a leader in the nation in percentage of teachers with degrees.

6. Teaching certificates issued only upon the completion of approved certificate program in colleges and universities.

7. Improved the quality of programs in the colleges and universities for the preparation of teachers.

8. Ninety-six per cent of all Oklahoma teachers certified in 1969 were graduates of institutions accredited by the National Council for Accreditation of Teachers.

9. Areas of teaching competencies are specifically shown on the credentials which are issued to the practitioner.

10. Developed teacher education programs to provide quality education for the preparation of teachers to meet the special needs of all youth served by Oklahoma schools.[78]

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[78] Ibid., p. 5.

The Division of Teacher Education and Certification of the State Department of Education is charged with the responsibility for implementing rules and regulations formulated and approved by the State Board of Education. Its duty is:

> to furnish leadership in the development of high-quality programs of teacher education in colleges and universities of Oklahoma, to aid in any manner possible in the coordination and continuous improvement of these programs, and to assist the Professional Standards Board in performing its delegated function as advisor to the State Board of Education in matters pertaining to teacher education and certification.[79]

Most colleges and universities in the State of Oklahoma preparing teachers are accredited by the National Council for Accreditation of Teacher Education (NCATE), the Oklahoma State Regents for Higher Education, the North Central Association of Colleges and Universities (NCA), and the State Board of Education. The institutions of higher education approved for teacher education by the Oklahoma State Board of Education and other accreditating agencies are shown in Table 3.[80]

The State of Oklahoma is one of the forty-two states now using an "Approved-program approach" for teacher education and certification. This process places major responsibility upon the colleges and universities engaged in teacher

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[79]Oklahoma, Teacher Education, Certification and Assignment Handbook (Oklahoma City: State Department of Education, 1973), p. iii.

[80]Ibid., p. 2.

TABLE 3

The Institutions of Higher Learning Approved for Teacher Education by the Oklahoma State Board of Education and Other Accrediting Agencies

Institutions	Approved by State Board	Accredited NCA	Accredited NCATE	Accredited Regents
Bethany Nazarene College	x	x	-	x
Cameron College	x	-	-	x
Central State University	x	x	x	x
East Central State University	x	x	x	x
Langston University	x	x	x	x
Northeastern State University	x	x	x	x
Northwestern State University	x	x	x	x
Oklahoma Baptist University	x	x	x	x
Oklahoma Christian College	x	x	*	x
Oklahoma City University	x	x	-	x
Oklahoma College of Liberal Arts	x	x	x	x
Oklahoma State University	x	x	x	x
Oral Roberts University	x	-	-	x
Panhandle State University	x	x	x	x
Phillips University	x	x	x	x
Southeastern State University	x	x	x	x
Southwestern State University	x	x	x	x
The University of Oklahoma	x	x	x	x
The University of Tulsa	x	x	x	x

*Action Pending on NCATE

education for developing and constantly improving quality of programs in teacher education for prospective teachers.

Oklahoma used standards which were devised by the Oklahoma Teacher Education and Professional Standards Commission which are described in Standards for State Approval of Teacher Education, Circular, No. 351.

The process leading to approval of programs in teacher education includes visiting the institutions and evaluating their programs every five years by the Professional Standards Board under authority vested in it by the Board of Education.

The State Board of Education in the State of Oklahoma issues five kinds of certificates: (1) elementary school certificate (grades K-8), (2) elementary-secondary school certificate (grades 1-12), (3) secondary school certificate (grades 7-12), (4) professional school-service personal certificate, and (5) special certificate.[81] There are four classes of certificates issued by the State Board of Education in Oklahoma, namely: (1) professional, (2) standard, (3) provisional, and (4) temporary. The professional certificate is issued for a term of validity of seven years. The standard certificate is issued for a term of validity of five years. Both the professional and standard certificates are permanent certificates contingent upon proper renewals. The

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[81] Ibid., p. 54.

provisional certificate is issued for a term of validity of three years and the temporary certificate is issued for a one-year period. Both the provisional and temporary certificates are not renewable.[82]

The School Laws of Oklahoma require every one who is employed as a teacher in the public schools of the State of Oklahoma to hold a valid Oklahoma certificate and the issuance of the certificate is based upon the completion of the kind and class of certificate sought in an approved program. In order to complete a degree in education in the State of Oklahoma, a minimum number of semester hours in the areas of general education, specialization, and professional education must be completed.

Minimum requirements for the institutional development of all teacher certification programs are prescribed by the State Board of Education and established as follows:[83]

(1) Standard Elementary School Certificate:

A. General education.....50 semester hours
B. Professional education.....21 semester hours
C. Specialized education.....25 semester hours

(II) Standard Secondary School Certificate:

A. General education.....50 semester hours
B. Professional education.....21 semester hours
C. Specialized education

1. English language arts...32 semester hours

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[82] Ibid., pp. 54-55.

[83] Oklahoma, Teacher Education, Certification and Assignment Handbook, pp. 9-18.

2. Mathematics.....28 semester hours
3. Science.....36 semester hours
4. Social studies.....36 semester hours

Requirements for preparation are not established as certification rules and regulations, but as the minimum requirements for teacher education. Each college or university has the responsibility of establishing its own teacher certification programs and for determining the ultimate requirements for certification but these programs, of course, must be approved by the State Board of Education.

The range of semester hours as minimum state requirement among the nineteen teacher preparatory institutions in the trilogy of teacher education are as follows:[84]

General Education	50-75
Area of Specialization	18-45
Professional Education	21-30

The basic foundation for preparation for teaching is general education which is designed to provide minimum understanding and appreciation of the major areas of human knowledge and culture. The general education program is defined as one that which:

A. Fosters individual fulfillment and nurture free, rational, and responsible adults.

B. Cultivates appreciation for the values associated with life in a free society and for wise use of the power which accompanies citizenship.

C. Develops leaders who are intellectually competent,

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[84]Oklahoma, Approved Programs on File in the Teacher Education and Certification Section of the Fifteen Colleges and Universities that Prepare Prospective Teachers in the State of Oklahoma (Oklahoma City: State Department of Education, 1973).

imaginative, and vigorous.

D. Contributes fundamentally to and give direction to the use of professional knowledge.

E. Stimulates scholarship that will give understanding to concepts not now extant and help prepare people for rapid adjustment in examining the values inherent in foreign cultures to the end that a clearer understanding of other peoples will reduce world tensions.[85]

Courses in general education in the State of Oklahoma are generally concentrated in the first two years. A general education program relevant to the future may be attained by a selected sequence of courses which increases in depth as the prospective teacher matures. The sequential program of general education, as outlined by the National Association of State Directors of Teacher Education (NASDTEC) should help the prospective teacher attain an understanding and appreciation of:

A. Language skills as essential tools in communication.

B. World literature with emphasis on, but not limited to, the writing of English and American authors.

C. The aesthetic values in human experience expressed through the fine arts.

D. The scientific and mathematical concepts upon which contemporary civilization depends.

E. Contemporary world culture.

F. Social, geographic, political and economic conditions and their impacts on current programs in the Nation and the world.

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[85]Standards for State Approval of Teacher Education (National Association of State Directors of Teacher Education and Certification, 1973), p. 19.

G. The growth and development of the United States as a nation and its place in world affairs.

H. The principles of physical and mental health as they apply to the individual and the community.

I. American culture and heritage.[86]

The area of specialization consists of one or more subject fields designed to provide sufficient and appropriate background to teach the specialty effectively. Therefore, the program of study constituting the area of specialization should:

A. Include a thorough college-level study of the aspects of the subject-matter area as included in the public school curriculum.

B. Take into account the sequential nature of the knowledge and skills to be developed, so that there will be a maximum continuity in the achievement of the objective of the program.

C. Provide the prospective teacher with a comprehension of the aspects of the areas of study which his students will meet in subsequent courses in the field.

