

AREAS OF AGREEMENT AND DISAGREEMENT IN THE
RELATIVE DEGREE OF PARTICIPATION OF THE
SCHOOL AND THE UNIVERSITY IN THE PLANNING
AND IN THE IMPLEMENTATION OF CURRICULAR
COMPONENTS OF A TEACHER EDUCATION PROGRAM

Thesis for the Degree of Ph. D.
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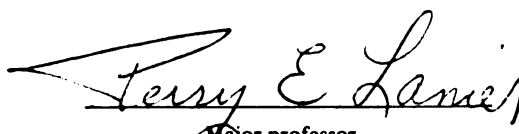
Areas of Agreement and Disagreement in the Relative Degree
of Participation of the School and the University in the
Planning and in the Implementation of Curricular Components
of a Teacher Education Program

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ABSTRACT

AREAS OF AGREEMENT AND DISAGREEMENT IN THE RELATIVE DEGREE OF PARTICIPATION OF THE SCHOOL AND THE UNIVERSITY IN THE PLANNING AND IN THE IMPLEMENTATION OF CURRICULAR COMPONENTS OF A TEACHER EDUCATION PROGRAM

By

Rudi Alec

The "partnership" approach to teacher education has been an avenue strongly advocated by educational establishments. They hold the point of view that the preparation of teachers ought to be a shared endeavor involving the university and the public school.

The purpose of this study was to determine if public school, college of education, and college of arts and science personnel agree to the relative degree of participation the school and the university ought to have in the planning and implementation of a teacher education program.

The population sample chosen for this study consists of faculty members from the Lansing Elementary Public Schools, from the College of Education and from the departments of arts and sciences at Michigan State University who are presently involved in the preservice education of teachers. Thirty-five members from each of the three groups supplied the data used for this study.

A questionnaire, which was specifically constructed for this study, was sent to individual members of the sample population to obtain their opinions concerning the degree of participation they perceive the school and the university to have if a partnership to teacher education were to be employed. The results of the questionnaire were analyzed in terms of agreement or disagreement in regard to the relative degree of participation the school and the university ought to have in the functions: (1) defining objectives, (2) implementing, and (3) evaluating.

The respondents to the questionnaire were asked to determine the relative degree of participation the school and the university ought to have in the functions in reference to five curricular components of a teacher education program. The curricular domains were: (1) academic disciplines, (2) human learning, (3) curricular content of the elementary school, (4) strategies (methods) and (5) teaching process (clinical experience).

The conclusions that were reached as a result of this study are:

1. That members of the school, the college, and the university agree on the degree of participation the school and the university ought to have in these curricular areas of a teacher education program: academic disciplines, human learning, and the curricular content areas of the elementary school.

2. That differences among the groups exist in the degree of participation the school and the university ought to have in the curricular areas termed strategies and in the clinical phase termed teaching process. The school and the university differed in opinions on strategies. The school and the college differed in opinion on the teaching process.

3. That the school, the college, and the university agree on the degree of participation the school and the university ought to have in the functions, implementing objectives and evaluation process.

4. That a difference between the groups exist in the degree of participation the school and the university ought to have in the function, defining objectives. The school and the university differed in opinion.

The college and the university agreed in all aspects as to the relative degree of participation they viewed the school and the university to have. The differences that were found were: the school and the university differed in opinion on the function, defining objectives, and in the curricular area, strategies; the school and the college differed in opinion in the curricular area, teaching process.

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CHAPTER I

INTRODUCTION

Introduction

Schools have cooperated in teacher education programs and have supplied the "clinic" in which the prospective teacher could practice and apply the skills of teaching which were learned in the university. Cooperation as it usually exists may be viewed in a very restrictive sense. The schools have provided the locus for prospective teachers to practice in the classroom setting. The planning and the development of the activities and experiences have been the responsibility of the college or university. Critics of teacher education, as well as members of the profession and teacher educators themselves, have strongly voiced that a partnership between the universities and the schools, either in the total program or in various components, ought to be the route in teacher education.

"Universities and colleges . . . can and should take leadership in developing wise cooperative ventures in teacher education with their professional colleagues in the schools" (37; p. 67). This point of view was strongly voiced by the American Association of Colleges for Teacher Education's Subcommittee on School-College Relationships in Teacher Education. Their report goes on to say:

To cooperate or not to cooperate is not the issue. Schools and colleges will have to do this in one way or another unless either one of the institutions takes complete command. This would be turning the clock back either to the state normal school or to the old teacher institute run by a dominating school system (37; p. 67).

Matthew J. Trippe, in describing Triple T (TTT) around the country, stated:

The major concerns of the Triple T Project are two-fold: (1) the alienation between the school of education and the rest of the university and (2) the alienation between the university and the public schools (44; p. 72).

If we can believe that this strong declaration made by the AACTE advocating school-university approaches is to be a future direction of teacher education program development and if the concerns of the Triple T Project are to be considered, then steps might be taken to initiate cooperative endeavors.

Need

In a survey conducted for the AACTE by the Subcommittee on School-College Relationships in Teacher Education, 153 institutions which were involved in cooperative school activities recommended these three guidelines:

1. that cooperative arrangements, if they are to have any lasting power, need to be contracted for or at least spelled out, in a mutually developed statement.
2. that sound practices in maintaining workable and empathetic human relations need to be considered as projects develop by sharing the ideation process among school and college personnel.

3. that means for cooperative decision making, and then execution of the decisions need to be institutionalized sufficiently to make clear the role responsibility and channels of communications (37; p. 68).

In view of these recommendations and assuming that an institutional partnership is a route that might be taken in planning future teacher education programs, there is a need to determine the role the members of the involved institutions perceive the school to have and the university to have in the development and implementation of such a program. Once these roles are defined, then each one's place in a cooperative venture, through participation by both parties, can be found and it will be more possible to decide who should be responsible for what (37; p. 65). The delineation of tasks helps the participants understand their position and those of the other members, ". . . thus the clarification of roles should result in more effective and efficient task performance" (14; p. 169).

Based on this assumption that the clarification of roles helps to delineate areas of responsibility, it may be important to know where roles are perceived similarly and differently by the school and the university.

An agreement among participants as to the role the school and the university ought to play in setting objectives, in the implementation process, and in the evaluation process should provide vital data to teacher education planning and development teams. If differences in perceptions exist, these differences could be a source of problems

among participants. Knowing where these differences lie may be important because they could be a major source of problems which might be minimized or resolved if they could be identified and dealt with before they become problems.

Purpose

The purpose of this study is to determine if the public school, college of education, and the college of arts and science personnel agree on the relative degree of participation the school and the university ought to have in the planning and in the implementation of basic curricular components of a teacher education program.

Specific Objectives of the Study

The specific objectives of this study are to seek answers to the following questions:

1. Is there agreement among the three groups (school, college and university) in regards to the relative degree of participation each group views the school and the university to have in a teacher education program comprised of the curricular components termed, academic disciplines, human learning, content of the elementary school, strategies, and teaching process?

2. Is there agreement among the three groups in regards to the relative degree of participation each group views the school and the university to have in each of the curricular components?

3. Is there agreement among the three groups in regards to the relative degree of participation each group views the school and the university to have in: (1) defining objectives; (2) the implementation process; and (3) the evaluation process?

4. Is there agreement among the three groups in regards to the relative degree of participation each group views the school and the university to have in each of the functions: (1) defining objectives; (2) the implementation process; and (4) the evaluation process in each of the five curricular areas?

Theory

"No one point of view regarding teacher education has been demonstrated to be the most effective" (48; p. 89).

Bruce Joyce stated:

Further complicating the job of describing the effective teacher is the fact that we have not reached agreement about the kinds of education procedures that should be employed in any given situation. We are not in a state of total ignorance about teacher education or about teaching, but neither do we have final solutions. However, there are bases on which we can begin to build hypothetical performance models of teachers (24; p. 113).

The Behavioral Science Teacher Education Program (BSTEP), a teacher education model developed by Michigan State University, and other models financed by the U. S. Office of Education, based their programs on the assumption that a teacher needs to be competent in disciplines of scholarly study; the subject matter specifically taught

in the elementary school; the understanding of human growth and development; the development of teaching strategies, and the application of these general competencies in the teaching process in the classroom (4; p. 27).

The Florida State University Model (4; p. 9) incorporates these competencies into two phases: the Preservice and the Inservice. Preservice includes training in the academic areas, the content areas of the elementary school, and educational theory and strategy development. In the Inservice phase of the model, the competencies developed in the Preservice component are implemented and applied in the classroom.

The Comfield Teacher Education Model (4; p. 51) is strongly based on the assumption that the effective teacher is proficient in the understanding of growth and behavior; in the content areas and developing strategies for conveying this content to the learner; and in the general knowledge of skills needed to bring about desired outcomes in pupils.

The Syracuse Model (4; p. 91) has incorporated the skills of these areas under the major headings: Liberal Education, Elementary Methods and Curriculum, Child Growth and Development, and Theory and Practice.

There appears to be a consistency in the content of these models developed and the same common threads are woven through them. Some of the strategies employed to attain these competencies differ; some of the models have

added other components to the program, but there is a core of the basic required areas in all of the models. The curricular content common to all the models is the liberal studies, the professional studies and the teaching practicum.

The basic curricula proposed require the expertise of members from the academic departments, from the college of education, and from the public schools. There is an apparent need for the total university and the public schools to develop the content these models have proposed if they are to be implemented. A cooperative approach in planning and developing the curricula would seem to be a more advantageous route to take than for each group to plan in isolation.

For this study, the BSTEP Model of Teacher Education, which was cooperatively planned by members of the total university and from the public schools, will be used to obtain the basic areas of teacher competencies. The areas of concern are the following components of BSTEP: Scholarly Modes of Knowledge, Human Learning, Professional Use of Knowledge, and the Clinic Phase. These components reflect the competencies defined by other programs, and provide a base for the various skills they sought for in an effective teacher education program.

The components of BSTEP were used as a representative base. "Scholarly Modes of Knowledge" represents the areas of the academic disciplines. "Professional Use of Knowledge" is the component that incorporates both the content of the

elementary school with the strategies needed to implement the content. Since the content and the strategies are interwoven, for the purpose of this study the component was divided so that the content and the strategies could be viewed as two separate areas of proficiency. "Human Learning" encompasses the areas of learning and the understanding of growth and development. The phases of the "Clinic" component used for this study is the assimilation of the foregoing skills representative of the general areas of competency applicable to the actual teaching process in the classroom.

If the concept of partnership were to be employed and if in this partnership there were basic agreement on the components outlined by BSTEP and other models advocating these competencies, an initial step in the implementation of such a program might be to clarify the role of the school and of the university.

Assumptions and Limitations

The major assumption on which this study is based is that the partnership concept to teacher education exists and that the total university and the public school ought to be the groups which form this partnership. Also assumed is that the curricular areas, academic disciplines, content of the elementary school, human learning, strategies, and the teaching process, are to be the basic components of a teacher education program.

The limitation of this study is that the university and the public schools are not totally responsible for teacher education programs. This study does not take into account other institutional agencies which may be part of the partnership such as the professional organizations, school administration, and the community. Nor does this study take into account the legal powers vested in the State Education Department.

Population Sample

The study sample consists of individual members representing the Lansing Elementary School Faculty, the College of Education Faculty chosen from the curricular areas presently required in the preservice education of teachers, and the departments of arts and sciences at Michigan State University, from the College of Arts and Letters, College of Communication Arts, College of Human Ecology, College of Natural Science, College of Social Science, and the University College, which teach the academic disciplines required of all elementary education candidates. For the purpose of this study these groups are referred to as the school, the college, and the university.

Definition of Terms Used

To avoid confusion or ambiguity, the following definitions of the terms used in this study are:

Academic Disciplines--Refers to the areas or courses from the colleges of arts and sciences that are required of all elementary undergraduate education students.

Human Learning--Refers to knowledge and skills needed to understand the learner and the learning process.

Content of the Elementary School--Refers to the curricular areas taught in the elementary school (reading, mathematics, etc.).

Strategies--Refers to the technique and skills needed to teach; methods.

Teaching Process--Refers to the act of teaching, where the teacher is actively involved with the learner.

