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AN ANALYSIS OF CLASSROOM PROBLEM SITUATIONS
BY INTERN TEACHERS AND INTERN CONSULTANTS OF
THE MICHIGAN STATE UNIVERSITY ELEMENTARY INTERN
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AN ANALYSIS OF CLASSROOM PROBLEM SITUATIONS BY INTERN
TEACHERS AND INTERN CONSULTANTS OF THE MICHIGAN
STATE UNIVERSITY ELEMENTARY INTERN PROGRAM

By

George T. Rowan

A DISSERTATION

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ABSTRACT

AN ANALYSIS OF CLASSROOM PROBLEM SITUATIONS BY INTERN TEACHERS AND INTERN CONSULTANTS OF THE MICHIGAN STATE UNIVERSITY ELEMENTARY INTERN PROGRAM

By

George T. Rowan

This study was designed to investigate if intern teachers and intern consultants of the Michigan State University Elementary Intern Program perceived the same classroom situations as problems in the teaching-learning situation. An analysis of individual problem areas was made to determine if commonality existed between interns and consultants by age, race, sex, marital status, and geographic location.

The sample of this study included 121 intern teachers and 29 intern consultants involved in the Elementary Intern Program during the 1974-75 school year. The instrument developed for this study was the result of input given by the Office of Research Consultation at Michigan State University and the Testing and Evaluation Department of the Grand Rapids Public School System. The instrument was administered to the subjects at the nine off-campus teacher education centers. Based upon the information from the two research departments, a study was undertaken to ascertain if there were significant differences in the perception of classroom problem situations. Nine hypotheses were posed and tested, using

a t-test for two independent sample means. The results are reported below.

Conclusions of the Study

Within the limitations of this study, the following conclusions were supported:

1. Interns expressed more concern about classroom observations than intern consultants.
2. Consultants expressed greater concern with students giving the wrong answer and being laughed at by classmates than did interns.
3. Interns considered lack of response from parents as a greater problem than consultants.
4. Male interns considered turning in weekly lesson plans as much more of a problem than female interns.
5. Female interns were much more concerned about problems concerning race than male interns.
6. Married interns considered problems about interracial marriages as less serious than unmarried interns.
7. Unmarried interns showed less consistency in their responses about interracial marriages than married interns.
8. Married interns expressed less concern than unmarried interns about classroom observations by the building principal.
9. White interns were more concerned about the challenge of a teacher's authority by students than non-white interns.
10. Non-white interns expressed less concern than white interns about students teasing other students because of facial disfigurements.
11. White interns considered lack of parent response as more of a problem than non-white interns.

12. White interns were more consistent in their responses on all problem areas that produced significance than non-white interns.
13. Interns in large school districts did not differ significantly from interns in small school districts on any areas involving problem situations in the classroom.
14. Interns under 23 years of age were more concerned about classroom observations than interns over 23 years of age.
15. Consultants in large school districts showed less concern than consultants in small school districts about pupils that could express themselves orally but were unable to express themselves in writing.
16. Consultants over 40 years of age were more consistent with their responses on questions that produced significant differences than those under 40 years of age.
17. Consultants under 40 years of age expressed less concern about observations by the principal on a morning that the teacher receives new students than consultants over 40 years of age.

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This writer gratefully thanks his mother, Mrs. Irma Dishroom, for providing me with the opportunity to finish my baccalaureate degree some ten years ago. Your principles and beliefs have followed me throughout my adult life. Thanks, mother, for all your years of sacrifice and guidance in allowing me to reach the pinnacle of academic success.

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CHAPTER I

THE PROBLEM

Introduction to the Study

Internship as a means of training prospective new teachers before induction into the teaching profession is of notable interest to those in the field of education. Internships are based upon the theory that (1) laboratory and field experience are combined to make the internship practical, (2) on-the-job training with professional help serves to minimize errors, (3) progress is carefully monitored to determine growth during field experience, and (4) in-service programs designed to help the intern are utilized to enrich his knowledge about the profession.

The constant state of turmoil in education today has to do with accountability and competency-based teacher certification. There is a great deal of concern on the part of parents, administrators, and local boards of education that those being trained and certified will be the best teachers for our nation's children. Postman and Weingartner have expressed the following concern on the admission of teachers to the field of education:

Every state in the union has a State Education Department, whose main function is to certify teachers. This function is based on the assumption that (1) not just anybody can be a teacher, and (2) it is possible to train people to perform competently as teachers. The first assumption is undoubtedly true. Some people do not like children, or have no interest in their development, or are

poor listeners or bad question askers--no matter what is done with them--and should be barred from the profession. At present, however, there is no way to do this, because the certification requirements of most states have nothing whatever to do with these things. Instead, state certifying agencies assume that graduation from college and the accumulation of credits in education courses serve as adequate preparation for a teaching career. Of course, this assumption simply sidesteps the question of whether or not people can be trained to be competent teachers. The fact that someone has passed college courses says nothing--one way or the other--about his abilities as a teacher, and in no sense constitutes training for such work.¹

Another concern of educators is the ability of a beginning teacher to adjust to the reality of the profession. Kenneth J. Rehage recently stated his thoughts about problems encountered by first year teachers:

It is unfortunate that so many new teachers will have done their practice teaching in situations quite unlike those they will encounter in their first job. Whatever they have learned in their preparation for teaching seems to have only limited relationship to the reality they encounter in actual teaching assignments. In some instances the adjustment is far too difficult for an individual to make. Not infrequently he is lost to teaching at the end of the first year, if not before.²

Other concerns range from the quality of teacher education programs to the number of aspirants who are qualified to teach. Significant questions being asked are: How can teachers be better trained before entering the classroom? What can be done to prevent inferior teachers from attaining tenure? What methods, if any, are

¹Neil Postman and Charles Weingartner, The School Book (New York, New York: Delacorte Press, 1973), p. 138.

²Louis G. Romano et al., The Management of Educational Personnel (New York, New York: MSS Information Corporation, 1973), p. 130.

being employed to selectively provide children with the best new teachers from the ranks of university graduates?

In answer to these questions, Michigan State University's College of Education in 1959 instituted the Student Teacher Education Program (S.T.E.P.) for the purpose of training better teachers. In 1964 the program was officially named the Elementary Intern Program (E.I.P.). Experienced and outstanding tenure teachers were released from the local school districts to provide guidance for intern teachers within the district. The experienced teachers were designated as "intern consultants." Responsibility for the selection and placement of consultants rested solely with the local school district. University officials were allowed input before the final selection.

Initially, there were no guidelines for operation of the program. Success or failure depended entirely upon the intern consultants and the neophyte interns. As early as 1964, Corman and Olmsted reported that

. . . there were few pressures to establish firm bureaucratic controls on their practices.

. . . adjustment to the position was complicated by the fact that the initial group of consultants were given few operational guidelines. The most commonly repeated admonition they received was that, "until we see how things go, we can only guess at what the problems and answers may be, so you will have to play it by ear."³

In the fall of 1964, the College of Education demonstrated its faith in E.I.P. by making it a part of its regular curriculum.

³Bernard R. Corman and Ann G. Olmsted, The Internship in the Preparation of Elementary School Teachers (Bureau of Education Research, Michigan State University, East Lansing, Michigan, 1964).

As a new and innovative teacher training program it was deemed successful.

Statement of Purpose

The purpose of this study is to determine if intern teachers and intern consultants perceive the same situations as problems in the teaching-learning situation. An analysis of individual problem areas will be made to determine if commonality exists between the interns and consultants by age, sex, marital status, and geographic location.

It is anticipated that intern consultants and Elementary Intern directors will be able to focus upon specific problem areas of intern teachers at the beginning of the school year. Needless to say, if problem areas are identified early in the teaching-learning situation, positive results will be much easier to ascertain.

Statement of the Problem

The problem of this study is to identify problem areas by interns and consultants by geographic areas in the ten E.I.P. centers in the state of Michigan. An attempt will be made to see if both groups perceive the same situations as problems in the teaching-learning situation.

Need for the Study

The E.I.P. Research Committee has steadfastly maintained that differences exist between centers throughout Michigan. Clearly, a need exists to determine if in fact that differences do exist and

what factors contribute to individual differences between centers. Some questions that E.I.P. directors consider relevant are: Does the location of the center lend itself to certain kinds of problems? Does age among interns make a difference as to how a problem is solved? What implication does a person's skin color have in perceiving a situation as a problem? Do married interns view situations differently than single interns?

Indeed, this study is needed to point out that certain factors mentioned in the above paragraph do or do not make a difference as to how a situation is perceived.

Statement of Hypotheses

This study was designed to test the following hypotheses:

1. Interns and intern consultants will identify the same situations as problems in the teaching-learning situation.
2. Male and female interns will identify the same situations as problems in the teaching-learning situation.
3. Married and unmarried interns will identify the same situations as problems in the teaching-learning situation.
4. White and non-white interns will identify the same situations as problems in the teaching-learning situation.
5. Interns in small school districts will identify the same classroom situations as problems as interns in large school districts.
6. Age among intern teachers does not make a difference in identifying problems in the teaching-learning situation.
7. Intern consultants do not differ in their perceptions of classroom problems among E.I.P. centers.

8. Experience among intern consultants does not make a difference as to how they perceive classroom problem situations.
9. Age among intern consultants does not make a difference in identifying problems in the teaching-learning situation.

Definition of Terms

The following definitions are presented as an aid to clarification and to assist in the interpretation and understanding of this study.

1. Elementary Intern Program (E.I.P.): An academic program encompassing four calendar years which terminates in a Bachelor of Arts Degree and a Provisional Teaching Certificate. During the fourth year a student has the opportunity to teach in a public school system with the help of an intern consultant.

2. Intern teacher: A student enrolled at Michigan State University who is completing his senior year by teaching in a public school classroom, for which he receives a stipend. Stipends are paid at a rate set by the cooperating school district.

3. Intern consultant: A tenure teacher who has demonstrated outstanding ability in the classroom and is on loan to the university from the cooperating school district for one full school year. The consultant's responsibilities are to (1) visit and assist intern teachers once weekly, (2) give help, support, and guidance to intern teachers during the intern year, (3) maintain a close working relationship with the cooperating school district and the university, (4) assist in the area of in-service and pre-service

programs for intern teachers, and (5) screen prospective new applicants for the intern program.

4. Pre-intern: A student in his junior year of college who has made application and been accepted into the E.I.P. program and who takes methods courses and completes student teaching as requirements for entering his (senior) intern year. Pre-interns normally complete their requirements in the cooperating school district in which they intern.

5. Methods courses: Professional teaching methods courses taught by university personnel to prepare interns for their internship. Students must have 18 term hours of methods courses before the cooperating school district and the university permit him to do an internship.

6. Cooperating school district: A school district which enters into an agreement with the university to provide intern teaching stations, releases consultants, and agrees to support the program. The district also allows E.I.P. personnel to have access to all resources that regular teaching personnel have within the district.

7. Elementary Intern Program director: A university faculty member who is responsible for the organization and administration of a local program. He is the liaison person between the university and the cooperating school district. He is also responsible for developing and creating new intern stations within the school district. Pre-interns and interns are counseled by him while they are participating in the program.

8. Fall-winter cycle: A period during the university's academic year in which pre-interns take their methods courses during the fall term and student teach during the winter term.

9. Winter-spring cycle: A period during the school year in which pre-interns take their methods courses during the winter term and student teaching during the spring term.

10. Perception: A unique and individual sensory construct or awareness in the mind of a human being; i.e., "(1) how an individual sees himself, (2) how he sees the situations in which he is involved, and (3) the interrelations of these two."⁴

11. Family seminars: Informal meetings, once monthly, of interns and intern consultants to discuss progress and plan classroom strategies.

12. S.T.E.P. (Student Teacher Education Program): The original name of E.I.P. This program was initiated by the College of Education at Michigan State University in 1959.