D. Constitute a teaching major in the field of specialization, with courses and content chosen for their relevance to the public school curriculum. The amount of work required in a teaching major will vary, depending on the scope of teaching for which graduates are prepared, the amount of work in the field that is included in the general education requirements for all students, and student's high school background in the field. Emphases may vary in response to the careful study of individual needs, abilities, and objectives.

E. Be broadly conceived, to include work in fields related to the area of study to be taught.[87]

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[86] Ibid., p. 20.

[87] Ibid., pp. 25-26.

There is no doubt that teacher education programs in the State of Oklahoma have paid much attention to the areas of specialization. As a matter of fact, the requirements for various areas of specialization in most colleges and universities in the State of Oklahoma go well above of the minimum standards set by the State Board of Education.

An examination of the program of professional education in the State of Oklahoma revealed that this segment of the teacher education program generally provides:

A. Orientation to Education as an enterprise and to teaching as a profession.

B. Understanding of the school as a social institution and the forces which affect it.

C. Knowledge of the psychology of growth, learning and behavior.

D. Familiarity with the curriculum, methods and materials appropriate to the level of instruction, and the evaluation and guidance responsibilities of the prospective teacher.

E. Appropriate laboratory experiences with children or adolescents including student teaching.

A survey of the teacher education programs showed that the common practice in most certification programs of the various colleges and universities in the State of Oklahoma was to adhere closely to the minimum in general education and professional education but to go well above the minimum in the area of specialization.

Therefore, to improve the education of teachers in the State of Oklahoma, it is, as stated earlier, necessary to examine teacher education programs in order to determine

whether significant changes and improvements have been made in these programs to keep abreast of the public schools as they attempt to deal effectively with the educational and other needs of children and adolescents.

CHAPTER IV

ANALYSIS AND INTERPRETATION OF DATA

This chapter contains the analysis and interpretation of the data taken from the questionnaires mailed to directors of teacher education programs and the chairpersons of selected certificate programs at the fifteen teacher education institutions in the State of Oklahoma. Data obtained from the approved programs on file in the Teacher Education and Certification Division of the State Department of Education was also analyzed and interpreted.

The problem of this investigation was to discover existing practices in Oklahoma teacher education programs and to identify and analyze changes and improvements which had been made in these programs over the past fourteen years. More specifically, it was intended to:

1. Ascertain the opinions of directors of teacher education programs regarding changes and improvements made in their total teacher education programs.

2. Discover the opinions of the chairpersons of selected certificate programs regarding changes and improvements made in their total teacher education programs and in their specific certificate programs.

3. Discover possible significant directions and

developing practices in the preparation of professional teachers for our public schools.

The major data in this study was derived from the questionnaires mailed to the fifteen directors of teacher education programs and the chairpersons of the following five selected certificate programs:

1. Elementary Education.
2. English Language Arts.
3. Mathematics.
4. Science.
5. Social Studies.

In order to provide a check on the information derived from the questionnaires, the evaluation reports from each of the fifteen teacher education institutions filed during the past fourteen years were analyzed and interpreted. These reports obtained from the Division of Teacher Education and Certification of the State Department of Education were filed after each of these institutions was evaluated during five year periods in the past fourteen years. It was possible from these reports to identify some changes which occurred in these programs during this fourteen year period. The information was checked for accuracy with the data obtained from the questionnaires received from persons in the fifteen teacher education programs.

The Questionnaires

Both questionnaires included items on nine aspects of

teacher education effort as follows:

1. General information.
2. Selective admission and retention.
3. The general education area.
4. The specialization area.
5. Professional education excluding laboratory experiences.
6. Laboratory experiences.
7. Organization and administration of the teacher education program.
8. Physical facilities.
9. Strengths and weaknesses of the teacher education program.

Table 4 shows the number of questionnaires mailed to the professionals involved in this study and the number and the percentage returned.

TABLE 4

NUMBER OF QUESTIONNAIRES MAILED TO THE TWO GROUPS WITH THE NUMBER AND PERCENTAGE OF RETURNS

Groups	Number Surveyed	Number Returned	Percentage
Directors of Teacher Education Programs	15	15	100%
The Chairpersons of Selected Certificate Programs	75	67	89%
Total	90	82	91%

Fifteen teacher education institutions were included in this study. Questionnaires were mailed to all directors and all were returned. Seventy-five were mailed to the chairpersons of selected certificate programs and sixty-seven of these persons returned their questionnaires which constituted a return of eighty-nine percent. The combined total return was ninety-one percent.

A further breakdown shows the number of questionnaires mailed to the chairpersons of selected certificate programs and the number and the percent returned. Table 5 provides this information.

TABLE 5

NUMBER OF QUESTIONNAIRES MAILED TO THE CHAIRPERSONS OF SELECTED CERTIFICATE PROGRAMS AND THE NUMBER AND THE PERCENT OF RETURNS

The Chairpersons of Selected Certificate Programs	Number Surveyed	Number Returned	Percentage
Elementary Education	15	12	80%
English Language Arts	15	14	93%
Mathematics	15	14	93%
Science	15	15	100%
Social Studies	15	12	80%
Total	75	67	89%

A one hundred percent return was obtained from the chairpersons of Science certificate programs. A ninety-three

percent return was obtained from the chairpersons of the English Language Arts and Mathematics certificate programs. The lowest percentage of return was from the chairpersons of the Elementary Education and Social Studies certificate programs each of which had eighty percent return.

The questionnaire mailed to directors of teacher education programs consisted of thirty-six items, while that sent to the chairpersons contained two additional items. The directions for both questionnaires were identical. Both questionnaires are shown in Appendices B and C.

Analysis of Closed-end Questionnaire Items:

Tables 6 and 7 show these. A change of item numbers appeared after Item 19 for both questionnaires mailed to the two groups of professionals due to the fact that the one mailed to directors of teacher education programs consisted of thirty-six items, while the one sent to the chairpersons contained thirty-eight items. Although the last twelve items were different on the two questionnaires, the questions were identical except for the two additional items appeared on the questionnaire mailed to the chairpersons.

A. General Information Items.

The results of Item 1 showed that fifty or eighty-four percent of chairpersons and nine or sixty percent of directors responded "yes." The majority of directors of teacher education programs and the chairpersons of selected certificate programs agreed that the four-year bachelor's degree program at their institutions did provide enough time to satisfactorily

TABLE 6

NUMBER AND PERCENT OF RESPONSE ON EACH ITEM

BY DIRECTORS OF TEACHER EDUCATION PROGRAMS

Item No.	Yes		No		Don't Know		No Answer	
	No.	Percentage	No.	Percentage	No.	Percentage	No.	Percentage
1	9	60%	6	40%				
2	13	87%	2	13%				
3	6	40%	3	20%	6	40%		
4	9	60%	5	33%	1	7%		
5	12	80%	2	13%	1	7%		
7	4	27%	8	53%	2	13%	1	7%
8	10	66%	1	7%	3	20%	1	7%
9	4	27%	9	59%	1	7%	1	7%
10	6	40%	6	40%	2	13%	2	13%
11	12	80%	3	20%				
12	9	60%	3	20%	3	20%		
13	11	73%	4	27%				
14	2	13%	13	87%				
15	7	47%	7	46%	1	7%		

(to be continued)

TABLE 6

(continued)

Item No.	Yes		No		Don't Know		No Answer	
	No.	Percentage	No.	Percentage	No.	Percentage	No.	Percentage
17	13	87%	2	13%				
18	12	80%	3	20%				
19	14	93%	1	7%				
20	13	87%	2	13%				
21	13	87%	2	13%				
22	14	93%	1	7%				
24	9	60%	5	33%			1	7%
25	3	20%	7	47%			5	33%
26	15	100%						
28	15	100%						
29	15	100%						
30	14	93%	1	7%				
31	7	47%	6	40%	2	13%		
32	9	60%	4	27%			2	13%
33	11	73%	3	20%			1	7%