Functions--Refers to these three tasks: F (1) defining the objectives, F (2) implementing the objectives, and F (3) evaluating the prospective teacher in the attainment of the objectives.

School--Refers to the members of the group representing the elementary school faculty; also refers to the institution.

College--Refers to the group composed of faculty members responsible for the preservice education from the College of Education.

University--Refers to the group which is comprised of faculty members who teach the academic subjects to undergraduate elementary education candidates; also refers to the institution as a whole.

Measures--Refers to the five areas of competency where M1 refers to Academic Disciplines, M2 refers to Human Learning, M3 refers to Content of the Elementary School, M4 refers to Strategies, and M5 refers to the Teaching Process.

Areas of Competency--Refers to the curricular domains--Academic Disciplines, Human Learning, Content of Elementary School, Strategies, and Teaching Process.

Competency--Refers to a specific skill or the acquisition of knowledge in a particular content area.

School...University Scale--Refers to the scale used in the questionnaire used in this study.

Implications

Results of this study and others in this area may have far-reaching implications for the structure and organization of both the school and the university in teacher education programs. Since this study is exploratory in nature, the results could serve as a guideline for planning and developing future teacher education programs. In addition, the instrument developed for this study may be adapted, refined or expanded and could serve as a guide for research in the partnership concept or approach to teaching education models or programs.

Overview of the Study

In Chapter II a historical perspective of the cooperative notion of teacher education is presented. A review

of the various existing cooperative ventures in teacher education is given in terms of membership, rationale and purpose of involvement. The organizational trends which seem to be developing in partnership developments are given. An overview of the BSTEP model is presented. This model not only is an example of a cooperative endeavor but provided the base from which the questionnaire was constructed. Barriers which have deterred the partnership approach are discussed, and steps which may instigate change toward the direction of a cooperative approach to teacher education are explored.

The overall design of the study is described in Chapter III. Other parts included are: the description of the sample selected, the selection process of the sample, the construction of the questionnaire, the manner in which the data were collected, the statement of the hypotheses, the statistical procedure employed and the preparation of the data for analysis.

In Chapter IV the data are analyzed. The summary and the conclusion of the study are presented in Chapter V.

CHAPTER II

REVIEW OF LITERATURE

Introduction

"The preparation of teachers has long been a task involving both the theorist and the practitioner" (22; p. 276). Until the third decade of this century, the practical aspects of educating teachers was the task reserved for the laboratory or practice schools which were controlled by the local normal schools or teachers' colleges. These practice and demonstration schools were usually located on campus or within short distances from the colleges. The administrative and teaching staff of these schools were usually employees of the college even though some of these demonstration schools were part of a local school system. In some large cities, the teachers' college was an adjunct to the public school system and under the control of the board of education. Schools selected for practice centers were set aside and put under the domain of the college administration and the teachers were members of the college faculty (23; p. 1).

The laboratory schools seem to vary in nature--some were noted for their experimentation while others typified the public schools of the day. These laboratory

schools were almost without exception under the control of the college; in fact, in some cases the college was the school.

The crisis for teacher shortages became overwhelming. Colleges everywhere which were preparing teachers were faced with swollen enrollments and a desperate need for increased facilities for students to practice in the field. Most colleges were faced with the problem of finding new avenues and situations in which students could student-teach because the traditional campus schools were saturated with students of teaching. New laboratory schools were not economically feasible nor even if they were, they could not expand rapidly enough to meet the onslaught of new candidates (23; p. 2).

Simultaneously, but from a theoretical point of view, teacher educators were advocating that an off-campus experience should replace the laboratory school program. The prospective teacher would be given an opportunity to practice in a more realistic setting (10; p. 20).

The resulting solution to provide classroom experience for the abundance of students was to use the public schools near the college as a practice ground for prospective teachers. Administrators and teachers of the public schools viewed this step positively and became aware of the responsibility to induct new members into the profession under realistic circumstances.

The tasks of teacher education began to be viewed as more of a joint responsibility as schools showed a willingness to be the "laboratory" in the off-campus

student-teaching programs. The old "laboratory school" seemed doomed to extinction or destined for a new role as a truly experimental laboratory (23; p. 2).

The solution to utilize off-campus facilities led to a new array of problems with regard to role definition and the placement of responsibilities. "A 'wedding of convenience' occurred before adequate means for cooperation developed. The practice of 'farming-out' student teachers became prevalent" (23; p. 2). How schools and colleges could cooperate was never adequately answered. The only mode in some instances or the most frequent mode of cooperation exercised was the tie of the college supervisor and his infrequent visits to public schools. The college dominated the planning and the public schools became mere implementation centers.

Many teacher education institutions continue to use both settings, the university and the public school in the traditional sense for the preservice education; the latter usually quite secondary as judged by training allocations. In the university, the teacher trainee undertakes studies in the academic specializations, in literal or general education, the scholarly disciplines related to education such as philosophy and history of education, and in curriculum and instruction or methods courses which are directly relevant to classroom instruction (20; p. 18). The importance of providing a field or laboratory experience for prospective teachers has been recognized by both the profession and the university since colleges first began to move students

out of the laboratory school situation; therefore, its value is not questioned and this task is reserved and delegated to the public schools (16; p. 282).

The requirements, both at the university and in the field or student-teaching experience, however, have and are still designed by the university and little effort, if any, has been made to involve public schools in the planning stage. The role of the public school has remained historically stable; it has been primarily to implement the wishes of the teachers' college. There has never seemed to be a question or objection raised in regard to the university's domination in the development of teacher education programs; ". . . historically the public school has not accepted as part of its role a function and responsibility in teacher preparation" (18; p. 4). Providing experience for students of teaching seemed to be an unquestionable task to be fulfilled and as it is today, it is mostly considered a favor extended to the cooperating college and training program.

School-University Role in Teacher Education Development Proposed

Efforts by the Association for Student Teaching, the American Association of Colleges for Teacher Education, and the National Education Association were attempting to encourage colleges and public schools to view teacher education as being cooperative in nature. These organizations wanted more than to have the focus of the partnership endeavors be

mainly the orientation of the school to the wishes and demands of the college (23; p. 3).

Projects financed by the Ford Foundation and projects such as New Horizons: The Becoming Journey published by the National Education Association Commission for Teacher Education in 1962, focused on public school input into the planning for the development of teacher education programs. James B. Conant in The Education of American Teachers voiced the concerns of the future of teacher education and advocated that schools and colleges should attempt to resolve problems by cooperatively looking at past and present practices in lieu of preparing future guidelines for educating prospective teachers. "However the concept of partnership had never quite evolved to bring about the maximum potential of each" (22; p. 275).

Recently, trends have been fostered by the professional teachers' organizations and by governmental agencies which are advocating a cooperative approach to the development of teacher education programs. There is a strong urgency expressed that public school teachers should have an input in the planning of teacher education curriculum and that they do have an investment in furthering the direction of their own profession. This clamor expresses the need for assessing the future of teacher education and including the members of the teaching profession in this assessment. The implications expressed are for a closer relationship with

the university in the planning and implementation of teacher education programs (30; p. 13).

Some of the critics of teacher education have expressed that the integration of the preparatory work with the classroom practicum would be the first task in addressing the problems presently faced in teacher education. Synthesizing the practical with the theoretical proficiencies presently incorporated into a teacher education program would give the school and university the opportunity to view the program in totality. The task, then, through cooperative decisions, would be delegated to the appropriate institution to implement.

Other critics view partnerships as a cooperative venture in the planning and designing of new programs and not as salvagers of present and past programs. The responsibilities and role definitions would be incorporated in the design of the mutually planned program.

Both views, although different in approach, strongly express the opinion that members of the teaching profession must have a share in the development of teacher education curricula and programs (18; p. 4). The advocates of partnerships have strongly voiced that the preservice education of teachers must actually move from college domination to a joint responsibility or partnership endeavor (11; p. 360).

Some critics have even suggested that schools should take over the full responsibility for direct experiences in teacher education (16; p. 282). This opinion is the voice of

the minority. To contend that teacher education programs be more closely integrated with school activities is a goal advocated by many university personnel.

Partnerships advocated by concerned individuals and groups do not argue for greater control of education by the profession. It must be emphasized that locus of training and the control of training are two very different considerations; one does not imply the other (20; p. 19). There appears to be general agreement among educators that a prospective teacher needs knowledge, needs theory and needs to be given an opportunity to implement these proficiencies adequately. A teacher education program can be more affective if a portion of the educational sequence is devoted to the classroom setting. Input from both viewpoints, that of the school and the university, seems to be a most advantageous route to take (7; p. 16).

Total University Approach

Before universities and schools can cooperatively plan teacher education programs, it is the opinion of Bruce Joyce that ". . . steps must be taken to reconcile the estrangement so that frequently exists between the faculties of education and the rest of the university" (25; p. 262). Historically, the college of education and the academic colleges differed in emphasis. The college of education's main objective was to train people how to teach rather than what to teach, while in the academic departments the other half of the isolation was found--learning what to

teach with almost a contempt for methods of teaching. "In this division between what to teach and how to teach, each side suffers from the separation" (12; p. 78). Similar attitudes and viewpoints are still prevalent.

There is the opinion that the failure to achieve a full and viable interdisciplinary partnership--the all university approach to teacher education--has been a limiting factor because the expertise of all departments has not been included.

Until all who help to prepare teachers from the colleges and universities are accorded responsibilities and accept accountability for policies and programs, the continuation of past unproductive conflicts (in teacher education) can be predicted (19; p. 270).

Cooperation among academic and professional educators could produce benefits for teacher education as a whole and for both groups, as well as their colleges and universities. There appears to be a need to recognize the competencies of individuals and varying groups in order to seek the improvement of the total preparation of teachers rather than each group merely strengthening the institutional position of their own department or college. Greater appreciation may be needed by each group for what the other has to contribute (49; p. 188).

There are differences of strengths within the university. These areas of expertise may well be incorporated into the planning and in the developing of teacher education programs. But also the public schools may offer

an expertise which may be valuable and needed for the preparation of teachers. Martin Habermann expresses the point of view that

teacher education is the responsibility of the entire university and cooperating school systems; control of the program should be shared by the School of Education, the school systems, and the Colleges of Arts and Sciences (19; p. 272).

Margaret Lindsey not only views the university and the schools as having control but that ". . . both the school and the university must share responsibility in planning and conducting programs in the professional preparation of teachers" (37; p. 288).

The "total university" approach and the partnership concept of the university with the public school system to developing and implementing teacher education programs is the view expressed by many prominent educators. Also, the organized teachers are serving notice on the colleges and universities that they (teachers) are planning to take a major role in teacher training. They view that they, too, have a responsibility in training future teachers.

The time has passed when schools and teachers serve as passive receptacles for student teachers. Through negotiated contracts with school boards, teachers are saying, "We have a legitimate partnership in professional training and we insist on taking part in decisions affecting new teachers, the schools and our profession" (29; p. 116).

A view most frequently expressed seems to be that teacher education ought to be the responsibility of the total profession and not just the universities and colleges. The cooperation of the schools and the universities may

produce benefits for the profession and for the planning of future teacher education programs.

Existing College-School Cooperative Ventures

Efforts have been made by colleges and universities to a degree to involve the schools in teacher education. In an attempt to find out the cooperative ventures in teacher education between schools and colleges where partnerships in joint decision making, joint planning and joint action are being explored, the American Association of Colleges of Teacher Education (AACTE) Subcommittee on School-College Relationships in Teacher Education prepared a questionnaire with the designed purpose to search for and identify projects which had the dimensions of equal partnership and actual cooperative school-college direction. In explaining the purpose of this instrument to the potential respondents, AACTE members, the authors noted that most institutions had some standard type of arrangement with public schools but they were not interested in these common practices.

AACTE's national office distributed 634 questionnaires; 354 were returned and 153 of the respondents indicated that their institutions were involved in cooperative school-college activities and relationships. Many of the positive responses reported were the familiar structures of relationships which did not demonstrate or indicate the dimension of partnership in joint decision making which the survey was seeking to identify.

The affirmative replies revealed that the present relationships between the schools and the colleges are numerous and varied, and that some of the relationships have a direct effect on teacher education while others had only a peripheral effect. The practices reported in the study were those which had only a direct effect. It was stated that some of the practices were not new or unique, but they had the partnership dimension.