Assumptions of the Study

It is assumed that E.I.P. directors, intern consultants, and methods instructors will glean information from this study which will improve their approaches toward the particular facets of the intern program for which they are responsible. It is also assumed that agreement among interns and consultants will result in a better working relationship between the two groups. It is

⁴Arthur W. Combs, The Professional Education of Teachers: A Perceptual View of Teacher Preparation (Boston: Allyn and Bacon, Inc., 1965), p. 12.

further assumed that interns and consultants will respond to the questionnaires in an open and positive manner.

Limitations of the Study

This study is limited to cooperating school districts in the state of Michigan. All of the schools in which interns teach are designated as elementary school buildings. The participants of this study were not regarded as a sample for any other population representing teacher training programs in the College of Education at Michigan State University nor any other institution of higher learning that is involved with teacher training programs.

Overview of the Study

The review of the literature in Chapter II will address itself to four areas: (1) the internship as it relates to teacher education, (2) alternative teacher training programs, (3) the Michigan State University Elementary Intern Program, and (4) alternative futures in teacher education. An explanation will be given as to how the internship evolved. Pertinent comments by scholars will point out what characteristics are necessary to sustain a successful internship program.

An explanation of the Michigan State University Elementary Intern Program is also included in this chapter. A step-by-step analysis of the program is outlined in Table 2.1. This table depicts how a Grand Rapids Junior College Student in Grand Rapids, Michigan, would matriculate to the E.I.P. program after completing his

associate degree. Table 2.1 is the conceptual model that all nine E.I.P. centers use in the state of Michigan.

Attention will be focused upon other alternative teacher training programs in the latter part of Chapter II. A description of these programs will be given to provide the reader further insight as to other facets of teacher training that are in vogue today.

As the educator tries to envision the best teacher training program of the several that are described in Chapter II, it would be profitable to heed the words of Alvin Toffler:

. . . we need to accelerate the trend in many colleges and universities to offer credit for action-learning done off campus through participation in real work, in business, in communities . . . such efforts not only must be continually but must be radically expanded . . . this action-learning ought to become the dominant form of learning, with classroom learning seen as a support rather than as the central element in education.⁵

Chapter III contains the research design. An analysis of the population, research methods to be employed, and the testable hypotheses are explained. The selection of the statistical procedures used in the study are discussed.

Chapter IV focuses upon the analysis of data. The hypotheses are again restated. Attention is given singularly to the nine hypotheses to be tested. The major summary is the focal point of Chapter V. It is the concluding chapter of the study and concerns itself with recommendations and implications for future study.

⁵Alvin Toffer, ed., Learning for Tomorrow--The Role of the Future in Education (New York, New York: Vintage, 1974), p. 14.

CHAPTER II

REVIEW OF THE LITERATURE AND RELATED RESEARCH

Introduction

The review of the literature is concentrated upon four areas which are germane to the study. The areas are (1) internship programs in teacher education, (2) alternative teacher training programs, (3) the Michigan State University Elementary Intern Program and (4) alternative futures in teacher education.

Internship Programs in Teacher Education

The College of Education at Michigan State University under the sponsorship of the U.S. Office of Health, Education, and Welfare reported in a document the following definition of an internship.

The most intense period of field experience is the internship. During the entire fourth year the trainee is assigned to one of the schools within the clinic-school network where, as an employee of the local education authority (school district), he is on salary and in charge of an elementary classroom of specialist's circuit, according to the program in which he is enrolled.¹

¹Michigan State University College of Education, Behavioral Science Elementary Teacher Education Program (Washington, D.C.: U.S. Government Printing Office, 1968), Vol. I, p. 177.

Teaching internships are not new to the field of education. As early as 1895, Shaplin² and Garnder³ reported the existence of an intern program in the public schools of Providence, Rhode Island. The emphasis of the Providence intern program was to place students in the classroom for one school year. Supervision was provided by a professor of education at Brown University and a supervising teacher. The interns were paid half the salary of a beginning teacher.

Since the days of the Brown program the concept of teaching internships has grown to great proportions. By 1967 the American Association of Colleges reported 51 internship programs in the nation's school districts.

The growth of internship programs at such a steady pace coincides with the teacher shortage during the 1950s and early 1960s. McGlothlin surmised that the number of intern programs was not related to the shortage of teachers. He reported that the multiplicity of intern programs was due to their rigid qualifications and high expectations.⁴ His feelings were that intern programs were a positive attribute to teacher training. To further

²Judson T. Shaplin, "A Comparison of Internship Programs," 1963 N.C.T.E.P.S. Columbus Conference Report (Washington, D.C.: National Education Association, 1968), p. 321.

³Harrison Gardner, "The Teacher Education Internship in Historical Perspective," in Internships in Teacher Education, p. 1, Forty-Seventh Yearbook (Washington, D.C.: 1968).

⁴William J. McGlothlin, Patterns of Professional Education (New York: G. P. Putnam's Sons, 1960), pp. 97-99.

elaborate, McGlothlin said the internship must meet the following criteria to be successful:

1. It challenges the capacity of the intern.
2. It does not exceed the capacity of the intern.
3. It actively involves the intern.
4. It helps the intern to analyze and evaluate his experience.⁵

Although the internship stands on its merits as being a successful teacher training program, it has met with opposition from some quarters. An unemployed teacher recently voiced her dissatisfaction in a letter to the Michigan Education Association newspaper, Teacher's Voice. In the editorial column the prospective teacher stated:

. . . there should be a committee to see that this type of teacher preparation is discontinued and only student-teaching type of preparation is done under a certified teacher. In this time of surplus teachers and teacher unemployment, interns are not helping the situation.⁶

There is little doubt that, whenever a program deviates from the traditional, it is attacked by those who view it as a threat to their livelihood. Despite individual and group attacks upon new programs, impetus must still be provided for positive changes in education. Watson has emphasized that one part of a strategy of change is to develop an experimental program and to test it while retaining the traditional program.⁷

⁵Ibid., p. 100.

⁶News item in the MEA Teacher's Voice, October 29, 1974.

⁷Goodwin Watson, "Creating Alternatives: A Strategy for Change in Higher Education," New York University Education Quarterly 11 (July 1971): 22-27.

In effect, internship programs have provided a blend of the old and the new. They have integrated with traditional teacher training programs and have managed to be successful. This integration has proved to be somewhat of a thorn in the sides of the traditionalists. Haberman⁸ found that intern teachers were superior to graduates of a regular program at the .01 level of confidence. He suggested that this resulted from interns having had broader work experience, broader life experiences, and better motivation. He attributed some of this difference to the self-selection process of the internship program at the University of Wisconsin-Milwaukee.

Successful intern programs, according to Parker and Withycombe,⁹ are field based and are in the best position to mediate the needs of trainee teachers. Field-based programs are, of course, the tower of strength needed to make an internship a valuable learning experience.

Slightly more than ten years ago, Corman and Olmstead defined an internship as:

. . . an adequately supervised, full-time teaching experience which follows an organized program of formal instruction in pedagogy and which precedes certification. It is assumed that the internship will be pursued in a regular school, as opposed to a university-administered laboratory school.¹⁰

⁸Martin Haberman, "The Teaching Behavior of Successful Interns," Journal of Teacher Education 16 (June 1965): 215-220.

⁹John L. Parker and Richard J. Withycombe, "Mediation in an Alternative Teacher Training Program," Phi Delta Kappan 54 (March 1972): 483.

¹⁰Corman and Olmsted, op. cit.

The questions now posed are: How is an effective internship program developed? What criteria are necessary to sustain an internship program and to make it successful?

William E. Klingele attempted to answer these questions nearly two years ago. In a research study, Klingele listed six points that merit thought for maintaining the existence of strong internship programs. He recommended that:

1. The program must stress individualization. It should have a probationary period of one year preceding tenure.
2. The program must be an integral phase of the teacher education program.
3. The program must be operational with adequate and continuous financial support.
4. The program must provide for continuous integration of laboratory experiences with formal course work.
5. The program must provide improved supervision.
6. The program must be cooperatively developed and administered.¹¹

An important component of the internship revolves around security. Although individualization, improved supervision, and financial support must be of top priority, the intern must feel as though he has an external crutch. Marashio¹² reports that an intern has an advantage over a beginning teacher because he has an authority to rely upon and a feeling of security is developed. Even the most vociferous teacher who is a product of a regular teacher education program would have to agree that (1) security

¹¹William E. Klingele, "Developing Effective Programs of Teacher Internship, Education 93 (December 1972): 180-181.

¹²Paul Marashio, "A New Teacher Training Program," The Clearing House 45 (March 1971): 419-421.

from a consultant, (2) high expectations, (3) constant supervision, and (4) integration of classes with field work provide an excellent avenue for positive direction of the neophyte teacher.

Alternative Teacher Training Programs

Most of the teacher training programs that have been developed over the past ten years are of the clinical-laboratory type. They combine theory and practice to simulate actual classroom conditions.

The University of Massachusetts developed more than 20 teacher training programs over two years ago to meet the needs of today's public school students. Of the 20 programs, only six have emerged as being outstanding. The programs range in proximity from local school districts in Massachusetts to overseas school districts throughout the world. Among the programs are:

1. The Center for Urban Education Teacher Education Program (CUETEP). This program utilizes interns in various urban school districts throughout the nation. Examples of such districts would be the Chicago Metropolitan School District and Philadelphia's Parkway. Interns not only teach in these areas but are expected to live near the school where they are assigned. Community oriented programs must be developed so that interns can familiarize themselves with the problems of the school district.
2. The Off-Campus Teacher Education Program (OCTEP). This program was designed to help student teachers accustom themselves to a variety of cultural environments throughout the world. Students work in small groups with public school students in a concentrated manner so that they may gain valuable insight to a number of educational problems.
3. Explorations! Students take a full academic year to pursue their own interests in their own ways. They are counseled throughout the year by doctoral students. Student teaching is done in a public school for one month. At the completion of student teaching the

student is given the option of becoming a certified teacher. The thrust of this program is upon the affective rather than the cognitive domain.

4. Mark's Meadow (TEPAM). The University's laboratory school is used as a training ground. Each trainee picks two students and observes their development for two years. At the end of the two year period the trainee becomes an intern for five semesters. After the fifth semester the intern takes one semester of coursework and seminars. Finally he becomes a full member of the teaching staff and assumes responsibility for working with a new trainee.
5. Education in Community Service (ECS). The student uses the community as his classroom. He becomes involved with schools, community agencies, meetings of community groups, and multiple intensive weekly seminars.
6. Integrated Day Program (METEP). The trainee first becomes involved in a full semester of coursework conducted in a workshop setting and designed to model, at the university level, the teaching behaviors advocated by the program. During the following semester the student interns at one of four sites under the guidance of teachers who are simultaneously involved in intensive inservice programs relating to the integrated day.¹³

The programs previously described are of the laboratory-field type. The emphasis is on experience in the field with supplementary help from seminars dealing in situations that are practical in nature with a blend of theoretical concepts usually provided after field experience. Since so much of the emphasis is based upon what happens in the field, one might begin to question the application of curriculum concepts in new teacher training programs. Curriculum, of course, is necessary for the survival of any educational program--be it teacher training, classroom management, or even the teaching of basic skills. The art of guiding,

¹³Richard J. Clark and Donald J. Kingsbury, "Simultaneous Alternative Teacher Preparation Programs," Phi Delta Kappan 54 (March 1973): 477.

supporting, and planning in any program is of primary importance before attempting to embark upon any new frontier. Planning has been and will always be necessary to formulate the concepts of any program, whether it is innovative, revised, or exploratory. Such is the case with alternative teacher training programs. Their standards are much the same as any other program. Proponents of new programs want to succeed and want to incorporate a sound curriculum base to substantiate their claims as being innovative, yet traditional enough to attract the attention of everyone concerned with education. Stone offers some sound rationale for new programs. He stresses the following points as being crucial to the development of teacher training:

1. The paid teaching internship, which has been the means of recruiting high-caliber liberal arts graduates to teaching, has made clinical practice the heart of the training program and has made it possible for public school systems to fulfill their indispensable clinical role in teacher education.
2. The continuous integration of theory and practice throughout the professional curriculum, embodying institutional-school district cooperation and utilizing a staff team that teaches, supervises, evaluates, and guides a particular group of students throughout the professional sequence.
3. A reorganization of the professional content of education courses along some other lines than compartmentalization of separate courses taught by different instructors separate from clinical practices.
4. The use by the prospective teachers of the newest curricular, the latest materials, the most experimental methods, and the newest techniques and organization of carrying on instruction.
5. High personal, academic, and professional standards for admission to, retention in, and graduation from the program.