TABLE 7

NUMBER AND PERCENT OF RESPONSE ON EACH ITEM BY

CHAIRPERSONS OF SELECTED CERTIFICATE PROGRAMS

Item No.	Yes		No		Don't Know		No Answer	
	No.	Percentage	No.	Percentage	No.	Percentage	No.	Percentage
1	56	84%	9	13%	2	3%		
2	62	92%	3	5%	2	3%		
3	30	45%	16	24%	21	31%		
4	46	69%	11	16%	9	13%	1	2%
5	45	67%	6	9%	16	24%		
7	15	22%	19	28%	32	48%	1	2%
8	44	66%	7	10%	14	21%	2	3%
9	22	33%	40	60%	5	7%		
10	35	52%	17	25%	15	23%		
11	50	75%	16	23%			1	2%
12	32	48%	32	48%			3	6%
13	44	65%	20	30%	3	5%		
14	16	24%	47	70%	3	4%	1	2%
15	40	60%	20	30%	7	10%		

(to be continued)

TABLE 7

(continued)

Item No.	Yes		No		Don't Know		No Answer	
	No.	Percentage	No.	Percentage	No.	Percentage	No.	Percentage
17	52	78%	7	10%	6	9%	2	3%
18	46	69%	18	27%	3	4%		
19	63	93%	1	2%	2	3%	1	2%
21	50	75%	5	7%	12	18%		
22	47	70%	6	9%	14	21%		
24	50	75%	7	10%	10	15%		
26	27	40%	35	52%	5	8%		
27	40	60%	15	23%	9	13%	3	4%
28	56	84%	6	9%	5	8%		
30	55	82%	9	13%	3	5%		
31	49	73%	13	19%	4	6%	1	2%
32	50	74%	12	18%	4	6%	1	2%
33	49	73%	17	25%	1	2%		
34	46	69%	18	27%	3	4%		
35	51	76%	11	16%	5	8%		

complete an adequate program of teacher education, although six of the fifteen directors thought this program was inadequate in length. Thus, more directors of teacher education programs tended to be dissatisfied with the present length of time to prepare prospective teachers.

Item 2 showed that sixty-two or ninety-two percent of chairpersons and thirteen or eighty-seven percent of the directors of teacher education programs thought that their teacher education programs had significantly improved since 1960. Two directors, however, said "no."

Analysis of question 3 showed that little difference in opinions existed between the two groups of professionals regarding the desirability of adopting competency-based teacher education programs. Over forty percent of each group felt that this kind of program should be developed with a large part of each group indicating they did not know.

The responses to item 4 indicated a general agreement of directors of teacher education programs and the chairpersons of selected certificate programs since a majority of both felt that their programs had adequately equipped prospective teachers to function effectively in schools now operating under conditions occasioned by the civil rights movement and other social changes of the 1960's. A third of the directors, however, thought that their programs did not adequately reflect these recent societal changes.

The majority of both groups, as the results of item 5 indicated, felt that their teacher education programs had

specifically emphasized moral and political values, human rights and responsibilities, and human relations although three directors felt that their program was inadequate in this regard. It is interesting to note, however, that most institutions did not later list this area as a strength in their program nor did most list specific ways in which this task was accomplished.

An analysis of item 7 showed only a minority of directors of teacher education programs and chairpersons of selected certificate programs felt that Teacher Corps had influenced their teacher education program. Over half of the directors thought that Teacher Corps had not influenced their program.

The responses to item 8 indicated the approximately two-thirds of respondents in both groups felt that their teacher education programs had provided adequately for the personal growth of prospective teachers although one-fifth of the chairpersons indicated that they did not know.

Approximately one-third of both groups felt that teacher education had decreased as an overall school purpose of their institutions since 1960. This appeared to be consistent with the general decrease in single purpose teacher education institutions over the nation in recent decades. More of these institutions are now truly multipurpose in 1975. This response was also related to the recent action making most four-year state institutions universities.

Item 10 showed that forty percent of directors of

teacher education programs and half of the chairpersons of selected certificate programs felt that their schools had provided satisfactory service to their graduates. This appeared to be consistent with the general lack of satisfaction existing in most teacher education institutions in their followup of and service to their graduates.

B. Selective Admission and Retention.

An interpretation of item 11 showed that a big majority of the directors of teacher education programs and the chairpersons of selected certificate programs thought their teacher education programs had developed an adequate arrangement for selective admission and retention. This appeared to be an interesting finding when the general situation regarding teacher supply and demand is considered. The desire for students seems to over balance any concern for more selectivity in admission and retention.

The results of item 12 showed, however, that half or more of both directors of teacher education programs and chairpersons thought there was a need to improve the present level of requirements for admission to the teacher education program. The directors were much more dissatisfied with the present level of requirements than were the chairpersons since less than half of the latter group were dissatisfied with these standards.

Over two-thirds of both groups admitted that their programs of selective admission and retention placed greatest emphasis on academic performance as opposed to other require-

ments. This finding was consistent with other studies which indicated that this criterion is relied on by most teacher education programs as a selective device, sometimes almost exclusively. This condition exists despite wide professional agreement that the grade point average possesses little validity.

C. The General Education Area.

The responses to item 14 showed that almost three-fourths of both groups thought that the minimum of fifty credit hours in general education was not an excessive share of the total teacher education program. This is a finding that was not anticipated since the most traditional offerings are generally found here and any increase in professional offerings would come generally at the expense of general education.

An analysis of item 15, however, showed that neither directors of teacher education programs nor the chairpersons of selected certificate programs were content with the improvements made since 1960 in the general education program, although more chairpersons thought that significant changes and improvements had been made. Analysis of item 16 later showed that few courses or items were identified by institutions which contributed significantly to improvements of programs in this area.

D. The Specialization Area.

Item 17 showed that over two-thirds of both groups of professionals thought that their overall teacher education

programs had provided opportunity for needed changes in the area of specialization.

The results of item 18 indicated that more chairpersons than directors saw a lack of opportunity for prospective teachers to develop proficiency in the area of specialization, although a majority of both groups felt that the minimum requirement for specialization in the various certificate programs had provided opportunity for prospective teachers to develop competence in their areas of specialization.

The responses to item 19 showed that over nine-tenths of both groups had confidence in the competence of their teaching faculty in the specialization areas of the teacher education program.

E. Professional Education Excluding Laboratory Experiences.

When asked whether their teacher education programs had made adequate provision for understanding the purposes of education and the school as a social institution, a majority of both groups of professionals responded "yes." However, the directors of teacher education programs thought that their education department had been more effective in this regard than the chairpersons in the five certificate programs.

In response to the question "Does your Department or College of Education make adequate provision for developing proficiency in curriculum, method and material, and evaluation basic to the instructional process?" a majority of directors of teacher education programs and the chairpersons of

selected certificate programs answered "yes", but here again eighty-seven percent of directors thought this task was adequate while only seventy percent of the chairpersons regarded it as adequate. This response indicated that the chairpersons regarded it as adequate. This response indicated that the chairpersons had less confidence in the education departments than did the directors.

The responses to item 24 (22 for directors of teacher education programs) showed that a big majority of both groups felt that their programs had made adequate provision for understanding learning and behavior as a basis for effective teaching. However, ninety-three percent of the directors of teacher education programs thought that this aspect of the program was adequate while one-fourth of the chairpersons were not satisfied with the contribution in this area which is generally made by persons in the departments or colleges of education.

F. Laboratory Experiences.

Analysis of item 26 (24 for directors of teacher education programs) indicated that only sixty percent of the directors thought that their teacher education programs had provided for prospective teachers to have continuous contacts with children and adolescents throughout the teacher education program. The chairpersons were even more critical in this regard, however, as over half of this group thought that this opportunity was not present in their programs. This appeared to be a consistent weak segment of most teacher

education programs and many studies show this to be the case elsewhere.