For the purpose of description and comparison, the results of the study were reported and placed in twelve categories. These categories were chosen because they did meet the stipulation of the survey and they encompassed the variations that institutions had. The general categories reported with a brief general description by the AACTE are:

1. State-Wide Cooperative Plans

The impetus of these designs was generated by national groups such as the NEA, the Association for Student Teaching, or the Ford Foundation to involve the total profession in the enterprise of teacher education. The state cooperating group set policies, and different kinds of administrative structures for decentralizing activities were then instigated. All of the organizational plans reported include both college and school personnel in the administrative and planning groups. State funds were recommended for the support of improved professional laboratory situations in the public schools. Provisions for cooperative development of

the experimental programs were that colleges and schools jointly plan these before funding would be given.

These state-wide ventures are viewed to be significant by the AACTE because they provide experience which may be useful as educators consider the position of the state in teacher education programs. Moves toward involving the state in student teaching have been hastened by the Conant report, and problems of power and authority for responsibility of roles are already being faced (31; p. 47).

2. School-College Councils and Committees for Cooperation in Teacher Education and/or Research and Development

These organizations generally include key personnel from colleges and cooperating schools who plan, execute and evaluate joint projects. Policies and general strategies for teacher education and school improvement are the tasks that these councils have outlined for themselves.

3. Regional Inter-College and School Centers

As student teaching programs have expanded in metropolitan areas and in some regional districts where several colleges and universities prepare teachers, the schools asked colleges to get together on placement, student teaching schedules, evaluation and other matters related to teacher education.

Out of this predicament there have emerged some interesting plans for metropolitan or regional student teaching, research and development centers involving the participation of several colleges with one or more school systems.

The unique characteristic of this combination is the inter-college dimension.

These centers are jointly financed. Centers usually include forty student teachers from various colleges. These students are supervised by a team of college and school personnel under the direction of a center coordinator, who is jointly selected by member colleges and the school system.

4. Cooperative Centers for Teacher Education

These centers are truly cooperative structures for planning and administering a program of instruction in teacher education. Joint responsibility is taken for the practice phase of teacher education where joint decision making sets the policy, program and procedures of a university teaching center.

5. Affiliated or Associated Schools

The institution called an affiliated or associated school seems to be the result of a genuine attempt on the part of a college or university to join in partnership with a school or a group of schools in a nearby public system for the purposes of teacher education and of research and development. In setting up such a school, an effort is made to create joint appointments of faculty and administration and to establish machinery for making cooperative agreements about curriculum and instruction. It is envisioned as a demonstration center, a laboratory for action research and experimental teaching, and as a beacon of professional

enlightenment within the territory of a regular school system.

6. Field Centers for Preparing Teachers to Work With Culturally Deprived or With Children With Special Handicaps or Talents

Because these emerging special education programs have to be closely related to particular school settings, some unique cooperation between schools and colleges has been made. The college, in turn, provides special services in relation to sociological, psychological and linguistical studies. These programs point out ways for introducing foundational studies into on-going teacher education programs in field centers. There is continuing education for beginning and experienced teachers in these settings.

7. Joint Appointments and Rotation of Teachers Between the School and College

Colleges have, from time to time, invited promising classroom teachers from local schools to be college supervisors and occasionally to be instructors of college methods courses. But seldom have college teachers been exchanged with classroom teachers to give the college teacher an opportunity to see teaching from the classroom view again or to involve the classroom teacher again in theoretical speculation which is part of teaching college classes. This exchange is a promising link for colleges and schools to improve teacher education cooperatively.

8. Cooperative Supervision of Teaching

Educators have been exploring the possibilities of team supervision for improving the analytical process in

evaluating teacher performance. Teams are comprised of professionals with different kinds of expertness depending on the needs of the situation. In general, a team would probably include representatives from educational psychology, the subject matter area and the school situation, and would be chaired by a supervisor who is responsible for the student teacher's or experienced teacher's progress toward improved skill in the art of teaching. Various methodologies for collecting classroom data during the teaching-learning episode are used. This information then becomes the content of the team's discussions with the student teachers or teachers.

9. Joint Selection and Preparation of Supervising Teachers

This is a practice which is just beginning to appear as a truly cooperative procedure. In the past, schools have recommended teachers for the position of supervising teacher, and colleges have made selections from those persons recommended. Sometimes schools have had to recommend unqualified personnel because of politics or prestige factors, and frequently colleges have had to select these people because of the ruptures in relation with the school which might occur if the recommendations were not honored. This situation may not so likely occur where more professional appointments are made, based on criteria jointly derived and when those selected are trained on the job.

10. Cooperative Observation Programs

With the relative decline of the campus laboratory school in teacher education programs, the need for planned

observations became more important. Many colleges have set up observation schedules with the schools including closed circuit television presentations.

11. Jointly Developed Student Teaching Guides and Constitutions

Nearly every college has some kind of handbook or directions for student teachers and supervising teachers, but usually these guides are developed by college personnel or students in classes on the supervision of student teaching. In some cases, however, these guides have been jointly written and planned by a team of school and college personnel (37; pp. 7-59).

In a follow up and summary report by the AACTE, they noted that the evolving cooperative relationships in teacher education suggest four basic formalized types of administrative structures:

I. Teaching Center

Membership: Representatives from each school which cooperates with a college in teacher education and representatives from the college.

Purpose: Develops and implements fundamental field relationships between cooperating schools and a college engaged in teacher education. Provides mechanisms to influence public school curricula.

II. Local Teacher Education Council

Membership: Representatives from all school districts involved in cooperative teacher education ventures

with a college and representatives from the college.

Purpose: Establishes general policies for field operations; makes financial arrangements; authorizes contracts; makes recommendations for changes in the college's teacher education curriculum.

III. Regional Multi-University Teacher Education Councils

Membership: Representatives from each college engaged in cooperative teacher education in a specific geographical region. Representatives from key school districts, state department TEPS, AST, etc.

Purpose: Establishes communications and develops working procedures between and among colleges and school districts engaged in cooperative teacher education in a specific geographical region. Attempts to coordinate activities and to avoid confusion and needless duplications.

IV. State Legislation for Teacher Education

Provides enabling legislation and funds for administration of a required teacher education program; establishes standards and minimum requirements.

State departments or agencies take leadership in encouraging cooperative organization throughout the state and in initiating state-wide conferences for teacher education (38; p. 5).

Future Directions: A Change is Advocated

In an age when all aspects of education have come under unrelenting critical review, a common denominator in both polemical and scholarly writing has been the inadequacies in teacher preparation, particularly with the approaches to teacher training, placement and cooperative involvements at various levels and from various agencies and groups. The critics view that teacher training and placement can be improved, but it will involve a joint effort on the part of the teacher training institutions, public school systems and other institutional agencies (25; p. 244).

If partnership arrangements among colleges and universities, state and local school systems, and the communities to be served by the personnel being trained are to be employed, changes are evident. The result may be to move away from the short-term, exclusively college-based projects to an emphasis on long-term projects which will require cooperative efforts by both the producers and the consumers of educational personnel.

The survey conducted by AACTE noted that various cooperative means to teacher education have been implemented and certain trends are in the making. To improve teacher education it is imperative that those

. . . who by profession participate in educating children, youth and adults come closer together in association so that mutual understanding and respect can be fostered and commitment to common purpose can be made an explicit guide for group and individual action (31; p. 7).

For groups to unite for a common purpose does not mean a loss of identity, nor should it be. There are those who view that diversity among groups must be maintained and the freedom for group and individual operation must be continued to be of value and guarded. Cooperation does not mean their loss. It may be viewed that in teacher education ". . . any group working in isolation will eventually find its arena of freedom reduced in size and its opportunities to contribute to the total task of education diminished" (31; p. 8). College faculties concerned with the preparation of classroom teachers might increase their scope of freedom and their impact on education when they work constructively with other groups in the profession.

Each group brings with it its viewpoints and differentiation in expertise. It is this differentiation in function and consequent variable in specialization that might be needed in teacher education. The unity of the groups may be needed in order to benefit fully from each group's contributions. Commitment of the various groups should be gotten to create change. Present relationships may be realigned or new relationships may evolve as a result of change. New ordering of the relationships presently existing among the professions might make the tasks ahead easier to accomplish.

The greater the extent, for example, that a given task can be performed effectively when groups or individuals cooperate closely with each other, the more it may be

expected that in the course of working on the task members will

. . . (1) become cognitively aware that cooperation is instrumental to task success, (2) behave in a cooperative fashion, (3) develop a cathetic interest in cooperating with each other, and (4) establish norms defining cooperation as a legitimate form of behavior (2; p. 13).

There are those who advocate that initial steps, therefore, should be taken by the university to initiate the partnership concept in teacher education. If this step is to be taken, universities may realize that a change in relationship with the partners might need to be developed. The intent to change, however, may not be sufficient; it should be translated into action. "If we cannot act then we must stop the pretense or seek means by which reform can occur so that professionalism can exist" (11; p. 540).

It should be realized that a profession is more than a mass of competent individuals, for a profession as a whole has responsibility for the quality of its unique, definite and essential service for the development and enforcement in the continuous performance of its members (31; p. 8). Professionals pursue their expected roles and beliefs but if avenues are opened, they may know the roles and beliefs of the other professions. Present institutionalized behavior does not usually cause change. Individually and collectively, if members interact with one another, change may be initiated.

If change in teacher education is to take place, however, there are certain questions which can be used to focus on the earliest stage of change:

1. Who should participate in the process of developing teacher education curricula?
 2. What form of change is most likely to beget optimum results?
 3. How can training needs be identified?
 4. How can training needs be assigned priorities?
- (9; p. 74)

Once the participants are chosen much consideration ought to be given to the form of change that is to be employed. The form employed will have differential effects on both the process and outcome of the curricula effort. Questions that must be answered that affect the outcome are: (1) Is the change deliberate or nondeliberate? (2) Are goals set mutually or unilaterally? and (3) How is power distributed among the participants? (35; p. 78)

Goodwin Watson suggested that the best climate for change is when groups or organizations themselves are ready to participate and feel that it can be successfully established. He gave the following guidelines that he felt are pertinent of how change innovated by groups can best be facilitated and have minimal resistance. He stated that resistance to change is less if:

1. groups or individuals feel that it is their own project and not devised and run by others.
2. leaders of the groups wholeheartedly support the project.

3. participants see the change as reducing rather than increasing the burdens.
4. the project accords with values and ideals which long have been acknowledged by participants.
5. the program offers the kind of new experience which interests participants.
6. participants feel that their autonomy and security are not threatened.
7. participants have joined in diagnostic efforts leading them to agree on the basic problem and to feel its importance.
8. the project is adopted by consensual group decision and if proponents are able to empathize with opponents, to recognize objections, and to take steps to relieve unnecessary fears.
9. participants experience acceptance, support, trust, and confidence in their relations with one another.
10. project is kept open to revision and reconsideration if experience indicates that change would be desirable (47; p. 23).

These generalizations might be applicable to institutional change, to change teacher education programs.

Experimental Designs in Teacher Education
Instigate Change (Models Propose
School-University Involvement)

The U. S. Office of Education, in 1967, issued a request to higher educational institutions for proposals to design model programs for training elementary teachers. The request indicated that these proposals be designed with the close cooperation of other organizations (46; p. 1).

By January, 1968, eighty proposals had been received and in March, 1968, the Bureau of Research awarded nine of them contracts to design conceptual models for programs to train elementary school teachers. Not only were these proposals developed with the cooperation of professional agencies, their implementation assumed that

. . . there will be considerable involvement of public schools as the physical facility for a considerable part of teacher education. Training colleges and universities and the public schools will put forth a cooperative and continuous effort (48; p. 20).

The Northwest Education Laboratory Model typified the trend of these models which strongly emphasized programs for cooperative approaches to teacher education. In its implementation phases it stated that

. . . operationally it will require that mechanisms will be established which permit colleges and schools to work together as partners in program definition and direction (24; p. 42).

The Behavioral Science Teacher Education Program (BSTEP), developed by Michigan State University, now only advocated academic department and public school involvement in future implementation stages, but had at its conception a cooperative approach to develop the model.

