AN ANALYSIS OF ATTITUDES TOWARD CHILDREN AND THE TEACHING ROLE OF STUDENTS WHO HAVE PARTICIPATED IN EDUCATION 482, THE URBAN TUTORIAL PROGRAM

Thesis for the Degree of Ph. D.

MICHIGAN STATE UNIVERSITY
HOMER H. KEARNS, JR.

1971

This is to certify that the

thesis entitled
AN ANALYSIS OF ATTITUDES TOWARD
CHILDREN AND THE TEACHING ROLE
OF STUDENTS WHO HAVE
PARTICIPATED IN EDUCATION 482,
THE URBAN TUTORIAL PROGRAM
presented by

HOMER H. KEARNS, JR.

has been accepted towards fulfillment
of the requirements for

Ph.D. degree in Educational Administration

Major professor

Date July 20, 1971

ABSTRACT

AN ANALYSIS OF ATTITUDES TOWARD CHILDREN
AND THE TEACHING ROLE OF STUDENTS
WHO HAVE PARTICIPATED IN EDUCATION 482
THE URBAN TUTORIAL PROGRAM

By

Homer H. Kearns, Jr.

Purpose of the Study

The purpose of this study was to determine the extent to which Education 482, the Urban Tutorial Program, an elective clinical experience in the teacher preparation program at Michigan State University, effected changes in attitude toward children and the teaching role of the participants. Two concomitant purposes were: (1) to determine the extent to which the participants considered the urban tutorial experience to be an effective aid in the internalization of educational concepts presented in subsequent professional education courses, and (2) to determine the extent to which the urban tutorial experience was considered to be effective in the initial development of certain teaching competencies as compared to other professional education courses at Michigan State University.

The two samples selected for this study were the experimental sample, composed of all students who participated in Education 482, during the spring quarter, 1971 and the longitudinal sample, which was composed of students who participated in Education 482, during the spring quarter, 1970.

Certain demographic data, which was subsequently used for the establishment of the independent variables, were collected from both samples. The experimental sample was administered the Minnesota Teacher Attitude Inventory in a pre-test--post-test design. The longitudinal sample was administered the MTAI on a post-test only basis along with the Teacher Competency Inventory which was developed for this study.

Two major hypotheses were developed and subsequently tested statistically using a one-way analysis of variance. Fourteen research questions were also developed and tested.

Major Findings

With the alpha level established at .05, the following findings were revealed:

1. The college class of the participants of Education 482, was found to be significantly related to the pre-test scores on the MTAI.

Participants' scores were higher as students advanced in college class.

2. The number of professional education courses completed by participants of Education 482, was found to be significantly related to the pre-test scores on the MTAI. Participants who had completed more than one professional education course prior to the administration of the pre-test of the MTAI, had significantly higher scores than those participants who had completed only one or no professional education course.
3. The ethnic origin of participants of Education 482, was found to be significantly related to the pre-test scores on the MTAI. The scores of three ethnic categories; white, brown and black, were significantly different, with the white group scoring highest, the brown group scoring lower and the black group scoring lowest.
4. Analysis of the pre-test and post-test scores of the experimental sample yielded a positive increase in score on the MTAI, but the significance probability did not reach the established alpha level.
5. Analysis of gained scores on the MTAI for each independent category variable yielded a consistent

positive change, but none produced a significance probability that reached the established alpha level.

6. Analysis of the post-test scores on the MTAI of the experimental sample and the longitudinal sample yielded a statistically significant difference. The longitudinal sample had a significantly higher score on the MTAI than the experimental sample.

7. Analysis of the responses to the Teacher Competency Inventory by the longitudinal sample revealed that Education 436, Student Teaching, was rated as the most helpful experience in the initial development of certain teaching competencies. The Methods Block, which includes six courses in teaching methods in the various elementary subject areas, was rated as the second most helpful experience and Education 482, the Urban Tutorial Program was rated third.

8. The majority of the longitudinal sample, 61 percent, rated Education 482 as being at least a substantial help in internalizing the educational concepts presented in professional education courses taken subsequent to Education 482, the Urban Tutorial Program.

AN ANALYSIS OF ATTITUDES TOWARD CHILDREN AND THE TEACHING ROLE OF STUDENTS WHO HAVE PARTICIPATED IN EDUCATION 482, THE URBAN TUTORIAL PROGRAM

By

Homer H. Kearns, Jr.

A THESIS

Submitted to
Michigan State University
in partial fulfillment of the requirements
for the degree of

DOCTOR OF PHILOSOPHY

Department of Administration and Higher Education

1971

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ACKNOWLEDGMENTS

For the encouraging assistance and direction given on the doctoral program and the dissertation, I wish to extend a sincere "thank you" to my committee members: Dr. Howard Hickey, Chairman; Dr. Clyde Campbell, Dr. Calhoun Collier, and Dr. Vincent Salvo.

Appreciation is also extended to the Mott Leadership Program staff for their efforts in making the Mott Intern experience so valuable and unique. The financial assistance, provided from the Mott Foundation, is likewise appreciated.

A special note of thanks is due all my graduate colleagues who have contributed so much, each in his own way, to the success and enjoyment of the past year of graduate study.

To my wife, Patricia, and to my sons Mark and Christopher, I owe my most sincere gratitude for making the innumerable sacrifices which were necessary for the successful completion of this study. The understanding and persistent encouragement they provided made the effort a worthwhile endeavor.

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[1] Teachers for
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CHAPTER I

THE PROBLEM

> Education is beyond repair! What is needed is radical reform. . . . Today, the alternative to reform is revolution.[1]

Introduction

As we labor in a system of free public education with the idealistic goal of educating every child from age 6 to 16, most educators recognize and are continually conscious of the fact that our success will be somewhat limited by the magnitude of the undertaking. As a consequence of our limited success, education suffers from an enormity of criticism, even from the ranks of its teachers.

The critics of education recognize no facet of the system to be innocent of their charges and the criticism touches all educators from the United States Office of Education to the classroom teacher. When the criticism begins to descend on the classroom teacher, however, it

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[1] Teachers for the Real World (Washington, D.C.: American Association of Colleges for Teacher Education, 1969), p. 9.

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[2] Dwight W. All
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lands most heavily upon their training institutions as indicated in this recent article:

> Sadly, we must concur with our educational critics that we do have an absurdly antiquated educational system, unresponsive to mass social and technological changes, and that teacher education serves as a major reinforcer of the stagnation and traditionalism permeating this system.[2]

In an editorial on teacher education, George Denemark lists ten areas of weakness in teacher education programs that result in poor preparation of teachers.

1. Inadequacies and irrelevance of much that presently constitutes the general studies or liberal education component

2. The hostile academic atmosphere in which teacher education is conducted

3. Lack of conceptual frameworks for teacher education

4. Simplistic views of teaching and teacher education

5. Inadequate interlacing of theoretical and practical study

6. Continued acceptance of the single model, omni-capable teacher

7. Low selection and retention standards for teacher candidates

8. Schedule rigidities and cumbersome procedures for curriculum change

9. Absence of student opportunities for exploration and inquiry

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[2]Dwight W. Allen and Robert A. Mackin, "Toward '76: A Revolution in Teacher Education," Phi Delta Kappan, 51:485, May, 1970.

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10. Schizophrenic role expectations for teacher education departments[3]

These kinds of criticisms have been reiterated throughout the United States in a variety of media and have led teacher education in America to become a national concern.

In October, 1967, the United States Office of Education issued a request for proposals which would develop educational specifications for a comprehensive undergraduate and in-service teacher education program for elementary teachers.[4]

With this plea for up-dating the teacher preparation programs, universities began to respond. Among the common elements of all the "new models" found by Jay Monson in his article, "The New Models in Elementary Teacher Education," were, (1) greater stress on individualization and flexibility in the form of self-pacing, self-evaluation and added self-responsibility, (2) earlier experiences with children--and often more and varied experiences than in present programs, and (3) highly

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[3]George W. Denemark, "Teacher Education: Repair, Reform or Revolution?" Educational Leadership, 27:539-42, March, 1970.

[4]Jay A. Monson, "The New Models in Elementary Teacher Education," Phi Delta Kappan, 51:101, October, 1969.

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[5] Ibid., p. 101

[6] Michigan State
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University, 1969), p. 5

[7] Ibid.

selected laboratory experiences, simulations, micro-teaching and internships.[5]

Of particular significance to this study is that Michigan State University was one of those universities that, through its own desire to improve the quality of teacher education and in response to the concern of the United States Office of Education, developed and submitted a new model entitled the Behavioral Science Teacher Education Program (BSTEP).[6]

In the overview of the project, it is described as follows:

> BSTEP emphasizes developmental experiences which begin in a prospective teacher's freshman year of college and extend throughout pre-service education into the initial years of teaching. The program encompasses content and modes of inquiry of the behavioral sciences, performance criteria, single-purpose modular descriptions, and a full year of internship.[7]

The objectives of the Behavioral Science Teacher Education Program are listed as three major goals.

1. Development of a new kind of elementary school teacher who is basically well-educated, engages in teaching as clinical practice, is an effective student of the capacities and environmental

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[5] Ibid., p. 101.

[6] Michigan State University, Behavioral Science Teacher Education Program (East Lansing: Michigan State University, 1969), p. 5.

[7] Ibid.

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[8] Ibid., p. 6.

characteristics of human learning, and functions as a responsible agent of social change

2. Systematic use of research and clinical experience in decision-making processes at all levels

3. A new laboratory and clinical base, from the behavioral sciences, on which to found undergraduate and in-service teacher education programs, and recycle evaluations of teaching tools and performance[8]

Located at the College of Education at Michigan State University where the BSTEP model was developed, is the Mott Institute for Community Improvement (MICI). This institute, established in August, 1965, when the Mott Foundation of Flint, Michigan awarded a ten year grant of funds to Michigan State University, has focused its efforts to improve education by carrying out experimental projects. These projects include experiments in the teaching of reading, teaching methods and materials, staffing, and experimental programs for the preparation of school personnel.

In 1968, an experimental program was introduced to the teacher education program at Michigan State University. This course, Education 482, the Urban Tutorial Program, is being administered by the Mott Institute for Community Improvement, through the cooperation and sponsorship of the College of Education.

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[8] Ibid., p. 6.

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[9] Clarence R. Ol

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This three credit course, open to all class levels of the college and university, is comprised of two experiences. One, a four-hour-per-week field experience, is designed to place each enrollee in an urban school in a one-to-one tutorial relationship and engage the participant in the performance of teacher aide tasks. The second experience, a bimonthly seminar, is constructed about urban education problems. A guest speaker who possesses expertise in urban education conducts each of the seminars.

The objectives of the course are: (1) to create a greater awareness of urban problems, educational and otherwise, through placement in realistic urban educational settings and through participation in urban related seminars; (2) to provide one-to-one tutorial assistance to underachieving urban elementary children; and (3) to provide the Michigan State University student with a comprehensive view of the teaching role by permitting the teacher to utilize them as teacher aides in the performance teacher defined tasks.[9]

Of concomitant importance to the participant of Education 482, is the early experience afforded him on

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[9]Clarence R. Olsen, An Urban Tutorial Program (East Lansing: The Mott Institute for Community Improvement, 1970), p. 3.

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[10] James F. Col
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which he may (1) later base career decisions and (2) develop realistic and positive attitudes toward children and the teaching role.

Need for the Study

The importance of early teaching-related experiences in teacher preparation seems to have been clearly established. Not only does this experience allow the participant to begin collecting career choice data but along with his university program in professional education, permits him to begin to grow professionally.

In writing about the "Teacher Education Center" concept, James Collins discusses the pre-service portion of his model as one which includes many intensive and extensive experiences. These experiences can be a "porthole" observation or an extended period involving participation. He feels that the latter plan allows for more than just one model and aids the student in integrating these experiences into his personal and professional "life style."[10]

Also concerned that colleges of education should allow this critical contact to be made early, John Etten writes:

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[10] James F. Collins, "The Teacher Education Center Concept: A Unifying Approach to Teacher Education," Educational Leadership, 27:545, March, 1970.

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[11]John F. Ette
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[13]Ibid., p. 8.

> A recent study* of a selected sample of student teachers indicated that student teaching taken by a senior who had an educational field experiences course and a course in introduction to education prior to student teaching, related better in the classroom than student teachers who lacked these experiences.[11]
>
> *A Study of Student Teacher Development at Northeastern Illinois State College, 1966-67.

The teacher education program should not isolate future teachers from the realities of classroom practice. "Prospective teachers must be brought into contact with reality through various training experiences and actual encounters with children in the classroom."[12]

In reference to these early encounters with children in the classroom, the American Association of Colleges for Teacher Education in its publication Teachers for the Real World, writes:

> The teacher must be able to understand the student's world. Teachers currently build barriers between themselves and students because they have been provided with inadequate theory and outmoded concepts. Students are eager to learn, and they cease to grow only when informed that they are intellectually incompetent, not useful to the classroom, and intruders into the educational process. Many teachers willingly and witlessly deliver such messages daily because that is what they are trained to do.[13]

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[11] John F. Etten, "Flexible Programming in Student Teacher Preparation," Peabody Journal of Education, 46:216, January, 1969.

[12] Teachers for the Real World, op. cit., p. 9.

[13] Ibid., p. 8.

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Teachers should learn to respond to children as liked, wanted, acceptable, able; as persons of dignity and integrity, of worth and importance. This is of paramount importance to the children in our schools. As Arthur Combs describes the development of a positive self, he makes quite clear the critical nature of the teacher's attitude toward children, as he states:

> People learn who they are and what they are from the ways in which they have been treated by those who surround them in the process of growing up. People discover their self concepts from the kinds of experiences they have had with life; not from telling, but from experience. People develop feelings that they are liked, wanted, acceptable and able from having been liked, wanted, accepted and from having been successful. To produce a positive self, it is necessary to provide experiences that teach individuals they are positive people.[14]

Education 482, the Urban Tutorial Program, provides the prospective teacher with early contact with children in a classroom setting and a practical seminar in which their tutoring experiences can be examined for broader application. It is necessary and indeed critical that the Mott Institute for Community Improvement and the College of Education, Michigan State University, determine

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[14]Arthur W. Combs, "A Perceptual View of the Adequate Personality," a monograph distributed at the Mott Colloquium, Southwestern High School, Flint, Michigan, March 11, 1971, pp. 3-4.

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Statement of the Problem

As teacher preparation programs undergo evaluation and subsequent change, it becomes necessary to evaluate the new aspects of the program to determine their value in the new teacher preparation scheme.

Education 482, the Urban Tutorial Program, is an experimental program that has existed as an elective part of the teacher preparation program at Michigan State University since 1968.

One of its objectives, perhaps the most important, is to provide the prospective teacher an early association with children in a realistic classroom setting by performing the role of a tutor and teacher aide which will result in the development of more realistic positive attitudes toward children and the teaching role.

The attitude of the participants toward children and the teaching role must be measured, before the experience, immediately after the experience and a substantial length of time after the experience, to determine any changes in attitude, the nature of any changes and the permanence of any changes.

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Statement of the Delimitations

It is not the purpose of this study to recommend any scheme for restructuring the entire teacher training program at any university. This study delimits its scope to include only one aspect of the teacher education program in the College of Education at Michigan State University.

This study will concern itself only with the changes in attitude toward children and the teaching role that might occur in selected research samples, as a result of participation in Education 482, the Urban Tutorial Program.

However, generalizations and predictions based on gathered data and their analyses may be applicable to other teacher education programs at other institutions.

Statement of Assumptions

The development of this study is based on several broad assumptions relating to education and the teacher training program. These assumptions are:

1. The success or failure of our society to progress is related to the success or failure of our educational system to produce educated, productive citizens.
2. Most children who drop out of school become educationally disadvantaged.

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3. Many children who drop out of school become functionally illiterate in our society.
4. Reasons for students' decisions to drop out of school are related to poor educational decisions made by teachers.
5. Reasons for students' decisions to drop out of school are related to the development of low self-esteem.
6. The development of low self-esteem in children is related to the inability of teachers to relate and interact with children in a positive manner.
7. Teacher education programs are partly responsible for teachers' lack of ability to make sound educational decisions.
8. Teacher education programs are partly responsible for teachers' lack of ability to relate and interact with children in a positive manner.
9. A well conceived and functional teacher training program has a positive relationship to teacher competency development.

Overview of the Thesis

Chapter I provided a brief introduction to the study, established its need, and presented the limitations under which the study was pursued. The first chapter also listed the assumptions on which the study was based.

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Chapter II undertakes a review of the literature relevant to the purpose of this study. This review includes an historical overview of teacher education in the United States with particular emphasis on the clinical experience approach. The second chapter also investigates some "new" models of teacher education and reviews the literature on teacher attitudes.

Chapter III discusses the research design and procedures. This discussion includes the selection of the sample, the statement of hypotheses and details such procedural questions as kinds of data, sources of data, methods of securing data and methods of analyses.

Chapter IV presents the analyses of the data. The presentation of each analysis is given in the context of its hypothesis or related question.

Chapter V provides a summary of the findings and presents conclusions and recommendations based on the analyses of the data.

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CHAPTER II

REVIEW OF RELATED LITERATURE

Introduction

To condense into a pertinent review the vast volume of literature pertaining to the professional preparation of teachers in the United States, it was necessary to delimit the review to three areas: teacher education in the United States, an historical description of the development of teacher training; teacher education programs and research in clinical experiences; and recent research in teacher and student teacher attitudes.

Teacher Education in the United States

Public education in the United States had its beginning at the establishment of the first Lancasterian school in Philadelphia in 1806.[1] This institution was established by the "Free School Society," later the "Public School Society," to provide schooling for children

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[1]Harry G. Good and James D. Teller, A History of Western Education (London: The Macmillan Company, 1969), p. 452.

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[2] Ibid.

[3] Ibid.

[4] Ibid.

[5] Ibid.

"who do not belong to, or are not provided for by any religious society."[2]

Although the Public School Society continued until 1853, financial difficulties dissolved the society, and in the case of New York, all property was transferred to the city school district which was created by the establishment of a Board of Education in 1842.[3]

The historial period from 1865 to 1900 boasted of rapid development of the public school system in the form of common schools, high schools, academies and normal schools.[4]

A typical academy offering for teacher training may be described by the following account of the Canandaigua Academy:

> The defects of common schools, the methods of teaching the several school subjects, the making of pens, the government of schools, the construction of school houses, the formation of lyceums and school libraries, and 'Pestalozzi and his mode of instruction' were among the topics of the teachers' class in this New York academy in 1829.[5]

A typical normal school of 1860 consisted of a single building (including dorms and model school),

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[2] Ibid.

[3] Ibid.

[4] Ibid., p. 469.

[5] Ibid., p. 480.