6. Multiple pathways to teaching, recognizing the diverse needs of the teaching profession and the varying abilities and backgrounds of those who wish to teach.¹⁴

All of the aforementioned teacher training programs appear acceptable on paper, but nothing is mentioned about evaluation. Questions pertaining to the effectiveness of these new programs remain unanswered. Fads and gimmicks look good to those who yearn for changes in education. Until new fields are explored and properly evaluated, judgments cannot be made in support of them. Ebel stated in the middle 1960s that evaluation of teacher education programs or even segments of programs, is spotty and inadequate.¹⁵ He proposed four ways that could be used in the evaluation process. The criteria could be used in (1) selection of students, (2) advising and counseling students, (3) evaluating their achievement in courses, and (4) helping to certify their competence to teach.¹⁶

In retrospect, the alternative teacher training programs described thus far do not seem to meet all of the criteria of Ebel's evaluation model. Looking back at the University of Massachusetts School of Education alternative programs, one finds that the CUETEP model stresses training in skills and knowledge. Students are continually being evaluated by their community contact work and the degree to which they implement change in their particular school

¹⁴James C. Stone, "Breakthrough in Teacher Education?" Phi Delta Kappan (1967): 165-190.

¹⁵Robert L. Ebel, "Measurement Applications in Teacher Education: A Review of Relevant Research," Journal of Teacher Education 1966 (17): 15-25.

¹⁶Ibid.

district. The program does not rely heavily upon selection of students. By not stressing student selection the program is in violation of Ebel's model.

The CUETEP program does not evaluate student achievement in course work but does rely heavily upon student interaction to make it successful. There is no mention of helping students to certify their competency to teach.

Explorations! is very selective. It purposely applies a subjective selection process so that only certain students with attitudes similar to the faculty administering the program are admitted. Students are advised and counseled throughout the duration of their training. Evaluation is on-going by the student as he determines if he is engaged in a meaningful course of study. The criteria for the attainment of teaching competency is also very subjective. It is determined by the student.

Mark's Meadow (TEPAM) is very outstanding in helping to certify teachers in their respective subject areas. This program permits former interns to certify their student colleagues. By doing this there is constant evaluation and feedback from student to teacher. A basic fault is the selection process for admittance into the program. There are virtually no provisions made to determine if a prospective candidate is of high teaching caliber. The emphasis of the program is on the individual child and the teacher's rapport and understanding with children and groups of children. This strategy is reminiscent of the goals that former Oakland, California, School Superintendent, Marcus Foster, set for

all teachers of his school district. His goals for teachers are the following:

1. People are more important than the system.
2. Success is important to the integrity of any group.
3. People tend to rise or fall to the level of their expectations.
4. To move people, start where they are.
5. In any group every member, no matter what assigned role, can make significant and unexpected contributions to the success and well-being of the group.
6. The energy that is found in interpersonal conflict should be channeled toward solution of the underlying problems.
7. Go with what you have.
8. In a conflict situation, all sides usually have legitimate concerns.
9. The best way to help people is to get them to help themselves.
10. Massive problems are solved little by little.¹⁷

TEPAM is incorporating all of Foster's goals in their teacher training program; however, all of Ebel's criteria are not visibly evident for evaluation purposes.

Education in Community Service (ECS) is a highly selective training program that meets three of Ebel's four requirements for evaluating new programs. It selects 40 students who are willing to involve themselves in community work. There is constant rhetoric in the advising and counseling aspect of students. Achievement is evaluated via the methods of seminars and in-service work. The program falls down in the area of certifying competence. Criteria for evaluating competence is basically left up to the student.

The Integrated Day Program (METEP) selects juniors and seniors to involve them in preparatory work designed to meet the

¹⁷Marcus A. Foster, Making Schools Work (Philadelphia: The Westminster Press, 1971), p. 19.

needs of understanding the elementary student's learning environment. There is no violation of Ebel's evaluative criteria in the area of selection. Students are not advised and counseled to a meaningful degree. Their achievement of course work is happenstance and the model does not give any cogent indication of certifying a candidate to teach.

As alternative teacher programs evolve, their primary emphasis demonstrates the need for theory combined with actual (not simulated) conditions to help the prospective teacher merge into the profession. All teacher training programs appear to be breaking away from the traditional training procedures. Featherstone offers an explanation for this radical departure from normative preparation programs. He states:

. . . the inadequacy of teacher training will also become more evident, although it is far from clear how to improve it. What we do know is that theory has to be reunited with practice. Without a solid growing in child development, much of our informal teaching will be gimmickry; and without a sound base in actual practice in classrooms, theory will remain useless.¹⁸

Among the many new programs developed for teacher training within the last decade, several have emerged as being promising for meeting the needs of prospective teachers. These programs differ somewhat in scope but basically they are similar in terms of training aspects. One program, the Tutorial and Clinical Program at Northwestern University, shows promise for the future. It is undergraduate in nature and places its primary emphasis on the

¹⁸ Joseph Featherstone, "Tempering a Fad," The New Republic, September 1971, p. 21.

laboratory and field approach. An outstanding feature is its commitment by all departments of the university to hopefully insure its success. The planning was based on three fundamental assumptions: (1) that the program meet the requirements for general education established by the university faculty, (2) that academic majors be planned jointly with the appropriate departments of the college of arts and sciences, and (3) that all professional instruction be given through tutorials and related clinical experiences rather than through formal course work.¹⁹ At this point in time the Northwestern University program has proven to be rather successful. Early reports from the university indicate that it has a bright future.

Another promising program, developed at the University of Wisconsin, is the Wisconsin Intern-in-Team program. This program is very similar to the one at Northwestern University. It is a four-year program that stresses the internship. Unlike Northwestern's program, it builds upon the team teaching concept.²⁰ Students demonstrate their worth in a team teaching situation using constructive criticism from their team members. They also use the "Ned Flanders" method for evaluation purposes. The internship portion of the program only lasts for one semester. At the end of the semester, students return to the classroom for an in-depth

¹⁹William Hazard, "The Tutorial and Clinical Approach to Teacher Evaluation," Northwestern University, Evanston, Illinois, 1966, p. 109. (Mimeographed.)

²⁰Dean W. O'Brien, "A School of Education in the Life of Our Time," University of Wisconsin, 1965. (Mimeographed.)

look at their strengths and weaknesses in seminars and workshops. The strength of the program lies in the constant evaluation by team members of interns.

Thus far, most of the training programs described for teachers have been concentrated on the middle class child. Attention has centered around actual classroom situations that have children that are able to perform up to middle class standards. No mention has been made of programs geared for racial minorities and lower class children. Although some of the programs previously discussed do focus on the neighborhoods of children they are going to work with, there is no real effort put forth to zero in on students that suffer from acts of discrimination.

A program that is attempting to meet the needs of prospective teachers of minority children is the Cardoza Project in Urban Teaching. The project is located in Washington, D.C. The combined efforts of faculty members from Howard University in conjunction with the local public school system has resulted in an intern program for people who are going to be teaching minorities. Several factors have made this project most interesting and enlightening to urban educators. Outstanding features of the Cardoza Project are (1) interns attend a series of lectures on urban sociology before teaching, (2) emphasis is on the development of instructional units geared to the inner city, and (3) interns get to know their students and their community before assuming classroom responsibilities.²¹

²¹Larry Cuban, "The Cardozo Peace Corps Project: Experiment in Urban Education," Sociology of Education 28 (1964): 446-449.

Heavy emphasis is placed upon the socialization process in this project. Interns have a realistic picture of their students and their families before entering the classroom. An in-depth look provides the interns meaningful insight to the needs of their students. Adams says that:

The individual cannot identify with someone he knows nothing about. He may read about the way in which a certain contemporary, historical, or fictional person acts or performs his roles. More often, however, actually seeing the person in operation makes one aware of his characteristics. Furthermore, intensity and continuity of observation increase the likelihood of identification.²²

The Cardoza project was reported by Stiles to be extremely successful in preparing students to be effective teachers of inner city children because of this development of instructional units and its concentration on observation-participation.²³

Stanford University's Teacher Intern Program is another program that has made great strides in the field of education. Although it is not specifically geared toward teacher training, it is most interesting and worth discussion. The program serves four important functions: (1) that of a vehicle of research and experimentation for the testing of alternative concepts and procedures, (2) that of a laboratory for the preparation of teacher educators, (3) that of promoting closer university-public school cooperation, and (4) that of identifying and recruiting candidates for careers

²²Bert N. Adams, The American Family--A Sociological Interpretation (Chicago: Markham Publishing Company, 1971), p. 141.

²³Lindley J. Stiles, Cardozo Project in Urban Teaching: Evaluation and Recommendations, Model School Division, Washington, D.C., Public Schools, 1967.

leadership in education. The Stanford program utilizes such techniques as micro-teaching, photography, and computer assisted instruction. While this program does not rely upon actual classroom situations to provide impetus for growth of prospective teachers, it does introduce and use new techniques for educators in teacher evaluation. The program constantly stresses teaching techniques using audio-visual equipment.

One of the most unusual programs is the Wayne State University Teacher Education Experimental Program. It is a six-year undergraduate-graduate program. A close look uncovers the following curriculum throughout six years:

1. The first three years are devoted entirely to work in the liberal arts.
2. The second three years require professional study and clinical experience.
3. The fourth year requires an integrated series of learning cycles.
4. The fifth year combines course work with 12 weeks of full time teaching.
5. During the sixth year the student teachers full time and participates in research seminars.²⁴

The program offers continuity, follow-through, and follow-up on all of its participants for the entire six years. There is constant evaluation both during and after all segments of the program. Students are able to gain a Master of Arts degree in addition to a Bachelor of Arts degree. Ideally speaking, a program of this type offers many intrinsic rewards to a student who is constantly reinforced over a period of years by university and public school

²⁴Edward A. Bantel, "Teacher Education Experimental Project: A Design for Preparing Career Teachers," Childhood Education 42 (1966): 417-421.

personnel. He knows where he is going and what mistakes he has made. In addition, he is able to correct his mistakes during the fifth and sixth years while he is in the classroom. Programs of the variety that Wayne State has developed offer hope for future teachers of America.

The Elementary Intern Program

The cooperating public school districts, in conjunction with the College of Education at Michigan State University, initiated the Student Teacher Education Program (STEP) in 1959. The program was designed so that prospective teachers could finish their undergraduate classes within a period of three years. The fourth year was a full-time teaching position in the student's own classroom on a paid basis equal to one-half (and in some cases, two-thirds) of a beginning teacher's salary. At the beginning of the fourth year a student usually had completed all but 10-15 term hours of credit for his degree. Upon completion of a successful intern experience and completion of his deficit term credit hours, he was awarded a Bachelor of Arts degree and a Michigan Elementary Provisional Teaching Certificate.

Table 2.1 gives a conceptual design of the Grand Rapids intern program. The first two years of school are spent either at Michigan State University or Grand Rapids Junior College. Shortly before the beginning of the junior year, the candidate spends ten weeks on the Michigan State University campus for continuation of course work toward major or minor areas. During the junior year,

TABLE 2.1.--Conceptual Design of the Grand Rapids Public Schools Intern Program.