Members of the writing teams were drawn from academic departments throughout Michigan State University, other universities, several school districts and a number of allied educational agencies (45; p. 113).

More than 150 professional people contributed to the development of this model. Their competencies, reflecting various fields, seemed to form a natural bridge to assure unity in the total program developed.

The designers of BSTEP developed the model with the liberal arts component as a base, and then wove the professional training throughout the academic studies, culminating and synthesizing the experiences in the clinical component. These planners did start with some conception of the kinds of competencies that they felt ought to be developed in teacher candidates. These, however, they planned cooperatively.

There is agreement that a teacher must be competent as an educated person and ". . . competent in knowledge of (1) subjects of instruction; (2) learners and learning; and (3) instructional strategies" (43; p. 267). These competencies as generalized end products cause little disagreement with the profession nor within the university.

More research on teaching or the good teacher has often been advocated. A rational route often pointed out that might be taken for selecting professional teacher education curricula is to determine what specific capabilities are desired in teachers and then draw from the various

disciplines to provide experiences in what is likely to contribute to gaining these competencies in their preparation program.

Another reason practitioners and theorizers might want to identify the good teacher is so that they may be able to determine which of their behaviors are attributable to the preparatory work they had in their teacher training program (20; p. 72). Also,

. . . part of the core of a new and more relevant teacher preparation program might well be the analysis of the role expectations and contributions that currently confront both beginning and experienced teachers in a civilization undergoing extensive structural modifications; and second, the search for valid professional roles based on emerging and hence justifiable educational functions (33; p. 217).

It would be unrealistic to prepare educational personnel without integrating present-day requirements of the schools in the teacher preparation program.

Clinical Professor

One avenue frequently fostered by educators, indicated in the review of literature, that would meet the goals of a partnership and provide the opportunities of integrating the school requirements into the teacher preparation program is the concept "Clinical Professor." Educators such as Conant and teacher education models such as BSTEP have advocated the role of clinical professor in teacher education. This role, by its descriptive function alone, would encompass and meet the needs of both the theoretical and practical components lacking in programs to train prospective teachers.

Schools would provide their part. Personnel from the schools could be utilized for this role because it is the best potential source for clinical professors. John Goodlad stated that ". . . schools of education must recruit from the schools those persons who appear to offer promise for becoming clinical professors of the faculty" (17; p. 349). Goodlad went on to say that he advocates the "clinical professor" because he perceives it to be the role, when personnel are adequately prepared, to be the one able to transmit not only theory but the ability to transmit the skill of teaching. Therefore, the clinical professor must be trained in research and inquiry and possess unusual skills in teaching. The academic faculty on campus would fulfill its share because initially they would have the role of training the clinical professor. The clinical professor, with the schools and the faculties on campus, would then jointly develop future education programs.

To recapitulate, the clinical approach to teacher education is a means of

. . . (a) more adequately bridging the gap between theory and practice in teacher development; (b) responding to the present relatively low degree of professionalization of teaching as a practical art; and (c) establishing more satisfactory links between the school and the university; thus facilitating the development of professional knowledge and processes of orderly change in curriculum and instruction in our schools (30; p. 21).

The "clinical professor" is but one link. It may resolve some criticism presently prevailing in teacher education programs such as the dissatisfaction with the courses

dealing with practice of teaching and the inadequate articulation of this work with classroom practicums.

It is also suggested that integration of preparatory work in curriculum and instruction with the classroom practicum, in fact making the school an equal partner in these aspects of teacher education would create conditions which the shortcomings pointed out by critics could be properly addressed (30; p. 19).

An Experiment of a Partnership in Action

Teacher Corps, Career Opportunities and Triple T are evidences of programs where partnership arrangements exist. Much of the emphasis and locale of training is placed in the public school setting. The clinical component of these programs has grown out of the academic disciplines studied and the content to be taught. The college faculty contributed greatly to the total program, but they realized that the public schools were better equipped to design, assess and evaluate the clinical component (29; p. 127). Schools and teachers are well qualified to take major responsibilities for this component and much of the control and governance must reside there.

The genesis for many of these programs has been the financial incentive offered by governmental agencies to implement cooperative ventures. There are numerous examples throughout the nation where teacher education programs have been developed utilizing the school as partners in the planning and implementation stages, as well as using the "total university approach." Their incentive was commitment

to the concept. The New School of the University of North Dakota is an example of such an innovation.

In North Dakota, as a result of a Statewide Study of Education, and because teacher education programs had seldom a significant impact on public education in the regions they serve, the New School was developed. The New School not only bridges the isolation that traditionally exists between the university and local communities, but also there is no compartmentalized structure such as departments or divisions. The New School is organized instead as a single unit in which faculty members from a variety of fields jointly shape the total academic and professional program. This attempt to unite teacher education with liberal education has evoked extraordinary response from the arts and sciences.

The curriculum reflects and conveys the concern for seeing teacher education whole. In the conventional teacher education program, the curriculum institutionalizes the dichotomy between the liberal and professional education by distinguishing sharply between subject matter, which students study in the college of arts and sciences, and methods, which they study in the school of education (36; p. 478).

The New School has attempted to erase this distinction by integrating content and methodology in most of the courses it offers.

The network of schools involved in this program has contributed in the developmental stage to the program and as a result of this symbiotic exchange, each institution has benefited; one has better trained teachers and the other has a better teacher education program. Working relations are

excellent. Faculties of both institutions are constantly working together on campus and in the school setting. The clinical professor concept has also been implemented here, and it is but one link between the institutions. Faculty from the academic areas also work in the school setting with children, interns, and undergraduate student teachers (36; p. 478).

The New School of the University of North Dakota is but one example of how public schools and universities can and do cooperate effectively and efficiently. Other universities and colleges have cooperative arrangements to various degrees and more are getting involved with such arrangements; experimental programs are at various stages of design as well as implementation.

Summary

Schools have cooperated with universities and colleges in the training of teachers since campus schools were saturated or colleges ceased to use them. The schools had minimum or no input in planning the training program but were asked to provide the locus for the practicum phase of the training program.

National organizations such as the Association of Student Teaching, the AACTE, the NEA, and local professional teachers' organizations have advocated that the school should be actively involved in educating prospective teachers. Critics of present programs, representing the academic

departments, the college of education and the local schools, have strongly voiced that teacher education should be planned cooperatively by both the university and the public schools.

Models of teacher education, those developed by universities as well as those planned cooperatively by the public school faculty and the university faculty, have advocated that in the future the partnership concept to planning and implementation of teacher education programs be instigated and further developed. Exemplifying the concept of cooperation are the teacher education models developed by various institutions for the U. S. Office of Education. One of the stipulations for the funding of these models was that the proposals were to be designed with the close cooperation of other educational institutions.

Some of these models not only advocated that schools and colleges develop future teacher education programs jointly, but that the "total" university be involved in the planning.

The "clinical professor" is one route frequently perpetuated by teacher education models and by leaders in education. This approach is viewed as a link between the schools and the universities. It is one of the many routes available for bridging the gap between theory and practice.

The University of North Dakota is but one example where the "clinical professor" concept has been employed as one of the many links it has with its participating school systems. Other universities have implemented means

with schools by which facets or total teacher education programs were dually planned.

In an effort to find out what measures schools and universities have employed to cooperatively plan teacher education programs, the AACTE surveyed nationally its member institutions. The results showed that numerous cooperative ventures are in existence. There were statewide plans which involved extensive cooperative development in which colleges and schools jointly planned and implemented programs. There were numerous types of cooperative arrangements at a lesser degree of involvement. An example of these might be the joint (school and university) selection of supervising teachers.

The trends disclosed by this study depicted various partnership endeavors. Multi-state cooperative plans as well as local partnerships between schools and colleges seem to be evolving.

There appears to be evidence that the climate for change may be here. The schools, colleges of education and universities could unite and work together constructively in planning and developing future teacher education programs. Old roles and attitudes might be discarded and new ones defined within the framework of the partnership. There is the opinion that the university ought to initiate the partnership and be the catalyst to develop partnership arrangements.

CHAPTER III

DESIGN OF THE STUDY

Introduction

The primary purpose of this chapter is to describe the overall design of the study. Other parts included are: the description of the sample selected and the selection process, the construction of the questionnaire, the manner in which the data were collected, the statements of the hypotheses, the statistical procedure used and the preparation of the data for analysis.

The purpose of this study is to determine if the public school, college of education, and the college of arts and science personnel agree on the relative degree of participation with the school and the university ought to have in the planning and in the implementation of basic curricular components of a teacher education program. This study was designed so that by the means of a questionnaire, opinions of individuals representing the three groups--the school, the college, and the university--could be elicited in terms of the degree of participation they perceive the school and the university to have in these functions:

1. defining objectives
2. implementing objectives
3. evaluating prospective teachers in the attainment of these objectives.

The individuals responding to the questionnaire were asked to determine the degree of responsibility they felt the school and the university ought to have in the execution of these functions in these five general areas of competency: (1) academic disciplines, (2) human learning, (3) content areas of the elementary school curriculum, (4) strategies, and (5) teaching process.

Members representing the public elementary public school faculty, the College of Education and the academic departments were chosen as population groups. These three groups are presently responsible for the teacher education candidate's professional and basic university education training. As the review of literature indicated, these are the "core" groups that ought to be the nucleus if the "partnership" concept to teacher education is to be implemented.

Sample Description and Selection Process

For this study, the elementary public school, the College of Education, and the academic departments from the university drawn from the College of Communication Arts, College of Human Ecology, College of Natural Science, College of Social Science, College of Arts and Letters, and the University College, comprised the population groups

from which the samples were drawn. Fifty members from each group were randomly selected. Members from the total Lansing Elementary School Faculty, the College of Education and the departments of the arts and sciences of Michigan State University were the three representative population groups. Specific criteria were used for group membership and the selection process for each group.

Fifty faculty members were randomly chosen from the total elementary faculty roster of the Lansing Public School System. Each member chosen was a fully certified full-time teacher employed by the school system.

Fifty members from each of the other two groups, the College of Education and the academic departments, were chosen from Michigan State University. The criteria used for the selection process common to both of these sample groups were that the individual members were of the rank of assistant professor or higher, and that the members were presently responsible for undergraduate teaching of the prospective elementary teachers.

Specifically, the sample of the groups representing the College of Education was drawn from the members of the faculty who included the methods instructors, the student-teaching supervisors, the elementary intern directors, and instructors from the School of Teacher Education.

The sample group representing the academic disciplines was drawn from the faculty who teach courses in the content fields elementary education majors are required to

take at Michigan State University. The individuals representing this group were selected from instructors teaching the following courses: American Thought and Language, Natural Science, Social Science, Humanities, Political Science, Geography, Mathematics, English, Biological Science, Psychology, Family and Child Science, Music and Art.

Questionnaire Construction

To seek the opinions of each of the members of the three groups, a questionnaire was specifically constructed for the purpose of this study. The base and content of the questionnaire were provided by the BSTEP (Behavioral Science Teacher Education Program) model developed by Michigan State University. The authors of BSTEP advocated that the preparatory work in a teacher education program should include studies in the academic disciplines, in the content areas of the elementary school, in strategy development to teach this content, in learning theory and knowledge of the learner, and provisions for implementing practical experience where the skills of teaching can be applied and learned.

BSTEP included five general curricular areas. The academic disciplines were included in the "General Studies" and in the "Scholarly Modes of Knowledge"; the curricular content of the elementary school and the strategies were interwoven in the "Professional Use of Knowledge"; the knowledge about the learner and the learning process was incorporated in "Human Learning"; and the skills needed and

the provisions for the actual teaching process was one phase of the "Clinic" component.

Five basic competencies were chosen to reflect each of these curricular areas. The competencies appeared to be representative and seemed to communicate the intent of the general areas from which they were selected.

The specific statements which reflect each curricular area are:

1. Academic Disciplines

- a. To grasp relationships and to understand patterns in mathematics.
- b. To be able to develop criteria for evaluating broad types of literature.
- c. To be able to examine science as a process, its effects on culture, and to analyze these effects as they influence present way of life.
- d. To know the contributions of and the role of the social sciences.
- e. To know and understand the various styles and media used in art.