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5 teachers, less than 100 students, 17 or 18 years old. The curriculum was one year in length.[6]

Just 20 years later, in 1880, the typical normal school had 240 students, separate model school, a 3 year curriculum, 12 staff, some academic or college prep courses taught.[7] Many students were not in attendance to prepare to teach, but rather, were college prep. The public normal schools, numbering about 167 around 1900,[8] became teachers colleges after the turn of the century.

In 1908, the National Education Association, Department of Normal Schools, officially changed "normal schools" to teachers colleges and the curriculum from two to four years.[9] The actual change was long and slow, accreditation, even slower.

Although special training for teachers had been recognized since about 1870, there had existed a debate on the "best" way to educate teachers since the establishment

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[6] Ibid.

[7] Ibid.

[8] Gordon J. Klopf and Garda W. Bowman, Teacher Education in a Social Context (New York: Mental Health Materials Center, Inc., 1966), p. 21.

[9] Sam P. Wiggins, "Teachers Colleges: Evolution or Devolution," in Emanuel Hurwitz and Robert Maidment (eds.), Criticism, Conflict and Change (New York: Dodd, Mead and Company, 1970), p. 470.

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of the first normal school in 1839. This debate increased in magnitude as the demand for teachers grew and more institutions began responding with training programs. From the end of the Civil War to 1918, every state passed some kind of compulsory education law which increased this demand.[10]

The idea of specialized training for teachers spread from the normal schools to other institutions. In 1873 the State University of Iowa made the transition to education courses for secondary teachers in "the science and art of teaching."[11] Although elementary education courses had been offered at the University of Michigan since its opening in 1841, in 1879 a new "chair of the science and art of teaching" was established to "develop teaching as a profession and promote cooperation between secondary schools and the university."[12]

In-service training had its beginning in the "Summer School of the South" at Knoxville, held in 1902 by Charles W. Dabney with an enrollment of 2000 students.[13] Thereafter, many colleges and

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[10]Klopf and Bowman, op. cit., pp. 23-24.

[11]Good and Teller, op. cit., p. 481.

[12]Ibid., p. 482.

[13]Ibid., p. 481.

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universities began summer schools for teachers and a large portion of their students were prospective teachers.

At Michigan State University, although a Department of Agricultural Education had been established in 1908, a Department of Education in the Division of Liberal Arts was established in 1924. The Department of Education was changed to the Division of Education in 1944 with the other divisions being changed to schools. In 1952, the Division of Education became the School of Education, complete with a dean and a complete complement of professional education courses being offered.[14]

At the time when colleges and universities had recognized the need for special training for teachers and engaged in some aspects of training and at the time when teachers colleges began granting degrees, the real battle began over that "best" way to train teachers. The issue continues to be debated between the liberal arts college and the teachers college, private institutions and public institutions, and academic professors and education professors.[15]

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[14]Victor H. Noll, The Preparation of Teachers at Michigan State University (East Lansing: Michigan State University, College of Education, 1968), pp. 50-166.

[15]G. K. Hodenfield and T. M. Stinnett, The Education of Teachers (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1961), p. IX.

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Paul Woodring, in his article entitled, "The Two Traditions of Teacher Education in the United States,"[16] states that the two different philosophies of teacher education which resulted from this battle "represent totally different concepts of the nature of man, of the learning process, and of the proper role and limitations of free public schools."

One tradition, the older of the two, represents the academic or liberal arts view of teacher education. This philosophy, which long controlled the education of secondary teachers, holds that formal education should be centered in knowledge and mental development. The newer tradition, that of the professional educator, places the stress on the "whole child" and considers the learning process to extend far beyond academic or intellectual learning.

Woodring further concludes that "teacher education in University schools is an unhappy marriage of both."

William Van Til[17] suggests that not many lay people have discernible attitudes toward the education of

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[16]Paul Woodring, "The Two Traditions of Teacher Education in the United States," in Emanuel Hurwitz and Robert Maidment (eds.), Criticism, Conflict and Change (New York: Dodd, Mead and Company, 1970), p. 462.

[17]William Van Til, The Making of a Modern Educator (Indianapolis: The Bobbs-Merrill Company, Inc., 1961), pp. 111-112.

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teachers so that the bulk of the criticism concerning the preparation programs in existence comes from reactionary forces and academic critics.

The critics were unleased along with Sputnik in 1957. This event caused open war and everyone blamed everyone else. The most convenient scapegoats, however, were teachers colleges and schools of education.

The Bowling Green Conference of 1958 was held in an attempt to get the opposing camps together and improve teacher training in the United States. The teacher was the focal point of the conference, and his education had been labeled "scattershot scholarship."[18]

Some critics at the conference expressed ideas like those written in an article by John Keats in the same year.

> If your Johnny can't read, write, or do arithmetic, it may be due to the fact that his teacher can't do these things well herself. And the reason she can't do them is that her instructors in teachers college were told she should be taught other things instead.
>
> In teachers college they told her that all children should not be expected to read, write, or do arithmetic anyway. She heard it was more important for Johnny to be well adjusted and happy than it was for him to be asked to use his head. In teachers college she spent far more time learning to ventilate a classroom than she spent learning anything she might be asked to teach. Then she was told she could teach students a foreign language without being able

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[18]Hodenfield and Stinnett, op. cit., p. 4.

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[19] John Keats
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16:51-52, May, 1958.

[20] Hodenfield

> to read, write, or pronounce it herself. Finally, she was warned that if she made a brilliant record in what formal studies there were in her teachers college, she might not be allowed to teach at all.[19]

Jack Allen, professor of History at George Peabody College for Teachers, spoke for the entire membership of the conference when he declared:

> One of the prime functions of the school, indeed the chief function, is to provide a setting within which boys and girls can grow intellectually. This can only be accomplished through the learner's association with information, knowledge, facts. Books can help. So can laboratories. So can numerous other types of learning materials. But always there stands the teacher, always on the stage, often front and center. What he knows can make a difference. What he does not know can be an irreparable loss.[20]

Other critics who expressed themselves soon after our entry into the "space age" offered suggestions for improvement along with their criticism. Admiral Rickover, in his testimony on Capital Hill in August, 1959, offered:

> I would suggest that we aim in having teachers in the last three years in high school who have had the equivalent of a first-rate legal education; that would be a bachelor's degree plus three years post-graduate study in their chosen subjects. Elementary teachers would need somewhat less knowledge of subject matter and more of pedagogy. All teachers need some special instruction in pedagogy and a good deal of practice teaching. We might consider copying the internship in education which is common abroad--teacher candidate practicing under the supervision

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[19] John Keats, "How Well Are Our Teachers Being Taught? Never Worse!" Better Homes and Gardens, 36:51-52, May, 1958.

[20] Hodenfield and Stinnett, op. cit., p. 20.

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[21] Ibid., p. 1

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of experienced teachers before they take on a class all by themselves.[21]

A specially commissioned study of education in the United States by the Rockefeller Brothers Fund, Inc., suggests that:

> Perhaps the greatest problem facing American Education is the widely held view that all we require are a few more teachers, a few more buildings, a little more money. Such an approach will be disastrous . . . an educational system grudingly and tardily patched to meet the needs of the moment will be perpetually out of date. We must build for the future in education as daringly and aggressively as we built other aspects of our national life in the past.[22]

One year following the Bowling Green Conference, a similar meeting was held in Kansas. The Kansas Conference concluded that student teaching is the crux but some doubt remained as to the whereabouts within a teacher training program the experience should take place.

Some institutions offered alternative considerations such as Marshall College in Huntington, West Virginia and Pacific Lutheran College, Washington. Pacific Lutheran College offered the following five-part plan.

1. As part of "Introduction to Education," the student spends two hours per week working with children in a community agency or school.

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[21] Ibid., p. 14.

[22] The Pursuit of Excellence: Education and the Future of America (New York: Doubleday and Company, Inc., Copyright by Rockefeller Brothers Fund, Inc., 1958), p. 33.

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2. When the student takes "Human Growth and Development," he spends two hours per week observing in classrooms from kindergarten through junior high school.

3. When the student takes "Methods and Observation," he spends two hours per week observing teaching and children.

4. Before the student begins his student teaching, he spends two full weeks in a public school.

5. As part of "Curriculum Methods and Student Teaching," the student spends the afternoons of 16 weeks observing in his "less preferred" level of teaching.[23]

Marshall College in Huntington, West Virginia has a similar program.

Another critic, James Koerner, presented his "research" findings in his book titled The Miseducation of American Teachers.[24] Although he states that his arguments about teacher education no more lend themselves to "proof" than do debates about other educational issues, he nevertheless presents his findings and draws his conclusions from the data collected. He admits also that very few "data" exist on the best way to prepare people to teach in public schools. Koerner's research findings are summarized as follows:

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[23]Hodenfield and Stinnett, op. cit., p. 83.

[24]James D. Koerner, The Miseducation of American Teachers (Boston: Houghton Mifflin Company, 1963).

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[25] Ibid., pp.

1. There is more and greater ferment about teacher education than ever before. There is more internal criticism, more interest on the part of academic faculty, more support for raising standards and more actual changes.

2. Professional education suffers very greatly from a lack of congruence between the actual performance of its graduates and the training programs through which they are put.

3. Education as an academic discipline has poor credentials.

4. The greatest obstacle to reform in teacher education is administrative inertia.

5. The inferior intellectual quality of the Education faculty is the fundamental limitation of the field.

6. The academic caliber of students is also a problem in maintaining quality.

7. The course work in education deserves its ill-repute. It is most often puerile, repetitious, dull and ambiguous--incontestably so.

8. The quantity of education courses is too much.

9. The graduate courses in education suffer the same ills as the undergraduate courses only moreso.

10. The authority in education is too centralized for change.

11. The academic component of programs is also weak.

12. Educators have abandoned the English language and thrive on slogans and incantations--communication is difficult even between themselves.[25]

Harry S. Broudy, in his article "Criteria for the Professional Preparation of Teachers," lists what he

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[25] Ibid., pp. 15-21.

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[27] Ibid.

[28] Frank Micel
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considers four essential components of a teacher preparation program. They are; (1) specialty foundations, (2) professional content, (3) technological concerns, and (4) research.[26]

He further states that, "the first and most consistent role that a teacher plays is that of a human being, a person."[27]

Speaking to a similar consideration, Frank Miceli in "Education and Reality" says:

> Teachers don't work with materials. They work with what they have in their heads and with what their students have in their heads. When the schooling process breaks down--that is, when students drop out--we can almost be sure that the origin of the failure is in the fact that the stuff in the teacher's head bore an inadequate relationship to the stuff in the learner's head.[28]

Ernest Melby also concerns himself with the concept that prospective teachers need to undertake a preparation program that allows them to develop as individuals. He writes:

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[26]Harry S. Broudy, "Criteria for the Preparation of Teachers," cited from Frank H. Blackington, III and Robert S. Patterson, School Society and the Professional Educator (New York: Holt, Rinehart and Winston, Inc., 1968), p. 171.

[27]Ibid.

[28]Frank Miceli, "Education and Reality," cited from Neil Postman and Charles Weingartner, Teaching as a Subversive Activity (New York: Delacorte Press, 1969), p. 171.

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[29] Criticism,

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[30] Teachers f

The American Associa

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[31] Ibid., pp.

> Unless we in teacher education come to grips with what the teacher is and set about producing the environment in which the teacher can grow as a person--in all his uniqueness--little else that we do will have a substantial effect. The growth of the teacher as an individual human being is the central problem of teacher education. . . . In addition, even though this is our central problem, it gets little attention in teacher education.[29]

The American Association of Colleges for Teacher Education in their report on education in the United States titled Teachers for the Real World, call for a new institutional mechanism for the training of teachers since the university personnel and existing facilities are inadequate.[30] They offer three suggestions for training programs:

1. Programs should have easy access to children, youth and adults who represent a variety of cultures and races.

2. Programs should involve public schools, universities and colleges, the community and related public agencies.

3. Programs should offer training to future teachers in an intern approach.[31]

The AACTE goes on to state that most so called "intern" programs require a related seminar and are at

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[29] Criticism, Conflict and Change, op. cit., p. 469.

[30] Teachers for the Real World (Washington, D.C.: The American Association of Colleges for Teacher Education, 1969), p. 95.

[31] Ibid., pp. 95-102.

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[32] Ibid., p.

[33] Ibid., p.

[34] Ibid., p.

[35] Jane Eller

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best only apprenticeships.[32] They reason that student teaching is rated high by prospective teachers because it is the only work which resembles a training experience.[33] "The control of the teacher's behavior," they go on to say, "is one of the main outcomes of an adequate program of teacher preparation."[34]

Teacher Education Programs and Research in Clinical Experiences

Direct experience in the field as part of a teacher preparation program is not a new concept. Even during the colonial period (1647-1776), opportunity existed for "apprentice" teachers to learn directly from a "master" teacher. By 1869, actual student teaching was taking place in 12 state normal schools, although 2 weeks was the longest time required, and by the Civil War, the practice was considered necessary by virtually all state normal schools.[35] In reference to this time in history, R. Freeman Butts observes that, "Whereas much was made by the public of religious, political and moral worthiness of

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[32] *Ibid.*, p. 102.

[33] *Ibid.*, p. 105.

[34] *Ibid.*, p. 125.

[35] Jane Ellen McAllister, "Glimpse of the Past," *The Outlook in Student Teaching* (Cedar Falls, Iowa: The Association for Student Teaching, 1962), pp. 3-26.

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[38] Ibid.

[39] Ibid.

their teachers, the public seldom had very high expectations concerning the professional training of the teachers."[36]

The quality of teacher education steadily improved, however, and at Brown University in Rhode Island, the first recognized internship program was established in 1909.[37] Here, the students spent one full year as half-time salaried teachers in the Providence Public Schools. The University of Cincinnati, in 1919 began an internship program with the Cincinnati Public Schools.[38] By 1920, similar programs were established in Boston, Cleveland, Minneapolis, Seattle, Buffalo and Gary.[39]

Notable internship programs of the thirties were of two types; those sponsored jointly by a university and a municipal school system, and those sponsored solely by a university. The former is exemplified by Wayne University and the Public Schools of Detroit, while the latter

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[36] R. Freeman Butts and Lawrence Cremin, A History of Education in American Culture (New York: Holt, Rinehart and Winston, Inc., 1953), p. 133.

[37] Harrison Gardner, "The Teacher Education Internship in Historical Perspective," Internships in Teacher Education (Washington, D.C.: The Association for Student Teaching, 1968), p. 3.

[38] Ibid.

[39] Ibid.

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[40] Ibid., p. 7

[41] Ibid., pp.

[42] Ibid., p. 1

is best represented by Northwestern's internship which provided the base for the present day fifth year internship.[40]

The Master of Arts in Teaching (MAT) came into existence in the latter 1950's with other kinds of four or five year sequences which lead to a degree and a teaching credential.[41]

Two undergraduate programs which were distinctly different for their time were both in Michigan. Central Michigan University was conducting a three year alternate teaching and study program after two years' base of general education.[42]

Michigan State University, in 1959, began the Elementary Intern Program which consisted of a two year liberal arts program followed by a ten week summer session of courses in arts and sciences. During three quarters of the third calendar year, the student resided at an off-campus internship center where methods and foundations were integrated with observation-participation and student teaching in the local schools. The fourth year the

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[40] Ibid., p. 7.

[41] Ibid., pp. 10-11.

[42] Ibid., p. 12.

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[43] Ibid.

[44] James C. S
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student taught as an intern teacher at a salary of about $3500, under close supervision.[43]

In 1958, just before Michigan State University began its Elementary Intern Program, the Ford Foundation, already financing some experimentation in education, intensified its effort through a new group of experiments known as the "Breakthrough Program."[44]

To become a member of the Breakthrough group, a proposal had to demonstrate a leadership quality. The following is a summary of Paul Woodring's description of the features favored by the foundation:

1. They were designed to prepare teachers for the future job of teaching and its technology.

2. They were planned jointly by university departments of education, representatives of academic departments, and public school teachers and administrators.

3. They were expected to incorporate changes in the elementary schools and secondary schools as well as in the colleges.

4. The public shared part of the responsibility.

5. Education was to made part of the mainstream of higher education.

6. They were to build upon earlier Ford-supported programs by providing for (a) scholarly academic

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[43] Ibid.

[44] James C. Stone, Breakthrough in Teacher Education (San Francisco: Jossey-Bass, Inc., Publishers, 1968), p. 13.

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[45] Paul Woodr
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[46] Stone, op.

instruction at the graduate level for all secondary teachers, (b) liberal education beyond the sophomore year, (c) improved professional courses, and (d) an extended supervised internship during the post-baccalaureate period accompanied by closely correlated professional seminars.

7. The prospective teacher was to get his initial teaching experience as a junior member of a teaching team.[45]

Among the 1200 colleges and universities which educated teachers at that time, about 90 percent of the teachers were trained on a 4 year basis. Only six institutions offering that type of curriculum were selected to be part of the "Breakthrough" group. These six were: Webster College and Michigan State University, for elementary preparation; Barnard, for secondary preparation; and Marshall, Middlebury and Missouri for both elementary and secondary.[46]

Internships in teaching as part of professional education preparation seem to have support from most critics, although in many cases those experiences are difficult to distinguish from student teaching as it is commonly practiced. About clinical experiences such as student teaching and the internships, James Conant states:

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[45] Paul Woodring, "The Ford Foundation and Teacher Education," Teachers College Record, 62:229-231, December, 1960.

[46] Stone, op. cit., p. 37.

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[47] James Bry
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[50] C. C. Harv
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[51] Lindley J.
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[52] Clifford L
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34:35-43, 1948.

[53] Clifford L
Teacher Internship,"
37:125-132, May, 194

> Few if any thoughtful people have denied that the art of teaching can be developed by practice, under suitable conditions. . . . As we have seen, the one indisputable essential element in professional education is practice teaching.[47]

Although the internship experience as a clinical practice has been researched for years (e.g. Brink, 1937,[48] Thompson, 1942,[49] Harvey, 1942,[50] Stiles, 1946,[51] Bishop, 1948,[52] and Bishop, 1948[53]), little pertinent data, until recently, have been collected in regard to its effectiveness as part of the regular teacher training program.

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[47] James Bryant Conant, The Education of American Teachers (New York: McGraw-Hill Book Company, 1963), pp. 113, 142.

[48] William G. Brink, "Internship Teaching in the Professional Education of Teachers," Educational Administration and Supervision, 23:89-94, February, 1937.

[49] Glenn S. Thompson, "The Development of an Internship Program," Teacher Education Journal, 4:63, September, 1942.

[50] C. C. Harvey, "Internship in the Professional Education of Teachers," Educational Administration and Supervision, 28:375-381, May, 1942.