	First Year	Second Year	MICHIGAN STATE UNIVERSITY--ELEMENTARY INTERN PROGRAM Pre-Intern Year (Third Year)				Intern Year (Fourth Year)	
			Summer School	Fall Term	Winter Term	Spring Term	Summer School	
Where	Grand Rapids Junior College (or other)		MSU Campus	GR Center	GR Area Schools	MSU Campus	MSU Campus or GR Center	GR Area Schools
Time	Four semesters		10 Weeks	10 Weeks	10 Weeks	10 Weeks	5 Weeks	School Year
Areas of Study	Basic Courses		Majors or Minors	PRE-INTERNSHIP METHODS COURSES ED 321a Common Elements ED 325a Reading ED 325b Language Arts ED 325d Social Studies ED 325e Mathematics ED 325f Science	PRE-INTERNSHIP TEACHING ED 446 Student Teaching ED 485 Independent Study in Education	Majors, Minors, or Electives	Majors, Minors, or Electives	INTERNSHIP Consultant Assistance ED 450 School and Society ED 446 Intern Teaching ED 483 Reading
Hours Credit	45 45 (plus P.E.)		16	18	19	15	7	15
Cumulative Credit	45 90		106	124	143	158	165	180

or pre-intern year, ten weeks are spent in classes at a local teacher education center. Students enroll for 18 hours of methods courses taught by instructors from the university or representatives from the cooperating school district. The next ten weeks are spent student teaching in the district. Pre-interns are under the tutelage of a tenured teacher and are supervised by a representative of the university. After completing their student teaching, candidates return to campus for continued course work in major or minor areas. Following this ten-week term, students may either return to campus for a five-week summer session or take the remainder of their course work through the local teacher education center.

The student's fourth year, or intern year, is spent teaching in the cooperating school district. The intern has the services of a consultant one day per week during the internship experience. All interns have total responsibility for their classrooms, with assistance from the consultant. School principals and university faculty personnel have little or no responsibility for classroom supervision of the intern.

University personnel, most frequently E.I.P. directors, meet with interns once a month in family seminars to aid and assist in planning classroom strategies. The seminar, referred to as Education 450, is the last course requirement for prospective teachers at the university. Sharing of problems and concerns is common, as is the exploration of new ideas and innovations in the field of education.

Research Studies Related to the
Elementary Intern Program

Since 1966 representatives of E.I.P. have conducted follow-up studies of former interns. A study conducted in the spring of 1973 indicated that school principals rated former interns at "above expectation" or "greatly exceeding expectation" when compared with other teachers on their staffs.²⁵ Principals were also impressed with the frequency of visits by consultants and observed that consultants helped interns in a wide variety of ways.

Conley²⁶ utilized the Minnesota Teacher Attitude Inventory, the Edwards Personal Preference Schedule (E.P.P.S.), and the Minnesota Teacher Education Inventory (M.T.A.I.) to elicit biographical information from intern teachers. The findings of this study indicated that:

1. Initial attitudes toward children and teaching as measured by the M.T.A.I. were higher for female student teaching program students than for female E.I.P. students.
2. Female E.I.P. students indicated higher needs than female student teaching program students in the areas of deference, autonomy, abasement, and endurance, as measured by E.P.P.S.
3. On the basis of the Teacher Education Inventory, E.I.P. female students were different from female student teaching program students in the following ways:

²⁵Robert W. Scrivens, "Elementary Intern Program Follow-Up Study," College of Education, Michigan State University, East Lansing, Spring 1973. (Mimeographed.)

²⁶James L. Conley, "A Study of Selected Biographical Data, Personality Characteristics and Attitudes of Elementary Intern Program Students at Michigan State University" (Ph.D. dissertation, Michigan State University, 1968), pp. 1-121.

- a. E.I.P. females were older (23.7 vs. 21.7 years of age).
- b. E.I.P. females were more likely to have been married.
- c. 70 percent of E.I.P. females spent one year at a two-year college as opposed to 17 percent of student teaching program female students.
- d. The education level for both the mother and father of E.I.P. students was lower.
- e. Family income was lower for E.I.P. female students.
- f. E.I.P. female students came from a larger family.
- g. E.I.P. female students indicated they decided to become a teacher earlier than did female student teaching students.
- h. E.I.P. female students indicated they were more likely to derive satisfaction from teaching than student teaching students.
- i. E.I.P. female students indicated they were less likely to doubt the "rightness" of their decision to become a teacher.
- j. E.I.P. female students were less "risk-taking" than female student teaching students.
- k. E.I.P. students tended to view teaching as a profession while student teaching students viewed teaching as a profession but one which is not highly specialized.
- l. E.I.P. students viewed the opportunity of controlling their own marketing conditions less important than female student teaching students.

Perhaps the most popular and well known research study of the E.I.P. was conducted by Dr. Bernard R. Corman and Dr. Ann G. Olmsted. The two collaborated to evaluate the program in a five-year study of the elementary school teacher. Their research was based upon interviews with students, instructors and resident university

faculty members. The most important findings of Corman and Olmsted are as follows:

1. The internship consultantship differed in three ways from the helping teacher position; first, the consultant enjoyed university involvement which provided additional autonomy; second, intern consultants were assigned fewer individuals to supervise; third, consultants visits to interns' classrooms were both regular and frequent.
2. The character of the relationship that could be established between intern and consultant was substantially different and the helping teacher model failed to provide clear guidelines for those asked to assume the consultantship.
3. The original general expectations, of both university and public school personnel, for the intern consultant position included (1) aid for interns in analyzing their classroom situation, (2) fusing theory with practice by relating previous formal study to day-to-day teaching practices, and (3) maintenance of high quality standards within the intern's classroom.
4. Consultants were not to infringe upon the building principal's authority by assuming any direct role in the evaluation of the intern.
5. Both the university and the school cast the consultant as an "expert," but gave her only the power of persuasion to enforce her "expertness."
6. A working relationship had to be established with the intern and with her pupils which would permit the consultant to be a "second teacher in the classroom" without diminishing the authority of the intern.
7. The initial response of the consultants was to back away from establishing a "supervisory" relationship in the usual sense, and to seek to develop a non-directive, colleague relationship with their interns.
8. A period of watchful waiting appeared to be a necessary prerequisite to the establishment of a "successful" consultant-intern teacher relationship, if success meant a relationship where the consultant's suggestions were acted upon by the intern.

9. The more successful consultants appeared to be those who were willing to "get their hands dirty"; to illustrate their suggestions by demonstration.
10. The real test came in being able to shift from one intern to another in both the pacing and the substance of the guidance offered.
11. The consultant had to be perceptive enough to determine the kind of teacher the intern wished to become and wise enough to assist the intern to achieve that goal even though it might conflict with what the consultant herself valued.
12. Consultants hoped to be sympathetic listeners to guard against the isolation which occurs when a beginning teacher finds herself in a school situation where discussion of teaching is not encouraged.
13. Consultants hoped that, by their consistent availability and by encouraging dialog, they could help interns make the basis of their teaching practice more explicit.²⁷

The Corman and Olmsted study was reinforced four years later by former interns. The Association for Student Teaching reported on the overall strengths and weaknesses of E.I.P. while studying the validity of teacher intern programs throughout the United States. Their review of the E.I.P. is as follows:

Some of the interns feel that they are somewhat isolated from the campus by spending so much time in the centers. Some of them also consider the extra course work taken during the internship year to be somewhat burdensome at times. In spite of this, the enthusiasm for the program is apparent and appreciation is expressed for the quality of supervision given.²⁸

²⁷Corman and Olmsted, op. cit., pp. 62-75.

²⁸The Association for Student Teaching, Internships in Teacher Education, Forty-Seventh Yearbook (Washington, D.C.: The Association, 1968), pp. 180-181.

Alternative Futures in Teacher Education

This section of the review of literature gives insight from others as to what educators should expect in the future. Treatment is given to their comments and an analysis is provided for the reader. The various subjects that are quoted all have one common outlook on the future--that it must change to coincide with an ever changing society.

Alvin Toffler feels that future teachers must be trained to deal with brief units around a future theme.²⁹ An explanation of Toffler's statement is interpreted as developing teacher training programs that lend themselves to teaching the future in units or blocks of study. All future elementary teachers must be taught to teach others about the expectations of tomorrow's society, one step at a time. Courses about the future should not be developed solely for the purpose of teaching them but rather the future should be included in every segment of our planning. To develop one course would be fruitless--to incorporate in every course would be sensible. An example for future planning would be to ferret out of every course a unit that would take into account the changes that could occur by the next century. How could this be done? What could the classroom teacher do to extrapolate these indices from what information is given at the present time?

The Delphi technique developed by Rand Corporation is a partial solution to the problem. Classroom teachers can use the

²⁹Nation's Schools, Futuristics: Crystal Ball for Curriculum (New York: McGraw-Hill, Inc., 1972), p. 62.

Delphi technique to get their students to think about the future and begin to plan for it. It is a very simple test to use and can be modified for classroom use with ease by the teacher. The Delphi is easily adaptable for use in social studies, science, and language arts. This method could be transmitted to future teachers in their college methods courses.

Trend analysis is another technique to be employed by methods instructors. Prospective candidates in education could be trained to identify trends in certain areas. By pointing out future trends teachers can provide their students with the opportunity to begin thinking about the future in specific areas.

Margaret Mead feels that teachers of the future should instill in their students the different kinds of cultures that they are likely to encounter, such as:

. . . post-figurative, in which children learn primarily from their forebears; configurative, in which children and adults learn from their peers, and prefigurative, in which adults learn also from their children.³⁰

Certainly, a preparatory course in which teachers deal with diverse cultures is needed now. It behooves educators to take more than a passing glance at Mead's proposals for dealing with different cultures. Mead gives the distinct impression that the future is now, for studying about future cultures.

Psychologists such as Carl Rogers suggest that future teachers ought to be concerned with urban crowding and its probable

³⁰Margaret Mead, Culture and Commitment (New York: Doubleday and Company, Inc., 1970), p. 113.

effects. Rogers' philosophy could well be inculcated into the curriculum of a teacher education program mentioned earlier in this study--the Cardoza Peace Corps Project in Washington, D.C. Rogers mentions one trend that all educators should be interested in studying. The trend is closeness and intimacy. Rogers states that:

One trend which we may follow is to crowd more and more closely together, as we are now crowded in our ghettos. I understand that Phillip Hauser, the noted demographer, has stated that if all of us were crowded together as closely as the residents of Harlem, all of the people in the United States could be contained in the five boroughs of New York City.³¹

Perhaps educators would be wise to synthesize Rogers' words and begin developing a curriculum for prospective teachers that takes into account the problems that an overburgeoning population can cause to society. Developing a curriculum that takes problems of the population into consideration could cause uneasiness among parents of elementary school children. Topics covering planned parenthood, abortion, and birth control would have to be introduced to make the curriculum relevant. Needless to say there would be an ecstatic cry among some (such as Ivan Illich) and a veritable denunciation of such practices by others (e.g., Marshall McLuhan). However, a future curriculum that is meaningful and seeks relevance must incorporate the truth into its structure.

³¹Carl R. Rogers, "Interpersonal Relationships: U.S.A. 20000," Journal of Applied Behavioral Science 4 (April 1970).

Mitzel believes that individualized instruction is the predominant mode of learning for the future. Listed below are the characteristics that he believes form the base for all learners.

1. First, most educators agree that instruction is "individual" when the learner is allowed to proceed through materials at a self determined pace that is comfortable for him.
2. A second concept of individualized instruction is that the learner should be able to work at times convenient to him.
3. That a learner should begin instruction in a given subject at a point appropriate to his past achievement is a third way of looking at individualization.
4. A fourth concept of individualization is the idea that learners are inhibited by a small number of easily identifiable skills or knowledges.
5. A fifth concept is that individualization can be achieved by furnishing the learner with a wealth of instructional media from which to choose.³²

Mitzel's criteria for the future in education appears to be taken into account in today's educational society. We are now innundated with such educational terms as individually prescribed instruction, programmed reading materials, computer based instruction, and computer assisted instruction.

These programs are but a few of many that are making inroads into the educational profession. Although the above mentioned programs are relatively new to the field it is a sign that instruction is being shifted away from normative standards and applied to all segments of society.

³²Harold E. Mitzel, "The Impending Instruction Revolution," Phi Delta Kappan (April 1970): 434-439.