Most chairpersons of selected certificate programs held their academic ranks outside of the departments or colleges of education. If close collaboration and cooperation between the academic subject areas and the departments or colleges of education did not exist, difference in opinions was bound to happen. For instance, eight percent of the chairpersons of selected certificate programs did not know if their own teacher education programs had provided opportunity for prospective teachers to have continuous contacts with children and adolescents throughout the teacher education program.

The results of item 27 (25 for directors of teacher education programs) indicated an important difference existed between the two groups of professionals. Sixty percent of the chairpersons of selected certificate programs stated that their secondary education programs had provided student teaching experiences at all levels, while only twenty-three percent of the directors indicated that students received experiences at all secondary levels. Most of the chairpersons responding "do not know" or not answering this item were the chairpersons of the Elementary Education certificate program, who were obviously uninformed about the practice in the secondary area. It was obvious that secondary student teachers generally did not receive experiences at all levels of the secondary school. This difference in response between

the two groups of professionals perhaps indicated a possible lack of communication between the academic subject areas and the departments or colleges of education.

Question 28 (26 for directors of teacher education programs) which sought to discover whether or not the relationship with the local school system was satisfactory with regard to participation and student teaching opportunities found all directors of teacher education programs satisfied and eighty-four percent of chairpersons also convinced that the arrangement was adequate. The question did not seek a specific answer with regard to such opportunities elsewhere.

G. Organization and Administration of the Teacher Education Program.

Responses to question 30 (28 for directors of teacher education programs) indicated that effective coordination was provided for an institution-wide program of teacher education. All of the directors of teacher education programs felt that such coordination was provided but only eighty-two percent of the chairpersons were so convinced. Since coordination would be provided by the directors, perhaps their favorable responses were natural.

Analysis of question 31 (29 for directors of teacher education programs) showed that all of the directors of teacher education programs felt that the administration of their teacher education program had encouraged innovative and contributive changes in the major areas of the teacher education programs. However, less than three-fourths of the chair-

persons thought that this leadership encouraged innovative and contributive changes in the program. Apparently a need does exist in these programs for more effective communication and involvement between members of certificate committees and those who administer the program. It also appeared that many persons in the certificate program areas felt that directors were often not effective in this regard.

The results of item 32 (30 for directors of teacher education programs) indicated that the majority of the two groups of professionals thought that close collaboration had existed between their departments or colleges of education and the academic subject areas in developing teacher education programs in the specific certificate program areas.

H. Physical Facilities.

The responses of directors of teacher education programs to item 31 (33 for the chairpersons of selected certificate programs) reflected their discontent with the present physical facilities, while the chairpersons of selected certificate programs apparently showed that they were more satisfied with the set of conditions as they were.

A study of question 34 (32 for directors of teacher education programs) showed that the directors of teacher education programs were more critical of the library and sensory aid materials and equipment than were the chairpersons. Only sixty percent of the directors appeared satisfied with these facilities while almost seven out of ten chairpersons agreed they were adequate.

Question 35 (33 for directors of teacher education programs) tried to discover whether the teacher education facilities had significantly improved since 1960. Approximately three-fourths of both groups were in agreement that these facilities had significantly improved over this fourteen year period. It is important to note, however, that three of the directors of teacher education programs felt that significant improvements had not been made at their institutions.

Analysis of Open-end Questionnaire Items.

There were seven open-end questions directed to directors of teacher education programs and eight to the chairpersons of selected certificate programs. The question not directed to the directors of teacher education was "What specific significant courses, experiences or changes which you regard as contributive and challenging have been developed in your specialization area since 1960 at your institutions?"

Responses to the open-end questions were read, analyzed carefully, and systematically categorized according to the frequency of appearance of similar or closely related opinions or facts. A list of the more significant items on each question was tabulated in this section.

A. Human Rights and Human Relations.

Table 8 shows a list of specific practices or efforts identified by directors of teacher education and the chairpersons of selected certificate programs which their teacher

education programs had made to provide their teacher education students with an opportunity to understand moral and political values, human rights and responsibilities, and human relations and their implications for education.

The analysis of these responses showed that six of the teacher education institutions had developed specific human relations and human rights seminars, workshops and conferences, some in collaboration with the Consultative Center for Equal Educational Opportunities at the University of Oklahoma and the National Phi Delta Kappa Teacher Education Project on Human Rights. Two also developed specific courses in human relations.

Many of the colleges and universities indicated that their programs had emphasized these concerns in other ways such as emphasis on these subjects in class discussions, visiting speakers and the participation in conferences devoted to this general concern, but it was apparent that important institution-wide changes had not been made.

B. The General Education Area.

Responses to questions 16, as shown in Table 9, showed that some specific courses or experiences were identified which the directors of teacher education programs and the chairpersons of selected certificate programs regarded as contributive and challenging which had been developed in the general education area since 1960 at their institutions.

However, it appeared that most of these changes were not required of all persons in the teacher education program

TABLE 8

SPECIFIC PRACTICES OR EFFORTS TO PROVIDE FOR UNDERSTANDING OF MORAL AND POLITICAL VALUES, HUMAN RIGHTS AND RESPONSIBILITIES AND HUMAN RELATIONS AND THEIR IMPLICATIONS FOR EDUCATION

(College as Unit)

Total Frequencies of Appearance		Specific Practices or Efforts Made
Chairpersons	Directors	
21	3	Class discussions
17	6	Human relations seminars and workshops
15	2	Required or specific courses in human relations
4	1	Visiting speakers from different ethnic, political or cultural groups
2	1	Emphasis on self-image
1	1	Participation in Human Relations Conferences

TABLE 9

SPECIFIC CHANGES AND IMPROVEMENTS MADE IN THE GENERAL EDUCATION AREA SINCE 1960

(College as Unit)

Total Frequencies of Appearance		Area of Change and Improvement
Chairpersons	Directors	
21	4	Flexibility of choice for prospective teachers
19	4	Recent study or revision of the program or course content
9	2	Change in requirements
4	4	Change in methods of instruction
3	2	Addition of new courses*

*Addition of new courses:

American Heritage, Mathematics Education for Elementary Teachers, Economics, Computer Science, Conservation, Seminar on different topics, Astronomy, Meteorology, Speech, Environmental Science, Second course in Geology, Special Economics courses and Social Order of the Inner City.

and it also appeared that many of them might have a question mark attached to them insofar as the word "significant" is concerned. Many critics of teacher education programs have asserted for years that this portion of the teacher education program has undergone but little change through the years and that the traditional courses of academic departments still constitute the major segment of general education offerings in most colleges and universities.

A careful analysis of these responses revealed that flexibility of choice for prospective teachers was regarded by both groups of professionals as the most significant change which had been made in the general education area. Merely increasing the range of choice for prospective teachers does not necessarily constitute improvement. Recent study or revision of the program or course content of some courses was second on the list of specific changes and improvements which had been made since 1960 in the area investigated. Change in requirements, changes in methods of instruction, and the addition of new courses were also identified.

C. The Specialization Area.

Table 10 deals with the identified changes made by the institutions in the area of specialization for certificate programs. It should be noted that the question was not directed to directors of teacher education programs. Specific significant courses, experiences, or changes which were regarded as contributive and challenging were listed in the specialization area as developed since 1960 at their institu-

TABLE 10

SPECIFIC CHANGES AND IMPROVEMENTS MADE

IN THE SPECIALIZATION AREA

(College as Unit)

Total Frequencies of Appearance	Area of Change and Improvement
17	Recent study or revision of the program or of specific course content
15	Addition of new courses*
9	Flexibility of choice for prospective teachers
8	Change in methods of instruction
5	Change of requirement

*Addition of new courses:

Reading in the Intermediate Grades, Pre-Student Teaching Laboratory Experiences, Special Topics (such as human rights, nongraded schools, team teaching, grading and report, and so on), Advanced Grammar, Western Literature, Science Fiction, Mythology, FCCIT Freshman English, Philosophy of Life, Classical Drama, Creative Writing, Courses in Film, World Drama, Renaissance Literature, World Short Story, Seminars in American Literature, John Doone and the Metaphysicals, Hemingway and Steinbeck, Renaissance Humanism, American Folklore, Indian Literature, Black Literature, Advanced Grammar, Modern English Grammar, Linguistics, Introduction to Structural Linguistics, Transformational Grammar, Teaching of Composition, Teaching of Junior High English, Seminars in Freshman Composition, Southern Women, Existential Novelists, Specific Poetry Courses, The Poetry of the 50's and 60's, Environmental Science, Specialized Humanities Courses, Introduction to Analysis, Fundamental Concepts of Mathematics, Linear Algebra, Matrix Algebra, Modern Algebra, Probability of Statistics, Modern Geometry, Advanced National Science, Specific Methods Courses, and so on.

tions.