2. Human Learning

- a. To know the psychological and social variables that affect learning.
- b. To understand physical, intellectual, emotional, and social development of children.
- c. To know the various theoretical approaches to child study.
- d. To understand the principles of motivating learning.
- e. To know the principles of family impact on the child and to understand the dimensions of parent-child relationships.

3. Content Areas of the Elementary School

- a. To understand the role of the social sciences in the development of values and attitudes of the elementary school child.
- b. To understand the interrelationships of the areas in the language arts.
- c. To understand the role of reading in the content areas.
- d. To be able to process the skills and knowledge needed for the understanding of the elementary mathematics curriculum.
- e. To be able to identify relationships between symbolic learning in language arts and in mathematics.

4. Strategies

- a. To know the various communication processes operating in a teaching situation (one to one; small groups; large groups).
- b. To be competent in the teaching of readiness skills.
- c. To be able to hypothesize alternative solutions to problems and to be able to prescribe what needs to be done with various variables.
- d. To be able to teach the basic developmental reading skills.
- e. To be able to employ a variety of instructional techniques which can be employed in the teaching of mathematics.

5. Teaching Process

- a. To be able to formulate objectives, develop and apply teaching strategies, and evaluate the learning.
- b. To create an atmosphere of physical and psychological comfort for the learner.
- c. To be able to change and reorganize sequence in terms of readiness levels and needs of pupils.

- d. To be able to select and acquire feedback from pupils for input in future planning.
- e. To be able to utilize natural learning opportunities as they occur spontaneously.

To recapitulate, the statements in the questionnaire were competencies chosen to represent the general areas of the teacher education curricula: the study of academic disciplines, knowledge in the content areas of the elementary school, skills and strategies in implementing the content, knowledge of and about the learner and the learning process, and skills needed in the process of teaching. These areas were chosen because they do represent the basic components that the authors of BSTEP and other teacher education models felt were the ingredients of a teacher education model. The statements in the questionnaire are specific skills depicting these general categories.

In order that more distinct and precise opinions could be sought in the task perceptions of the school and university in regard to the five areas of competencies, the questionnaire was constructed so that for each specific competency or skill there were three distinct functions. The respondents were asked to determine the degree they felt the school and/or university ought to have in each of the tasks in terms of: (1) defining objectives, (2) implementing these objectives, and (3) evaluating the prospective teacher in the attainment of these objectives. (See appendix--the questionnaire.)

Data Collection

One hundred fifty questionnaires, fifty to each group, were sent to individuals representing the three population groups. A letter stating the purpose of the study as well as a self-addressed stamped envelope were enclosed.

Analysis Model

The statistical model used to test the major hypotheses was repeated measures of analysis of variance. The three-dimensional design depicts the general overview of the model (Figure 1). This model provided the means for each group in each function and measure, the initial calculations needed for further analysis.

A requirement for using this model was that there had to be equal numbers for each sample group used. Since the lowest number of responses was from the sample group of faculty members from the departments of arts and sciences, this group set the base number. Thirty-five was the number used for each group. Therefore, thirty-five were randomly chosen from the respondents from each of the other two sample groups, the Lansing faculty and the College of Education faculty.

Subhypotheses, which were formulated as a result of the main hypotheses being rejected, were tested and analyzed using the one-way analysis of variance and the Scheffé procedures.

		M E A S U R E S					F U N C T I O N S		
		M1	M2	M3	M4	M5	F1	F2	F3
G R O U P S	G3								
	G2								
	G1								

Legend:

Groups: G_1 represents the school
 G_2 represents the college
 G_3 represents the university

Measures: M_1 represents the academic disciplines
 M_2 represents human learning
 M_3 represents content of the elementary school
 M_4 represents strategies
 M_5 represents teaching process

Functions: F_1 represents defining objectives
 F_2 represents implementing the objectives
 F_3 represents evaluating the prospective teacher
 in the attainment of the objectives

Figure 1.--Repeated measures of analysis of variance model.

Hypotheses Tested

The hypotheses tested in this study were:

- Hypothesis 1: There will be no difference in the mean opinions of the groups (school, college, university) in the part they perceive the school and the university to play when the functions (define, implement, and evaluate) in these areas of competency (academic, content of the elementary school, strategies, human learning, and teaching process) are viewed as a total program.
- Hypothesis 2: There will be no difference in the mean opinions of the groups (school, college, university) in the part they perceive the school and the university to play when each of the five areas of competency (academic, content of the elementary school, strategies, human learning, and teaching process) are viewed separately.
- Hypothesis 3: There will be no difference in the mean opinions of the groups (school, college, university) in the part they perceive the school and the university to play in the functions (defining, implementing, evaluating) when these functions are viewed separately.
- Hypothesis 4: There will be no difference in the mean opinions of the groups (school, college, university) in the part they perceive the school and the university to play when each of these functions (defining, implementing, evaluating) is viewed individually in each of the five areas of competency (academic, content of the elementary school, strategies, human learning, and teaching process).

Organization of Data

Results of the questionnaire were tabulated as they were received. The statements in the questionnaire were a priori categorized into the five areas of competency. Each of these areas was subdivided and categorized by the three functions. This organizational pattern was used so that the hypotheses could be easily tested by the statistical model employed.

Summary

The purpose of this study was to determine if the public school, college of education, and the college of arts and science personnel agree on the relative degree of participation the school and the university ought to have in the planning and in the implementation of basic curricular components of a teacher education program.

Three population groups were used. There were fifty elementary public school teachers drawn from the Lansing schools; fifty members of the faculty from the College of Education of Michigan State University who are presently involved in the preservice education of elementary teachers; and fifty faculty members from Michigan State University who are presently involved in the basic university courses and the liberal studies required of all prospective elementary teachers.

To solicit the opinions of the individuals representative of these groups, a questionnaire was constructed which used the BSTEP model as its base. Five general areas of competency were represented in the questionnaire: academic disciplines, human learning, content of the elementary school, strategies, and the teaching process.

For each of these areas, the respondents were asked to determine the degree they felt the school and the university could best serve in the facilitation of these functions:

1. defining objectives
2. implementing objectives

3. evaluating the prospective teacher in terms of the attainment of these objectives.

The model used to analyze the results was repeated measures of analysis of variance. As a result of the analysis two of the major hypotheses were rejected. New hypotheses were formulated to determine the reason for rejection. Post hoc tests using one-way analysis of variance and the Scheffé procedures were used to analyze the subhypotheses.

CHAPTER IV

ANALYSIS OF RESULTS

Introduction

The purpose of this chapter is to present the results of the questionnaire and an analysis of the data obtained in this study. Repeated measures of analysis of variance was used as the statistical model. For the post hoc tests, one-way analysis of variance and the Scheffé procedures were used.

Results of the Questionnaire

Of the 150 questionnaires that were sent out, 80 per cent of them were returned. Fifty questionnaires were sent to each group. The number of responses from each group was:

College of Education	42
Lansing Public Schools	40
Departments of the Arts and Sciences	38

Three of the members representing the departments of the arts and sciences felt that they could not respond adequately to the questionnaire as a whole because some educational "jargon" was used which was difficult to comprehend. Therefore, the number of completed questionnaires from these departments was thirty-five.

A requirement for using the statistical model, repeated measures of analysis of variance, is that equal numbers must be used for each sample group. The groups that had the least responses set that number. Thirty-five, which was the number of responses from the groups representing the academic disciplines, was therefore the base. Thirty-five completed questionnaires were then randomly selected from the other two groups for the data.

Analysis of the Data

The F-ratios were computed for the sources of variation in relation to the hypotheses tested (Table 1).

Table 1.--Analysis of variance table--sources of variation.

Hypotheses	Sources of Variation	Degrees of Freedom	Means Square	F-ratio
Ho 1:	G	2	35.129	1.775
Ho 2:	GM	8	4.790	6.626
Ho 3:	GF	4	18.373	3.159
Ho 4:	GMF	16	.481	1.844

Where: G is Groups; GM is Groups*Measures; GF is Groups*Functions; GMF is Groups*Measures*Functions.

In order to test the hypotheses, Liberal and Conservative F-ratios were determined at the .1 level of significance (Table 2).

Table 2.--Liberal and Conservative F of Reference table.

Sources of Variation	Liberal df	Liberal F'	Hypothesis Decision	Actual F	Conservative df	Conservative F'
G	2	2.35	a	1.775	2	2.35
GM	8	1.67	b	2.626	2	2.35
GF	4	1.97	b	3.159	2	2.35
GMF	16	1.48	c	1.844	2	2.35

Decision:

a if F is smaller than F' Liberal, do not reject.

b if F is bigger than F' Conservative, Ho rejected.

c if neither, then results are indeterminant.

Interpretation of Means

The means in this study are determined from the responses based on the School...University Scale used in the questionnaire:

School					University
5	4	3	2	1	

Where:

5 = Sole role of the school; no university involvement.

4 = Major role of the school; minor university involvement.

3 = Equally shared role by the school and the university.

2 = Major role of the university; minor involvement of the school.

1 = Sole role of the university; no school involvement.

Restatement and Analyses of the Hypotheses

Hypothesis 1: There will be no difference in the mean opinions of the groups (school, college, university) in the part they perceive the school and the university to play when the functions (define, implement, evaluate) in these areas of competency (academic, content of the elementary school, strategies, human learning, and teaching process) are viewed as a total program.

Results

The means as determined from the School...University scale were:

G1 School	G2 College	G3 University
2.901	2.717	2.687

To find out if there was any difference among the groups (at .1 level of significance), this portion of the Liberal and Conservative F of Reference table was referred to:

Sources of Variation	Liberal F'	Actual F	Conservative F'
G	2.35	1.775	2.35

Since F was smaller than F' Liberal, the hypothesis was not rejected. There was no statistical difference at the .1 level of confidence between the groups (averaging across functions and measures).

Hypothesis 2: There will be no difference in the mean opinions of the groups (school, college, university) in the part they perceive the school and the university to play when each of the five areas of competency (academic, content of the elementary school, strategies, human learning, and teaching process) are viewed separately.

Results

The means as determined from the School...University scale were:

	M1	M2	M3	M4	M5	
G1	2.507	2.733	2.804	3.004	3.457	(School)
G2	2.592	2.522	2.629	2.714	3.130	(College)
G3	2.522	2.571	2.556	2.611	3.175	(University)

where: M1 is academic discipline
M2 is human learning
M3 is content of elementary school
M4 is strategies
M5 is teaching process

To find out if there was a difference between the groups, this portion of the Liberal and Conservative F of Reference table was referred to:

Sources of Variation	Liberal F'	Actual F	Conservative F'
GM	1.67	2.626	2.35

Since F was larger than F' Conservative, the H_0 2: groups by measures interaction was rejected at the .1 level of significance.

Post Hoc Hypotheses for H_0 2

To determine where the differences between groups lay in each of the areas of competency, these hypotheses were formulated:

Ho 2.1: There is no difference of opinion among the groups in the part the school and the university ought to play in the academic disciplines.

Ho 2.2: There is no difference of opinions among the groups in the part the school and the university ought to play in human learning.

Ho 2.3: There is no difference of opinion among the groups in the part the school and the university ought to play in the content of the elementary school.

Ho 2.4: There is no difference of opinion among the groups in the part the school and the university ought to play in the strategies.

Ho 2.5: There is no difference of opinion among the groups in the part the school and the university ought to play in the teaching process.

Hypotheses 2.1 through 2.5 were analyzed using one-way analysis of variance as the statistical model. They were tested at the .02 level of significance. The split-alpha level of .02 was used so that the overall level of significance of .1 was retained for the study.

Results of Post Hoc Tests
for Ho 2.1 through Ho 2.5

Each of these hypotheses was tested at the .02 level of significance, p equals .02. The hypothesis was rejected when p was less than .02. If p was greater than .02, no significant difference was found.

Legend used for post hoc tests:

G1 equals school

G2 equals college

G3 equals university

Ho 2.1: No difference between groups on M1 (academic disciplines)

Means:	<u>G1M1</u>	<u>G2M1</u>	<u>G3M1</u>
	2.507	2.592	2.522

P was computed and found to be .8733. Since p was greater

than .02, there was no difference found between groups in the competency area, academic disciplines.

Ho 2.2: No difference between groups on M2 (human learning).