The important factor now to consider is the dimension that education will cover in future years. Questions to be answered are: What will be the effect of curriculum and instruction? What is the probability of increasing or decreasing funds as applied to the educational arena? What is the status of the relationship of the school and society? In answer to these questions, Shane and Nelson queried 570 educators to respond to possible education futures. Their answers ranged from extreme pessimism to cautious optimism. Listed below is a summation of their responses:

1. Multimedia--Virtually everyone agrees that a multimedia approach is desirable, that such approaches would be fairly easy to bring about, and that they will become prevalent between 1975 and 1985.
2. Student Tutors--Four out of five feel the idea is excellent, and two-thirds think it would be easy to start such programs.
3. A New English Alphabet--Most respondents are pessimistic about the prospects for a new phonetic alphabet. While three out of four concede the virtue of such a change, over half think it is unlikely to be adopted.
4. Increased Time for the Expressive Arts--Over half of the educators believe that work in the expressive arts will double its present time allotment in the curriculum within 10 to 15 years.
5. Early Childhood Education--Respondents felt that programs in this area will be a universal reality by 1985.
6. Government Agencies--The respondents forecast (62%) and endorsed (88%) rapid consolidation of federal education programs.
7. Vouchers for Tuition Payments--Little enthusiasm is indicated for a voucher system. Fewer than 15% see them coming into general use before 1985.
8. Salary and Teacher Performance--Nearly 54% feel that performance-based wages and increments are not likely in the future. However, two-thirds of the group acknowledged the desirability of basing salaries on competence.

9. The Self-Contained Classroom--"One teacher-one group" instruction is on the way out, according to 69% of the respondents predicting the shape of the future.
10. Mandatory Foster Homes--Respondents were asked whether they thought that children, before age three, might be placed in foster homes or kibbutz-type boarding schools to protect them from a damaging home environment. Opinions are about evenly divided on whether this is a good or bad policy.³³

And finally, Shane wrote about the future of education in the following manner:

. . . That the ends of education--future oriented knowledge and survival skills needed to cope with technology, mass media, pollution, the peace deficit inflation, and a myriad of similar problems--now be given "compensatory attention." Further resolved: That the curriculum be more fully anchored to the lifelong "human needs" concept of womb-to-womb educational experience provided under the sponsorship of the schools.³⁴

Summary

In summary, the review of literature on internship programs in teacher education pointed out that teaching internships began in the late 1800s. Its growth continued for a period of over 50 years before reaching its peak in the middle 1960s. Several educators stated that the ingredients for making an internship successful were (1) laboratory combined with field experience, (2) constant supervision by an experienced classroom teacher, (3) adequate and continuous financial growth, and (4) individualization.

³³Harold G. Shane and Owen N. Nelson, "What Will the Schools Become?" Phi Delta Kappan (June 1971): 596-598.

³⁴Harold G. Shane, "Looking to the Future: Reassessment of Educational Issues of the 1970's," Phi Delta Kappan (January 1973): 333.

Alternative teacher training programs were found to be basically theory and practice oriented. Their role in teacher education was found to be concentrated upon the individual trainee rather than stressing academics. Questions still remain unanswered as to their effectiveness. Most of the programs were found to be lacking adequate means of evaluation. A description of each program reveals that they are subjectively evaluated. However, the most successful and promising new programs stressed some kind of internship after the completion of academic course work.

The Michigan State University Elementary Intern Program was described from its inception as the S.T.E.P. program in 1959. A table depicts the program in its entirety throughout four calendar years. The table gives a conceptual model for a student to follow from any of the nine E.I.P. centers throughout the state of Michigan. Pertinent research studies of E.I.P. are found in the latter part of the section. These studies pointed out that E.I.P. students and consultants worked closely together throughout the school year in an independent manner to make the program successful.

Finally, alternative futures in teacher education were discussed by prominent educators, psychologists, and an anthropologist. Collectively, they surmised that (1) education for the future must focus upon the individual, (2) that traditional methods of teaching and teacher training are nearing an end, (3) more emphasis will be placed upon a multimedia approach, and (4) more time will be spent on early childhood education and the expressive arts.

CHAPTER III

PROCEDURES UTILIZED IN THE STUDY

Introduction

The primary purpose of this chapter is to give a description of procedures utilized in the development of the study. The parts included in this chapter are: a description of Michigan State University intern teachers and intern consultants, the construction of the questionnaire, a description of how the data were collected, a restatement of the hypotheses and research questions to be resolved, and the statistical procedures employed.

The Study Sample

The subjects selected for this study were intern teachers and intern consultants from the Michigan State University Elementary Intern Program. Intern consultants were selected because they (1) were considered to be master teachers of their particular public school district, (2) had direct contact on a weekly basis with intern teachers, (3) were exposed to a variety of teaching-learning situations, (4) were not directly responsible for the evaluation or hiring of the intern teacher, and (5) were interested in the improvement and evaluation of the internship on a continuing basis.

Intern teachers were selected as subjects because they (1) were in their first year of direct contact on a regular basis

with elementary school age students, (2) were located in various intern centers throughout the state of Michigan, (3) were teaching in all types of socio-economic schools, ranging from extreme lower to upper middle class, (4) were exposed to other professionals for the first time over a period of one school year while engaged in teaching, and (5) were considered of interest to the study by the E.I.P. research committee.

The subjects in the study represented nearly 87 percent of the population of E.I.P. teachers and consultants during the 1974-75 school year.

Intern Teachers

During the 1974-75 school year, 141 interns were teaching in elementary school classrooms. All interns were enrolled in the Elementary Intern Program. Of the 141 interns, 121 responded to the survey instrument. The responses totaled more than 85 percent of the entire intern population. Of this number, 22 interns or 18 percent were males and, correspondingly, 99 interns or 82 percent were females. Fitch¹ reported in 1969 that 17 percent of the interns were male and 83 percent of the interns were female.

Data of intern teachers were gathered at the beginning of the spring term, 1975. These data reflect demographic information of interns located in the nine E.I.P. centers throughout Michigan.

¹Thomas C. Fitch, "Role Expectation for Intern Consultants: Views of Intern Teachers and Intern Consultants in the Michigan State University Elementary Intern Program" (Ph.D. dissertation, Michigan State University, 1969), p. 60.

Table 3.1 includes a description of the age distribution of intern teachers by E.I.P. center. The table depicts that the average age of intern teachers was 24 years old.

TABLE 3.1.--Age Distribution of the Intern Population by E.I.P. Centers, 1975 (120 Interns).

District	Number of Interns	Standard Deviation	Average Age
1. Battle Creek	7	6.1	28.3
2. Detroit	9	9.1	21.2
3. Flint	3	0.6	22.7
4. Grand Rapids	15	9.3	27.2
5. Lansing	41	3.8	23.2
6. Livonia	14	0.5	21.4
7. Oakland	7	2.3	22.7
8. Port Huron-Macomb	18	5.9	24
9. Saginaw-Bay	7	3.5	23

In Table 3.2 the grade levels taught by interns are given by E.I.P. center. Of special note is the fact that the Lansing center has seven intern teachers assigned to the Michigan School for the Blind. Although these interns work with visually impaired children, they are still classified as elementary intern teachers. All of them teach several grades.

Table 3.3 shows the number of white and non-white interns by center. The majority of non-white interns are located in the Detroit and Lansing centers.

TABLE 3.2.--Distribution of Grade Levels Taught by Intern Teachers.

School District	Grade Levels*								
	K	1	2	3	4	5	6	7	8
1. Battle Creek	2	2	2	4	3	3	3	--	--
2. Detroit	1	2	4	5	2	3	3	1	--
3. Flint	--	--	--	--	1	--	2	--	--
4. Grand Rapids	--	2	6	4	2	4	1	--	2
5. Lansing	7	10	13	10	14	11	9	4	3
6. Livonia	1	1	2	3	4	5	1	2	--
7. Oakland	--	--	3	1	1	--	1	--	1
8. Port Huron-Macomb	1	2	7	2	3	1	4	--	--
9. Saginaw-Bay	1	--	1	--	3	4	1	--	1

*Interns were teaching more than one grade level.

TABLE 3.3.--White and Non-White Interns by E.I.P. Center.

School District	White	Non-White
1. Battle Creek	6	1
2. Detroit	0	9
3. Flint	3	0
4. Grand Rapids	14	1
5. Lansing	32	9
6. Livonia	14	0
7. Oakland	7	0
8. Port Huron-Macomb	18	0
9. Saginaw-Bay	6	1
Total	100	21

A description of the marital status of intern teachers is given in Table 3.4. The table depicts the number of interns that classified themselves as either married or not married. Allowances were not made for those who might consider themselves living together but not legally married, separated, or divorced.

TABLE 3.4.--Marital Status Distribution of Students, 1975 (141 Subjects).

Marital Status	Number	Percent
Married	52	43
Not Married	43	57

The socio-economic background of the intern teacher's high school is presented in Table 3.5. Interns were allowed one choice of three categories. They were to respond to whether or not they considered the students of their high school to be (1) mostly from low income families, (2) mostly from middle income families, and (3) mostly from upper income families.

Table 3.6 illustrates what intern teachers think they will be doing in five years. A distribution of projections is given for interns by E.I.P. center.

All 121 interns followed the prescribed course of study as outlined by the Department of Elementary and Special Education at Michigan State University. The curriculum provides for the interns to become a fully certified teacher in grades kindergarten through eight at the end of their internship. Interns having completed a

TABLE 3.5.--High School Socio-Economic Background of 121 Intern Teachers.

School District	Low Income	Middle Income	Upper Income
1. Battle Creek	--	7	--
2. Detroit	5	4	--
3. Flint	1	2	--
4. Grand Rapids	--	12	3
5. Lansing	4	35	2
6. Livonia	--	9	5
7. Oakland	1	4	2
8. Port Huron-Macomb	2	16	--
9. Saginaw-Bay	1	6	1
Total	14	94	13

TABLE 3.6.--Future Plans of Interns by September 1980 (114 Interns).

School District	Administrator	School Teacher	Homemaker	Job Outside of Education	Return to School for Education in Present Field	Return to School for Education in Different Field
1. Battle Creek	--	7	--	--	--	--
2. Detroit	1	4	--	2	2	--
3. Flint	--	2	--	--	--	1
4. Grand Rapids	1	13	--	--	1	--
5. Lansing	4	28	4	1	4	--
6. Livonia	--	10	--	1	1	2
7. Oakland	--	5	--	--	2	--
8. Port Huron-Macomb	1	12	1	2	2	--
9. Saginaw-Bay	--	--	--	--	--	--
Total	7	81	5	6	12	3

successful internship receive a Michigan Provisional Elementary Certificate. The seven interns that were assigned to the Michigan School for the Blind receive a provisional teaching certificate that allows them to teach visually impaired children. This certificate is given to them in addition to their elementary provisional certificate.

The Composite Intern Teacher

The composite intern teacher in the E.I.P. in 1974-75 was likely to fit the following characteristics:

1. be a white female (83 percent female; 82 percent white);
2. be between 21 and 23 years of age (75 percent);
3. come from a middle income family (80 percent);
4. be satisfied with her job (87 percent);
5. be assigned to an upper lower or lower middle income school (90 percent);
6. have approximately 20 to 30 students in her classroom (77 percent);
7. have 0 to 10 percent minority students in her classroom (79 percent).

This description summarizes the data provided by the 121 intern teachers who participated in the study. The composite intern teacher represented more than 40 school districts throughout Michigan.

Intern Consultants

There were 29 out of 32 consultants, or 90 percent, that responded to the survey instrument. Of this number, 26, or 89 percent,

were female consultants. Fitch reported in 1969 that 35 consultants, or 87 percent, were female.²

Table 3.7 describes the distribution of consultants throughout Michigan. The largest number of consultants is located in the Lansing center.

TABLE 3.7.--Distribution of Consultants by E.I.P. Center, 1975.*

School District	Number of Consultants	Number Participating in the Study
1. Battle Creek	2	2
2. Detroit	3	3
3. Flint	2	2
4. Grand Rapids	5	5
5. Lansing	9	8
6. Livonia	4	3
7. Oakland	2	2
8. Port Huron-Macomb	3	3
9. Saginaw-Bay	2	1

*These figures represent consultants actually assigned to E.I.P. centers. Figures were provided by the E.I.P. office at Michigan State University.