[51] Lindley J. Stiles, "Internships for Prospective High School Teachers Being Trained in Universities," Journal of Educational Research, 39:665, May, 1946.

[52] Clifford L. Bishop, "The Purpose of Teaching Internships," Educational Administration and Supervision, 34:35-43, 1948.

[53] Clifford L. Bishop, "The Supervision of the Teacher Internship," Education Research Bulletin, 27:125-132, May, 1948.

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[54] Margaret L
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[55] William B.
Chicago: Rand McNal

[56] Ronald G. R
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Teaching, 1968), p. 2

Margaret Lindsey[54] and William Levenson,[55] in more recent studies, support the internship approach and include a plea for experiences as varied as the participants in the programs.

In describing a conceptual model of the internship, Ronald Rex issues the following definition of an internship as he would like to see it practiced:

> The internship should be an experience which provides face-to-face contact with the realities of practice. For teachers it should be a full-fledged decision-making, instructing, and strategy designing assignment which carries the full weight of professional function. There should be some avenue of resource, some source of assistance and counsel, to supplement the intern's limited experience and unpracticed judgement.[56]

In 1962, June Johnston surveyed some Southern colleges and universities to determine the extent to which professional laboratory experiences were being offered prospective teachers.

After surveying 50 institutions, she found:

1. Only 20% provided professional laboratory experiences as an integral part of the

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[54]Margaret Lindsey (ed.), Teacher Education-Future Directions (Washington, D.C.: Association of Teacher Educators, 1970), p. 11.

[55]William B. Levenson, The Spiral Pendulum (Chicago: Rand McNally and Company, 1968), pp. 72-75.

[56]Ronald G. Rex, "A Conceptual Model of Internships in Professional Training," Internships in Teacher Education (Washington, D.C.: The Association for Student Teaching, 1968), p. 21.

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[57] June S. Jo
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coursework throughout the entire college program.

2. Provision for post-student teaching experience was made in only 14% of the institutions.

3. Forty-four percent had no policy or formula for determining work loads of staff members supervising student teachers.[57]

In the next few years, the number of colleges and universities which utilized some clinical experience in their teacher preparation program grew, especially those which added the Master of Arts in Teaching.

In 1965, the United States Office of Education sponsored six regional seminars to evaluate MAT programs. Of the 24 programs studied, those responsible for compiling the results concluded a need for:

1. Improved communications between university and cooperating schools.

2. Specialized preparation of school supervisors of interns.

3. Greater acceptance of responsibility by schools for providing supervision of interns and financial support of teacher education programs.

4. Curriculum to achieve greater integration of theory and practice.

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[57] June S. Johnston, "Professional Laboratory Experiences Provided Elementary Education Majors in Southern Education Programs" (unpublished doctoral dissertation, The University of Tennessee, 1962), cited from Fredrick R. Cyphert and Ernest Spaights, An Analysis and Projection of Research in Teacher Education (Columbus, Ohio: Ohio State University Research Foundation, 1964), pp. 48-49.

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[59] E. Brooks
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[60] E. Brooks
Emerging Partnership

5. A comprehensive evaluation of the internship experience through a program of research.[58]

As the clinical experience has continued to expand, colleges and universities apparently have responded to some of the above cited needs. More colleges of education are cooperating with other agencies and organizations to achieve an improved training program. This trend is described by E. Brooks Smith and John Goodlad:

> The clinical experience in teacher education can be enormously strengthened through collaboration between universities and schools with support from state agencies and professional organizations. . . . A clinical approach to teaching should be a priority element in the continuing education of teachers, as well as in pre-service programs of student teaching and the internship.[59]

The partnerships which seem to be forming are those with the university and (1) state and regional agencies and organizations, (2) student teaching centers, and (3) affiliated schools and research and development centers.[60]

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[58] John B. Whitelaw, The Potentialities of the Paid Teaching Internship (Washington, D.C.: Office of Education, U.S. Department of Health, Education, and Welfare, October, 1965), p. 11.

[59] E. Brooks Smith and John I. Goodlad, "Promises and Pitfalls in the Trend Toward Collaboration," in E. Brooks Smith (ed.), et al., Partnership in Teacher Education (Washington, D.C.: The American Association of Colleges for Teacher Education, 1966), p. 19.

[60] E. Brooks Smith, "Description and Analyses of Emerging Partnerships," in E. Brooks Smith (ed.), et al.,

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[61] Keith Ache

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[62] Marvin A.

Intern Programs," In

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1968), pp. 171-188.

One such partnership which has been studied is that between universities and regional educational laboratories. In their examination of this collaboration, Acheson and Olivero[61] relate that some universities which find it necessary to alter existing programs of teacher education, are using the regional labs for pre-service activities rather than in-service, which is more common. They find that the major effect of this relationship on teacher training is in helping teachers in developing educational products, their installation and use. Less clear, they report, is the effect of teacher training efforts on university education departments.

In a summary of representative internship programs in 1966, Henry[62] briefly describes 13 programs, most of which would be considered cooperative efforts. Those representative programs existed in the following universities: University of California, Berkeley; University of California, Davis; Central Michigan

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Partnership in Teacher Education (Washington, D.C.: The American Association of Colleges for Teacher Education, 1966), p. 35.

[61]Keith Acheson and James L. Olivero, "Educational Laboratories and Teacher Education," Journal of Teacher Education, 21:325-334, Fall, 1970.

[62]Marvin A. Henry, "Summary of Representative Intern Programs," Internships in Teacher Education (Washington, D.C.: The Association for Student Teaching, 1968), pp. 171-188.

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[63] Ibid.

[64] Wallace C.

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University; Colorado State College; Dominican College of San Rafael; Indiana State University; Michigan State University; University of Oregon; Oregon College of Education; University of Southern California; Stanford; University of Wisconsin; and University of Wisconsin at Milwaukee.[63]

One year after Henry's summary of representative programs, Schloerke and Czajkowski[64] surveyed 733 teacher education institutions that were listed as members of the American Association of Colleges for Teacher Education and found that only 51 indicated that they offered internship programs. The following summary of findings from their survey probably represent the nature of the internship as a current clinical experience as well as any research to date. They found:

1. A majority of the internship programs (a) were found in state-supported institutions, (b) had been in operation for a period of three years, and (c) were post-baccalaureate or fifth year programs.

2. Criteria for admission to the internship program, in order of frequency of mention were (a) judgement of faculty members or intern program directors, (b) scholastic rank in major teaching field, and (c) character.

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[63] Ibid.

[64] Wallace C. Schloerke and Theodore Czajkowski, "Internship Survey--1967," Internships in Teacher Education (Washington, D.C.: The Association for Student Teaching, 1968), pp. 161-170.

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[65] Ibid., p.

3. Thirty-seven of forty-four respondents claimed that at least 90% of their internship graduates went directly into the teaching profession.

4. In order of frequency, secondary interns were found teaching in English, social studies, and the general area of science.

5. At the undergraduate level, the greater number of interns were preparing for elementary teaching, while graduate level internship programs tended to attract candidates interested in teaching at the secondary level.

6. The grade point average most frequently indicated as prerequisite for entrance into the internship program was 2.5 (C+).

7. Less than one-fourth of the responding institutions considered success in student teaching as a criterion for admission to the internship program.

8. The stipend for internship involvement ranged from $1200 to $6220, with an average of $3500 for the school year.

9. Most interns received at least 75% of the salary of a beginning teacher in their community. In 96% of the cases the intern's salary was paid by the local school system.

10. The length of the internship involvement varied, with slightly more than one-half of the interns (51%) teaching for two semesters.

11. Seventy-one percent of the responding institutions permitted the student to carry additional academic coursework during his internship tenure. The practice of granting college credit for internship teaching was nearly universal (94%).

12. A plurality of college supervisors had responsibilities for ten or more interns and visited each an average of from one to five times each semester.[65]

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[65] Ibid., p. 168.

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Three notable programs in teacher education which include clinical experiences are in existence at Michigan State University, the Elementary Intern Program (briefly described on page 29 of this study*), the Behavioral Science Teacher Education Program (briefly described in Chapter I, pages 4-5, this study), currently not fully operational, and the five-level program of the Mott Institute for Community Improvement.

The Mott Institute (Chapter I, page 5, this study), currently conducts a five-level experimental program for the supplemental training of teachers. Level I is an inner city school visitation and observation experience available to all Michigan State University education majors. Level II is the Urban Tutorial Program under study. Level III is a pre-student teaching experience for secondary students in a problem-centered, action-oriented setting. Level IV is a two-term training experience in the inner city. The first term, much like the Level II program, the student tutors and works as a teacher assistant in addition to taking the standard "methods" courses. The second term is actual student

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*A more detailed, developmental description may be found in Bernard Corman's and Ann C. Olmstead's book, The Internship in the Preparation of Elementary School Teachers (East Lansing: Michigan State University, 1964).

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teaching with participation in problem-centered seminars. Level V is an elementary intern program in which the student spends about one and two-thirds years working in an inner city school before completing his degree and certification requirements.[66]

Recent Research in Teacher and Student Teacher Attitudes

A review of the literature in the professional education of teachers finds many professional educators, lay critics and professional organizations who agree that teachers' attitudes toward children and the teaching role are critical determinants of success in the classroom. It is apropos, then, that the positions of authors and professional organizations in regard to teacher attitude be reviewed, as well as research conducted in the area of teachers' and future teachers' attitudes.

The American Association of Colleges for Teacher Education, in their publication, Teachers for the Real World, make the following representative statements concerning teachers' attitudes in relation to their training program:

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[66] Programs for Change in Education (Mott Institute for Community Improvement, College of Education, Michigan State University, 1969).

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> The theoretical preparation of the teacher should, all in all, reconstruct the teachers' attitudes so that they come to see the children, regardless of social origin, as having extended potential. To help bring this about, the teacher educator must have a rich supply of realistic descriptions and reproductions of actual situations as instructional material.
>
> Teachers' attitudes and their effects are too important to be left to accidents of human association. A definite plan for identifying personality problems and attitudes should be developed in every program of teacher education.[67]

Even more strongly stated, in the Times Educational Supplement, is that "Right attitudes are more important than right techniques. . . ."[68]

Many kinds of attitude measurement devices have been developed in an attempt to identify those attitudes and groups of attitudes that might distinguish the poor teacher from the better one. Much of the research conducted in the area of teacher attitudes use as a part of the instrumentation, the Minnesota Teacher Attitude Inventory (MTAI).

The research in teacher and student teacher attitudes seems to fit into one of three types of studies. They are usually studies using attitudes for prediction

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[67] Teachers for the Real World, op. cit., pp. 61, 92.

[68] "Teachers Need to Alter Their Attitudes," Times Educational Supplement, 2873:3, June, 1970.

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purposes, studies relating attitudes to other variables and those studies which investigate attitude changes as a function of some treatment.

Two studies, Gray[69] and Michaelis,[70] using attitude measurement for the purpose of prediction seem to have conflicting results at first glance. John Michaelis, in 1954, used the Minnesota Multiphasic Personality Inventory, the Minnesota Teacher Attitude Inventory and the Heston Personal Adjustment Inventory to predict success in student teaching. Using grades in student teaching as a measure of success, the statistical analysis yielded a correlation coefficient of .82. He concluded that these three measures could yield a fairly accurate prediction of success in student teaching.

Maxine Gray, in 1956, found no prediction correlation between the Minnesota Teacher Attitude Inventory and any other instrument and concluded that no one method is adequate for use in prediction. She suggests, however,

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[69]Maxine Gray, "The Use of the Minnesota Teacher Attitude Inventory in Selection, Counseling and Placement of Student Teachers" (unpublished doctoral dissertation, Wayne University, 1956), cited from Frederick R. Cyphert and Ernest Spaights, An Analysis and Projection of Research in Teacher Education (Columbus, Ohio: Ohio State University Research Foundation, 1964), pp. 70-71.

[70]John V. Michaelis, The Prediction of Success in Student Teaching from Personality and Attitude Inventories (Berkeley: University of California Press, 1954).

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[74] Melvin L.

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[75] Mary Wann

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[76] Harold A.

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that multiple measurements may be a more valid approach to prediction.

Representative research relating teacher attitude to other variables include studies by Stafford,[71] Riccio and Peters,[72] Emans,[73] Silberman,[74] Wannamaker and Tennyson,[75] and Henrikson.[76]

Kenneth Stafford compared the Minnesota Teacher Attitude Inventory scores of two groups, Negro and white, which were controlled for (1) college level and major field, (2) participating in the same program, (3) desire

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[71]Kenneth R. Stafford, "The Minnesota Teacher Attitude Inventory Scores of Negro and White Fifth Year Students in the Arkansas Experiment in Teacher Education," Journal of Educational Research, 51:633-634, April, 1958.

[72]Anthony Riccio and Herman J. Peters, "The Study of Values and the Minnesota Teacher Attitude Inventory," Educational Research Bulletin, 39:101-103, March, 1960.

[73]Robert Emans, "Teacher Attitudes as a Function of Values," Journal of Educational Research, 62:459-463, June, 1969.

[74]Melvin L. Silberman, "Behavioral Expression of Teachers' Attitudes Toward Elementary School Students," Journal of Educational Psychology, 60:402-407, October, 1969.

[75]Mary Wannamaker and W. Wesley Tennyson, "The Value Orientation of Beginning Elementary Teacher Education Students," Journal of Teacher Education, 21:544-550, Winter, 1970.

[76]Harold A. Henrikson, "Role of Teacher Attitude in Educating the Disadvantaged Child," Educational Leadership, 28:425-429, January, 1971.

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to become teachers, (4) age, (5) sex, and (6) attending college in Arkansas. He found the mean scores of the Negro group to be 11.27 and the mean scores of the white group to be 48.77. No statistical test was reported.

Anthony Riccio and Herman Peters conducted research to ascertain the relationship of values to scores on the Minnesota Teacher Attitude Inventory. Only two areas, "aesthetic" and "political," on the value scale were found to be correlated with the MTAI. Correlation of these two areas was significant at the .01 level of confidence.

Robert Emans also studied the relationship of teachers' attitudes to values. Using a different approach than Riccio and Peters, Emans found that conflicting values of teachers were related to the lack of acceptance of the school's curriculum.

Melvin Silberman, in his study of the expression of teachers' attitudes toward children, states three primary findings:

1. Teachers' attitudes are generally revealed in their actions, in spite of many forces operating to contain their expression.

2. Different attitudes are translated in different ways.

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[78] Robert Ro

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3. Students who receive transmissions are aware of most behavioral expressions of their teacher's attitudes.[77]

Mary Wannamaker and W. Wesley Tennyson used the Differential Values Inventory and found that elementary education students were more emergent than traditional. They suggest that for obtaining better evidence in regard to students' value orientation, the Minnesota Teacher Attitude Inventory would be useful.

Harold Henrikson, using a pre-test--post-test, experimental vs control design, demonstrated a positive 17.1 point difference in achievement scores between groups. In comparing the two groups of kindergarten children, using teacher attitude as the independent variable, Henrikson concluded that his study supported the self-fulfilling prophecy studied by Rosenthal and Jacobson.[78]

The following studies are recent representative research efforts which examine the gain or loss in the measurement of attitude as a function of some type of treatment.

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[77] Silberman, op. cit., p. 406.

[78] Robert Rosenthal and Lenore Jacobson, Pygmalion in Classroom: Teacher Expectation and Pupils' Intellectual Development (New York: Holt, Rinehart and Winston, 1968).

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Rogers,[79] using an intensive teacher training program as his independent variable, found that after the six week treatment, the post-test scores on the Minnesota Teacher Attitude Inventory were higher with a statistical significance greater than .001. He concluded that the Intensive Teacher Training Program appeared reasonably successful in its attempt to build desirable attitudes in teacher candidates.

Harriett Darron[80] researched the extent to which an experience in a laboratory school changed the attitudes of prospective teachers. Using the Minnesota Teacher Attitude Inventory in a pre-test, mid-test and post-test design, she found no statistically significant differences in the scores.

Robert Asmon,[81] in attempting to ascertain changes in attitude as a function of student teaching, by using a

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[79]Vincent Rogers and James A. Smith, "Professional Attitudes of Students in an Intensive Teacher-Training Program," Elementary School Journal, 57:100-101, November, 1956.

[80]Harriett Driskall Darron, "The Effects of a Participation Program on the Attitudes of Prospective Teachers at Indiana State Teachers College," The Teachers College Journal, 31:18-21, 1959.

[81]Robert Vance Asmon, "Associative Factors in Changes in Student Teachers' Attitudes During Student Teaching" (unpublished doctoral dissertation, Indiana University, 1959), cited from Frederick R. Cyphert and Ernest Spaights, An Analysis and Projection of Research

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Dan Cox[82] conducted a study to find whether students who participated in a laboratory experience during a pre-service course developed better attitudes than students taking the course only. Using the Minnesota Teacher Attitude Inventory on a pre-test, post-test basis, he found both groups' score higher at a statistically significant level but no difference was found between groups. The change, he concluded, would have to be attributed to the course instruction rather than to the field experience.

Wilbur Dutton,[83] relating attitude and anxiety to the student teaching experience using the Minnesota Teacher Attitude Inventory as the attitude instrument, concluded: (1) there was no difference in changes between anxious and non-anxious students, (2) both anxious and non-anxious groups had regressive scores, and (3) the

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in Teacher Education (Columbus, Ohio: Ohio State University Research Foundation, 1964), p. 62.

[82]Dan Cox, "An Objective and Empirical Study of the Factors of Laboratory Experience in a Professional Education Course Prior to Student Teaching," Journal of Experimental Education, 29:89-94, September, 1960.

[83]Wilbur H. Dutton, "Attitude Change of Elementary School Student Teachers and Anxiety," Journal of Educational Research, 55:380-382, May, 1962.

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control group not taking student teaching maintained high positive scores.

George Pinkney,[84] in his study of the effects of an introductory educational psychology course on the attitudes of students during student teaching, found that those who took the course had statistically significant higher scores on a test of behavior traits than those who were student teaching only.

Corrigan and Griswold,[85] using an 80 item inventory which they designed, tested student teachers and found: (1) a high positive change with certain college supervisors, and less positive or negative change with others, (2) a high positive change for student teachers in lower grades and less for those working in upper grades, (3) high positive change with one student teaching assignment and less for students with two or more placements, and (4) less positive changes in students whose undergraduate majors were psychology or sociology than those in other fields.

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[84] George A. Pinkney, "Changes in Student Teachers' Attitudes Toward Childhood Behavior Problems," Journal of Educational Psychology, 53:275-278, December, 1962.

[85] Dean Corrigan and Kenneth Griswold, "Attitude Changes of Student Teachers," Journal of Educational Research, 57:93-95, October, 1963.