Means:	<u>G1M2</u>	<u>G2M2</u>	<u>G3M2</u>
	2.733	2.522	2.571

P was computed and found to be .2427. Since p was greater than .02, there was no difference found between groups in the competency area, human learning.

Ho 2.3: No difference between groups on M3 (content of elementary school).

Means:	<u>G1M3</u>	<u>G2M3</u>	<u>G3M3</u>
	2.804	2.629	2.556

P was computed and found to be .2546. Since p was greater than .02, there was no difference found between groups in the competency area, content of the elementary school.

Ho 2.4: A difference between groups on M4 (strategies).

Means:	<u>G1M4</u>	<u>G2M4</u>	<u>G3M4</u>
	3.004	2.714	2.611

P was computed and found to be .0151. Since p was less than .02, Hypothesis 2.4 was rejected.

Ho 2.5: A difference between groups on M5 (teaching process).

Means:	<u>G1M5</u>	<u>G2M5</u>	<u>G3M5</u>
	3.457	3.130	3.175

P was computed and found to be .0098. Since p was less than .02, Hypothesis 2.5 was rejected.

Post Hoc Tests of
Ho 2.4 and Ho 2.5

A difference of opinion between groups was found for strategies (M4) and for teaching process (M5). Post hoc testing, using the Scheffé procedure, was performed to determine where the difference between the groups was in each of these areas of competency. New hypotheses were generated and tested at the .02 level of significance.

Hypotheses for Post Hoc
Tests for H0 2.4

Ho 2.41: There is no difference of opinion between the school and the college in the part the school and the university ought to play in the strategies.

Symbolically: $\Psi = \overline{XG1} - \overline{XG2} = 0$

Ho 2.42: There is no difference of opinion between the school and the university in the part the school and the university ought to play in the strategies.

Symbolically: $\Psi = \overline{XG1} - \overline{XG3} = 0$

Ho 2.43: There is no difference of opinion between the college and the university in the part the school and the university ought to play in the strategies.

Symbolically: $\Psi = \overline{XG2} - \overline{XG3} = 0$

Using the formula:

$$\hat{\Psi} \pm \sqrt{[MS_{\text{within}}] \left[\sum \frac{C_j^2}{n_j} \right] [df_{\text{hyp.}}] \left[\begin{array}{cc} F' & df_{\text{error}}^{\alpha} \\ df_{\text{hyp.}} & \end{array} \right] \text{(conservative)}}}$$

the confidence intervals were calculated for each of the hypotheses.

Table 3.--Confidence intervals.^a

Hypotheses	$\hat{\Psi}$	Confidence Intervals	Decision
Ho 2.41	4.343	- .153 $\leq \Psi \leq$ 8.393	NSD
Ho 2.42	5.886	1.390 $\leq \Psi \leq$ 10.382	Rejected
Ho 2.43	1.543	-2.953 $\leq \Psi \leq$ 6.039	NSD

^aIf 0 did not fall within the range of the confidence interval, the hypothesis was rejected; if it did, then there was no significant difference (NSD).

Results of Hypotheses 2.41, 2.42, and 2.43

Ho 2.41: No difference between the school and the college.

Ho 2.42: A difference between the school and the university.

Ho 2.43: No difference between the college and the university.

There was agreement of the school and the college on strategies; there was agreement of the college and university; there was a difference of opinion between the school and the university.

Hypotheses for Post Hoc
Tests for Ho 2.5

Because Ho 2.5 was rejected (no differences between groups on M5, teaching process), new hypotheses were formed:

Ho 2.51: There is no difference of opinion between the school and the college in the part the school and the university ought to play in the teaching process.

Symbolically: $\Psi = \overline{XG1} - \overline{XG2} = 0$

Ho 2.52: There is no difference of opinion between the school and the university in the part the school and the university ought to play in the teaching process.

Symbolically: $\Psi = \overline{XG1} - \overline{XG3} = 0$

Ho 5.3: There is no difference of opinion between the college and the university in the part the school and the university ought to play in the teaching process.

Symbolically: $\Psi = \overline{XG2} - \overline{XG3} = 0$

Confidence intervals were calculated for each of the hypotheses. These were:

Table 4.--Confidence intervals.^a

Hypotheses	$\hat{\Psi}$	Confidence Intervals	Decision
Ho 2.51	4.914	$.042 \leq \Psi \leq 9.786$	Rejected
Ho 2.52	4.228	$-.644 \leq \Psi \leq 9.100$	NSD
Ho 2.53	-.686	$-5.558 \leq \Psi \leq 4.186$	NSD

^aIf zero (0) did not fall within the range of the confidence interval, the hypothesis was rejected; if it did, then there was no significant difference (NSD).

Results of Hypotheses
2.51, 2.52, and 2.53

Ho 2.51: There is a difference of opinion between the school and the college.

Ho 2.52: There was no difference of opinion between the school and the university.

Ho 2.53: There was no difference of opinion between the college and the university.

There was agreement of the school and university on the teaching process; there was also agreement between the college and the university; but there was a difference of opinion between the school and the college in this area of competency.

Hypothesis 3: There will be no difference in the mean opinions of the groups (school, college, university) in the part they perceive the school and the university to play in the functions (defining, implementing, evaluating) when these functions are viewed separately.

Results

The means as determined from the School...University scale were:

	F1	F2	F3	
G1	2.643	3.047	3.013	(School)
G2	2.419	2.931	2.801	(College)
G3	2.197	3.136	2.729	(University)

where: F1 = defining of objectives

F2 = implementing these objectives

F3 = evaluating prospective teachers in the attainment of objectives

To find out if there was a difference between the groups, this portion of the Liberal and Conservative F of Reference table was referred to:

Sources of Variation	Liberal F'	Actual F	Conservative F'
GF	1.97	3.159	2.35

Since F was larger than F' Conservative, the Ho 3: Groups by Functions interaction, was rejected at the .1 level of significance.

Post Hoc Hypotheses for Ho 3

To determine in which function the groups were not in agreement, these hypotheses were generated:

- Ho 3.1: There is no difference of opinion among the groups in the part the school and the university ought to play in defining objectives.
- Ho 3.2: There is no difference of opinion among the groups in the part the school and the university ought to play in implementing objectives.
- Ho 3.3: There is no difference of opinion among the groups in the part the school and the university ought to play in evaluating the prospective teachers.

Analysis Procedure

These hypotheses were tested at the level of .033 significance. The split-alpha level of .033 was used to retain the overall level of .1 for the study. The Scheffé procedure was used to analyze the hypotheses.

Results of Post Hoc Test
for Ho 3.1, 3.2, and 3.3

Each of these hypotheses was tested at the .033 level of significance, p equals .033. The hypothesis was rejected when p was less than .033. If p was greater than .033, the result was no significant difference.

Legend:

G1 equals school

G2 equals college

G3 equals university

Ho 3.1: A difference between groups on F1 (defining objectives).

Means:	<u>G1F1</u>	<u>G2F1</u>	<u>G3F1</u>
	2.643	2.419	2.197

P was calculated and found to be .0093. Since p was less than .033, Ho 3.1 was rejected.

Ho 3.2: No difference between groups on F2 (implementing).

Means:	<u>G1F2</u>	<u>G2F2</u>	<u>G3F2</u>
	3.047	2.931	3.136

P was calculated and found to be .9247. Since p was greater than .033, the hypothesis was accepted.

Ho 3.3: No difference between groups on F3 (evaluating).

Means:	<u>G1F3</u>	<u>G2F3</u>	<u>G3F3</u>
	3.013	2.801	2.729

P was calculated and found to be .0731. Since p was greater than .033, the hypothesis was accepted.

Post Hoc Tests of Ho 3.1

A difference of opinion between the groups was found for F1 (defining objectives). Post hoc testing, using the Scheffé procedure, was performed to determine where the difference of opinion lay. New hypotheses were generated and tested at the .033 level of significance.

Hypotheses for Post Hoc Tests for Ho 3.1

Ho 3.11: There is no difference between the school (G1) and the college (G2) on who should define objectives (F1).

Symbolically: $\Psi = \overline{XG1} - \overline{XG2} = 0$

Ho 3.12: There is no difference between the school (G1) and the university (G3) on who should define objectives (F1).

Symbolically: $\Psi = \overline{XG1} - \overline{XG3} = 0$

Ho 3.13: There is no difference between the college (G2) and the university (G3) on who should define objectives (F1).

Symbolically: $\Psi = \overline{XG2} - \overline{XG3} = 0$

Using the formula:

$$\hat{\Psi} \pm \sqrt{[MS_{\text{within}}] \left[\sum \frac{C_j^2}{n_j} \right] [df_{\text{hyp.}}] \left[\frac{F'_{df_{\text{hyp.}} \quad df_{\text{error}}}}{(conservative)} \right]}$$

the confidence intervals were calculated for each of the hypotheses.

Table 5.--Confidence intervals.^a

Hypotheses	$\hat{\Psi}$	Confidence Intervals	Decision
Ho 3.11	5.600	$-4.070 \leq \Psi \leq 15.2700$	NSD
Ho 3.12	11.172	$1.502 \leq \Psi \leq 20.842$	Rejected
Ho 3.13	5.572	$-4.098 \leq \Psi \leq 15.242$	NSD

^aIf zero (0) did not fall within the range of the confidence interval, the hypothesis was rejected; if it did, then there was no significant difference (NSD).

Results of Hypotheses
3.11, 3.12, and 3.13

Ho 3.11: No difference between the school (G1) and the college (G2).

Ho 3.12: A difference between the school (G1) and the university (G3).

Ho 3.13: No difference between the college (G2) and the university (G3).

There was agreement between the school and the college in who should define objectives (F1); there was also agreement between the college and the university; the school and the university differed in opinion.

Hypothesis 4: There will be no difference in the mean opinions of the groups (school, college, university) in the part they perceive the school and the university to play when each of these functions (defining, implementing, evaluating) is viewed individually in each of the five areas of competency (academic, content of the elementary school, strategies, human learning, and teaching process).

Results

The means as determined from the School...University scale were:

F1--defining objectives						
	M1	M2	M3	M4	M5	
G1	2.286	2.394	2.554	2.657	3.326	(School)
G2	2.297	2.160	2.337	2.383	2.920	(College)
G3	2.034	2.103	2.103	2.057	2.686	(University)

F2--implementing objectives						
	M1	M2	M3	M4	M5	
G1	2.571	2.943	2.897	3.189	3.634	(School)
G2	2.794	2.754	2.829	2.937	3.343	(College)
G3	2.977	2.949	2.954	3.074	3.726	(University)

F3--evaluating						
	M1	M2	M3	M4	M5	
G1	2.663	2.863	2.960	3.166	3.411	(School)
G2	2.686	2.651	2.720	2.823	3.126	(College)
G3	2.554	2.663	2.611	2.703	3.114	(University)

Legend: M1 is academic disciplines
 M2 is human learning
 M3 is content of elementary school
 M4 is strategies
 M5 is teaching process

To find out if there was a difference between the groups, this portion of the Liberal and Conservative F of Reference table was referred to:

Sources of Variation	Liberal F'	Actual F	Conservative F'
GMF	1.48	1.88	2.35

Since F was not smaller than F' Liberal and F was not larger than F' Conservative, the results were indeterminant. The hypothesis was not rejected and not clearly not rejected.

Summary

Four hypotheses were tested by repeated measures of analysis of variance. Post hoc tests were performed by one-way analysis of variance and the Scheffé procedures. The results of the hypotheses were:

- Ho 1: No difference was found between groups (school, college, university) in the role they perceive the school and the university to have in a teacher education program viewed as a whole, comprised of three functions (defining, implementing, and evaluating) in five major areas of competency (academic disciplines, human learning, content areas of the elementary school, strategies and the teaching process).
- Ho 2: A difference was found in the opinions between the groups (school, college, university) in the role the school and the university ought to play in the five areas of competency.

In order to determine which areas of competency the groups differed on, post hoc analysis using one-way analysis of variance supplied these results:

- Ho 2.1: No difference was found between the groups in the role the school and the university ought to play in the area of academic disciplines.
- Ho 2.2: No difference was found between the groups in the role the school and the university ought to play in the area of human learning.

Ho 2.3: No difference was found between the groups in the role the school and the university ought to play in the area of competency termed content of the elementary school.