Table 3.8 gives the age distribution by E.I.P. center. All ages given and averages computed for age were based on age at the consultant's last birthday.

²Fitch, op. cit., p. 67.

TABLE 3.8.--Age Distribution of Intern Consultants by E.I.P. Center, 1975.

School District	Number of Consultants	Standard Deviation	Average Age
1. Battle Creek	2	1.4	37
2. Detroit	3	3.5	37.3
3. Flint	2	27.6	45.5
4. Grand Rapids	5	3.1	45.4
5. Lansing	8	10.6	40.6
6. Livonia	3	6.0	32.7
7. Oakland	2	4.2	38
8. Port Huron-Macomb	3	11.0	40.7
9. Saginaw-Bay	1	0.0	31

The number of white and non-white consultants are included in Table 3.9. All of the non-white consultants were located on the eastern side of the state. The only centers reporting non-white consultants were Lansing, Saginaw-Bay and Detroit.

TABLE 3.9.--White and Non-White Intern Consultants by E.I.P. Center.

School District	White	Non-White
1. Battle Creek	2	0
2. Detroit	1	2
3. Flint	2	0
4. Grand Rapids	5	0
5. Lansing	7	1
6. Livonia	3	0
7. Oakland	2	0
8. Port Huron-Macomb	3	0
9. Saginaw-Bay	0	1
Total	25	4

Table 3.10 gives the number of married and unmarried consultants. A percent of the total number of married and unmarried consultants is also reported.

TABLE 3.10.--Marital Status Distribution of Intern Consultants, 1975 (29 Subjects).

Marital Status	Number	Percent
Married	24	83
Not Married	5	17

A description of the consultants' high school socio-economic backgrounds is provided in Table 3.11. Consultants were asked to respond to one of the following categories: (a) low income status, (b) middle income status, or (c) upper income status. The majority of consultants indicated that the high school they attended was of middle income status.

TABLE 3.11.--High School Socio-Economic Background of 28 Intern Consultants.

School District	Low Income	Middle Income	Upper Income
1. Battle Creeek	--	2	--
2. Detroit	--	3	--
3. Flint	--	2	--
4. Grand Rapids	1	4	--
5. Lansing	1	6	1
6. Livonia	1	2	--
7. Oakland	--	2	--
8. Port Huron-Macomb	--	2	--
9. Saginaw-Bay	--	1	--

Table 3.12 includes the number of years that consultants spent as to what they think they will be doing by September 1980.

TABLE 3.12.--Future Plans of Consultants by September 1980 (27 Intern Consultants.)

School District	Administrator	Consultant	Teacher	Job Outside of Education	Return to School for Education in Present Field	Return to School for Education in Different Field	Other
1. Battle Creek	--	2	--	--	--	--	--
2. Detroit	1	2	--	--	--	--	--
3. Flint	--	1	--	--	--	--	1
4. Grand Rapids	2	2	1	--	--	--	--
5. Lansing	1	3	1	1	--	--	--
6. Livonia	1	1	1	--	--	--	--
7. Oakland	--	2	--	--	--	--	--
8. Port Huron-McComb	--	2	1	--	--	--	--
9. Saginaw-Bay	--	--	--	--	--	1	--

Table 3.13 reflects the number of years that consultants spent as administrators. Table 3.14 includes the number of years that consultants taught in a public or nonpublic school classroom. Table 3.15 gives the number of years spent as an E.I.P. consultant or supervised teacher interns.

TABLE 3.13.--Distribution of Intern Consultants' Years of Experience as a School Administrator.

	Years Experience as a School Administrator			
	Never	1-3 Years	4-10 Years	Over 10 Years
Number	1	25	2	1
Percent	3.4	86.2	6.9	3.5

TABLE 3.14.--Distribution of Intern Consultants' Years of Experience as a Classroom Teacher.

	Years Experience as a Classroom Teacher			
	Never	1-3 Years	4-10 Years	Over 10 Years
Number	0	2	13	14
Percent	0	6.9	44.8	48.3

TABLE 3.15.--Distribution of Years of Experience as an Intern Consultant.

	Years Experience as a Consultant			
	Never	1-3 Years	4-10 Years	Over 10 Years
Number	0	16	11	2
Percent	0	55.2	37.9	6.9

The Composite Intern Consultant

The demographic data provided in this study showed that the composite intern consultant was likely to:

1. be a white female (89 percent female; 86 percent white);
2. be between 24 and 66 years of age (100 percent);
3. be married (83 percent);
4. come from a middle class family (93 percent);
5. be satisfied with her job (97 percent);
6. have been a school administrator for one to three years (86 percent);
7. have been a school teacher for four years or more (93 percent).

The description given was computed on averages given by the 29 intern consultants who participated in this study.

Instrumentation

The instrument developed for this study was the result of several conferences with a member of the Office of Research Consultation at Michigan State University. Input was also given by a member of the Testing and Evaluation Department of the Grand Rapids Public School System.

Several meetings were held independently with university and public school representatives of their respective research departments. It was concluded by both parties that a suitable instrument for this study was not available to test the variables of interest for interns and consultants.

The test experts, with the approval of a Professor of Administration and Higher Education at Michigan State University, suggested that classroom problem situations be constructed to represent the following areas:

1. Administration,
2. Classroom management,
3. Teacher-learning,
4. Evaluation of pupils,
5. Interpersonal relations.

Illustration 3.1 gives an example of classroom problem situations from the five areas deemed necessary to make the instrument viable. There are approximately five questions per area placed throughout the questionnaire.

The test experts felt that questions should be interspersed throughout the questionnaire rather than to group them by area. By randomly placing the questions the experts felt that the respondents would give more accurate answers and not be subject to concentrating upon one area at a time.

For the development of this instrument, more than 20 school journals were read to give credence to what problem situations might occur in the classroom.

Validity

All questions were submitted to an independent panel of five experts for their suggestions. Panel members consisted of (1) a Professor in the Elementary Department at Michigan State

Illustration 3.1.--Problem Situations That Might Occur in the Classroom.

Descriptor	Not a Problem	Very Minor Problem	Relatively Minor Problem	Moderately Serious Problem	Very Serious Problem
Response	1	2	3	4	5

____ Administration:

The principal has scheduled a classroom observation on a morning that the teacher is to receive two new students.

____ Classroom Management:

A group of sixth graders decide to challenge the teacher's authority. They taunt and tease her throughout the day. Just before recess the principal sees her crying in front of the class.

____ Teaching-Learning:

Several children in a racially mixed fifth grade room begin to vigorously question the teacher about the pros and cons of interracial marriages.

____ Evaluation of Pupils:

The teacher has a class of 30 third grade students. Five pupils are unable to express in writing what they can express orally.

____ Interpersonal Relations:

The first grade class is just getting settled for their story period when a girl raises her hand and tells the teacher that "the new girl" has called her a "black nigger."

University, (2) a math consultant in the Kentwood, Michigan, Public School System, (3) an Assistant Director of Elementary Education in the Grand Rapids Public School System, (4) an elementary principal in the Grand Rapids Public School System, and (5) an elementary teacher in the Lowell, Michigan, Public School System.

After the independent panel of experts critiqued the test instrument, several suggestions were made for the purpose of improving the questionnaire. Among the suggestions were:

1. Eliminate 30 of the 55 items because of their lack of applicability to the teaching-learning situation.
2. Add more situations that involve minority and poor children.
3. Place more emphasis on problems that might occur in the lower elementary grades.
4. Reduce the number of situations involving upper elementary grades.

All suggestions were taken into consideration and the questionnaire was then revised and resubmitted to the panel. Panel members then arranged to have the instrument field tested using ten former E.I.P. interns who are presently tenure teachers in public school districts located in Kent County, Michigan. The field test was deemed successful and the panel agreed that the questionnaire should be put in final form to be distributed to E.I.P. centers throughout Michigan.

Reliability of the Instrument

The purpose of this study is to determine if intern teachers and intern consultants perceive the same situations as

problems in the teaching-learning situation. It was assumed that there are differences not only between interns from different centers but also differences within the same center.

Thorndike and Hagen report that there are two ways in which we can express the reliability or precision of a set of instruments. They are:

. . . the amount of variation in a set of repeated measurements of a single specimen and the standard error of measurement, since it is the standard deviation of the "errors" of measurement.³

Establishing and reporting reliability was particularly difficult. The instrument was designed to measure differences among interns and consultants. A comprehensive statistical study could not be employed because of the size of the study sample. Secondly, there were no right or wrong answers. Thirdly, if the subjects were retested, the information desired would not have been as meaningful as the first test.

Design of the Study

The two populations of this study were intern teachers and intern consultants. Each intern consultant worked with at least one intern while other consultants (some in the same centers) worked with six interns.

As reported earlier, consultants made contacts at least once a week to assist intern teachers. In some cases, consultants

³Elizabeth Hagen and Robert L. Thorndike, Measurement and Evaluation in Psychology and Education (New York, New York: John Wiley and Sons, 1961), p. 175.

could only assist interns every other week because of their work load and other variables involved.

The data for interns were treated in a purely descriptive manner. Means and standard deviations are recorded to emphasize the differences in which interns perceive problems by (1) school district, (2) sex, (3) age, (4) marital status, and (5) by race.

Data for intern consultants were treated in the same manner as intern teachers with the following exception--that of adding years of experience as a variable to determine if there was any difference in perceiving a problem situation.

Stylistically speaking, the design of this study included all of the variables built into the instrument to determine if there were real differences in the perceptions of problems by both groups.

The Statistical Hypotheses of This Study

This study was designed to test the following hypotheses:

1. Interns and intern consultants will identify the same situations as problems in the teaching-learning situation.
2. Male and female interns will identify the same situations as problems in the teaching-learning situation.
3. Married and unmarried interns will identify the same situations as problems in the teaching-learning situation.
4. White and non-white interns will identify the same situations as problems in the teaching-learning situation.
5. Interns in small school districts will identify the same classroom situations as problems as interns in large school districts.

6. Age among intern teachers does not make a difference in identifying problems in the teaching-learning situation.
7. Intern consultants do not differ in their perceptions of classroom problems among E.I.P. centers.
8. Experience among intern consultants does not make a difference as to how they perceive classroom problem situations.
9. Age among intern consultants does not make a difference in identifying problems in the teaching-learning situation.

Data Collecting Process

Data for this study were collected during the spring term of 1975. Spring term was selected because E.I.P. directors felt that data collected at this time would serve as a catalyst to help them plan their fall methods courses in accordance with the results gleaned from this study.

Questionnaires were distributed at the E.I.P. spring conference in Sarnia, Ontario. The E.I.P. Research Committee suggested that this would be an excellent time to explain the nature of the investigation because of the presence of all E.I.P. directors and most of the consultants at the conference.

A question and answer period was held to provide all parties the opportunity to inquire about the necessity of the research being conducted and its importance to the E.I.P. The university director of E.I.P. endorsed the study and encouraged all directors and consultants to participate in the study and to comply with getting the surveys back as soon as possible.

After the conference, both consultants and directors took the surveys back to their respective centers and began a process of distributing them to their interns.

E.I.P. directors required the interns to fill out the questionnaires in their monthly Education 450 classes. Directors also called staff meetings of their consultants for the purpose of completing the project. In some cases, consultants hand delivered the instruments to interns and waited until they were filled out. Questionnaires for the most part were mailed back to Grand Rapids, Michigan, courtesy of the directors. Some directors waited until their monthly on-campus E.I.P. staff meeting to deliver the surveys in person.

The efforts of the directors in obtaining the completed surveys was most rewarding. The total percentage of return among intern consultants and intern teachers was more than 85 percent.

Initial Steps in Data Processing

All subjects responded to the instrument by marking their responses on the answer sheet. The information from the answer sheet was then key punched to obtain demographic data for the purpose of writing the beginning of this chapter.