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Elmer Jacobs,[86] using the Valenti-Nelson Survey of Teaching Practices, found that significant changes took place both during the initial professional education course and student teaching.

Herbert Walberg, et al.,[87] compared the attitudes of 77 education majors engaged in tutoring to the attitudes of 64 practice teachers. After the experience, the tutors scored lower on the variables of neat, stable, good, controlling and authoritarian and higher on the variable of pupil-centered. The practice teachers scored higher on the variables of expressive, narcissistic, controlling and puritanical. The tutors became less controlling and authoritarian and more pupil-centered.

Lusty and Wood,[88] through a self-prepared questionnaire, found few significant changes had occurred in attitude as a function of an NDEA Institute. They remark, however, that "The very fact that attitudes can

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[86]Elmer B. Jacobs, "Attitude Changes in Teacher Education: An Inquiry into the Role of Attitudes in Changing Teachers' Behavior," Journal of Teacher Education, 19:410-415, Winter, 1968.

[87]Herbert J. Walberg, et al., "Effects of Tutoring and Practice Teaching on Self-Concept and Attitudes in Education Students," Journal of Teacher Education, 19:283-291, Fall, 1968.

[88]Beverly L. Lusty and Barbara Sundene Wood, "Effects of an NDEA Institute Upon Attitudes of Inner City Elementary Teachers," The Speech Teacher, 18:217-222, September, 1969.

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[89] Ibid., p

be influenced in eight weeks should be of interest to teacher trainers."[89]

Summary

Since education's public beginning in 1806, the preparation of teachers, while not a concern of the general public, has been a continued concern of the educational public. Study of the historical literature seems to indicate that teacher education has improved from 1839 in the first public normal school, through the establishment of the teachers college in 1908, to the present.

The conflict of opposing philosophies in teacher education has existed since that first normal school opened its doors. The launching of Sputnik in 1957 touched off severe criticism of teacher educators in America. Two national conferences, the Bowling Green Conference, 1958 and the Kansas Conference in 1959, were called in an attempt to bring the opposing parties together toward a better solution to the education of teachers. The unanimous feeling of both conferences was that the teacher was the crucial ingredient in the education of children and that more clinical experience in training would help them become more competent.

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[89] *Ibid.*, p. 221.

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Although clinical experiences were not invented after Sputnik, the growth of those experiences as integral parts of teacher education programs was most rapid during the last decade. The most common type of clinical experience adopted by colleges and universities, in addition to student teaching, was the fifth year internship and in most cases resulted in the awarding of the Master of Arts in Teaching.

Michigan State University's teacher education programs have appeared in almost all national research in teacher education. This university was part of the "Breakthrough" effort of 1958, began its Elementary Intern Program in 1959, opened its doors to the Mott Institute for Community Improvement in 1965 and submitted to the federal government the Behavioral Science Teacher Education Program in 1967.

Research in internships as a pertinent clinical experience in teacher preparation (although many studies possess no supporting data), indicates that this type of experience is valuable, should be continued and even expanded to offer a more varied clinical background to the prospective teacher.

Research in teacher attitudes shows those attitudes to have a direct effect on pupil behavior and that positive attitudes are critical to effective teaching.

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he research also indicates that these attitudes can be hanged as a result of training. Most research recommends hat since attitudes toward children can be altered, eacher preparation programs should embark upon a purpose-ul endeavor to change those attitudes of future teachers n a positive direction and not to leave the development f attitudes to chance.

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CHAPTER III

THE DESIGN AND PROCEDURES

Introduction

The purpose of this chapter is to describe e research design, methodology and procedures used to nduct this study. Included in this chapter is the entification and description of the samples, statements the hypotheses and related research questions, a dis- ssion of the instruments used, and a description of the nds of data collected, the sources of those data and the thods of securing the data. Finally, an explanation is ven of the methods of analyses used.

Statement of Hypotheses and Related Research Questions

To ascertain whether Education 482, the Urban orial Program has any effect upon the attitudes of its ticipants, it was necessary to consider these two stions: "Do participants' attitudes toward children the teaching role change, either positively or atively, as a result of the experience?" and "If ticipants' attitudes toward children and the teaching

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le change, either positively or negatively, as a result the experience, is that change maintained over time?"

Two major directional hypotheses were developed an attempt to answer the above questions. These otheses are:

Hypothesis I

Upon completion of Education 482, the Urban orial Program, the participants will score signifi- tly higher in their attitudes toward children and the ching role than they did prior to the experience, as sured by the Minnesota Teacher Attitude Inventory.

Hypothesis II

Participants of Education 482, the Urban Tutorial gram, will score significantly lower in their attitudes ard children and the teaching role one year following completion of the course, as measured by the Minnesota her Attitude Inventory.

In order to determine whether or not there exists ange in attitude, either positive or negative, in the rimental sample as a whole, several research questions developed to ascertain any changes in attitude of groups within the experimental sample.

Certain demographic data were collected on each ne participants in the experimental sample and were to categorize the sub-groups. These groups were

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entified by participants' sex, college class, field of jor study, the number of siblings with whom they were ised, related experiences with younger children prior the Education 482 experience, professional education rsework completed, and ethnic origin.

These related research questions are:

Research Question 1

Is there a significant relationship between ticipants' sex and the pre-test scores on the MTAI?

Research Question 1A

Is there a significant relationship between icipants' sex and the difference between the pre-test the post-test scores on the MTAI?

Research Question 2

Is there a significant relationship between icipants' college class and the pre-test scores on MTAI?

Research Question 2A

Is there a significant relationship between icipants' college class and the difference between pre-test and the post-test scores on the MTAI?

Research Question 3

Is there a significant relationship between cipants' major field of study and the pre-test scores e MTAI?

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Research Question 3A

Is there a significant relationship between participants' major field of study and the difference between the pre-test and post-test scores on the MTAI?

Research Question 4

Is there a significant relationship between the number of siblings with whom participants were raised and the pre-test scores on the MTAI?

Research Question 4A

Is there a significant relationship between the number of siblings with whom participants were raised and the difference between the pre-test and post-test scores on the MTAI?

Research Question 5

Is there a significant relationship between participants' prior experiences with younger children and the pre-test scores on the MTAI?

Research Question 5A

Is there a significant relationship between participants' prior experiences with younger children and the difference between the pre-test and post-test scores on the MTAI?

Research Question 6

Is there a significant relationship between participants' previous professional education coursework and the pre-test scores on the MTAI?

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Research Question 6A

Is there a significant relationship between participants' previous professional education coursework and the difference between the pre-test and post-test scores on the MTAI?

Research Question 7

Is there a significant relationship between participants' ethnic origin and the pre-test scores on the MTAI?

Research Question 7A

Is there a significant relationship between participants' ethnic origin and the difference between the pre-test and post-test scores on the MTAI?

Selection of the Samples

Previous records of the Mott Institute for Community Improvement indicate that approximately 100 Michigan State University students enroll for Education 482 each quarter. From the initiation of the course in 1968, to the time of this study, Education 482 has been offered for 9 quarters, involving about 800 students.

Two samples were selected for this study. The first sample, referred to in this study as the experimental sample, is composed of 66 Michigan State University students who enrolled for Education 482 in the spring

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quarter, 1971. This number does not include those students participating in the urban tutorial experience as an independent study, nor does it include those students on whom incomplete data were collected due to illness, course withdrawal or late admission to the program.

The second sample, referred to as the longitudinal sample, was composed of 35 Michigan State University students who participated in Education 482 in the spring quarter of the 1969-70 academic year and could be located and administered the instruments used in this study.

Both the experimental sample and the longitudinal sample participated in Education 482 under the same professor using the same course format.

Instrumentation

Personal Data Sheets

The collection of demographic data from which the sub-groups were identified, was secured from the Personal Data Sheet (Appendix A). This data sheet was administered to both the experimental sample and the longitudinal sample.

Minnesota Teacher Attitude Inventory

As a measure of participants' attitudes toward children and the teaching role, the Minnesota Teacher

Attitude Inventory, Form A (Appendix B), was used. This inventory is composed of 150 items to which the subject must respond "strongly agree," "agree," "uncertain," "disagree," or "strongly disagree." Describing the MTAI, its creation and its uses, the authors state:

> Investigations carried on by the authors over the past ten years indicate that the attitudes of teachers toward children and school work can be measured with high reliability, and that they are significantly correlated with the teacher-pupil relations found in the teachers' classrooms. The Minnesota Teacher Attitude Inventory has emerged from these researches. It is designed to measure those attitudes of a teacher which predict how well he will get along with pupils in interpersonal relationships, and indirectly how well satisfied he will be with teaching as a vocation. The most direct use to which the MTAI can be put is in the selection of students for teacher preparation and the selection of teachers for teaching positions. A parallel use is in counseling students about a vocational choice. These two uses stem directly from research evidence available at present. Logically, the use of the Inventory may possibly be extended to other areas, such as measuring the effectiveness of a teacher-education program or measuring the ability to work with youth groups.[1]

As the authors of the MTAI developed the rationale of the inventory, they admit that it inherently reflects to some extent their personal educational philosophy. They caution users of the instrument to determine whether that philosophy is congruent with that they hold for themselves.

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[1]Walter W. Cook, Carroll H. Leeds and Robert Callis, Minnesota Teacher Attitude Inventory, Manual, (New York: The Psychological Corporation), p. 3.

Pertinent to this study is that part of the authors' rationale that describes the characteristics of teachers. About those teachers who score high on the MTAI, they say:

> It is assumed that a teacher ranking at the high end of the scale should be able to maintain a state of harmonious relations with his pupils characterized by mutual affection and sympathetic understanding. The pupils should like the teacher and enjoy school work. The teacher should like the children and enjoy teaching. Situations requiring disciplinary action should rarely occur. The teacher and pupils should work together in a social atmosphere of cooperative endeavor, of intense interest in the work of the day, and with a feeling of security growing from a permissive atmosphere of freedom to think, act and speak one's mind with mutual respect for the feelings, rights and abilities of others. Inadequacies and shortcomings in both teacher and pupils should be admitted frankly as something to overcome, not ridiculed. Abilities and strengths should be recognized and used to the utmost for the benefit of the group. A sense of proportion involving humor, justice and honesty is essential. Group solidarity resulting from common goals, common understandings, common efforts, common difficulties, and common achievements should characterize the class.[2]

Regarding those who score low on the scale, the authors write:

> At the other extreme of the scale is the teacher who attempts to dominate the classroom. He may be successful and rule with an iron hand, creating an atmosphere of tension, fear and submission; or he may be unsuccessful and become nervous, fearful and distraught in a classroom characterized by frustration, restlessness, inattention, lack of respect, and numerous disciplinary problems. In either case, both teacher and pupils dislike school work; there

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[2] Ibid.

is a feeling of mutual distrust and hostility. Both teacher and pupils attempt to hide their inadequacies from each other. Ridicule, sarcasm and sharp-tempered remarks are common. The teacher tends to think in terms of his status, the correctness of the position he takes on classroom matters, and the subject matter to be covered rather than in terms of what the pupil needs, feels, knows, and can do.[3]

This instrument has been normed for the following student groups: high school seniors; university freshmen; university juniors majoring in early childhood education, elementary education and secondary education; graduating seniors majoring in early childhood education, elementary education and secondary education; and graduate students in education. Norms have also been established for the following categories of teachers; rural teachers, elementary teachers with two years' training, elementary teachers with four years' training, secondary teachers with four years' training and secondary teachers with five years' training.

Teacher Competency Inventory

The Teacher Competency Inventory (Appendix C), was developed by listing various teacher competencies taken from the "Tri-U Teaching Competency Model"[4] and asking the

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[3] Ibid.

[4] Ambrose A. Clegg, Jr. and Anna S. Ochoa, "What oes Today's Teacher Need to Know and to Do?" Educational eadership, 27:568-72, March, 1970.

respondents to indicate the extent to which each of their professional education courses helped them develop each teaching competency.

Part B of the Teacher Competency Inventory requires the subject to rate Education 482 on a four point scale on the extent to which the course helped him internalize the educational concepts presented in education courses he had taken subsequent to the Urban Tutorial Program.

Part C requests each respondent to comment on the experience in such a manner as to contribute to the evaluation of the Urban Tutorial Program.

Since the modal participant in Education 482 is a college junior and takes the bulk of his professional education courses as a senior, the Teacher Competency Inventory was administered to the longitudinal sample only. This is the sample in which the greatest number had completed the required education courses.

Statement of Procedures

Prior to the commencement of Education 482, the Urban Tutorial Program for the spring quarter, 1971, the experimental sample was assembled and administered the Personal Data Sheet and the pre-test of the Minnesota Teacher Attitude Inventory. The demographic data

necessary to subdivide the experimental sample was retrieved from the Personal Data Sheet.

Near the end of the quarter, a letter of transmittal was sent to each of the longitudinal sample, for which a local address could be secured, asking for their cooperation in this evaluation. At their assembly, administration of the Personal Data Sheet, the MTAI and the Teacher Competency Inventory was performed.

At the termination of the spring quarter, the experimental sample was administered the post-test of the MTAI at their final meeting.

Methods of Analyses of Data

The first analysis made was that of testing the null hypothesis of no difference between the mean of the experimental sample's pre-test scores (X_1), and the mean of the experimental sample's post-test scores (X_2) on the MTAI. For this analysis, the "t" was used as a test statistic in the following manner:

$$t = \frac{X_1 - X_2}{\sqrt{\frac{S_1^2}{N_1} + \frac{S_2^2}{N_2}}}$$ [5]

[5] George H. Weinberg and John A. Schumaker, Statistics: An Intuitive Approach (Belmont, California: Wadsworth Publishing Company, Inc., 1966), p. 203.

The alpha (α), level of statistical significance was selected as .05 for the "t" test.

A second analysis of the experimental sample's pre-test scores (X), and post-test scores (Y), was that of testing for correlation. The Pearson product-moment formula was used to determine the correlation coefficient (r), at the alpha level of .05 as follows:[6]

$$r = \frac{N\Sigma XY - (\Sigma X)\ (\Sigma Y)}{\sqrt{N\Sigma X^2 - (\Sigma X)^2}\ \sqrt{N\Sigma Y^2 - (\Sigma Y)^2}}$$

In addition to a quantitative statement of correlation coefficient (r), a scatter diagram of the pre-test and post-test scores will be presented in Chapter IV to display graphically the degree of correlation between the two measures.

The demographic data collected on each participant in both samples and their pre-test, post-test and the ± difference scores, were coded and then punched on IBM data processing cards.* These cards were then processed by the Michigan State University CDC 3600 Computer which used the UNEQ1 program and performed a one-way analysis

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[6] Ibid., p. 264.

*It should be noted that a constant factor of 100 was added to each raw score from the MTAI to remove all negative scores.

of variance to establish the significance of difference between the means of each of the sub-group's scores on the pre-test of the MTAI.

This analysis was also performed to establish the significance of difference between the means of each of the sub-group's difference scores (post-test--pre-test), and to establish the significance of difference between the mean of the experimental sample's post-test scores and the mean of the longitudinal sample's post-test scores.

The final analysis of data was that of establishing a frequency distribution of the responses to the Teacher Competency Inventory by the longitudinal sample. This distribution will be displayed graphically as well as by the quantitative statement of variance.

Summary

The student participants in Education 482, the Urban Tutorial Program in the spring quarter 1970, and those students who participated in the program the spring quarter 1971, constitute the longitudinal and the experimental samples respectively. Both samples were administered the Personal Data Sheet and the Minnesota Teacher Attitude Inventory and the longitudinal sample only was also administered the Teacher Competency Inventory.

As a consequence of the statistical analyses of the data collected from these instruments, each hypothesis will be tested and each related research question will be analyzed in Chapters IV and V.

The data will be graphically and quantitatively presented so that the reader may more easily conceptualize the analyses being presented.

CHAPTER IV

PRESENTATION AND ANALYSES OF DATA

Introduction

The major purpose of this study is twofold: (1) to determine whether any significant change in attitude toward children and the teaching role occurs on the part of the participants of Education 482, the Urban Tutorial Program as a function of that experience, and (2) to determine whether any change in attitude as a result of that experience is endured over time.

To implement this study, two groups were selected: the experimental sample--those students who participated in Education 482 the spring quarter, 1971, and the longitudinal sample--those students who participated in Education 482 the spring quarter, 1970.

MTAI Pre-Test Data and Analyses

Preceding the first hypothesis relating to the analysis of pre-test and post-test scores, are several research questions which require an investigation of the pre-test scores. These questions were formulated to

ascertain any significant relationship between the pre-test scores on the MTAI and certain independent variables derived from the demographic data secured from the experimental sample. Any sub-group, identified by a certain independent variable, which might score significantly higher or lower on the pre-test, will be given appropriate consideration in the pre-test--post-test analysis.

The first research question relates to the sex of the experimental sample as the independent variable. It reads:

RQ 1 Is there a significant relationship between participants' sex and the pre-test scores on the MTAI?

As seen in Table 4.1, the mean score of the female participants was higher than that of the males. The analysis of variance indicates the significance probability to be 0.170, which exceeds the established alpha level of 0.05. It may be said, then, that there is no significant relationship between the mean pre-test scores on the MTAI and the independent variable of sex.

The second research question established the college class of the participants as the independent variable. This question reads:

RQ 2 Is there a significant relationship between participants' college class and the pre-test scores on the MTAI?

TABLE 4.1.--Results of a One-Way Analysis of Variance Between the Pre-Test Scores of Male and Female Participants, on the Minnesota Teacher Attitude Inventory

	Category Statistics			Analysis of Variance Table		
Group*	N	Mean	S.D.	DF	"F" Statistic	Significance Probability
(1)	13	129.154	43.176	1/65	1.930	0.170
(2)	53	144.585	33.980			

*Groups are: (1) Males, and (2) Females.

The following data (Table 4.2), indicate a higher mean score for each sub-group as the classes are ranked from Freshmen to Graduates. The analysis of variance table indicates a significance probability of 0.001, which falls within the established significance level. It seems, then, that there exists a significant relationship between the pre-test scores on the MTAI and the independent variable of college class. (It should be noted, however, that the single graduate score within the experimental sample does not yield a necessarily reliable estimate of graduate scores.)

The third research question places the field of major study as the independent variable. It reads:

TABLE 4.2.--Results of a One-Way Analysis of Variance Between the Pre-Test Scores of Participants of Different College Classes, on the Minnesota Teacher Attitude Inventory

	Category Statistics			Analysis of Variance Table		
Group*	N	Mean	S.D.	DF	"F" Statistic	Significance Probability
(1)	14	115.286	33.529			
(2)	14	132.143	34.225			
(3)	25	147.520	33.432	4/65	5.122	0.001
(4)	12	167.500	25.018			
(5)	1	180.000	0.000			

*Groups are: (1) Freshmen, (2) Sophomores, (3) Juniors, (4) Seniors, and (5) Graduates.