Ho 2.4: A difference was found in the opinions of the groups in the role the school and the university ought to play in the area of competency termed strategies.

Post hoc analysis of Ho 2.4 using the Scheffé procedure:

Ho 2.41: No difference of opinions was found between the school and the college.

Ho 2.42: A difference of opinion was found to exist between the school and the university.

Ho 2.43: No difference of opinion was found between the college and the university.

Ho 2.5: A difference was found in the opinions of the groups in the role the school and the university ought to play in the area of competency termed teaching process.

Post hoc analysis of Ho 2.5 using the Scheffé procedure:

Ho 2.51: A difference of opinion was found between the school and the college.

Ho 2.52: No difference of opinion was found between the school and the university.

Ho 2.53: No difference of opinion was found between the college and the university.

Ho 3: A difference was found in the opinions of the groups in the role they perceive the school and the university to have in the functions (defining, implementing, and evaluating) of a teacher education program.

In order to determine the function(s) the groups differed on, post hoc analysis using one-way analysis of variance supplied these results:

Ho 3.1: A difference of opinion between the groups was found in the role the school and the university ought to play in the function termed defining objectives.

Post hoc analysis of Ho 3.1 using the Scheffé procedure:

Ho 3.11: No difference of opinion was found between the school and the college.

Ho 3.12: A difference of opinion was found to exist between the school and the university.

Ho 3.13: No difference of opinion was found between the college and the university.

Ho 3.2: No difference of opinion was found between the groups in the role the school and the university ought to play in the function termed implementing objectives.

Ho 3.3: No difference of opinion was found between the groups in the role the school and the university ought to play in the function termed evaluating prospective teachers in the attainment of objectives.

In order that the results can be viewed in totality, the hypotheses tested may be summarized symbolically as:

REPEATED MEASURES OF ANALYSIS OF VARIANCE

<u>ONE-WAY ANALYSIS OF VARIANCE</u>			alpha level
<u>SCHEFFÉ PROCEDURE</u>			
Ho 1:	NSI → Groups (not rejected)		p .10
Ho 2:	NSI → Groups * Measures (rejected)		p .10
Ho 2.1:	ND → Groups (M1) (not rejected)		p .02
Ho 2.2:	ND → Groups (M2) (not rejected)		p .02
Ho 2.3:	ND → Groups (M3) (not rejected)		p .02
Ho 2.4:	ND → Groups (M4) (rejected)		p .02
	Ho 2.41: ND → G1 and G2 (not rejected)		p .02
	Ho 2.42: ND → G1 and G3 (rejected)		p .02
	Ho 2.43: ND → G2 and G3 (not rejected)		p .02
Ho 2.5:	ND → Groups (M5) (rejected)		p .02
	Ho 2.51: ND → G1 and G2 (rejected)		p .02
	Ho 2.52: ND → G1 and G3 (not rejected)		p .02
	Ho 2.53: ND → G2 and G3 (not rejected)		p .02
Ho 3:	NSI → Groups * Functions (rejected)		p .10
Ho 3.1:	ND → Groups (F1) (rejected)		p .03
	Ho 3.11: ND → G1 and G2 (not rejected)		p .03
	Ho 3.12: ND → G1 and G3 (rejected)		p .03
	Ho 3.13: ND → G2 and G3 (not rejected)		p .03
Ho 3.2:	ND → Groups (F2) (not rejected)		p .03
Ho 3.3:	ND → Groups (F3) (not rejected)		p .03
Ho 4:	NSI → Groups, Measures * Functions (indeterminant)		p .10

CHAPTER V

SUMMARY AND CONCLUSIONS

Summary

Some critics of teacher education have strongly voiced that teacher education ought to be a partnership endeavor, with the schools and universities sharing the responsibilities. National educational organizations, as well as local professional teacher groups, have voiced that the school should not be a passive participant but should be actively involved in preparing future members of their profession.

Assuming that the partnership approach, involving the schools and the universities, is to be the route taken in planning and developing teacher education programs, it may be important to know where roles are perceived similarly and differently. An agreement among the participants as to the degree of participation the school and the university ought to have in setting objectives, in the implementation process and in the evaluation process should provide vital data to teacher education planning and development teams. If differences of perceptions exist, those differences could be a source of problems among the participants. Knowing

where these differences lie may be important because they might be minimized or resolved if they could be identified and dealt with before they become problems.

Therefore, it was the purpose of this study to determine if there is relative agreement among school, college of education and college of arts and science personnel in the degree of participation the school and the university ought to have in the planning and execution of basic curricular components of a teacher education program.

Fifty members were chosen from the Lansing Elementary Public School Faculty. Fifty members from each group, the College of Education and the departments of the arts and sciences from Michigan State University who are presently involved with the undergraduate education of elementary teachers, were also chosen.

A questionnaire was specifically constructed for this study. The base for the questionnaire was provided by the Behavioral Science Teacher Education Program, a cooperatively planned teacher education model. There were five statements for each of the five areas of competency (academic disciplines, human learning, content of the elementary school, strategies, and teaching process) used in constructing the questionnaire. For each statement, the respondents were asked to determine the degree of participation they felt the school and the university ought to have in defining objectives; in implementing the objectives; and

in evaluating the prospective teacher in the attainment of the objectives.

The data were analyzed using the repeated measures of analysis of variance as the statistical model. Sub-hypotheses were analyzed by using one-way analysis of variance and the Scheffé procedures.

A requirement of using repeated measures of analysis of variance is that equal numbers must be used for each sample group. The number responding from the three groups were forty-two, forty, and thirty-five. Thirty-five was the base number used to analyze the data.

The results of this study may be summarized as follows:

1. There was agreement in all aspects between the groups termed college and university. No statistical difference was found to determine that the college and the university differed in their opinions in regard to the degree of participation they perceived the school and the university to have in the functions nor in the curricular components.

2. The public school personnel and the college personnel agreed in aspects as to the degree of participation the school and university ought to have except in the curricular area termed teaching process.

3. The public school personnel and the university personnel agreed in all aspects as to the degree of participation the school and the university ought to have except

in the function termed defining objectives and in the curricular area termed strategies.

Conclusions

In terms of the study's purpose and subsequent results, the following conclusions can be made:

1. That the groups (school, college, and university) agree on the relative degree of participation the school and the university ought to have in the curricular component, academic disciplines. They agreed that the university ought to have a greater degree of participation in this area than the school ought to have.

2. That the groups (school college, and university) agree on the relative degree of participation of the school and the university in the curricular component, human learning. They agreed that the university ought to have a greater degree of participation in this area than the school ought to have.

3. That the groups (school, college, and university) agree on the relative degree of participation of the school and the university in the curricular component, content of the elementary school. They agreed that the university ought to have a greater degree of participation in this area than the school ought to have.

4. That the groups (school, college, and university) differed on the relative degree of participation of the school and the university in the curricular component,

strategies. The school personnel viewed the school to have a greater degree of participation than the university personnel viewed the school to have. The group means clustered about the equally shared point on the school . . . university scale.

5. That the groups (college, school, and university) differed on the relative degree of participation of the school and of the university in the curricular component, teaching process. Although the groups viewed that the school ought to have a greater degree of involvement than the university ought to have, there was a difference between the school and the college personnel in the relative degree of participation they perceived the school to have.

6. That the groups (school, college, and university) differed on the relative degree of participation of the school and of the university in the function, defining objectives. Although the groups viewed that the university ought to have a greater degree of involvement than the school ought to have, there was a difference between the school and the university personnel in the relative degree of participation they perceived the university to have.

7. That the groups (school, college, and university) agreed on the relative degree of participation of the school and of the university in the function, implementing of objectives. The group means clustered about the equally shared point on the school . . . university scale.

8. That the groups (school, college, and university) agreed on the relative degree of participation of the school and of the university in the function, evaluating. The group means clustered about the equally shared point on the school . . . university scale.

Discussion of Results

With the framework of the partnership concept as defined in this study, the groups (school, college, and university) indicated that both the school and the university ought to be involved. There were areas in which the groups agreed as to the relative degree of participation of the school and the university, and there were areas in which difference of opinion existed. None of the groups, however, perceived the functions (defining, implementing, and evaluating) or the curricular components (academic disciplines, human learning, content of the elementary school, strategies, and teaching process) to be the task in which only the school or only the university ought to be involved. There were differences as to the degree of participation the school and the university ought to have in some areas, however.

Based on the group means for each of the curricular components and for each of the functions and the conclusions reached as a result of testing the hypotheses which determined where groups agreed and disagreed in their perceptions as to the relative degree of involvement they

viewed the school and the university to have, the results may be summarized as follows:

TABLE 6.--Perceived degree of participation.

	Sample Groups		
	School	College	University
Academic Discipline	U	U	U
Human Learning	U	U	U
Content of El. Sch.	U	U	U
Strategies	*E	E	*E
Teaching Process	*S	*S	S
Defining Obj.	*U	U	*U
Implementing	E	E	E
Evaluating	E	E	E

Legend:

- U = University greater degree of participation than school.
- S = School greater degree of participation than university.
- E = Equally shared by school and university.
- * = Difference between groups on relative degree of participation.

The college and the university personnel agreed on the relative degree of participation of the school and the university in all areas, curriculum and functions. In the areas where differences of opinion were found (strategies, teaching process, and defining objectives), the school

personnel viewed the school to have a relatively greater degree of participation than viewed by the college or the university.

These results indicate that within the framework of a school-university partnership, the school, college, and university personnel agree that the school ought to have a substantial degree of involvement in the curricular components and the functions outlined in this study. Not only was it indicated that the school ought to have a degree of involvement in all of the curricular areas and functions, but the groups viewed the functions, implementing and evaluating, as an equally shared task of the school and the university. The groups also viewed the curricular component, strategies, to be a shared task, and it viewed the curricular component, teaching process, to be a task in which the school ought to have a greater degree of involvement than they viewed the university to have.

The differences of opinion were based on the relative degree of participation each group viewed the school and the university to have. In either situation, the school personnel viewed the school to have even a greater degree of involvement than the degree viewed by the college or university personnel.

The educational establishment has frequently voiced that the school has an expertise to share with the university in the planning and in the developing of teacher education programs. The results of this study do indicate

that if a joint venture were to be implemented, the school personnel views that the school should have a greater share in the planning and in the implementing of such a teacher education program.

Future Implications

This study was designed to determine if there was agreement among school, college and university personnel in the relative degree of participation the school and the university ought to have if a partnership approach as defined in this study was limited to the involvement of the "total university" and the public school, although there are other arrangements and directions in which the planning of teacher education programs can go.

But to remain in the context of the partnership concept of the school and the university, there are many questions which are not yet resolved. For example, this study dealt with only a segment of role perception within a given framework. Approaches which determine the curricula schools and universities want to incorporate in a teacher education program might be mutually developed. Steps needed to utilize this approach might be determined.

If a cooperative approach were to be employed and if there was agreement on the degree and kind of participation each institution ought to have in the curricular components, it should be decided where the final responsibility lies. The question of accountability has not been answered.

The area of accountability has not only managerial and procedural implications but also legal ones. For example, if the university is to have the responsibility for the clinic phase, to what extent can the university control the environment within the public school setting? What is the role of the State Education Department within this framework?

If the university is to have control of the teacher education program, the control within the university needs to be resolved if fragmentation of the program is to be stopped. There is the need to determine where the responsibility for teacher education programs ought to be if a total university approach is to be implemented. Strategies specifically developed to determine where the control and interrelationships of all members of the partnership ought to be, need to be outlined.

The results of this study provided a base from which cooperative arrangements involving the school and the university might be made. Before tasks are allocated to the school and the university, a further breakdown or delineation of role needs to be made. The degree of participation the school and the university ought to have in each of the functions (defining objectives, implementing and evaluating) for each of the curricular areas will need to be determined. It will then be ultimately easier to decide who is responsible for what.

The consideration of the respective roles of the school and university in preservice teacher education programs generates the question, "What role should other social and professional groups have in decisions of planning and implementing such training programs?"