Key punched cards were then taken to the learning center of the Grand Rapids Junior College for tabulation of frequency responses, means, and standard deviations. The first computer run provided demographic information on all interns and consultants throughout Michigan.

Statistical Procedures Used in This Study

A careful review of the literature followed by advice from the Office of Research Consultation at Michigan State University and the Testing and Research Office in Grand Rapids, Michigan, provided the writer with a suitable technique for analyzing the data.

A t-test was chosen to determine significance of the classroom problem situations on the survey instrument. The alpha level was set at .05 and significant differences were noted if the result of the t-test fell below a -1.96 or above a 1.96. The means of both groups were analyzed using the statistical technique on all hypotheses to be tested.

Reynolds says:

. . . the development of clear and intersubjective measures (operational definitions) of the abstract concepts, and asking important research questions usually take precedence over tidy statistics when scientists are evaluating the quality of research. The best research design is one in which the results are so obvious that other scientists have high confidence in the results without considering the statistical significance.

The best research design is the one that does not require statistical analysis.⁴

Summary

In summary, this chapter was written to give a description of procedures utilized in the development of the study. The first part of the chapter gives a description of the study sample. Demographic data are provided for intern teachers and intern consultants

⁴Paul Davidson Reynolds, A Primer in Theory Construction (Indianapolis and New York: The Bobbs-Merrill Company, Inc., 1971), pp. 126-127.

in the Michigan State University Elementary Intern Program. A composite intern and consultant are provided based upon the data given by those participating in the study.

Sample questions from the survey are provided in Illustration 3.1. A report of the reliability and validity of the survey instrument is included in separate sections of this chapter.

The statistical hypotheses of the study are given along with a description of the data collecting process. The concluding section of the chapter focuses upon the statistical procedures used in the study.

CHAPTER IV

ANALYSIS OF DATA

This chapter consists of the findings from the data that have been gathered and analyzed from intern consultants and intern teachers.

The hypotheses to be tested are stated and, correspondingly, results are given at the .05 level of confidence using the t-test. A discussion of the nine hypotheses to be tested follows in Chapter V.

Hypothesis 1

Interns and intern consultants will identify the same situations as problems in the teaching-learning situation.

Result

On the basis of the t-test for two independent sample means, Hypothesis 1 was rejected. Table 4.1 gives all questions on the survey instrument for interns and consultants. Means and standard deviations are reported along with the corresponding t-score for each question. Significant differences were found between the two groups on six of the twenty-five questions on the instrument. Inspection of the confidence interval indicates that the mean for interns was greater in four of the six areas of significance.

TABLE 4.1.--Means, Standard Deviations, and t-Scores for Interns and Consultants on the Survey Instrument.

	Mean	Standard Deviation	t-Score
1. The principal has scheduled a classroom observation on a morning that the teacher is to receive two new students.			
Intern	1.8	.95	2.7*
Consultant	1.3	.67	
2. The principal requires all new teachers to turn in their weekly lesson plans every Friday.			
Intern	1.8	1.03	1.4
Consultant	1.5	1.09	
3. Several children in a racially mixed fifth grade room begin to vigorously question the teacher about the pros and cons of interracial marriages.			
Intern	2.0	1.06	-2.3*
Consultant	2.5	1.08	
4. The teacher has a class of thirty third grade students. Five pupils are unable to express in writing what they can express orally.			
Intern	2.6	1.09	.5
Consultant	2.5	1.06	
5. Johnny asks the teacher to keep his wristwatch every day at recess and during the lunch hour.			
Intern	1.7	.92	1.1
Consultant	1.5	.69	
6. Several low achieving students are diligently at work in their textbooks. The music consultant arrives unexpectedly and announces that it is time to rehearse for the school program.			
Intern	2.6	1.31	2.7*
Consultant	1.9	1.03	

*Indicates significance.

Table 4.1.--Continued.

	Mean	Standard Deviation	t-Score
7. A group of sixth graders decide to challenge the teacher's authority. They taunt and tease her throughout the day. Just before recess the principal sees her crying in front of the class.			
Intern	4.1	1.33	0.00
Consultant	4.1	.96	
8. Several fourth graders decide to launch a school campaign against abortion. They ask their teacher for help to promote the project.			
Intern	2.8	1.31	-1.5
Consultant	3.2	1.14	
9. The children are choosing teams for gym class. The teacher suddenly realizes that all of the black students are on one side and all of the white students are on the other side.			
Intern	2.9	1.29	-0.4
Consultant	3.0	1.12	
10. Bobby's classmates constantly tease him because of a noticeable scar on his face. The teacher decides to avoid the issue thinking that it will be resolved during the school year.			
Intern	3.8	1.27	-0.8
Consultant	4.0	1.05	
11. Martha, a first grade student, does not understand why she is avoided by her classmates. Several students tell the teacher that Martha does not bathe regularly.			
Intern	3.3	1.05	-0.5
Consultant	3.4	.94	
12. The teacher sees ten students running off the school grounds. He yells, "Where are you chicanos going?"			
Intern	3.9	1.43	-1.0
Consultant	4.2	1.37	

TABLE 4.1.--Continued.

	Mean	Standard Deviation	t-Score
13. A second grade teacher is having a great deal of difficulty working with children who lack reading materials in the home.			
Intern	3.1	1.29	1.1
Consultant	2.8	1.24	
14. Mrs. Jones requests that the teacher administer a prescribed drug (ritalin) to her daughter twice a day.			
Intern	2.3	1.48	-.06
Consultant	2.5	1.53	
15. The first grade class is just getting settled for their story period when a girl raises her hand and tells the teacher that "the new girl" has called her a "black nigger." The teacher goes to the girls and asks if they were angry and/or fighting. They say "no."			
Intern	3.1	1.16	-.04
Consultant	3.2	1.12	
16. The kindergarten children are lying on their rugs resting. During the rest period Edward crawls across the floor to join his friend.			
Intern	1.6	.75	2.0*
Consultant	1.3	.53	
17. Mr. Smith has twenty-five fourth graders of which two thirds don't listen to, remember, or follow instructions. The principal insists that the class be given homework to remedy the situation.			
Intern	3.4	1.34	-1.5
Consultant	3.8	1.16	
18. A group of second grade children have just returned from noon recess and are beginning the afternoon activities. Two boys begin to argue. The teacher goes over to them and tries to find out the reason for their argument. It seems that one boy is constantly annoying the other.			
Intern	2.7	1.05	0.5
Consultant	2.6	.87	

*Indicates significance.

TABLE 4.1.--Continued.

	Mean	Standard Deviation	t-Score
19. A student raises her hand during math class and says that 3 and 2 equals 11. The rest of the class begins to laugh.			
Intern	2.5	.97	-3.4*
Consultant	3.2	1.12	
20. A black teacher in a racially integrated school takes the side of a white student during a class debate. The black students refer to the teacher as an "Uncle Tom."			
Intern	3.2	1.1	0.00
Consultant	3.2	1.01	
21. The teacher tells Ronnie that if he doesn't behave, he will be sent to the principal's office. Ronnie laughs at her comment.			
Intern	3.4	1.21	- .4
Consultant	3.5	.83	
22. An experienced teacher is transferred from an urban school to a suburban school within the same school district. He refuses to transfer because he feels urban school students are in greater need of his services.			
Intern	3.0	1.41	1.4
Consultant	2.6	1.18	
23. The teacher returns to the classroom during the lunch hour. Upon entering the room she sees Sally, the only minority in the fifth grade, going through her closet.			
Intern	3.3	1.29	0.8
Consultant	3.1	1.15	
24. Susie's parents will not respond to school notes, messages, or report cards. The teacher wants to discuss with the parents about the possibility of not passing Susie to the next grade.			
Intern	4.1	1.16	2.5*
Consultant	3.5	1.27	

*Indicates significance.

TABLE 4.1.--Continued.

	Mean	Standard Deviation	t-Score
25. Mrs. Thomas feels that the required reading text does not meet the needs of her students. She prefers using programmed materials but has met with opposition from the reading consultant.			
Intern	3.3	1.23	0.00
Consultant	3.3	0.00	

Hypothesis 2

Male and female interns will identify the same situations as problems in the teaching-learning situation.

Result

Hypothesis 2, tested by using the t-test, was rejected.

Male and female interns differed significantly on two of the twenty-five problem situations on the survey instrument. Table 4.2 indicates that the mean for males was 2.3 while the mean for females was 1.6. Table 4.3 illustrates that the mean for males was 2.3 while females recorded a mean of 3.0 for the same problem situation. The level of significance was 3.02 at the .05 level of confidence.

TABLE 4.2.--Survey Question 2 for Males and Females.

	Mean	Standard Deviation	t-Score
2. The principal requires all new teachers to turn in their weekly lesson plans every Friday.			
Males	2.3	1.19	3.02*
Females	1.6	.95	

*Indicates significance.

TABLE 4.3.--Survey Question 9 for Males and Females.

	Mean	Standard Deviation	t-Score
9. The children are choosing teams for gym class. The teacher suddenly realizes that all of the black students are on one side and all of the white students are on the other side.			
Males	2.3	1.15	-2.4*
Females	3.0	1.29	

*Indicates significance.

Hypothesis 3

Married and unmarried interns will identify the same situations as problems in the teaching-learning situation.

Result

The application of the t-test for significance resulted in the rejection of Hypothesis 3. Table 4.4 shows the mean for married interns was 1.6. Unmarried interns had a mean of 2.0 for the same problem situation. Problem situation 3, which is illustrated in Table 4.5, signifies that married interns had a mean of 1.8 while unmarried interns had a mean of 2.2.

TABLE 4.4.--Survey Question 1 for Married and Unmarried Interns.

	Mean	Standard Deviation	t-Score
1. The principal has scheduled a classroom observation on a morning that the teacher is to receive two new students.			
Married	1.6	0.80	-2.4*
Unmarried	2.0	1.01	

*Indicates significance.

TABLE 4.5.--Survey Question 3 for Married and Unmarried Interns.

	Mean	Standard Deviation	t-Score
3. Several children in a racially mixed fifth grade room begin to vigorously question the teacher about the pros and cons of interracial marriages.			
Married	1.8	.94	-2.1*
Unmarried	2.2	1.12	

*Indicates significance.

Hypothesis 4

White and non-white interns will identify the same situations as problems in the teaching-learning situation.

Result.

The null hypothesis, tested above using the t-test, was rejected. There was a significant difference between white and non-white interns on five of the twenty-five problem situations in the survey instrument. Table 4.6 shows white interns had a higher mean (4.2) for situation 7 than did non-white interns.

TABLE 4.6.--Survey Question 7 for White and Non-White Interns.

	Mean	Standard Deviation	t-Score
7. A group of sixth graders decide to challenge the teacher's authority. They taunt and tease her throughout the day. Just before recess the principal sees her crying in front of the class.			
White	4.2	1.19	2.6*
Non-white	3.4	1.75	

*Indicates significance.

Table 4.7 gives the mean scores for white and non-white interns for situation 10. White interns had a mean of 4.0 while non-white interns reported a mean of 3.1.

TABLE 4.7.--Survey Question 10 for White and Non-White Interns.

	Mean	Standard Deviation	t-Score
10. Bobby's classmates constantly tease him because of a noticeable scar on his face. The teacher decides to avoid the issue thinking that it will be resolved during the school year.			
White	4.0	1.09	3.3*
Non-White	3.1	1.32	

*Indicates significance.

White interns again reported a higher mean (2.6) than their non-white counterparts (2.1) on situation 19. Table 4.8 describes the means and standard deviations along with the t-score for the two groups.

Table 4.8.--Survey Question 19 for White and Non-White Interns.

	Mean	Standard Deviation	t-Score
19. A student raises her hand during math class and says that 3 and 2 equals 11. The rest of the class begins to laugh.			
White	2.6	.89	2.2*
Non-white	2.1	1.18	

*Indicates significance.

Included in Table 4.9 are the results of mean responses for white and non-white interns for situation 21. White interns had a mean of 3.5 for this problem situation while non-white interns had a mean of 2.8.

TABLE 4.9.--Survey Question 21 for White and Non-White Interns.