RQ 3 Is there a significant relationship between participants' field of major study and the pre-test scores on the MTAI?

The data in Table 4.3 reveal that participants with fields of major study outside the college of education have a mean score of 138.500, while those participants with a major in Elementary Education and Secondary Education have mean scores of 141.850 and 145.200 respectively. The analysis of variance table shows a significance probability of 0.899, which does not meet the criteria for significance established for this study.

It may be stated, then, that there is no significant relationship between the pre-test scores on the MTAI and the independent variable of fields of major study.

TABLE 4.3.--Results of a One-Way Analysis of Variance Between the Pre-Test Scores of Participants With Different Fields of Major Study, on the Minnesota Teacher Attitude Inventory

	Category Statistics			Analysis of Variance Table		
Group*	N	Mean	S.D.	DF	"F" Statistic	Significance Probability
(1)	40	141.850	37.262			
(2)	10	145.200	30.422	2/65	0.106	0.899
(3)	16	138.500	38.412			

*Groups are: (1) Elementary Education, (2) Secondary Education, and (3) Other.

The next research question to be answered places the number of siblings with whom each participant was raised as the independent variable. The question reads:

RQ 4 Is there a significant relationship between the number of siblings with whom participants were raised and the pre-test scores on the MTAI?

Although considerable difference is shown in Table 4.4 between the mean score of the two sub-groups, the standard deviation remains about the same. The analysis of variance table, therefore, indicates a

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It may be stated, then, that there is no significant relationship between the pre-test scores on the MTAI and the independent variable of fields of major study.

TABLE 4.3.--Results of a One-Way Analysis of Variance Between the Pre-Test Scores of Participants With Different Fields of Major Study, on the Minnesota Teacher Attitude Inventory

	Category Statistics			Analysis of Variance Table		
Group*	N	Mean	S.D.	DF	"F" Statistic	Significance Probability
(1)	40	141.850	37.262			
(2)	10	145.200	30.422	2/65	0.106	0.899
(3)	16	138.500	38.412			

*Groups are: (1) Elementary Education, (2) Secondary Education, and (3) Other.

The next research question to be answered places the number of siblings with whom each participant was raised as the independent variable. The question reads:

RQ 4 Is there a significant relationship between the number of siblings with whom participants were raised and the pre-test scores on the MTAI?

Although considerable difference is shown in Table 4.4 between the mean score of the two sub-groups, the standard deviation remains about the same. The analysis of variance table, therefore, indicates a

significance probability of 0.159, which exceeds the established limits of significance. There seems to be no significant relationship between the pre-test scores on the MTAI and the independent variable of the number of siblings with whom each participant was raised.

TABLE 4.4.--Results of a One-Way Analysis of Variance Between the Pre-Test Scores of Participants Raised With a Different Number of Siblings, on the Minnesota Teacher Attitude Inventory

	Category Statistics			Analysis of Variance Table		
Group*	N	Mean	S.D.	DF	"F" Statistic	Significance Probability
(1)	14	143.214	35.967	1/65	1.499	0.159
(2)	52	117.600	33.135			

*Groups are: (1) Raised With One or No Siblings, and (2) Raised With Two or More Siblings.

The fifth research question establishes the degree of prior experience with children as the independent variable. It asks:

RQ 5 Is there a significant relationship between participants' prior experiences with children and the pre-test scores on the MTAI?

Examination of the data in Table 4.5 indicates that there is little difference in the mean score of the two sub-groups. This small difference yields a consequent

significance probability of 0.824, which is beyond the limit of 0.05. There appears to be no significant relationship between the mean pre-test scores on the MTAI and the independent variable of prior experiences with younger children.

TABLE 4.5.--Results of a One-Way Analysis of Variance Between the Pre-Test Scores of Participants With Different Degrees of Prior Experience, on the Minnesota Teacher Attitude Inventory

	Category Statistics			Analysis of Variance Table		
Group*	N	Mean	S.D.	DF	"F" Statistic	Significance Probability
(1)	37	142.432	37.370	1/65	0.049	0.824
(2)	29	140.414	35.130			

*Groups are: (1) Prior Experience With Younger Children, and (2) No Prior Experience With Younger Children.

The next research question places as the independent variable, the degree of previous professional education coursework completed. This question reads:

RQ 6 Is there a significant relationship between participants' previous professional education coursework and the pre-test scores on the MTAI?

The data in Table 4.6 reveal a great difference in mean score and standard deviation between the two

sub-groups. The analysis of variance table shows a significance probability of 0.002, which is well within the limits of the established significance level. There seems to be a significant relationship between the mean pre-test scores on the MTAI and the degree of previous professional education coursework completed.

TABLE 4.6.--Results of a One-Way Analysis of Variance Between the Pre-Test Scores of Participants With Different Degrees of Previous Professional Education Coursework, on the Minnesota Teacher Attitude Inventory

	Category Statistics			Analysis of Variance Table		
Group*	N	Mean	S.D.	DF	"F" Statistic	Significance Probability
(1)	13	133.250	35.537	1/65	10.649	0.002
(2)	18	163.667	28.109			

*Groups are: (1) Taken at Least an Introductory Course in Professional Education, and (2) Taken More Than One Professional Education Course.

The final research question related to pre-test scores on the MTAI, places the ethnic origin of the participants as the independent variable. This question asks:

RQ 7 Is there a significant relationship between participants' ethnic origin and the pre-test scores on the MTAI?

The data displayed in Table 4.7 indicate a difference in the mean score among the three sub-groups. The analysis of variance table shows this difference to have a significance probability of 0.001, which is within the bounds of the established alpha level. There seems to be, then, a significant relationship between the mean pre-test scores on the MTAI and the ethnic origin of the participants.

TABLE 4.7.--Results of a One-Way Analysis of Variance Between the Pre-Test Scores of Participants of Different Ethnic Origin, on the Minnesota Teacher Attitude Inventory

	Category Statistics			Analysis of Variance Table		
Group*	N	Mean	S.D.	DF	"F" Statistic	Significance Probability
(1)	46	152.174	33.412			
(2)	17	116.176	29.254	2/65	8.029	0.001
(3)	3	122.333	43.155			

*Groups are: (1) White, (2) Black, and (3) Brown.

MTAI Pre-Test--Post-Test Data and Analyses

The first of the two primary hypotheses was related to the gain or loss in score on the MTAI as

measured by a pre-test and post-test design. The null form of this hypothesis reads:

H_o 1 Upon completion of Education 482, the Urban Tutorial Program, the participants will not score significantly higher in their attitudes toward children and the teaching role than they did prior to the experience, as measured by the Minnesota Teacher Attitude Inventory.

Examination of Table 4.8 reveals a difference between the pre-test and post-test scores of +9.728 raw score points. The "t" test table, however, shows the significance probability to be 0.114, beyond the limit of 0.05. The null hypothesis, then, was not rejected.

TABLE 4.8.--Results of the "t" Test Between the Pre-Test and Post-Test Scores of the Experimental Sample, on the Minnesota Teacher Attitude Inventory

	Category Statistics			"t" Test Table		
Variable	N	Mean	S.D.	DF	"t" Statistic	Significance Probability
Pre-Test	66	141.545	36.140	1/66	1.589	0.114
Post-Test	66	151.273	34.142			

Although the pre-test--post-test gain was not found to be significant when tested statistically, a very high correlation between the two sets of scores was discovered.

As graphically displayed in Figure 4.1, in a scatter diagram of the scores, 70 percent of the participants' scores increased by the termination of the Education 482 experience, 9 percent remained static and 21 percent showed a loss in score on the MTAI.

Figure 4.1 clearly shows the high correlation of the pre-test and post-test scores as they cluster close to the line of perfect, positive correlation (+1.0). The scores that are graphed below this line are the experimental sample's scores which increased from pre-testing to post-testing. Those scores above the line decreased and those graphed on the line remained static.

The computed correlation coefficient (r), using the Pearson product-moment formula, was found to be 0.873. This relatively high correlation indicates that individual scores remained approximately in the same relative position in the post-test administration as they did in the pre-test set, and that a general increase in score was not a random phenomenon.

Similar to those research questions related to the pre-test scores on the MTAI, are several research questions which deal with the gained scores of the experimental sample. These questions were again formulated by using the collected demographic data to establish the independent variables.

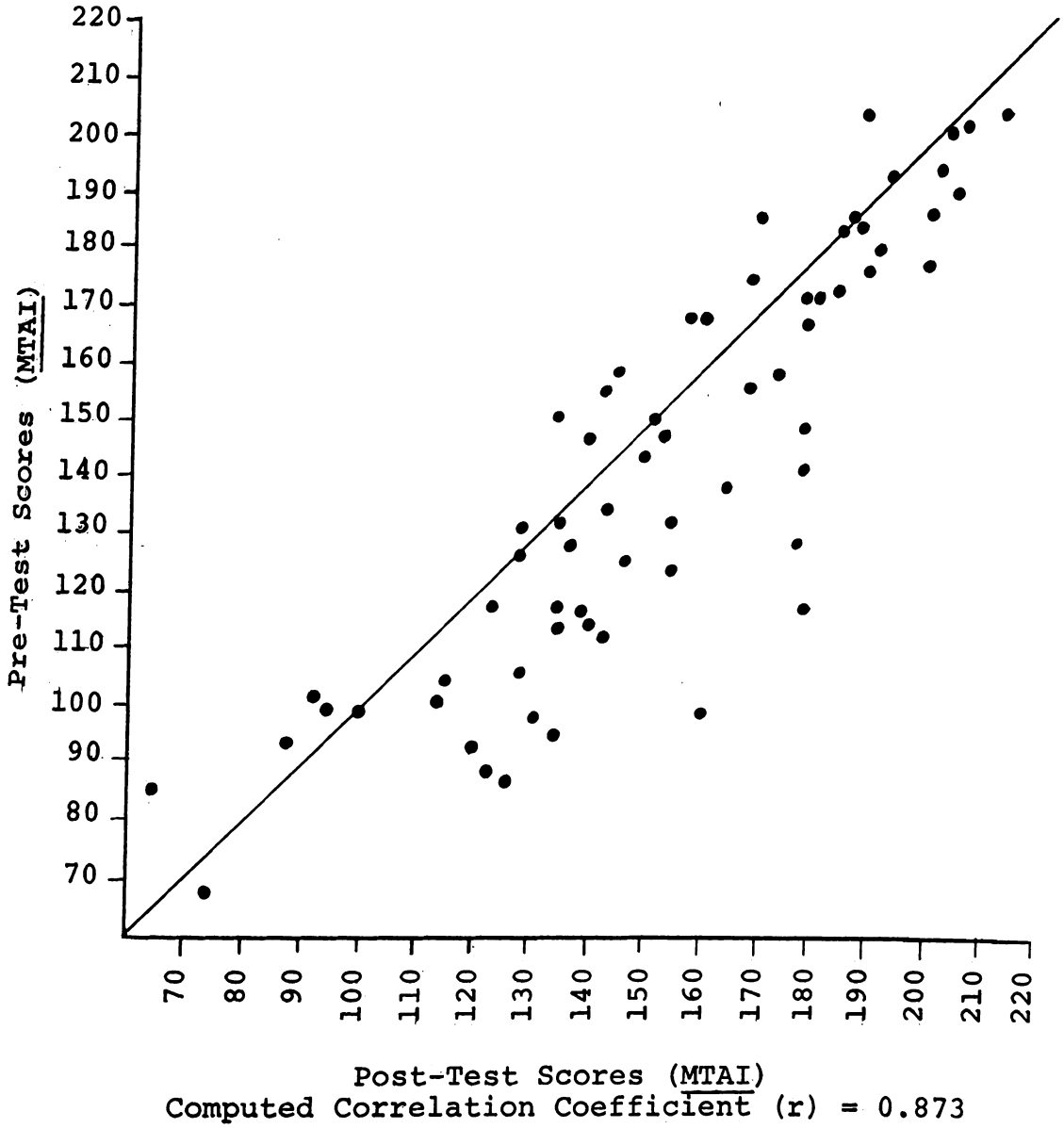

FIGURE 4.1.--Scatter Diagram of Pre-Test and Post-Test Scores on the Minnesota Teacher Attitude Inventory

The first of these research questions places the sex of the experimental sample as the independent variable. It reads:

RQ 1A Is there a significant relationship between participants' sex and the difference between the pre-test and post-test scores on the MTAI?

Table 4.9 reveals that difference in gained score between the two sub-groups is small. The analysis of variance table shows the significance probability to be 0.436, too great for the 0.05 level of significance. There seems to be, then, no significant relationship between the gained scores on the MTAI and the independent variable of sex.

TABLE 4.9.--Results of a One-Way Analysis of Variance Between the Pre-Test and Post-Test Scores of Male and Female Participants, on the Minnesota Teacher Attitude Inventory

	Category Statistics			Analysis of Variance Table		
Group*	N	Mean Difference	S.D.	DF	"F" Statistic	Significance Probability
(1)	13	6.385	17.849	1/65	0.614	0.436
(2)	53	10.736	17.967			

*Groups are: (1) Males, and (2) Females.

The second research question places the participants' college class as the independent variable. This question asks:

RQ 2A Is there a significant relationship between participants' college class and the difference between the pre-test and post-test scores on the MTAI?

The data in Table 4.10 indicate some differences in mean gained score among different college classes, but the analysis of variance table shows a significance probability of 0.652. This is not a significant figure that falls within the established range of this study.

TABLE 4.10.--Results of a One-Way Analysis of Variance Between the Pre-Test and Post-Test Scores of Participants of Different College Classes, on the Minnesota Teacher Attitude Inventory

	Category Statistics			Analysis of Variance Table		
Group*	N	Mean Difference	S.D.	DF	"F" Statistic	Significance Probability
(1)	14	13.429	20.765			
(2)	14	13.786	18.701			
(3)	25	8.320	17.573	4/65	0.617	0.652
(4)	12	4.417	14.878			
(5)	1	10.000	0.000			

*Groups are: (1) Freshmen, (2) Sophomores, (3) Juniors, (4) Seniors, and (5) Graduates.

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There seems, therefore, to be no significant relationship between the gained scores on the MTAI and the independent variable of college class.

The next research question establishes the participants' major field of study as the independent variable. It reads:

RQ 3A Is there a significant relationship between participants' major field of study and the difference between the pre-test and post-test scores on the MTAI?

Although Table 4.11 shows a sizeable difference between the gained score of participants majoring in Secondary Education as compared to those majoring in Elementary Education and other fields, the analysis of variance table indicates a significance probability of this difference to be 0.632, which is beyond the established limits of significance. There seems, then, to be no significant relationship between the gained scores on the MTAI and the independent variable of the major fields of study.

Research question four places as the independent variable the number of siblings with whom each participant was raised. It reads:

RQ 4A Is there a significant relationship between the number of siblings with whom participants were raised and the difference between pre-test and post-test scores on the MTAI?

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TABLE 4.11.--Results of a One-Way Analysis of Variance Between the Pre-Test and Post-Test Scores of Participants With Different Fields of Major Study, on the Minnesota Teacher Attitude Inventory

	Category Statistics			Analysis of Variance Table		
Group*	N	Mean Difference	S.D.	DF	"F" Statistic	Significance Probability
(1)	40	10.075	19.148			
(2)	10	5.300	19.056	2/65	0.403	0.632
(3)	16	12.250	13.998			

*Groups are: (1) Elementary Education, (2) Secondary Education, and (3) Other.

Although Table 4.12 shows a great difference in gained scores between the two sub-groups, the standard deviation remains about the same. The analysis of variance table, therefore, shows a significance probability of 0.552, which is beyond the alpha limit of 0.05. There seems to be no significant relationship between the gained scores on the MTAI and the independent variable of the number of siblings with whom the participants were raised.

The fifth research question places participants' prior experiences with children as the independent variable. This question asks:

TABLE 4.12.--Results of a One-Way Analysis of Variance Between the Pre-Test and Post-Test Scores of Participants Raised With a Different Number of Siblings, on the Minnesota Teacher Attitude Inventory

	Category Statistics			Analysis of Variance Table		
Group*	N	Mean Difference	S.D.	DF	"F" Statistic	Significance Probability
(1)	14	9.083	18.815	1/65	0.894	0.552
(2)	52	1.190	17.400			

*Groups are: (1) Raised With One or No Siblings, and (2) Raised With Two or More Siblings.

RQ 5A Is there a significant relationship between participants' prior experience with younger children and the difference between the pre-test and post-test scores on the MTAI?

Examination of Table 4.13 reveals little difference in mean gained score between the two sub-groups. The analysis of variance table shows a significance probability of this difference to be 0.706, which is beyond the established significance level. There seems to be no significant relationship between the gained scores on the MTAI and the independent variable of the degree of prior experiences with younger children.

The next research question establishes the participants' previous professional education coursework as the independent variable. This question asks:

TABLE 4.13.--Results of a One-Way Analysis of Variance Between the Pre-Test and Post-Test Scores of Participants With Different Degrees of Prior Experience, on the Minnesota Teacher Attitude Inventory

	Category Statistics			Analysis of Variance Table		
Group*	N	Mean Difference	S.D.	DF	"F" Statistic	Significance Probability
(1)	37	9.135	17.409	1/65	0.144	0.706
(2)	29	10.828	18.756			

*Groups are: (1) Prior Experience With Younger Children, and (2) No Prior Experience With Younger Children.

RQ 6A Is there a significant relationship between participants' previous professional education coursework and the difference between the pre-test and post-test scores on the MTAI?

Table 4.14 shows a slight difference in mean gained scores between the two sub-groups and the analysis of variance table indicates a significance probability of 0.513 for that difference. Since this figure is beyond the established significance level, it may be said that there exists no significant relationship between the gained scores on the MTAI and the independent variable of previous professional education coursework.

TABLE 4.14.--Results of a One-Way Analysis of Variance Between the Pre-Test and Post-Test Scores of Participants With Different Degrees of Previous Professional Education Coursework, on the Minnesota Teacher Attitude Inventory

	Category Statistics			Analysis of Variance Table		
Group*	N	Mean Difference	S.D.	DF	"F" Statistic	Significance Probability
(1)	48	10.770	17.634	1/65	0.434	0.513
(2)	18	7.500	18.869			

*Groups are: (1) Taken at Least an Introductory Course in Professional Education, and (2) Taken More Than One Professional Education Course.

The final research question relating to the pre-test--post-test comparison places the ethnic origin of the participants as the independent variable. It reads:

RQ 7A Is there a significant relationship between participants' ethnic origin and the difference between pre-test and post-test scores on the MTAI?