The results of analysis indicated that recent study or revision of the program or of specific course content had occurred most frequently and constituted the most significant change and improvement in the area of specialization. The addition of new courses was also identified as a significant improvement but it was difficult to see how many of the new courses could contribute significantly to the ability of prospective teachers to work more effectively in our public schools in 1975. Unfortunately, the creation of a new course does not always represent an improvement.

Among the selected certificate programs investigated, the English Language Arts program seemed to have had the most changes and identified improvements. An effort was apparently made to break from the traditional and standard English language arts curriculum in some of the institutions and to make available a wider and more relevant body of literature and life related activities. For instance, courses in Film, Science Fiction, Women in Literature, Black Literature, Indian Literature, Southern Women, and Existentialist Novelist were added to the curriculum in some of the colleges and universities.

The recent addition of a linguistics course in the English language arts curriculum at five of the fifteen teacher education institutions in the State of Oklahoma indicated that a new direction had been identified for the preparation of prospective teachers of English for our public

schools.

D. Professional Education Excluding Laboratory Experiences.

Table 11 shows the significant changes made in professional education excluding laboratory experiences since 1960. An analysis of this question indicated that emphasis on the use of audio-visual materials was the most significant change in the area investigated. Flexibility of choice for prospective teachers and a full semester of student teaching were both ranked second. The addition of new courses, recent study or revision of the program or course content, adoption of a new approach to teacher education and a change in methods of instruction were ranked next in frequency of appearance.

It appeared significant that six teacher education institutions had adopted a competency-based teacher education program or some competency-based courses. This new direction indicated that some teacher education institutions in Oklahoma were now adopting this approach which did represent a movement away from the traditional preparatory programs of teacher education. Competency-based teacher education programs, therefore, as in other parts of the nation, now appears to be increasing in number in the State of Oklahoma.

E. Laboratory Experiences.

Table 12 identifies the list of responses with frequency of appearance listed by both groups of professionals as significant experiences or changes which they regarded as contributive and challenging which had been developed in the

TABLE 11

SPECIFIC CHANGES AND IMPROVEMENTS MADE IN PROFESSIONAL EDUCATION EXCLUDING LABORATORY EXPERIENCES

(College as Unit)

Total Frequencies of Appearance		Area of Change and Improvement
Chairpersons	Directors	
13	8	Emphasis on the use of audio-visual materials
9	1	Flexibility of choice for prospective teachers
6	4	A full semester of student teaching
6	3	Addition of new courses*
3	4	Recent study or revision of the program or course content
5	1	Adoption of CBTE program
2	4	Change in methods of instruction

*Addition of new courses:

Drug Education, Human Sexuality, The Teaching of Reading, Observation and Participation, Teaching of the Gifted, Teaching of the Handicapped, Human Development, Methods of Social Science in the Secondary School, Career Choices, Psychology of Teachers, and so on.

TABLE 12

SPECIFIC CHANGES AND IMPROVEMENTS MADE IN LABORATORY EXPERIENCES

(College as Unit)

Total Frequencies of Appearance		Area of Change and Improvement
Chairpersons	Directors	
9	9	Emphasis on laboratory experiences prior to student teaching
6	2	Addition of new courses*
2	5	More laboratory oriented-hands on approaches
2	2	More visitations by supervising teachers
1	2	More area schools were involved

*Addition of new courses:

Teacher Aide Program, Observation and Participation in Teaching, Field Experiences in Secondary School, On-Campus Seminars, and so on.

area of laboratory or field experiences since 1960 at their institutions.

Further analysis of this question saw an emphasis on laboratory experiences prior to student teaching and this was mentioned often as a significant improvement over the past fourteen years. Nine directors of teacher education programs and nine chairpersons pointed out this improvement. Addition of new courses was ranked second, although the identification of new courses in this area was without doubt not courses in the normal sense of the word. Other noticeable improvements mentioned were the development of more laboratory oriented-hands on approaches such as the teacher aide program, student participation in Cooperative Urban Teacher Education and working with youth groups.

F. Major Strengths of the Teacher Education Programs.

An attempt was made to discover the major strengths of the teacher education program as identified by the directors of teacher education programs and the chairpersons of selected certificate programs.

Table 13 shows a list of responses mentioned by directors of teacher education programs and the chairpersons of selected certificate programs which they regarded as the strengths of their overall teacher education programs.

An analysis of the Table showed that many items were considered as major strengths. It was important to note that the high quality of faculty was regarded by twenty-nine chairpersons and seven directors as the greatest strength in their

TABLE 13

MAJOR STRENGTHS OF THE TEACHER EDUCATION PROGRAMS

Total Frequencies of Appearance		Major Strengths
Chairpersons	Directors	
27	9	High quality of faculty
20	4	Emphasis on laboratory experiences prior to student teaching
14	1	A full semester of student teaching
5	2	Administrative support
7	0	Departmental supervision of student teaching
5	2	High quality of students
4	2	Good relationships with local school system(s)
2	4	Adoption of some competency-based courses
5	1	Good admission policies
6	0	Close coordination between academic subject areas and Education Department
6	0	Adequate facilities
5	0	Strong academic preparation
3	1	Good working relationship
1	2	Close relationships between faculty and students

teacher education programs. Emphasis on laboratory experiences prior to student teaching and a full semester of student teaching were ranked second and third respectively. Other major strengths were administrative support, departmental supervision of student teaching, high quality of students, good relationships with local school system(s), adoption of a competency-based teacher education program or some competency-based courses, good admission policies, close coordination between academic subject areas and departments or colleges of education, adequate facilities, strong academic preparation, and close relationships between faculty and students.

G. Major Weaknesses of the Teacher Education Programs.

Table 14 shows the list of major weaknesses in the overall teacher education programs mentioned by both groups of professionals.

An analysis of these responses indicated that the lack of adequate facilities and equipment was the major weakness in their teacher education programs. This problem seemed to be common among the teacher education institutions regardless of whether they were small or large, private or state colleges or universities in the State of Oklahoma. It was noted that several institutions mentioned the lack of laboratory experiences prior to student teaching as a major weakness even though several institutions had indicated it as a major strength earlier.

Other prominant weaknesses identified were the lack of funding, low admission standards, the lack of released time

TABLE 14

MAJOR WEAKNESSES OF THE TEACHER EDUCATION PROGRAMS

Total Frequencies of Appearance		Major Weaknesses
Chairpersons	Directors	
25	6	Lack of adequate facilities and equipment
8	6	Lack of funding
7	1	Lack of laboratory experiences prior to student teaching
6	2	Low admission standards
7	0	Lack of released time for supervising student teaching
5	0	Understaffing in some area
4	0	Lack of coordination between college supervisors and cooperating teachers
4	0	Lack of dedication to teacher education on the part of some faculty
3	0	Some faculty have no experience in public school
3	0	Repetitious education courses
2	1	Rigidity of requirements

for supervision of student teaching, understaffing in some areas, the lack of coordination with academic subject areas, and so on. Again, it was noted that several institutions had identified good admission policies and close coordination between academic subject areas and departments or colleges of education as major strengths in their teacher education programs.