Before cooperative arrangements can be planned and implemented, the role of the state education department needs to be determined. The legal framework in which cooperative arrangements can be employed needs to be refined. Studies are needed to determine the limitations that may presently exist which may inhibit a more viable cooperative approach. There are other questions to which answers should be found. For example, "What role does the legislature think a State Department of Education should have? What role do teachers think the professional organizations should have? What do community persons consider to be their purview in teacher training programs?"

Similarly, a study needs to be done to determine role definitions of the educational institutions for inservice and continuing education programs. If the partnership to teacher education were to continue beyond certification, who should be responsible for defining the objectives and for the implementation of such a program? Who should be involved in such a program?

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APPENDIX

COLLEGE OF EDUCATION • DEPARTMENT OF ELEMENTARY AND SPECIAL EDUCATION • ERICKSON HALL

June 19, 1972

Dear Colleague:

I am presently an instructor in the Department of Elementary and Special Education at Michigan State University and am in the process of completing my dissertation for the Ph.D. degree. My major field of interest is teacher education.

For the purpose of this study, the Lansing Elementary Public School Teachers, the faculty of the College of Education at MSU who are presently involved in the preservice education of elementary school teachers, and the faculty from the University at large who teach the academic disciplines required of the prospective elementary teacher are the groups from which representative samples have been randomly chosen.

The purpose of this study is to find out how members of each of the previously mentioned groups view the role of the public school and/or university in the development and implementation of the competencies outlined in this questionnaire.

Your response as a representative of your group is needed. Your responses will be treated as data and as you may note, treated anonymously.

I have enclosed a stamped envelope for you to return the answered questionnaire. Again, I cannot stress the personal importance that you will serve in responding as soon as possible. Please try to complete this questionnaire within the next week; I am dependent on your response.

Should there be any questions or concerns, please feel free to contact me. Again, a sincere thank you.

Sincerely,



Rudi Alec
301I Erickson Hall
Michigan State University
East Lansing, Michigan 48823
(517) 355-4545 (Office)
(517) 393-7156 (Residence)

Please check one of the following:

☐Lansing Public School Faculty

☐College of Education Faculty

☐University (Academic Disciplines)

This survey consists of twenty-five competencies that a prospective teacher ought to attain as viewed by the developers of the Behavioral Science Teacher Education Program (BSTEP), a cooperatively planned program initiated and developed at Michigan State University and financed by the U.S. Office of Education.

Assuming that these competencies should be included in a teacher education program, respond to this survey in terms of what part you perceive the public school and/or the university to have in: defining specific objectives to attain these competencies; in the implementation of these objectives to attain these competencies; in the evaluation process of the prospective teacher in the attainment of these objectives.

Interpretation of Scale

5 - Sole role of the school; no university involvement.

4 - Major role of the school; minor university involvement.

3 - Equally shared role by the school and university.

2 - Major role of the university; minor involvement of the school.

1 - Sole role of the university; no school involvement.

Place an X through the number on the scale depicting your response.

Example:

EX. to be able to use the principles of group dynamics as one basis for the planning of classroom activities.

	(School)				(University)
a) defining objectives	5	4	3	2	1
b) implementing objectives	5	4	3	2	1
c) evaluation of prospective teacher	5	4	3	2	1

If, for example the respondee answered (a) of the example by choosing number 3;

a) defining objectives	5	4	X	2	1
------------------------	---	---	---	---	---

his response would indicate that he perceives the school and the university to have an equal role in defining the specific objectives to attain the general competency stated above.

If for (b) the respondee answered by choosing number 4;

b) implementing objectives	5	X	3	2	1
----------------------------	---	---	---	---	---

his response would indicate that he perceives the school to have the major role for implementing the objective to attain the competency and that the university would only be involved in a minor degree.

If for (c) the respondee chose number 1;

c) evaluation of prospective teacher	5	4	3	2	X
--------------------------------------	---	---	---	---	---

his response would indicate that he perceives the university to have the sole role in evaluating the prospective teacher in the attainment of the objective.

Read each statement carefully and mark the number on the scale that represents the part you perceive the school and/or university to have if a partnership concept were to be utilized in implementing these competencies in a teacher education program.

Interpretation of Scale

- 5 - Sole role of the school; no university involvement.
 4 - Major role of the school; minor university involvement.
 3 - Equally shared role by the school and university.
 2 - Major role of the university; minor involvement of the school.
 1 - Sole role of the university; no school involvement.

1. to be able to formulate objectives, develop and apply teaching strategies, and evaluate the learning.

	(School)				(University)
a) defining objectives	5	4	3	2	1
b) implementing objectives	5	4	3	2	1
c) evaluation of prospective teacher	5	4	3	2	1

2. to know the psychological and social variables that affect learning.

a) defining objectives	5	4	3	2	1
b) implementing objectives	5	4	3	2	1
c) evaluation of prospective teacher	5	4	3	2	1

3. to know the various communication processes operating in a teaching situation (one to one; small group; large group).

a) defining objectives	5	4	3	2	1
b) implementing objectives	5	4	3	2	1
c) evaluation of prospective teacher	5	4	3	2	1

4. to create an atmosphere of physical and psychological comfort for the learner.

a) defining objectives	5	4	3	2	1
b) implementing objectives	5	4	3	2	1
c) evaluation of prospective teacher	5	4	3	2	1

5. to grasp relationships and to understand patterns in mathematics.

a) defining objectives	5	4	3	2	1
b) implementing objectives	5	4	3	2	1
c) evaluation of prospective teacher	5	4	3	2	1

6. to understand the role of the social sciences in the development of values and attitudes of the elementary school child.

a) defining objectives	5	4	3	2	1
b) implementing objectives	5	4	3	2	1
c) evaluation of prospective teacher	5	4	3	2	1

7. to be able to develop criteria for evaluating broad types of literature.

a) defining objectives	5	4	3	2	1
b) implementing objectives	5	4	3	2	1
c) evaluation of prospective teacher	5	4	3	2	1

Interpretation of Scale

- 5 - Sole role of the school; no university involvement.
 4 - Major role of the school; minor university involvement.
 3 - Equally shared role by the school and university.
 2 - Major role of the university; minor involvement of the school.
 1 - Sole role of the university; no school involvement.

8. to understand the interrelationships of the areas in the language arts.

	(School)				(University)
a) defining objectives	5	4	3	2	1
b) implementing objectives	5	4	3	2	1
c) evaluation of prospective teacher	5	4	3	2	1

9. to be able to change and reorganize sequence in terms of readiness levels and needs of pupils.

- | | | | | | |
|--------------------------------------|---|---|---|---|---|
| a) defining objectives | 5 | 4 | 3 | 2 | 1 |
| b) implementing objectives | 5 | 4 | 3 | 2 | 1 |
| c) evaluation of prospective teacher | 5 | 4 | 3 | 2 | 1 |

10. to understand physical, intellectual, emotional, and social development of children.

- | | | | | | |
|--------------------------------------|---|---|---|---|---|
| a) defining objectives | 5 | 4 | 3 | 2 | 1 |
| b) implementing objectives | 5 | 4 | 3 | 2 | 1 |
| c) evaluation of prospective teacher | 5 | 4 | 3 | 2 | 1 |

11. to be competent in the teaching of readiness skills.

- | | | | | | |
|--------------------------------------|---|---|---|---|---|
| a) defining objectives | 5 | 4 | 3 | 2 | 1 |
| b) implementing objectives | 5 | 4 | 3 | 2 | 1 |
| c) evaluation of prospective teacher | 5 | 4 | 3 | 2 | 1 |

12. to be able to hypothesize alternative solutions to problems and to be able to prescribe what needs to be done with various variables.

- | | | | | | |
|--------------------------------------|---|---|---|---|---|
| a) defining objectives | 5 | 4 | 3 | 2 | 1 |
| b) implementing objectives | 5 | 4 | 3 | 2 | 1 |
| c) evaluation of prospective teacher | 5 | 4 | 3 | 2 | 1 |

13. to be able to select and acquire feedback from pupils for input in future planning.

- | | | | | | |
|--------------------------------------|---|---|---|---|---|
| a) defining objectives | 5 | 4 | 3 | 2 | 1 |
| b) implementing objectives | 5 | 4 | 3 | 2 | 1 |
| c) evaluation of prospective teacher | 5 | 4 | 3 | 2 | 1 |

14. to understand the role of reading in the content areas.

- | | | | | | |
|--------------------------------------|---|---|---|---|---|
| a) defining objectives | 5 | 4 | 3 | 2 | 1 |
| b) implementing objectives | 5 | 4 | 3 | 2 | 1 |
| c) evaluation of prospective teacher | 5 | 4 | 3 | 2 | 1 |

Interpretation of Scale

- 5 - Sole role of the school; no university involvement.
 4 - Major role of the school; minor university involvement.
 3 - Equally shared role by the school and university.
 2 - Major role of the university; minor involvement of the school.
 1 - Sole role of the university; no school involvement.

15. to know the various theoretical approaches to child study.

	(School)				(University)
a) defining objectives	5	4	3	2	1
b) implementing objectives	5	4	3	2	1
c) evaluation of prospective teacher	5	4	3	2	1

16. to understand the principles of motivating learning.

a) defining objectives	5	4	3	2	1
b) implementing objectives	5	4	3	2	1
c) evaluation of prospective teacher	5	4	3	2	1

17. to be able to teach the basic developmental reading skills.

a) defining objectives	5	4	3	2	1
b) implementing objectives	5	4	3	2	1
c) evaluation of prospective teacher	5	4	3	2	1

18. to be able to utilize natural learning opportunities as they occur spontaneously.

a) defining objectives	5	4	3	2	1
b) implementing objectives	5	4	3	2	1
c) evaluation of prospective teacher	5	4	3	2	1

19. to be able to examine science as a process, its effects on culture, and to analyze these effects as they influence present way of life.

a) defining objectives	5	4	3	2	1
b) implementing objectives	5	4	3	2	1
c) evaluation of prospective teacher	5	4	3	2	1

20. to know the contributions of and the role of the social sciences.

a) defining objectives	5	4	3	2	1
b) implementing objectives	5	4	3	2	1
c) evaluation of prospective teacher	5	4	3	2	1

21. to be able to process the skills and knowledge needed for the understanding of the elementary mathematics curriculum.

a) defining objectives	5	4	3	2	1
b) implementing objectives	5	4	3	2	1
c) evaluation of prospective teacher	5	4	3	2	1

Interpretation of Scale

- 5 - Sole role of the school; no university involvement.
 4 - Major role of the school; minor university involvement.
 3 - Equally shared role by the school and university.
 2 - Major role of the university; minor involvement of the school.
 1 - Sole role of the university; no school involvement.

22. to be able to employ a variety of instructional techniques which can be employed in the teaching of mathematics.

	(School)				(University)
a) defining objectives	5	4	3	2	1
b) implementing objectives	5	4	3	2	1
c) evaluation of prospective teacher	5	4	3	2	1

23. to know the principles of family impact on the child and to understand the dimensions of parent-child relationships.

a) defining objectives	5	4	3	2	1
b) implementing objectives	5	4	3	2	1
c) evaluation of prospective teacher	5	4	3	2	1

24. to know and understand the various styles and media used in art.

a) defining objectives	5	4	3	2	1
b) implementing objectives	5	4	3	2	1
c) evaluation of prospective teacher	5	4	3	2	1

25. to be able to identify relationships between symbolic learning in language arts and in mathematics.

a) defining objectives	5	4	3	2	1
b) implementing objectives	5	4	3	2	1
c) evaluation of prospective teacher	5	4	3	2	1

MICHIGAN STATE UNIVERSITY EAST LANSING • MICHIGAN 48823

COLLEGE OF EDUCATION • DEPARTMENT OF ELEMENTARY AND SPECIAL EDUCATION • ERICKSON HALL

June 9, 1972

Dear Colleagues:

I want to thank the many who have answered the questionnaire on role perceptions of the school and the university in teacher education. This data is a necessary component of my dissertation.

I know that this is a very busy time of the year and some have not yet had the chance to respond. Could I ask you to take some time to do so. Your aid is needed and will be greatly appreciated.

Should you have misplaced your questionnaire and are in need of another or if you have any questions related to the questionnaire, please feel free to contact me.

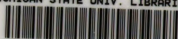
Thank you again.

Sincerely,



Rudi Alec
301I Erickson Hall
Michigan State University
355-4545 (Office)
393-7156 (Home)

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