Data listed in Table 4.15 show some large differences in gained scores among the sub-groups but a significance probability of 0.293, which is beyond the established alpha level of 0.05. There seems to be, then, no significant relationship between gained scores on the MTAI and the independent variable of ethnic origin.

TABLE 4.15.--Results of a One-Way Analysis of Variance Between the Pre-Test and Post-Test Scores of Participants of Different Ethnic Origin, on the Minnesota Teacher Attitude Inventory

	Category Statistics			Analysis of Variance Table		
Group*	N	Mean Difference	S.D.	DF	"F" Statistic	Significance Probability
(1)	46	8.087	17.896			
(2)	17	15.647	18.303	2/65	1.251	0.293
(3)	3	4.667	10.970			

*Groups are: (1) White, (2) Black, and (3) Brown.

MTAI Post-Test Data and Analysis

The second primary hypothesis was related to the endurance of established attitudes toward children and the teaching role over time. This hypothesis was formulated on the basis of a post-test comparison of the experimental sample and the longitudinal sample. The null form of this hypothesis reads:

H_o 2 Participants of Education 482, the Urban Tutorial Program, will have no statistically significant changes in attitude toward children and the teaching role one year following the completion of the course, as measured by the Minnesota Teacher Attitude Inventory.

Examination of Table 4.16 reveals a considerable difference between the mean score of the two samples. The analysis of variance table shows a significance

probability of 0.002, well within the limits of significance. The null hypothesis, then, was accordingly rejected.

TABLE 4.16.--Results of a One-Way Analysis of Variance Between the Post-Test Scores of the Experimental Sample and the Longitudinal Sample, on the Minnesota Teacher Attitude Inventory

	Category Statistics			Analysis of Variance Table		
Group*	N	Mean	S.D.	DF	"F" Statistic	Significance Probability
(1)	66	151.273	34.142	1/100	9.666	0.002
(2)	35	170.743	19.575			

*Groups are: (1) Experimental Sample, and (2) Longitudinal Sample.

Teacher Competency Inventory, Part A Data and Analyses

Members of the longitudinal sample were asked to rate each professional education course that appeared on the Teacher Competency Inventory on the extent to which the course helped them develop each of the teaching competencies listed. In addition to Education 482, the Urban Tutorial Program, four other courses or "blocks" were listed: Education 200, The Individual and the School; the Methods Block which includes Education 321A, Curriculum

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and Methods, Education 325A, Reading Methods, Education 325D, Social Studies Methods, Education 325E, Mathematics Methods, Education 325F, Science Methods, and Education 327, Secondary Methods; Education 436, Student Teaching; and Education 450, The School and Society.

The rating scale used by the respondents was as follows: (1) This course helped me the most in developing this skill or knowledge, (2) This course helped me substantially in developing this skill or knowledge, (3) This course helped me in developing this skill or knowledge, (4) This course helped me only slightly in developing this skill or knowledge, and (5) This course did not help me in developing this skill or knowledge.

The first area of teaching competency surveyed was that of classroom management--discipline. Table 4.17, indicates Education 436 to be rated as the most helpful course in developing this skill or knowledge, while Education 482 ranked second.

Also under the heading of classroom management was the competency of scheduling. Table 4.18 shows Education 436 ranking as the most helpful course, the Methods Block the next most helpful experience and Education 482 ranking third.

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TABLE 4.17.--Results of the Longitudinal Sample's Response to the Teacher Competency Inventory in the Area of Classroom Management--Discipline

Rating	Ed. 200 %	Ed. 482 %	Methods Block %	Ed. 436 %	Ed. 450 %
1	0	0	0	88	0
2	9	50	27	0	9
3	27	43	37	12	36
4	37	0	27	0	46
5	27	7	9	0	9

TABLE 4.18.--Results of the Longitudinal Sample's Response to the Teacher Competency Inventory in the Area of Classroom Management--Scheduling

Rating	Ed. 200 %	Ed. 482 %	Methods Block %	Ed. 436 %	Ed. 450 %
1	0	0	0	88	0
2	0	0	55	0	9
3	27	46	27	12	9
4	18	39	0	0	36
5	55	15	18	0	46

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Still under the broader heading of classroom management, remains the area of routines. Table 4.19 shows Education 436 to be ranked most helpful, the Methods Block second and Education 482 third.

TABLE 4.19.--Results of the Longitudinal Sample's Response to the Teacher Competency Inventory in the Area of Classroom Management--Routines

Rating	Ed. 200 %	Ed. 482 %	Methods Block %	Ed. 436 %	Ed. 450 %
1	0	0	9	88	0
2	9	23	64	0	9
3	18	46	9	12	27
4	55	23	9	0	46
5	18	8	9	0	18

The next competency to be rated fell under the heading of human relations--the student as a person. Table 4.20 shows Education 436 rated as the most helpful course in developing that knowledge, the Methods Block second and Education 482 third.

In the area of human relations--community influences, Table 4.21 indicates Education 436 as ranking highest and Education 482 ranked as the next most helpful experience.

TABLE 4.20.--Results of the Longitudinal Sample's Response to the Teacher Competency Inventory in the Area of Human Relations--the Student as a Person

Rating	Ed. 200 %	Ed. 482 %	Methods Block %	Ed. 436 %	Ed. 450 %
1	9	28	27	76	0
2	37	37	46	12	9
3	18	28	18	12	9
4	9	7	0	0	46
5	27	0	9	0	18

TABLE 4.21.--Results of the Longitudinal Sample's Response to the Teacher Competency Inventory in the Area of Human Relations--Community Influences

Rating	Ed. 200 %	Ed. 482 %	Methods Block %	Ed. 436 %	Ed. 450 %
1	18	14	9	67	0
2	9	44	27	22	18
3	9	28	37	11	46
4	37	7	18	0	9
5	27	7	9	0	27

For the competency area of teacher behavior--learning resources, Table 4.22 shows Education 436 ranking as the most helpful course, the Methods Block as second and Education 482 as the third most helpful experience.

TABLE 4.22.--Results of the Longitudinal Sample's Response to the Teacher Competency Inventory in the Area of Teacher Behavior--Learning Resources

Rating	Ed. 200 %	Ed. 482 %	Methods Block %	Ed. 436 %	Ed. 450 %
1	9	7	18	76	18
2	18	58	55	12	0
3	9	28	9	12	46
4	18	0	9	0	18
5	46	7	9	0	18

Also related to the broad area of teacher behavior is the competency of developing and utilizing educational objectives. Table 4.23 shows Education 436 ranking the highest in helping develop this skill, the Methods Block second, Education 200 third and Education 482 fourth.

In the area of teacher behavior--lesson plans, Table 4.24 indicates Education 436 rated as being the most helpful, the Methods Block second most helpful, Education 450 third and Education 482 fourth.

TABLE 4.23.--Results of the Longitudinal Sample's Response to the Teacher Competency Inventory in the Area of Teacher Behavior--Educational Objectives

Rating	Ed. 200 %	Ed. 482 %	Methods Block %	Ed. 436 %	Ed. 450 %
1	18	0	9	86	0
2	9	0	55	14	18
3	18	61	18	0	18
4	46	23	18	0	46
5	9	16	0	0	18

TABLE 4.24.--Results of the Longitudinal Sample's Response to the Teacher Competency Inventory in the Area of Teacher Behavior--Lesson Plans

Rating	Ed. 200 %	Ed. 482 %	Methods Block %	Ed. 436 %	Ed. 450 %
1	0	0	27	56	0
2	9	0	46	22	9
3	18	43	18	22	46
4	18	50	9	0	27
5	55	7	0	0	18

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In the area of instruction, the skill of model synthesis was considered. Table 4.25 indicates Education 436 was most helpful in developing this skill, while the Methods Block was ranked second, and Education 482 third.

TABLE 4.25.--Results of the Longitudinal Sample's Response to the Teacher Competency Inventory in the Area of Instruction--Model Synthesis

Rating	Ed. 200 %	Ed. 482 %	Methods Block %	Ed. 436 %	Ed. 450 %
1	9	0	46	88	0
2	0	58	27	0	0
3	46	28	9	12	45
4	18	14	19	0	55
5	27	0	0	0	0

Also under the heading of instruction, competence in the teaching process was rated. Table 4.26 showed Education 436 ranked the highest, the Methods Block second and Education 482 third.

The final competency under the heading of instruction was the knowledge of the learning process. Table 4.27 shows the Methods Block ranked as most helpful, Education 436 second and Education 482 third.

TABLE 4.26.--Results of the Longitudinal Sample's Response to the Teacher Competency Inventory in the Area of Instruction--Teaching Process

Rating	Ed. 200 %	Ed. 482 %	Methods Block %	Ed. 436 %	Ed. 450 %
1	9	7	46	76	27
2	18	63	36	12	0
3	9	30	9	12	37
4	18	0	9	0	18
5	46	0	0	0	18

TABLE 4.27.--Results of the Longitudinal Sample's Response to the Teacher Competency Inventory in the Area of Instruction--Learning Process

Rating	Ed. 200 %	Ed. 482 %	Methods Block %	Ed. 436 %	Ed. 450 %
1	0	0	46	34	18
2	18	28	18	44	9
3	9	58	18	22	18
4	46	7	18	0	37
5	27	7	0	0	18

Teacher Competency Inventory, Part B
Data and Analysis

On the Teacher Competency Inventory, the longitudinal sample was asked to rate Education 482 on the extent to which the course helped them internalize the educational concepts presented in courses they had taken subsequent to the Urban Tutorial Program. Each participant was asked to check one of the following statements: ___ Education 482 helped me more than any other experience to internalize the concepts presented.; ___ Education 482 helped me substantially to internalize the concepts presented.; ___ Education 482 helped me to internalize the concepts presented.; ___ Education 482 did not help me to internalize the concepts presented.

The data in Table 4.28 show that more than one-half, or 61 percent of the respondents consider the

TABLE 4.28.--The Extent to Which Respondents Felt Education 482 Helped Them Internalize the Educational Concepts Presented in Subsequent Education Courses

Rating	%
elped Me More Than Any Other Experience	24
elped Me Substantially	37
elped Me	37
id Not Help Me	2

Education 482 experience at least a substantial help in internalizing the educational concepts presented in other education courses.

Teacher Competency Inventory, Part C

The Teacher Competency Inventory, Part C, provided an opportunity for each respondent to comment candidly on the Education 482 experience. These comments were characterized by the following examples:

"This course helped me decide to major in Elementary Education."

"I feel that it (Education 482), helped greatly in showing me that classrooms have many different groups--slow, fast and medium."

"I feel it has been a great help to me in realizing that children are all their own individuals."

"This experience was valuable because I could relate to students as humans, not data."

"It helped me find out what teaching is all about."

"The experience was great but we should be able to tutor more kids."

"Education 482 helped me most as a future teacher and parent by getting a first-hand look at what goes on in a classroom."

Summary

Only three research questions regarding the MTAI pre-test analyses were answered with a probability

significance of less than the established alpha level of 0.05. The independent variables found to have a significant relationship to the pre-test scores were college class, previous professional education coursework and the ethnic origin of the participants.

The same independent variables when tested for relationship to gained scores, showed no significance. The post-test scores of the experimental sample as a whole did not show a significant gain over the pre-test and the null hypothesis was not rejected.

The MTAI post-test comparison between the experimental sample and the longitudinal sample showed a statistically significant difference between the mean scores, with the longitudinal sample scoring significantly higher.

An analysis of the results of the Teacher Competency Inventory showed Education 436, Student Teaching, ranked highest in being the most helpful to the students' development of ten of the eleven competency areas. The Methods Block was ranked highest in the area of the learning process, second in nine other categories and third in one. Education 482, the Urban Tutorial Program, was ranked second most helpful in developing knowledge of community influences on the school, third in seven other competency areas and fourth in two areas.

Sixty-one percent of the longitudinal sample ranked Education 482 at least substantially helpful in helping them internalize the educational concepts presented in courses taken subsequent to the Urban Tutorial Program.

The comments from the longitudinal sample were unanimously favorable for the support of Education 482, offering some suggestions for the administration of the program.

The conclusions and recommendations derived from the data presented in this chapter will be discussed in detail in Chapter V.

TABLE 4.29.--Summary of the Analyses of Variance of the Pre-Test Scores on the Minnesota Teacher Attitude Inventory

	Category Statistics			Analysis of Variance Table		
Group*	N	Mean	S.D.	DF	"F" Statistic	Significance Probability
(1-A)	13	129.154	43.176	1/65	1.930	0.170
(2-A)	53	144.585	33.980			
(1-B)	14	155.286	33.529			
(2-B)	14	132.143	34.225			
(3-B)	25	147.520	33.432	4/65	5.122	0.001
(4-B)	12	167.500	25.081			
(5-B)	1	180.000	0.000			
(1-C)	40	141.850	37.262			
(2-C)	10	145.200	30.422	2/65	0.106	0.899
(3-C)	16	138.500	38.412			
(1-D)	14	143.214	35.967	1/65	1.499	0.159
(2-D)	52	117.600	33.135			
(1-E)	37	142.432	37.370	1/65	0.049	0.824
(2-E)	29	140.414	35.130			

TABLE 4.29.--Summary of the Analyses of Variance of the Pre-Test Scores on the Minnesota Teacher Attitude Inventory

	Category Statistics			Analysis of Variance Table		
Group*	N	Mean	S.D.	DF	"F" Statistic	Significance Probability
(1-A)	13	129.154	43.176	1/65	1.930	0.170
(2-A)	53	144.585	33.980			
(1-B)	14	155.286	33.529			
(2-B)	14	132.143	34.225			
(3-B)	25	147.520	33.432	4/65	5.122	0.001
(4-B)	12	167.500	25.081			
(5-B)	1	180.000	0.000			
(1-C)	40	141.850	37.262			
(2-C)	10	145.200	30.422	2/65	0.106	0.899
(3-C)	16	138.500	38.412			
(1-D)	14	143.214	35.967	1/65	1.499	0.159
(2-D)	52	117.600	33.135			
(1-E)	37	142.432	37.370	1/65	0.049	0.824
(2-E)	29	140.414	35.130			

TABLE 4.29.--Continued.

	Category Statistics			Analysis of Variance Table		
Group*	N	Mean	S.D.	DF	"F" Statistic	Significance Probability
(1-F)	48	133.250	35.537	1/65	10.649	0.002
(2-F)	18	163.667	28.109			
(1-G)	46	152.174	33.412			
(2-G)	17	116.176	29.254	2/65	8.029	0.001
(3-G)	3	122.333	43.155			

*Groups are: (1-A) Males, (2-A) Females, (1-B) Freshmen, (2-B) Sophomores, (3-B) Juniors, (4-B) Seniors, (5-B) Graduates, (1-C) Elementary Education Majors, (2-C) Secondary Education Majors, (3-C) Other Majors, (1-D) Participants Raised With One or No Siblings, (2-D) Participants Raised With Two or More Siblings, (1-E) Participants With Prior Experience With Younger Children, (2-E) Participants With No Prior Experience With Younger Children, (1-F) Participants Who Have Taken at Least an Introductory Course in Professional Education, (2-F) Participants Who Have Taken More Than One Professional Education Course, (1-G) Ethnic Origin--White, (2-G) Ethnic Origin--Black, and (3-G) Ethnic Origin--Brown.

TABLE 4.29.--Continued.

	Category Statistics			Analysis of Variance Table		
Group*	N	Mean	S.D.	DF	"F" Statistic	Significance Probability
(1-F)	48	133.250	35.537	1/65	10.649	0.002
(2-F)	18	163.667	28.109			
(1-G)	46	152.174	33.412			
(2-G)	17	116.176	29.254	2/65	8.029	0.001
(3-G)	3	122.333	43.155			

*Groups are: (1-A) Males, (2-A) Females, (1-B) Freshmen, (2-B) Sophomores, (3-B) Juniors, (4-B) Seniors, (5-B) Graduates, (1-C) Elementary Education Majors, (2-C) Secondary Education Majors, (3-C) Other Majors, (1-D) Participants Raised With One or No Siblings, (2-D) Participants Raised With Two or More Siblings, (1-E) Participants With Prior Experience With Younger Children, (2-E) Participants With No Prior Experience With Younger Children, (1-F) Participants Who Have Taken at Least an Introductory Course in Professional Education, (2-F) Participants Who Have Taken More Than One Professional Education Course, (1-G) Ethnic Origin--White, (2-G) Ethnic Origin--Black, and (3-G) Ethnic Origin--Brown.

TABLE 4.30.--Summary of the Analyses of Variance of the Difference Between the Pre-Test and Post-Test Scores on the Minnesota Teacher Attitude Inventory

	Category Statistics			Analysis of Variance Table		
Group*	N	Mean Difference	S.D.	DF	"F" Statistic	Significance Probability
(1-A)	13	6.385	17.849	1/65	0.614	0.436
(2-A)	53	10.736	17.967			
(1-B)	14	13.429	20.765			
(2-B)	14	13.786	18.701			
(3-B)	25	8.320	17.573	4/65	0.615	0.652
(4-B)	12	4.417	14.878			
(5-B)	1	10.000	0.000			
(1-C)	40	10.075	19.148			
(2-C)	10	5.300	19.056	2/65	0.403	0.632
(3-C)	16	12.250	13.998			
(1-D)	14	9.083	18.815	1/65	0.894	0.552
(2-D)	52	1.190	17.400			
(1-E)	37	9.135	17.409	1/65	0.144	0.706
(2-E)	29	10.828	18.756			

TABLE 4.30.--Continued.

Group*	Category Statistics N	Mean Difference	S.D.	Analysis of Variance Table DF	"F" Statistic	Significance Probability
(1-F)	48	10.770	17.634	1/65	0.434	0.513
(2-F)	18	7.500	18.869			
(1-G)	46	8.087	17.896			
(2-G)	17	15.647	18.303	2/65	1.251	0.293
(3-G)	3	4.667	10.970			

*Groups are: (1-A) Males, (2-A) Females, (1-B) Freshmen, (2-B) Sophomores, (3-B) Juniors, (4-B) Seniors, (5-B) Graduates, (1-C) Elementary Education Majors, (2-C) Secondary Education Majors, (3-C) Other Majors, (1-D) Participants Raised With One or No Siblings, (2-D) Participants Raised With Two or More Siblings, (1-E) Participants With Prior Experience With Younger Children, (2-E) Participants With No Prior Experience With Younger Children, (1-F) Participants Who Have Taken at Least an Introductory Course in Professional Education, (2-F) Participants Who Have Taken More Than One Professional Education Course, (1-G) Ethnic Origin--White, (2-G) Ethnic Origin--Black, and (3-G) Ethnic Origin--Brown.