H. The Most Important Factors Which Inhibit Innovative and Contributive Changes in Teacher Education Programs.

Table 15 shows some of the most important factors which both groups of professionals thought had inhibited innovative and contributive changes in their teacher education programs.

An analysis of these responses showed that a lack of funding was the most important factor. Twenty-six chairpersons and eight directors of teacher education programs mentioned this factor. The identification of this problem was anticipated since educators at all levels seem to feel that they will have no real problems if they can only get enough money to operate the institutions. Inflexibility of administration and state requirements were ranked second and third respectively. It is important to note that rigidity of administration or leadership was the second most frequently mentioned item inhibiting changes. Those in leadership positions would do well to note this problem since quality programs are dependent in large part on the institutional climate for change. It was not clear whether this administrative rigidity

TABLE 15

THE MOST IMPORTANT FACTORS WHICH INHIBIT INNOVATIVE AND CONTRIBUTIVE CHANGES IN TEACHER EDUCATION PROGRAM

Total Frequencies of Appearance		Area of Change and Improvement
Chairpersons	Directors	
26	8	Lack of funding
17	0	Inflexibility of administration
11	1	State certification requirements
0	9	Lack of receptiveness of some faculty toward change
5	2	Heavy faculty load
5	1	Lack of facilities and equipment
3	2	Lack of creative thinking
3	1	Tradition
3	1	Understaffing in some areas
3	0	Public apathy
0	3	Lack of time

emanated from the directors of teacher education programs or from other administrative officers such as deans or presidents.

The lack of receptiveness of some faculty toward change, heavy faculty load and the lack of facilities and equipment were ranked fourth, fifth, and sixth respectively. Other important factors inhibiting contributive changes were the lack of creative thinking, tradition, understaffing in some areas, and public apathy.

An Analysis of Data Collected from the Teacher Education Programs Approved by the Oklahoma State Commission on Teacher Education and Professional Standards

An analysis of the evaluation reports from each of the fifteen teacher education institutions filed during the past fourteen years showed that some changes and identified improvements had been made in their teacher education programs and their specific certificate programs.

Table 16 shows the combined total changes and improvements made in the selected certificate programs. Table 16 shows that the Elementary Education certificate program made the most overall important changes and improvements over the past fourteen years, with the English Language Arts certificate program second. The Science certificate program was ranked third, and Mathematics and Social Studies certificate programs were ranked fourth and fifth respectively with regard to number of changes.

TABLE 16

COMBINED TOTAL CHANGES AND IMPROVEMENTS MADE IN THE SELECTED CERTIFICATE PROGRAMS

Certificate Program	(College as Unit) Combined Total Changes and Improvements Made
Elementary Education	125
English Language Arts	116
Science	107
Mathematics	105
Social Studies	98

Table 17 shows a breakdown of the combined total changes and improvements made in the five selected certificate programs over the past fourteen years.

Item 4, the provision of a specific methods course, occurred most often. The other three items which were identified most often were the faculty's interest in teacher education, more emphasis on laboratory experiences prior to student teaching and the addition of new courses. Reasonable teaching load was identified least as an important improvement over the past fourteen years.

An analysis of the data showed that more changes and improvements were identified as occurring in the last four-year period than in the first two periods of five years each.

It is important to note that the results of the evaluation reports when compared to the results of the question-

TABLE 17

A BREAKDOWN OF THE COMBINED TOTAL CHANGES AND IMPROVEMENTS MADE IN THE FIVE SELECTED CERTIFICATION PROGRAMS OVER THE PAST FOURTEEN YEARS

Item of Investigation	(College as Unit) Combined Total Changes Made
Addition of new course	68
Recent study or revision of the program or course content	29
More emphasis on laboratory experiences prior to student teaching	70
Provision of a specific methods course	124
Adequate facilities and equipment	49
Reasonable teaching load	1
Adoption of innovative approach to teacher education	19
Flexibility of choice for prospective teachers	30
Emphasis on the use of audio-visual materials	52
Faculty's interest in teacher education	90

naires were in agreement that the lack of facilities and equipment and heavy faculty load were the major weaknesses in their teacher education programs. However, both groups agreed that the high quality of faculty and the emphasis on laboratory experiences prior to student teaching were their major strengths.

CHAPTER V

SUMMARY, FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

Summary

The problem of this investigation was to discover existing practices in selected Oklahoma teacher education programs, and to identify and analyze changes and improvements which had been made in these programs over the past fourteen years. More specifically, it was intended to:

1. Ascertain the opinions of directors of teacher education programs regarding changes and improvements made in their total teacher education programs.

2. Discover the opinions of the chairpersons of selected certificate programs regarding changes and improvements made in their total teacher education programs and in their specific certificate programs.

3. Discover existing and emerging practices and possible significant directions in the preparation of professional teachers for our public schools.

A careful examination of the teacher education programs approved by the Oklahoma State Commission on Teacher Education and Professional Standards over the past fourteen years was undertaken. Fifteen colleges and universities in

the State of Oklahoma were included in the investigation because they were the institutions with approved programs of teacher education in 1960 still preparing teachers.

In order to obtain information necessary to the study, the directors of teacher education programs and the chairpersons of the five selected certificate programs in the fifteen colleges and universities were selected to be involved in the study. Fifteen directors of teacher education programs and seventy-five chairpersons of selected certificate programs, a total of ninety, were included in the study and constituted the sample.

Two questionnaires were developed to obtain information from these two groups of professionals. The questionnaires were designed to identify changes and improvements made in these programs since 1960. Of the ninety questionnaires, fifteen were mailed to directors of teacher education programs with a one hundred percent return, and seventy-five were mailed to the chairpersons of selected certificate programs with an eighty-nine percent return. The combined total percentage return was ninety-one.

Major Findings

1. Six of the fifteen teacher education institutions in the State of Oklahoma had adopted a competency-based teacher education program or some competency-based courses.

2. The high quality of faculty was regarded by both groups queried as the greatest strength in their teacher edu-

cation programs.

3. The provision of a specific methods course was identified as a significant change in many selected certificate programs.

4. The interest of faculty in teacher education was regarded as one of the major strengths in their teacher education programs.

5. More attention was given recently to improving laboratory or field experiences by every teacher education institution. However, several institutions still thought that these laboratory experiences prior to student teaching were limited in scope.

6. The lack of facilities and equipment was identified as the greatest weakness of their teacher education programs by both groups of professionals.

7. The lack of funding was considered by a majority of the two groups of professionals to be the most important factor which had inhibited innovative and contributive changes in their teacher education programs although many chairpersons thought that inhibitive leadership also was an important handicap.

8. Heavy teaching load was regarded as one of the major weaknesses in their teacher education programs.

9. A lack of close collaboration between the departments or colleges of education and the academic subject areas was often identified as a weakness in their teacher education programs.

10. The component of human rights and responsibilities, and human relations were generally neglected by many of the teacher education institutions although several schools had apparently developed seminars and workshops to deal with this problem area.

11. Most colleges and universities chiefly used grade point average as the primary criterion for admission to their teacher education program and apparently were generally satisfied with their programs in admission and retention.

12. The recent addition of a linguistics course in the English language arts curriculum at five of the fifteen teacher education institutions in the State of Oklahoma investigated indicated that a new dimension was developed for the preparation of prospective teachers of English.

Conclusions

1. In general, some important changes and improvements were made in the total teacher education programs and in the specific certificate programs investigated over the past fourteen years.

2. Some teacher education institutions in the State of Oklahoma were aware of new movements in teacher education in recent years, particularly competency-based teacher education program.

3. The lack of facilities and equipment, the lack of funding and heavy teaching load indicated that priority in these areas had not been established either by administrative

leadership or by state or private funding sources during this fourteen year period.