TABLE 4.31.--Summary of Additional Analyses of Scores on the Minnesota Teacher Attitude Inventory

I. A One-Way Analysis of Variance Between the Post-Test Scores of the Experimental Sample and the Longitudinal Sample on the Minnesota Teacher Attitude Inventory

	Category Statistics			Analysis of Variance Table		
Group	N	Mean	S.D.	DF	"F" Statistic	Significance Probability
Experimental	66	151.273	34.142	1/100	9.666	0.002
Longitudinal	35	170.743	19.575			

II. Results of a "t" Test to Determine Significance of Change Between Experimental Sample's Pre-Test and Post-Test on the Minnesota Teacher Attitude Inventory

	Category Statistics			"t" Test Table		
ariable	N	Mean	S.D.	DF	"t" Statistic	Significance Probability
re-Test	66	141.545	36.140	1/66	1.589	0.114
ost-Test	66	151.273	34.142			

TABLE 4.31.--Summary of Additional Analyses of Scores on the Minnesota Teacher Attitude Inventory

I. A One-Way Analysis of Variance Between the Post-Test Scores of the Experimental Sample and the Longitudinal Sample on the Minnesota Teacher Attitude Inventory

	Category Statistics			Analysis of Variance Table		
Group	N	Mean	S.D.	DF	"F" Statistic	Significance Probability
Experimental	66	151.273	34.142	1/100	9.666	0.002
Longitudinal	35	170.743	19.575			

II. Results of a "t" Test to Determine Significance of Change Between Experimental Sample's Pre-Test and Post-Test on the Minnesota Teacher Attitude Inventory

	Category Statistics			"t" Test Table		
Variable	N	Mean	S.D.	DF	"t" Statistic	Significance Probability
Pre-Test	66	141.545	36.140	1/66	1.589	0.114
Post-Test	66	151.273	34.142			

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	Category Statistics			Analysis of Variance Table		
Group	N	Mean	S.D.	DF	"F" Statistic	Significance Probability
Experimental	66	151.273	34.142	1/100	9.666	0.002
Longitudinal	35	170.743	19.575			

II. Results of a "t" Test to Determine Significance of Change Between Experimental Sample's Pre-Test and Post-Test on the Minnesota Teacher Attitude Inventory

	Category Statistics			"t" Test Table		
Variable	N	Mean	S.D.	DF	"t" Statistic	Significance Probability
Pre-Test	66	141.545	36.140	1/66	1.589	0.114
Post-Test	66	151.273	34.142			

4.31.--Continued.

Results of the Pearson Product-Moment Correlation Formula Applied to Determine the Correlation Coefficient of the Experimental Sample's Pre-Test and Post-Test on the Minnesota Teacher Attitude Inventory

$$r = \frac{N\Sigma XY - (\Sigma X)\ (\Sigma Y)}{\sqrt{N\Sigma X^2 - (\Sigma X)^2}\ \sqrt{N\Sigma Y^2 - (\Sigma Y)^2}} \qquad r = 0.873$$

4.32.--Summary of the Longitudinal Sample's Response in Percentages to the Teacher Competency Inventory, Part A, N = 35

		Competency										
		Classroom Management			Human Relations		Teacher Behavior			Instruction		
	Rating*	Discipline	Scheduling	Routines	Student as a Person	Community Influences	Learning Resources	Educational Objectives	Lesson Plans	Model Synthesis	Teaching Process	Learning Process
)0	1	0	0	0	9	18	9	18	0	9	9	0
	2	9	0	9	37	9	18	9	9	0	18	18
	3	27	27	18	18	9	9	18	18	46	9	9
	4	37	18	55	9	37	18	46	18	18	18	46
	5	27	55	18	27	27	46	9	55	27	46	27
2	1	0	0	0	28	14	7	0	0	0	7	0
	2	50	0	23	37	44	58	0	0	58	63	28
	3	43	46	46	28	28	28	61	43	28	30	58
	4	0	39	23	7	7	0	23	50	14	0	7
	5	7	15	8	0	7	7	16	7	0	0	7
s	1	0	0	9	27	9	18	9	27	46	46	46
	2	27	55	64	46	27	55	55	46	27	36	18
	3	37	27	9	18	37	9	18	18	9	9	18
	4	27	0	9	0	18	9	18	9	19	9	18
	5	9	18	9	9	9	9	0	0	0	0	0

TABLE 4.32.--Continued.

Course	Rating*	Competency: Classroom Management			Human Relations		Teacher Behavior			Instruction		
		Discipline	Scheduling	Routines	Student as a Person	Community Influences	Learning Resources	Educational Objectives	Lesson Plans	Model Synthesis	Teaching Process	Learning Process
Ed. 436	1	88	88	88	76	67	76	86	56	88	76	34
	2	0	0	0	12	22	12	14	22	0	12	44
	3	12	12	12	12	11	12	0	22	12	12	22
	4	0	0	0	0	0	0	0	0	0	0	0
	5	0	0	0	0	0	0	0	0	0	0	0
Ed. 450	1	0	0	0	0	0	18	0	0	0	27	18
	2	9	9	9	9	18	0	18	9	0	0	9
	3	36	9	27	27	46	46	18	46	45	37	18
	4	46	36	46	46	9	18	46	27	55	18	37
	5	9	46	18	18	27	18	18	18	0	18	18

*Rating indicates the extent to which respondents felt the course helped him in developing each competency. 1 = helped me the most, 2 = helped me substantially, 3 = helped me, 4 = helped me only slightly, 5 = did not help me.

TABLE 4.33.--Summary of Longitudinal Samples' Response to the Teacher Competency Inventory, Part B: The Extent to Which Respondents Felt Education 482 Helped Them Internalize the Educational Concepts Presented in Subsequent Education Courses

Rating	%
Helped Me More Than Any Other Experience	24
Helped Me Substantially	37
Helped Me	37
Did not Help Me	2

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This final chapter is devoted to a summary of the , a discussion of conclusions drawn from the cted data and their analyses, and concluded with mendations and implications for further study.

Summary

A review of the research in teacher education in nited States evidences increasing use of clinical iences in preparation programs. These experiences, from the most common type such as student teaching he internship, remain relatively unstudied.

Among the unconventional clinical experiences ded future teachers, is Education 482, the Urban ial Program, at Michigan State University. This ence of classroom tutoring, teacher assistance, and m-centered seminar participation, is the focus of tudy.

A survey of the literature in teacher attitudes ts that attitudes of teachers compose a critical

element of successful teaching. Further review indicates that attitudes toward children and the teaching role can be influenced and indeed altered by certain training experiences. Many authors postulate that effective teacher training programs should not only enhance the teacher's attitudes toward children and the teaching role, but should accomplish the task through a well conceived program with that specific objective.

The Problem

Education 482, the Urban Tutorial Program, is an experimental program that has existed as an elective part of the teacher preparation program of Michigan State University since 1968. Among the objectives of the course is to provide the prospective teacher an early association with children in a realistic classroom setting by performing the role of tutor and teacher aide. These experiences are designed to assist the student in the development of more positive attitudes toward children and the teaching role.

To determine, then, any changes in attitude toward children and the teaching role, that may be a function of the Education 482 experience, it was necessary to measure the attitudes of the participant before the treatment, immediately following the treatment and after a substantial length of time following the treatment.

This design was employed to determine any changes in attitude that occurred, the nature of any changes and the permanence of any changes.

A secondary purpose of this study was to determine to what degree the participants in the longitudinal sample found Education 482 to be helpful in developing selected teaching competencies.

The Procedures

Since the inclusion of Education 482 in the curriculum of the College of Education in 1968, the course has been offered for nine academic quarters. Approximately 800 students have participated as tutors in an urban setting.

Two samples were selected for this study. The first sample, the experimental sample, was composed of 66 Michigan State University students enrolled in Education 482 during the spring quarter, 1971. The second sample, the longitudinal sample, was composed of 35 Michigan State University students who participated in Education 482, during the spring quarter, 1970.

Three instruments, the Personal Data Sheet, the Minnesota Teacher Attitude Inventory, and the Teacher Competency Inventory, were used to gather the data for this study. The Personal Data Sheet was utilized to gather appropriate demographic data which served to

establish the independent variables tested. The Minnesota Teacher Attitude Inventory was the instrument used to determine the participants' attitudes toward children and the teaching role. The instrument used to determine to what extent Education 482 was helpful in developing certain teaching competencies was the Teacher Competency Inventory.

Prior to the beginning of Education 482 for the spring quarter, 1971, the experimental sample was administered the Personal Data Sheet and the Minnesota Teacher Attitude Inventory. Near the termination of the spring quarter, the longitudinal sample was assembled and administered the Personal Data Sheet, the MTAI and the Teacher Competency Inventory. Upon completion of the Urban Tutorial Program, the experimental sample was administered the post-test MTAI.

The collected data on the two samples was coded by each independent variable and punched on data processing cards. These cards were subsequently used in a one-way analysis of variance program (UNEQ1), through the IBM 3600 computer at Michigan State University.

Findings

The first analysis made of the data was that of an analysis of variance of the pre-test scores of the

experimental sample on the Minnesota Teacher Attitude Inventory.

The independent variables of sex, college class, field of major study, number of siblings with whom raised, degree of prior experience, number of professional education courses completed and ethnic origin were analyzed for significant differences.

Among those variables tested on the MTAI pre-test, three were found to have significant differences at the alpha level of .05. College class, when placed as the independent variable, was found to be a significant factor in the results of the MTAI pre-test, with scores being significantly higher as the students advance in college class.

The second variable found to be a significant factor in the MTAI pre-test results was the number of professional education courses completed by the participants. Those students who had taken more than one professional education course prior to Education 482, scored significantly higher than those who had completed one or none. An obvious influential element in this analysis is the interrelationship of the students' college class and the degree of previous professional education coursework completed. In other words, the assumption that as a student advances in college class, he will have had

the opportunity to have completed more professional education courses, is supported by the high statistical significance of the two variables.

The third variable found to have a significant bearing on the pre-test results of the MTAI of the experimental sample was the ethnic origin of the participants. The difference in scores of white, brown and black participants was found to be statistically significant with white participants scoring highest, brown participants scoring next highest and black participants scoring lowest.

The analysis of the pre-test--post-test scores on the MTAI produced a statistical test of no significant difference. It should be noted, however, that even though no statistical significance was discovered, the mean score of the experimental sample increased almost ten raw score points in a positive direction.

Examination of the scatter diagram of the pre-test and post-test scores graphically depicts the high degree of correlation between the two sets of scores. The computed correlation coefficient showed the relationship to be 0.873, with 70 percent of the scores showing a positive increase.

The pre-test--post-test analysis was also conducted in a manner which statistically tested sub-groups

of the experimental sample on the basis of the same independent variables of sex, college class, field of major study, number of siblings with whom raised, degree of prior experience, number of professional education courses completed and ethnic origin. These findings revealed that no single independent variable was a significant factor in the gained scores on the MTAI.

The statistical comparison of the post-test scores for the experimental sample and the longitudinal sample revealed a very high significance probability. This statistical significance favored the longitudinal sample who had a mean score of 18.47 raw score points higher than the experimental sample. The increase in score for the longitudinal sample may be partially explained by three factors. First, the maturation of the longitudinal sample could not be controlled. Secondly, as demonstrated by the pre-test scores of the experimental sample, advanced college class yields a higher MTAI score. Thirdly, also demonstrated by the pre-test scores of the experimental sample, the more professional education coursework completed, the higher the MTAI score will be.

The findings of the Teacher Competency Inventory, administered to the longitudinal sample only, reveal Education 436, student teaching to be the one experience which is most helpful in developing the selected teaching

competencies. The student teaching experience was ranked as the most helpful course in developing all the skills related to classroom management, human relations, teacher behavior and instruction except the area of understanding the learning process. The participants felt that knowledge came most directly from the courses that compose the methods block.

The methods block, comprised of Education 321A, Curriculum and Methods; Education 325A, Reading Methods; Education 325B, Language Arts Methods; Education 325D, Social Studies Methods; Education 325E, Mathematics Methods; Education 325F, Science Methods; and Education 327, Secondary Methods; was rated as the second most helpful experience in developing most of the teaching competencies. The skills and knowledge of classroom discipline and community influences, however, were indicated by the respondents as areas which Education 482, the Urban Tutorial Program was most helpful in developing, next to student teaching.

The respondents to Part B of the Teacher Competency Inventory indicated that Education 482, the Urban Tutorial Program, had helped them internalize the educational concepts presented in subsequent education courses. Over one-half indicated that help to be substantial or greater than any other experience.

Finally, the longitudinal sample provided narrative comments in Part C of the Teacher Competency Inventory, relative to their experience in Education 482. The comments were unanimously supportive of the program with suggestions for expansion and continuation.

Conclusions

The following conclusions were derived from the data collected through the administration of the Minnesota Teacher Attitude Inventory to the experimental sample, and their analyses.

1. Prospective teachers' attitudes toward children and the teaching role are related to their college class.

The scores on the MTAI increased significantly as students advanced in college class status.

2. Prospective teachers' attitudes toward children and the teaching role are related to their professional educational training.

Participants' scores were significantly related to the degree to which they had completed their professional education coursework. As students had taken more professional education courses, the MTAI scores improved proportionately.

3. Prospective teachers' attitudes toward children and the teaching role are related to their ethnic origin.

Significant differences were found between the MTAI scores on the pre-test among the three ethnic

categories. As students complete the Urban Tutorial Program, however, these differences become insignificant.

4. Attitudes toward children and the teaching role can be altered through professional training experiences.

Certain research findings, along with those of this study show that attitudes can be changed through professional training. Changes in a positive direction are not always forthcoming and are dependent upon the type and extent of the experience, but attitudes toward children and the teaching role are subject to alteration.

5. Education 482, the Urban Tutorial Program, was a contributing factor toward the positive change in participants' attitudes toward children and the teaching role.

The experience in Education 482, Urban Tutorial Program, although of short duration, yielded positive gained scores for all sub-groups within the experimental sample. Although the difference did not reach the significance level established for this study, the mean score increased in a consistent and positive direction. Research in other clinical experiences have at times shown a regression in MTAI scores. The positive direction of the changes in attitude, then, may indicate Education 482 to be a contributing factor toward the improvement of attitudes toward children and the teaching role of prospective teachers.

6. Education 482, the Urban Tutorial Program, provides early critical contact with children in a classroom setting which affords the participant important access to career decision data.

As indicated by the participants of Education 482, this experience enabled them to explore, at an early stage of their educational career, the teaching role in its unique setting, the classroom. The longitudinal sample indicated that this experience was often the basis for which they later specialized in certain areas and/or grade levels. Some participants have subsequently decided against a career in teaching without loss of years in training, while others outside the field of education have decided, as a result of the tutorial experience, to make education their career.

7. Education 482, the Urban Tutorial Program, is an effective initial experience leading toward the development of teaching skills and teaching knowledge.

The experiences which the participants ranked as being most helpful in developing certain skills and knowledge in teaching were student teaching and the methods block. A cursory examination of this data may appear to indicate Education 482 as an unlikely contributor to the development of these teaching competencies. However, this course is not intended to be the primary source of teaching competence development. It is, rather, the

initial clinical experience a student might undertake in his preparation program. In this framework, the Education 482 experience is expected only to develop an awareness of skills and competencies to be developed through later training. It should be noted, though, that as a primary source of teaching competency development, Education 482 was rated only below the extended experiences in the methods block and those clinical experiences in student teaching.

8. Education 482, the Urban Tutorial Program, is an effective experience which provides an initial realistic framework through which educational concepts presented in subsequent professional educational courses can be internalized.

The vast majority of the participants of Education 482 considered the experience to be helpful in internalizing the educational concepts presented in courses taken at a later time in their career. Sixty-one percent of the respondents indicated participation in the tutorial experience to be of substantial help or greater than any other experience.

9. Education 482, the Urban Tutorial Program, is an enjoyable, realistic experience with children in a classroom setting.

Unanimous comments pertaining to the Urban Tutorial Program, without regard to its professional training qualities, indicated the experience to be an enjoyable adventure with children. Participants found

their relationship with their tutee to be exciting and stimulating whether their career aspiration was to become a teacher or not. They felt the tutorial program was a mutually rewarding experience to both the learner and the tutor.

Recommendations

The following recommendations are based on the observations of the researcher, a review of the related literature, the data collected and their analyses, and the comments and suggestions of the participants of Education 482, the Urban Tutorial Program.

1. Education 482, the Urban Tutorial Program, should be continued as an elective course in the teacher preparation program at Michigan State University.

It is the recommendation of the researcher and the majority of the participants of Education 482 that the tutorial experience be afforded to all prospective teachers and interested students at Michigan State University. The exploratory value for those participants outside the field of education and its training value for prospective teachers cannot be overemphasized. The evidence presented in this study along with the limited but pertinent information relative to early clinical experiences in other teacher preparation programs at

other institutions, clearly establishes the importance of this type of experience.

2. The College of Education, Michigan State University, should consider implementing Education 482 into the regular teacher preparation program.

It is the opinion of the researcher that an institute is most efficient when exploring experimentally into new and effective ways of providing realistic and productive teacher training practices, rather than attempting to conduct its own training program. Those experimental programs which prove to be ineffective should be discontinued categorically, while those which prove to be successful should be adopted by the institution through which the institute functions. It is therefore recommended that the College of Education at Michigan State University include the Urban Tutorial Program in its regular training program and free the Mott Institute for Community Improvement to utilize its staff and resources for further exploration and experimentation.

3. The Mott Institute for Community Improvement and/or the College of Education, Michigan State University should continue to explore other possible avenues of clinical experiences for the training of prospective teachers.

The prospective teacher, in order to maximize his knowledge of children, their behavior, and the teaching role, should be afforded the opportunity to engage himself

in a variety of teaching related experiences while studying the academic facets of teaching. He should be exposed to a number of different models through intrinsic as well as extrinsic experiences. For these reasons, the College of Education, either through its own resources or through the resources of the Mott Institute for Community Improvement, other centers or other institutions, should explore every possible avenue to find those clinical experiences which will effectively result in a better education for all children in this country.

Implications for Future Study

Investigations into the effectiveness of various clinical experiences remains practically unlimited. Future study of clinical experiences may serve to determine which of those experiences seem to be more valuable to the teacher once they begin teaching in the public school. Such longitudinal studies may also serve to distinguish those experiences most valuable to teachers in different grade levels, subject areas, geographic region or school system.

Future research of clinical experience programs as related to changes in attitudes should perhaps employ a more extensive battery of instruments to approximate the status of attitudes and subsequent changes. The

Minnesota Teacher Attitude Inventory, although widely used for measurements similar to those in this study, is not particularly sensitive to small changes in attitude.

As a review of the literature relating to teaching behaviors indicates, teachers' attitudes toward children and their role as a teacher is one of the most critical components of the competent teacher. All facets of teacher training programs, then, should be researched in terms of their effect on the attitudes of the participants. The children in our public schools and their parents have the right to expect that every teacher trained in the United States has been trained through a program which attempts to maximize all his possible competencies as a teacher and his human qualities as a person.

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APPENDICES

APPENDIX A

PERSONAL DATA SHEET

PERSONAL DATA SHEET

Please print the following information:

NAME _____ STUDENT NUMBER_____
(Last) (First) (Initial)

ADDRESS_____ PHONE_____

SEX M F AGE_____ MARITAL STATUS S M D

MAJOR STUDY_____ MINOR STUDY_____ YEAR 1 2 3 4 Grad

DEGREES HELD_____ TEACHING CREDENTIALS HELD_____

ETHNIC ORIGIN_____ NUMBER OF CHILDREN WITH WHICH YOU WERE RAISED_____

OTHER EDUCATION COURSES TAKEN: ED 200 ED 321A ED 325A
ED 325B ED 325D ED 325E
ED 325F ED 436 ED 450

OTHER RELATED EXPERIENCES (Cub Scout Leader, tutor, Sunday School Teacher, etc.):

_____

_____

DEGREE ASPIRATIONS:_____

CREDENTIAL ASPIRATIONS:_____

CAREER ASPIRATIONS:_____

_____

APPENDIX B

MINNESOTA TEACHER ATTITUDE INVENTORY

DO NOT OPEN UNTIL TOLD TO DO SO

MINNESOTA TEACHER ATTITUDE INVENTORY

Form A

WALTER W. COOK
University of Minnesota

CARROLL H. LEEDS
Furman University

ROBERT CALLIS
University of Missouri

DIRECTIONS

This inventory consists of 150 statements designed to sample opinions about teacher-pupil relations. There is considerable disagreement as to what these relations should be; therefore, there are no right or wrong answers. What is wanted is your own individual feeling about the statements. Read each statement and decide how YOU feel about it. Then mark your answer on the space provided on the answer sheet. Do not make any marks on this booklet.

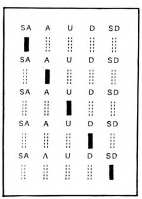
you **strongly agree,** blacken space under "SA" .....

you **agree,** blacken space under "A" .....

you are **undecided** or **uncertain,** blacken space under "U" .....

you **disagree,** blacken space under "D" .....

you **strongly disagree,** blacken space under "SD" .....



Think in terms of the general situation rather than specific ones. There is no time limit, but work as rapidly as you can. PLEASE RESPOND TO EVERY ITEM.

The inventory contained in this booklet has been designed for use with answer forms published or authorized by The Psychological Corporation. If other answer forms are used, The Psychological Corporation takes no responsibility for the meaningfulness of scores.

ted in U.S.A.

The Psychological Corporation, 304 East 45th Street, New York, N. Y. 10017

70-198TB

SA—Strongly agree
A—Agree

U—Undecided
or uncertain

D—Disagree
SD—Strongly disagree

1. Most children are obedient.

2. Pupils who "act smart" probably have too high an opinion of themselves.

3. Minor disciplinary situations should sometimes be turned into jokes.

4. Shyness is preferable to boldness.

5. Teaching never gets monotonous.

6. Most pupils don't appreciate what a teacher does for them.

7. If the teacher laughs with the pupils in amusing classroom situations, the class tends to get out of control.

8. A child's companionships can be too carefully supervised.

9. A child should be encouraged to keep his likes and dislikes to himself.

10. It sometimes does a child good to be criticized in the presence of other pupils.

11. Unquestioning obedience in a child is not desirable.

12. Pupils should be required to do more studying at home.

13. The first lesson a child needs to learn is to obey the teacher without hesitation.

14. Young people are difficult to understand these days.

15. There is too great an emphasis upon "keeping order" in the classroom.

16. A pupil's failure is seldom the fault of the teacher.

17. There are times when a teacher cannot be blamed for losing patience with a pupil.

18. A teacher should never discuss sex problems with the pupils.

19. Pupils have it too easy in the modern school.

20. A teacher should not be expected to burden himself with a pupil's problems.

21. Pupils expect too much help from the teacher in getting their lessons.

22. A teacher should not be expected to sacrifice an evening of recreation in order to visit a child's home.

23. Most pupils do not make an adequate effort to prepare their lessons.

24. Too many children nowadays are allowed to have their own way.

25. Children's wants are just as important as those of an adult.

26. The teacher is usually to blame when pupils fail to follow directions.

27. A child should be taught to obey an adult without question.

28. The boastful child is usually over-confident of his ability.

29. Children have a natural tendency to be unruly.

30. A teacher cannot place much faith in the statements of pupils.

GO ON TO THE NEXT PAGE

SA—Strongly agree
A—Agree

U—Undecided
or uncertain

D—Disagree
SD—Strongly disagree.

31. Some children ask too many questions.

32. A pupil should not be required to stand when reciting.

33. The teacher should not be expected to manage a child if the latter's parents are unable to do so.

34. A teacher should never acknowledge his ignorance of a topic in the presence of his pupils.

35. Discipline in the modern school is not as strict as it should be.

36. Most pupils lack productive imagination.

37. Standards of work should vary with the pupil.

38. The majority of children take their responsibilities seriously.

39. To maintain good discipline in the classroom a teacher needs to be "hard-boiled."

40. Success is more motivating than failure.

41. Imaginative tales demand the same punishment as lying.

42. Every pupil in the sixth grade should have sixth grade reading ability.

43. A good motivating device is the critical comparison of a pupil's work with that of other pupils.

44. It is better for a child to be bashful than to be "boy or girl crazy."

45. Course grades should never be lowered as punishment.

46. More "old-fashioned whippings" are needed today.

47. The child must learn that "teacher knows best."

48. Increased freedom in the classroom creates confusion.

49. A teacher should not be expected to be sympathetic toward truants.

50. Teachers should exercise more authority over their pupils than they do.

51. Discipline problems are the teacher's greatest worry.

52. The low achiever probably is not working hard enough and applying himself.

53. There is too much emphasis on grading.

54. Most children lack common courtesy toward adults.

55. Aggressive children are the greatest problems.

56. At times it is necessary that the whole class suffer when the teacher is unable to identify the culprit.

57. Many teachers are not severe enough in their dealings with pupils.

58. Children "should be seen and not heard."

59. A teacher should always have at least a few failures.

60. It is easier to correct discipline problems than it is to prevent them.

GO ON TO THE NEXT PAGE

SA—Strongly agree
A—Agree

U—Undecided
or uncertain

D—Disagree
SD—Strongly disagree

1. Children are usually too sociable in the classroom.

2. Most pupils are resourceful when left on their own.

3. Too much nonsense goes on in many classrooms these days.

4. The school is often to blame in cases of truancy.

5. Children are too carefree.

6. Pupils who fail to prepare their lessons daily should be kept after school to make this preparation.

7. Pupils who are foreigners usually make the teacher's task more unpleasant.

8. Most children would like to use good English.

9. Assigning additional school work is often an effective means of punishment.

10. Dishonesty as found in cheating is probably one of the most serious of moral offenses.

11. Children should be allowed more freedom in their execution of learning activities.

12. Pupils must learn to respect teachers if for no other reason than that they are teachers.

13. Children need not always understand the reasons for social conduct.

14. Pupils usually are not qualified to select their own topics for themes and reports.

15. No child should rebel against authority.

76. There is too much leniency today in the handling of children.

77. Difficult disciplinary problems are seldom the fault of the teacher.

78. The whims and impulsive desires of children are usually worthy of attention.

79. Children usually have a hard time following instructions.

80. Children nowadays are allowed too much freedom in school.

81. All children should start to read by the age of seven.

82. Universal promotion of pupils lowers achievement standards.

83. Children are unable to reason adequately.

84. A teacher should not tolerate use of slang expressions by his pupils.

85. The child who misbehaves should be made to feel guilty and ashamed of himself.

86. If a child wants to speak or to leave his seat during the class period, he should always get permission from the teacher.

87. Pupils should not respect teachers any more than any other adults.

88. Throwing of chalk and erasers should always demand severe punishment.

89. Teachers who are liked best probably have a better understanding of their pupils.

90. Most pupils try to make things easier for the teacher.

GO ON TO THE NEXT PAGE

91. Most teachers do not give sufficient explanation in their teaching.

92. There are too many activities lacking in academic respectability that are being introduced into the curriculum of the modern school.

93. Children should be given more freedom in the classroom than they usually get.

94. Most pupils are unnecessarily thoughtless relative to the teacher's wishes.

95. Children should not expect talking privileges when adults wish to speak.

96. Pupils are usually slow to "catch on" to new material.

97. Teachers are responsible for knowing the home conditions of every one of their pupils.

98. Pupils can be very boring at times.

99. Children have no business asking questions about sex.

100. Children must be told exactly what to do and how to do it.

101. Most pupils are considerate of their teachers.

102. Whispering should not be tolerated.

103. Shy pupils especially should be required to stand when reciting.

104. Teachers should consider problems of conduct more seriously than they do.

105. A teacher should never leave the class to its own management.

106. A teacher should not be expected to do more work than he is paid for.

107. There is nothing that can be more irritating than some pupils.

108. "Lack of application" is probably one of the most frequent causes for failure.

109. Young people nowadays are too frivolous.

110. As a rule teachers are too lenient with their pupils.

111. Slow pupils certainly try one's patience.

112. Grading is of value because of the competition element.

113. Pupils like to annoy the teacher.

114. Children usually will not think for themselves.

115. Classroom rules and regulations must be considered inviolable.

116. Most pupils have too easy a time of it and do not learn to do real work.

117. Children are so likeable that their shortcomings can usually be overlooked.

118. A pupil found writing obscene notes should be severely punished.

119. A teacher seldom finds children really enjoyable.

120. There is usually one best way to do school work which all pupils should follow.

GO ON TO THE NEXT PAGE

SA—Strongly agree
A—Agree

U—Undecided or uncertain

D—Disagree
SD—Strongly disagree

121. It isn't practicable to base school work upon children's interests.

122. It is difficult to understand why some children want to come to school so early in the morning before opening time.

123. Children that cannot meet the school standards should be dropped.

124. Children are usually too inquisitive.

125. It is sometimes necessary to break promises made to children.

126. Children today are given too much freedom.

127. One should be able to get along with almost any child.

128. Children are not mature enough to make their own decisions.

129. A child who bites his nails needs to be shamed.

130. Children will think for themselves if permitted.

131. There is no excuse for the extreme sensitivity of some children.

132. Children just cannot be trusted.

133. Children should be given reasons for the restrictions placed upon them.

134. Most pupils are not interested in learning.

135. It is usually the uninteresting and difficult subjects that will do the pupil the most good.

136. A pupil should always be fully aware of what is expected of him.

137. There is too much intermingling of the sexes in extra-curricular activities.

138. The child who stutters should be given the opportunity to recite oftener.

139. The teacher should disregard the complaints of the child who constantly talks about imaginary illnesses.

140. Teachers probably over-emphasize the seriousness of such pupil behavior as the writing of obscene notes.

141. Teachers should not expect pupils to like them.

142. Children act more civilized than do many adults.

143. Aggressive children require the most attention.

144. Teachers can be in the wrong as well as pupils.

145. Young people today are just as good as those of the past generation.

146. Keeping discipline is not the problem that many teachers claim it to be.

147. A pupil has the right to disagree openly with his teachers.

148. Most pupil misbehavior is done to annoy the teacher.

149. One should not expect pupils to enjoy school.

150. In pupil appraisal effort should not be distinguished from scholarship.

THE PSYCHOLOGICAL CORPORATION®

INCORPORATED IN 1921

APPENDIX C

ADAPTED NORM TABLE FOR MINNESOTA TEACHER ATTITUDE INVENTORY

TABLE C.1.--Adapted Norm Table for the Minnesota Teacher Attitude Inventory Percentile Rank Equivalents for Raw Scores[1]

Percentile	Fresh-men	Juniors			Seniors			Grad. Students (Ed.)
		El. Ed.	Sec. Ed.		El. Ed.	Sec. Ed.		
			Ac.	Non-Ac.		Ac.	Non-Ac.	
99	173	201	204	199	218	216	207	215
95	155	197	196	185	213	207	201	206
90	144	192	183	177	208	201	196	203
80	128	183	177	169	200	190	185	193
75	122	179	172	164	196	186	180	188
70	118	176	166	160	193	182	176	185
60	111	168	157	153	188	174	171	179
50	105	163	148	146	182	168	167	170

TABLE C.1.--Continued.

Percentile	Freshmen	Juniors El. Ed.	Juniors Sec. Ed. Ac.	Juniors Sec. Ed. Non-Ac.	Seniors El. Ed.	Seniors Sec. Ed. Ac.	Seniors Sec. Ed. Non-Ac.	Grad. Students (Ed.)
40	97	156	142	137	173	162	162	161
30	90	151	135	129	164	156	154	152
25	86	146	130	123	159	153	149	147
20	82	141	125	121	155	149	144	140
10	67	121	104	110	141	137	130	112
5	55	109	99	96	131	123	114	93
1	41	87	84	81	111	104	89	79
Mean	104.8	159.5	148.3	144.1	177.4	167.8	163.3	164.0
S.D.	28.9	26.3	29.2	27.1	24.7	24.3	25.4	33.3

[1]Walter W. Cook, Carroll H. Leeds, and Robert Callis, Minnesota Teacher Attitude Inventory, Manual (New York: The Psychological Corporation, p. 8, with a constant of +100 added to each raw score by the researcher.

APPENDIX D

TEACHER COMPETENCY INVENTORY

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TEACHER COMPETENCY INVENTORY

TEACHER COMPETENCY INVENTORY

Part A

Please indicate the extent to which the courses listed below helped you develop the skills and knowledge of teacher competency as described in the "Tri-U Teaching Competency Model."[1]

Circle the appropriate rating for each course opposite each item of the Teaching Competency Model in the following manner:

(1)2345	This course helped me the most in developing this skill or knowledge.
1(2)345	This course helped me substantially in developing this skill or knowledge.
12(3)45	This course helped me in developing this skill or knowledge.
123(4)5	This course helped me only slightly in developing this skill or knowledge.
1234(5)	This course did not help me in developing this skill or knowledge.

Explanation of course numbers:

Ed 200 The Individual and the School
Ed 482 The Urban Tutorial Program
Methods Block
  Ed 321A Curriculum and Methods
  Ed 325A Reading Methods
  Ed 325B Language Arts Methods
  Ed 325D Social Studies Methods
  Ed 325E Mathematics Methods
  Ed 325F Science Methods
  Ed 327 Secondary Methods
Ed 436 Student Teaching
Ed 450 School and Society

	Ed 200	Ed 482	Methods Block	Ed 436	Ed 450
I. Pre Instruction					
A. Classroom Management 1. Discipline a. School policies b. Room policies c. Disruptive behavior d. Preventive techniques	12345	12345	12345	12345	12345

[1]Ambrose A. Clegg, Jr. and Anna S. Ochoa, "What Does Today's Teacher Need to Know and to Do?" Educational Leadership, 27:568-72, March, 1970.

	Ed 200	Ed 482	Methods Block	Ed 436	Ed 450
2. Scheduling a. Daily b. Weekly	12345	12345	12345	12345	12345
3. Routines a. Materials b. Records c. Housekeeping	12345	12345	12345	12345	12345
B. Human Relations 1. Student as a person a. Normative data b. Self concept c. Value system	12345	12345	12345	12345	12345
2. Community Influences a. Building b. District c. Socioeconomic influences	12345	12345	12345	12345	12345
C. Teacher Behavior 1. Learning Resources a. Rationale b. Preparation c. Operation	12345	12345	12345	12345	12345
2. Educational Objectives a. Recognition b. Writing c. Criteria	12345	12345	12345	12345	12345
3. Lesson Plans a. Diagnosis b. Objective c. Materials d. Sequence e. Evaluation	12345	12345	12345	12345	12345
II. Instruction: Teaching Learning Process					
A. Model Synthesis 1. Questioning 2. Discussion 3. Cueing 4. Reinforcing 5. Use of Resources 6. Teacher-student planning	12345	12345	12345	12345	12345

	Ed 200	Ed 482	Methods Block	Ed 436	Ed 450
B. Teaching Process 1. Motivation 2. Presentation 3. Development 4. Summarizing 5. Application	12345	12345	12345	12345	12345
C. Learning Process 1. Determining focus 2. Concept formation 3. Generalizing and making inferences 4. Selection of alternatives 5. Application 6. Analysis and evaluation 7. Selection of policy	12345	12345	12345	12345	12345

Part B

Using the scale below, please indicate the extent to which Education 482, the Urban Tutorial Program, has helped you internalize the educational concepts presented in subsequent education courses you have taken.

Please check one (1) space below.

____Education 482 helped me more than any other experience to internalize the concepts presented.

____Education 482 helped me substantially to internalize the concepts presented.

____Education 482 helped me to internalize the concepts presented.

____Education 482 did not help me to internalize the concepts presented.

Part C

Please use the reverse side of this page to make any comments relative to Education 482 that you feel will contribute to the evaluation of this program.

APPENDIX E

LETTER OF TRANSMITTAL TO LONGITUDINAL SAMPLE

APPENDIX E

LETTER OF TRANSMITTAL TO LONGITUDINAL SAMPLE

MICHIGAN STATE UNIVERSITY EAST LANSING • MICHIGAN 48823

MOTT INSTITUTE FOR COMMUNITY IMPROVEMENT
COLLEGE OF EDUCATION • 517 ERICKSON HALL

May 17, 1971

Dear Former Student:

As you may know, the Mott Institute for Community Improvement (MICI), is engaged in various experimental programs in the field of teacher preparation. Periodically, these projects undergo an evaluation to determine their effectiveness as part of the teacher training program.

Currently, Education 482, the Urban Tutorial Program, is one such experimental program being evaluated. According to our records at the institute, you were enrolled in Education 482 during the Spring quarter of 1970. Since your group has been selected to supply critical data for our evaluation, it is necessary that we ask for a few minutes of your time to assist us in the collection of this data.

For your convenience, we have reserved room 226, Erickson Hall at 4:30 p.m. or 7:30 p.m., Tuesday, May 25 to collect the necessary information. The time which will be required for your assistance will be only about forty minutes.

Should you not be able to attend one or the other session, please call the Mott Institute for Community Improvement, 353-6453 before May 25 and leave your name with our secretary.

Your cooperation will enable us to carry out a complete evaluation of our project and will be very much appreciated by all those at MICI involved in this effort.

Our sincere thanks,

David Dean

Homer Kearns

DD:HK/fb