4. While most directors and chairpersons thought they were doing well in preparing prospective teachers for today's schools, the changes identified did not appear to validate this contention particularly when open-end questions were evaluated such as those dealing with human rights and human relations.

Recommendations

1. Since six colleges and universities in the State of Oklahoma have adopted a competency-based teacher education program or some competency-based courses, it is recommended that an appropriately constituted state committee consisting of representatives from teacher education institutions, public schools and the State Department of Education be constituted to attempt the identification of new directions for effective teacher education programs in the State of Oklahoma.

2. Laboratory or experiences prior to student teaching gained in prevalence in recent years. However, many schools still were dissatisfied in this regard. State level leadership appears to be necessary to determine if significant improvement has occurred in the provision of improved laboratory or field experiences prior to student teaching and in the student teaching experience itself. Some effective way must be found to develop better collaboration between

public schools and teacher education institutions to achieve this goal.

3. Many professionals stated that the component of human rights and human relations had been neglected, therefore, it is recommended that more attention should be given to these aspects and state-wide activity appears necessary to achieve this purpose.

4. Rigid requirements now present in many specific certificate program areas should be studied leading to a broader and more flexible approach to program requirements of a minimum nature.

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APPENDICES

APPENDIX A

THE FIFTEEN TEACHER EDUCATION INSTITUTIONS INVOLVED IN THIS STUDY

1. Bethany Nazarene College
2. Central State University
3. East Central State University
4. Langston University
5. Northeastern State University
6. Northwestern State University
7. Oklahoma Baptist University
8. Oklahoma City University
9. Oklahoma State University
10. Panhandle State University
11. Phillips University
12. Southeastern State University
13. Southwestern State University
14. The University of Oklahoma
15. The University of Tulsa

APPENDIX B

THE QUESTIONNAIRE SENT TO DIRECTORS OF TEACHER EDUCATION PROGRAMS

ASST SUPERINTENDENT
INSTRUCTION

ASST SUPERINTENDENT
STATE-FEDERAL

ASST. SUPERINTENDENT
FINANCE

State Department of Education

LESLIE FISHER, Superintendent
E. H. McDONALD, Deputy Superintendent
LLOYD GRAHAM, Associate Deputy Superintendent

Oklahoma City, Oklahoma 73105

MEMORANDUM

June 25, 1974

TO: Educators, Oklahoma Colleges and Universities

FROM: Ronald Carpenter, Administrator, Teacher Education Section

SUBJECT: Mr. Dick K. Hsieh - Investigating and Analyzing Teacher Education Programs

Mr. Dick K. Hsieh's investigation is to discover existing practices in selected Oklahoma teacher education programs and to identify and analyze changes which have been made in these programs over the past fourteen years.

Mr. Dick K. Hsieh is a doctoral student at the University of Oklahoma. He is making his study under the direction of Dr. Glenn R. Snider, Regents Professor of Education. We have been working with Mr. Hsieh on the early development of the "approved program approach," the minimum essentials for approved teacher education programs, standards and criteria for evaluating programs to determine the steps which have been taken to help upgrade the quality of preservice programs.

I am certainly impressed with the initiative and commitment of Mr. Hsieh in this worthwhile study and research. He is making the study in partial fulfillment of the requirements for the degree of Doctor of Philosophy; however, he is interested in the way colleges and universities prepare teachers and how we have strengthened teacher preparation programs so we can provide for the teacher the best experience that higher education can offer. Mr. Hsieh is interested in the examination of many points of view concerning the preparation of teachers which is in the best tradition of the scholarly approach.

We shall appreciate your assistance to Mr. Hsieh in this important study.

Signed,

Ronald Carpenter

RC:fk

AN INVESTIGATION AND ANALYSIS OF

SELECTED TEACHER EDUCATION PROGRAMS IN OKLAHOMA

The major purpose of this investigation is to discover the degree to which teacher education institutions have significantly changed and improved their teacher education programs over the past fourteen years. We are, therefore, seeking to discover important changes and/or improvements which have been made in Oklahoma teacher education programs since 1960. In reacting to the attached questionnaire, it is suggested that you give special attention to practices, program efforts, or other changes which relate to the generally accepted areas of concern in your teacher education program.

Please fill out the blanks:

Name_____
College or University_____
Rank and position now held_____
years served at present institution_____
Certificate program(s) involved with_____

Instructions:

The questionnaire consists of 36 questions. Questions 6, 16, 23, 27, 34, 35 and 36 need to be answered in sentence form briefly and frankly. Please circle one of the answers as indicated below provided at the end of each question. Thank you.

1 -- Yes
2 -- No
3 -- Do not know

(A) General Information:

1. Do you feel that the bachelor's degree program at your institution provides enough time to satisfactorily complete an adequate program of teacher education? 1 2 3

2. Do you feel that your teacher education program has been significantly improved since 1960? 1 2 3

3. Do you feel that your Department or College of Education should adopt a competency-based teached education program? 1 2 3

4. Do you feel that your program adequately equips prospective teachers to function effectively in schools now operating under conditions occasioned by the civil rights movement and other social changes of the 1960's? 1 2 3

5. Does your teacher education program specifically emphasize moral and political values, human rights and responsibilities, and human relations? 1 2 3

6. Please list specific practices or effects to provide teacher education students with opportunity to understand moral and political values, human rights and responsibilities, and human relations and their implications for education.

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7. Has Teacher Corps influenced your teacher education program? 1 2 3

8. Has your teacher education program provided adequately for the personal growth of prospective teachers? 1 2 3

9. Has teacher education as an overall school purpose of your institution decreased in importance since 1960? 1 2 3

10. Do you feel that your institution provides satisfactory service to your teacher education graduates? 1 2 3

(B) Selective Admission and Retention:

11. Has your teacher education program developed an adequate arrangement for selective admission and retention? 1 2 3

12. Is there a need to improve the present level of requirements for admission to the teacher education program? 1 2 3

13. Does your program of selective admission and retention place greatest emphasis on academic performance as opposed to the other requirements? 1 2 3

(C) The General Education Area:

14. Do you feel that a minimum of 50 credit hours in general education has too large a share in the preparation program of prospective teachers? 1 2 3

15. Do you feel that significant improvements have been made since 1960 in most segments of the general education program required for prospective teachers? 1 2 3

16. What specific significant courses, experiences or changes which you regard as contributive and challenging have been developed in the general education area since 1960 at your institution?

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(D) The Specialization Area:

17. Does your overall teacher education program provide opportunity for needed changes in the area of specialization? 1 2 3

18. Do you feel that the minimum requirement for specialization in the various certificate program provides opportunity for prospective teachers to develop competency in their area of specialization? 1 2 3

19. Do you feel that a majority of your total teaching faculty are competent teaching practitioners? 1 2 3

(E) Professional Education Excluding Laboratory Experiences:

20. Does your program make adequate provision for understanding the purposes of education and the school as a social institution? 1 2 3

21. Does your Department or College of Education make adequate provision for developing proficiency in curriculum, method and material, and evaluation basic to the instructional process? 1 2 3

22. Does your program make adequate provision for understanding learning and behavior as a basis for effective teaching? 1 2 3

23. What specific significant courses, experiences or changes which you regard as contributive and challenging have been developed in professional education excluding laboratory experiences since 1960 at your institution?

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(F) Laboratory Experience:

24. Does your program provide opportunity for prospective teachers to have continuous contacts with children or adolescents throughout the teacher education program? 1 2 3

25. Does your secondary education program provide student teaching experiences at all secondary levels? 1 2 3

26. Does your teacher education institution have a satisfactory arrangement involving the local school system(s) for extensive observation, participation and student teaching experiences? 1 2 3

27. What specific significant experiences or changes which you regard as contributive and challenging have been developed in the area of laboratory experiences since 1960 at your institution?

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(G) Organization and Administration of the Teacher Education Program:

28. Is effective coordination provided for the institution-wide program of teacher education? 1 2 3

29. Do you feel that the administration of your teacher education program encourages innovative and contributive changes in the major areas of the teacher education programs? 1 2 3

30. Does close collaboration exist between your Department or College of Education and the academic subject areas in developing challenging teacher education programs in the specific certificate program area? 1 2 3

(H) Physical Facilities:

31. Do you feel that your institution has adequate physical facilities for carrying on an effective teacher education program? 1 2 3

32. Does your Department or College of Education have adequate library, audio-visual and other sensory facilities to prepare prospective teachers in the use of challenging educational technology? 1 2 3

33. Have teacher education physical facilities significantly improved since 1960? 1 2 3

(I) Strengths and Weaknesses of the Teacher Education Program:

34. What do you think are the major strengths in your overall teacher education program?

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35. What do you think are the major weaknesses in your overall teacher education program?

36. Please list the most important factors which inhibit innovative and contributive changes in your teacher education program?

APPENDIX C

THE QUESTIONNAIRE SENT TO THE CHAIRPERSONS OF SELECTED CERTIFICATE PROGRAMS

ASST. SUPERINTENDENT
INSTRUCTION

ASST. SUPERINTENDENT
STATE-FEDERAL

ASST. SUPERINTENDENT
FINANCE

State Department of Education

LESLIE FISHER, Superintendent
E. H. McDONALD, Deputy Superintendent
LLOYD GRAHAM, Associate Deputy Superintendent

Oklahoma City, Oklahoma 73105

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June 25, 1974

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FROM: Ronald Carpenter, Administrator, Teacher Education Section

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Mr. Dick K. Hsieh is a doctoral student at the University of Oklahoma. He is making his study under the direction of Dr. Glenn R. Snider, Regents Professor of Education. We have been working with Mr. Hsieh on the early development of the "approved program approach," the minimum essentials for approved teacher education programs, standards and criteria for evaluating programs to determine the steps which have been taken to help upgrade the quality of preservice programs.

I am certainly impressed with the initiative and commitment of Mr. Hsieh in this worthwhile study and research. He is making the study in partial fulfillment of the requirements for the degree of Doctor of Philosophy; however, he is interested in the way colleges and universities prepare teachers and how we have strengthened teacher preparation programs so we can provide for the teacher the best experience that higher education can offer. Mr. Hsieh is interested in the examination of many points of view concerning the preparation of teachers which is in the best tradition of the scholarly approach.

We shall appreciate your assistance to Mr. Hsieh in this important study.

Signed,

Ronald Carpenter

RC:fk

AN INVESTIGATION AND ANALYSIS OF

SELECTED TEACHER EDUCATION PROGRAMS IN OKLAHOMA

The major purpose of this investigation is to discover the degree to which teacher education institutions have significantly changed and improved their teacher education programs over the past fourteen years. We are, therefore, seeking to discover important changes and/or improvements whcih have been made in Oklahoma teacher education programs since 1960. In reacting to the attached questionnaire, it is suggested that you give special attention to practices, program efforts, or other changes which relate to the generally accepted areas of concern in your teacher education program.

Please fill our the blanks:

Name_____
College or University_____
Rank and position now held_____
Years served at present institution_____
Certificate program(s) involved with_____

Instructions:

The questionnaire consists of 38 questions. Questions 6, 16, 20, 25, 29,36,37 and 38 need to be answered in sentence form breifly and frankly. Please circle one of the answers as indicated below provided at the end of each question. Thank you.

1 -- Yes
2 -- No
3 -- Do not know

(A) General Information:

1. Do you feel that the bachelor's degree program at your institution provides enough time to satisfactorily complete an adequate program of teacher education? 1 2 3

2. Do you feel that your teacher education program has been significantly improved since 1960? 1 2 3

3. Do you feel that your Department or College of Education should adopt a competency-based teacher education program? 1 2 3

4. Do you feel that your program adequately equips prospective teachers to function effectively in schools now operating under conditions occasioned by the civil rights movement and other social changes of the 1960's? 1 2 3

5. Does your teacher education program specifically emphasize moral and political values, human rights and responsibilities, and human relations? 1 2 3

6. Please list specific practices or efforts to provide teacher education students with opportunity to understand moral and political values, human rights and responsibilities, and human relations and their implications for education.

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7. Has Teacher Corps influenced your teacher education program? 1 2 3

8. Has your teacher education program provided adequately for the personal growth of prospective teachers? 1 2 3

9. Has teacher education as an overall school purpose of your institution decreased in importance since 1960? 1 2 3

10. Do you feel that your institution provides satisfactory service to your teacher education graduates? 1 2 3

(B) Selective Admission and Retention:

11. Has your teacher education program developed an adequate arrangement for selective admission and retention? 1 2 3

12. Is there a need to improve the present level of requirements for admission to the teacher education program? 1 2 3

13. Does your program of selective admission and retention place greatest emphasis on academic performance as opposed to the other requirements? 1 2 3

(C) The General Education Area:

14. Do you feel that a minimum of 50 credit hours in general education has too large a share in the preparation program of prospective teachers? 1 2 3

15. Do you feel that significant improvements have been made since 1960 in most segments of the general education program required for prospective teachers? 1 2 3

16. What specific significant courses, experiences or changes which you regard as contributive and challenging have been developed in the general education area since 1960 at your institution?

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(D) The Specialization Area:

17. Does your certificate program provide opportunity for needed changes in the area of specialization? 1 2 3

18. Do you feel that the minimum requirement for specialization provides opportunity for prospective teachers to develop competency in your area of specialization? 1 2 3

19. Do you feel that a majority of your teaching faculty are competent teaching practitioners? 1 2 3

20. What specific significant courses, experiences or changes which you regard as contributive and challenging have been developed in your specialization area since 1960 at your institution?

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(E) Professional Education Excluding Laboratory Experiences:

21. Does your program make adequate provision for understanding the purposes of education and the school as a social institution? 1 2 3

22. Does your Department or College of Education make adequate provision for developing proficiency in curriculum, method and material, and evaluation basic to the instructional process? 1 2 3

23. Do you feel that a majority of your specific teaching faculty are interested in the teacher education program? 1 2 3

24. Does your program make adequate provision for understanding learning and behavior as a basis for effective teaching? 1 2 3

25. What specific significant courses, experiences or changes which you regard as contributive and challenging have been developed in professional education excluding laboratory experiences since 1960 at your institution?

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(F) Laboratory Experience:

26. Does your program provide opportunity for prospective teachers to have continuous contacts with children or adolescents throughout the teacher education program? 1 2 3

27. Does your secondary education program provide student teaching experiences at all secondary levels? 1 2 3

28. Does your teacher education institution have a satisfactory arrangement involving the local school system(s) for extensive observation, participation and student teaching experiences? 1 2 3

29. What specific significant experiences or changes which you regard as contributive and challenging have been developed in the area of laboratory experiences since 1960 at your institution?

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30. Is effective coordination provided for the institution-wide program of teacher education? 1 2 3

31. Do you feel that the administration of your teacher education program encourages innovative and contributive changes in the major areas of the teacher education programs? 1 2 3

32. Does close collaboration exist between your Department or College of Education and the academic subject areas in developing challenging teacher education programs in the specific certificate program area? 1 2 3

(H) Physical Facilities:

33. Do you feel that your institution has adequate physical facilities for carrying on an effective teacher education program? 1 2 3

34. Does your Department or College of Education have adequate library, audio-visual and othe sensory facilities to prepare prospective teachers in the use of challenging educational technology? 1 2 3

35. Have teacher education physical facilities significantly improved since 1960? 1 2 3

(I) Strengths and Weaknesses of the Teacher Education Program:

36. What do you think are the major strengths in your overall teacher education program?

37. What do you think are the major weaknesses in your overall teacher education program?

38. Please list the most important factors which inhibit innovative and contributive changes in your teacher education program?