	Mean	Standard Deviation	t-Score
21. The teacher tells Ronnie that if he doesn't behave, he will be sent to the principal's office. Ronnie laughs at her comment.			
White	3.5	1.09	2.5*
Non-white	2.8	1.57	

*Indicates significance.

Table 4.10 shows that white interns had a mean of 4.2 for survey question 24 while non-white interns had a mean of 3.5 for the same problem situation. Inspection of the confidence interval shows that the level of significance was 2.6.

TABLE 4.10.--Survey Question 24 for White and Non-White Interns.

	Mean	Standard Deviation	t-Score
24. Susie's parents will not respond to school notes, messages, or report cards. The teacher wants to discuss with the parents about the possibility of not passing Susie to the next grade.			
White	4.2	.95	2.6*
Non-White	3.5	1.78	

*Indicates significance.

Hypothesis 5

Interns in small school districts will identify the same classroom situations as problems as interns in large school districts.

Result

On the basis of the t-test for independent means, the decision was to fail to reject the null hypothesis. Significant differences were not found between the two groups on any of the survey questions.

Hypothesis 6

Age among intern teachers does not make a difference in identifying problems in the teaching-learning situation.

Result

The decision was to reject Hypothesis 6 on the information provided by the results of the t-test used in this study. Significant differences were noted on survey question 1 and question 16. Tables 4.11 and 4.12 indicate that the mean for intern teachers under 23 years of age was 2.0 for question 1 and 1.7 for question 16. Interns 23 years and older scores means of 1.5 and 1.4 for the same classroom problem situations.

TABLE 4.11.--Survey Question 1 for Intern Teachers Under 23 Years of Age and Over 23 Years of Age.

	Mean	Standard Deviation	t-Score
1. The principal has scheduled a classroom observation on a morning that the teacher is to receive two new students.			
Under 23 years	2.0	1.00	2.8*
Over 23 years	1.5	.72	

*Indicates significance.

TABLE 4.12.--Survey Question 16 for Intern Teachers Under 23 Years of Age and Over 23 Years of Age.

	Mean	Standard Deviation	t-Score
16. The kindergarten children are lying on their rugs resting. During the rest period Edward crawls across the floor to join his friend.			
Under 23 years	1.7	.82	2.1*
Over 23 years	1.4	.54	

*Indicates significance.

Hypothesis 7

Intern consultants do not differ in their perceptions of classroom problems among E.I.P. centers.

Result

According to the test statistic used for this study, Hypothesis 7 was rejected. Inspection of the confidence interval shows that intern consultants differed on only one problem area. Table 4.13 reveals that intern consultants in large E.I.P. centers had a mean of 2.1 for survey question 4 while consultants from small centers had a mean of 2.9 for the same question. The standard deviations were .89 and 1.2, respectively, for the two groups. The t-score shows a significance of -2.1 for the problem situation.

TABLE 4.13.--Survey Question 4 for Intern Consultants in Large and Small E.I.P. Centers.

	Mean	Standard Deviation	t-Score
4. The teacher has a class of 30 third grade students. Five pupils are unable to express in writing what they can express orally.			
Large centers	2.1	.89	-2.1*
Small centers	2.9	1.12	

*Indicates significance.

Hypothesis 8

Experience among intern consultants does not make a difference as to how they perceive classroom problem situations.

Result

Using the t-test as a basis for significance, Hypothesis 8 was rejected. Consultants with ten years or less experience as a classroom teacher differed significantly on four of the twenty-five survey questions. Question 1 showed a mean of 1.1 for those with under ten years' experience while those with over ten years' experience had a mean of 1.6. Question 8 shows a mean of 2.8 for those with under ten years of classroom experience while those with over ten years' experience had a mean of 3.6. Question 22 shows a mean of 2.1 for those with under ten years of experience while those with over ten years of experience show a mean of 3.1. Consultants with under ten years of classroom experience had a mean of 2.7 for question 24 while those with over ten years of experience showed a mean of 3.4 for the same problem situation.

Tables 4.14, 4.15, 4.16, and 4.17 give a description of the means, standard deviations, and t-scores for the four problem situations in which there were significant differences reported.

TABLE 4.14.--Survey Question 1 for Intern Consultants With Under and Over Ten Years of Classroom Teaching Experience.

	Mean	Standard Deviation	t-Score
1. The principal has scheduled a classroom observation on a morning that the teacher is to receive two new students.			
Under ten years	1.1	.35	-2.09*
Over ten years	1.6	.85	

*Indicates significance.

TABLE 4.15.--Survey Question 8 for Intern Consultants With Under and Over Ten Years of Classroom Teaching Experience.

	Mean	Standard Deviation	t-Score
8. Several fourth graders decide to launch a school campaign against abortion. They ask their teacher for help to promote the project.			
Under ten years	2.8	.86	-1.99*
Over ten years	3.6	1.28	

*Indicates significance.

TABLE 4.16.--Survey Question 22 for Intern Consultants With Under and Over Ten Years of Classroom Teaching Experience.

	Mean	Standard Deviation	t-Score
22. An experienced teacher is transferred from an urban school to a suburban school within the same school district. He refuses to transfer because he feels urban school students are in greater need of his services.			
Under ten years	2.1	1.13	-2.5*
Over ten years	3.1		

*Indicates significance.

TABLE 4.17.--Survey Question 24 for Intern Consultants With Under and Over Ten Years of Classroom Teaching Experience.

	Mean	Standard Deviation	t-Score
24. Susie's parents will not respond to school notes, messages, or report cards. The teacher wants to discuss with the parents about the possibility of not passing Susie to the next grade.			
Under ten years	2.7	1.23	-2.2*
Over ten years	3.6	.85	

*Indicates significance.

Hypothesis 9

Age among intern consultants does not make a difference in identifying problems in the teaching-learning situation.

Result

On the basis of the t-test to determine significance, Hypothesis 9 was rejected. Table 4.18 shows that the significance score for interns under 40 years of age and over 40 years of age was 2.1 for survey question 7. The means for both groups were 4.1 and 4.4.

TABLE 4.18.--Survey Question 7 for Intern Consultants Under and Over 40 Years of Age.

	Mean	Standard Deviation	t-Score
7. A group of sixth graders decide to challenge the teacher's authority. They taunt and tease her throughout the day. Just before recess the principal sees her crying in front of the class.			
Over 40	4.4	.65	2.1*
Under 40	3.7	1.1	

*Indicates significance.

Table 4.19 depicts the means and standard deviations of consultants under and over 40 years of age for question 8 on the survey instrument. The means for both groups were 2.6 and 3.8, respectively. Interns under 40 had a standard deviation of 1.06 while those over 40 deviated .89. The level of significance for both groups was 3.3.

TABLE 4.19.--Survey Question 8 for Intern Consultants Over and Under 40 Years of Age.

	Mean	Standard Deviation	t-Score
8. Several fourth graders decide to launch a school campaign against abortion. They ask their teacher for help to promote the project.			
Over 40	3.8	.89	3.3*
Under 40	2.6	1.06	

*Indicates significance.

Table 4.20 indicates that the mean score for consultants over 40 was 4.9 for question 12 while consultants under 40 reported a mean of 3.6. The standard deviation for those under 40 was 1.68 while those over 40 had a standard deviation of .36. The t-test showed a significance level of 2.8.

The results of survey question 22 are reported in Table 4.21. Mean scores for consultants over and under 40 years of age were 3.1 and 2.2. The corresponding standard deviation for those over 40 was 1.0 while those under 40 recorded 1.21.

TABLE 4.20.--Survey Question 12 for Intern Consultants Over and Under 40 Years of Age.

	Mean	Standard Deviation	t-Score
12. The teacher sees ten students running off the school grounds. He yells, "Where are you chicanos going?"			
Over 40	4.9	.36	2.8*
Under 40	3.6	1.68	

*Indicates significance.

TABLE 4.21.--Survey Question 22 for Intern Consultants Over and Under 40 Years of Age.

	Mean	Standard Deviation	t-Score
22. An experienced teacher is transferred from an urban school to a suburban school within the same school district. He refuses to transfer because he feels urban school students are in greater need of his services.			
Over 40	3.1	1.0	2.2*
Under 40	2.2	1.21	

*Indicates significance.

Table 4.22 provides the mean and standard deviation for consultants over 40 years of age (mean 3.5) and under 40 years of age (mean 2.7). The standard deviation for those over 40 was .86 while those under 40 had a standard deviation of 1.28. The level of significance for the two groups on survey question 23 was 1.96.

Summary

Chapter IV consists of the findings from the data that have been analyzed for intern teachers and intern consultants of the

TABLE 4.22.--Survey Question 23 for Intern Consultants Over and Under 40 Years of Age.

	Mean	Standard Deviation	t-Score
23. The teacher returns to the classroom during the lunch hour. Upon entering the room she sees Sally, the only minority student in the fifth grade, going through her closet.			
Over 40	3.5	.86	1.96*
Under 40	2.7	1.28	

*Indicates significance.

Michigan State University Elementary Intern Program. Included in this chapter are the nine hypotheses to be tested in conjunction with this study. A t-test was used to find significant differences between intern consultants and intern teachers over 25 classroom problem areas. The t-test was also used to determine if there were significant differences among groups with regard to race, sex, age, and geographic location. Twenty-two tables were used to describe those differences.

The net result of the findings supported the rejection of eight of the nine hypotheses being tested. Hypothesis 5 was not rejected because of lack of significant differences between intern teachers in large school districts and intern teachers in small school districts.

CHAPTER V

SUMMARY, CONCLUSIONS, IMPLICATIONS AND REFLECTIONS

Chapter V is organized in four sections. The first section consists of a summary of the results. Included in the second section are the limitations of the study, followed by the conclusions. Implications of the study are discussed in the third section along with recommendations for further research. The fourth and final section contains reflections of the study.

Summary

The analysis of the hypotheses in this study were examined with the following results.

Hypothesis 1

Interns and intern consultants will identify the same situations as problems in the teaching-learning situation.

Results.--Hypothesis 1 was rejected because of significant differences by both groups on six problem situations. The greatest area of significance was the problem situation involving lack of parent response. The level of significance was a -3.4 . Consultants responded with a mean of 3.2 as compared to a mean of 2.5 by interns. The standard deviation for consultants was greater (1.12) than for interns (.97). Although the interns did not view the

problem as seriously as the consultants, they were more consistent with their responses.

Hypothesis 2

Male and female interns will identify the same situations as problems in the teaching-learning situation.

Results.--Hypothesis 2 was rejected because of significant differences found between the two groups on two problem situations. Males were found to have been much more concerned about turning in weekly lesson plans to the principal than females. Males also recorded a greater standard deviation (1.19) than females (.95). Males, however, were found to have been less concerned about the problem concerning a racial situation than females. Females had a mean of 3.0 for the problem concerning race as opposed to a mean of 2.3 for males. The standard deviation for both groups was about the same.

Hypothesis 3

Married and unmarried interns will identify the same situations as problems in the teaching-learning situation.

Results.--Hypothesis 3 was rejected because of significant differences between the two groups in two problem areas. Married interns were less concerned about observations by the principal and questions from their students about interracial marriages than unmarried interns. Married interns were also more consistent as a group over the two areas of significance than unmarried interns.

Hypothesis 4

White and non-white interns will identify the same situations as problems in the teaching-learning situation.

Results.--Hypothesis 4 was rejected because of significant differences found between the two groups in five problem situations. Of special significance is the fact that none of the five areas of disagreement involved problem situations concerning race. The highest level of significance between the two groups was 3.3. This significance derived from the problem situation involving a child being teased by his classmates because of a scar on his face. White interns viewed this situation as much more serious (mean 4.0) than did non-white interns (mean 3.1). In all areas where significance was recorded between the two groups, whites were more consistent with their answers than non-whites.

Hypothesis 5

Interns in small school districts will identify the same situations as problems as interns in large school districts.

Results.--The null hypothesis was not rejected because of the lack of significant differences between the two groups. The greatest area of significance between interns in large and small school districts was a 1.2.

Hypothesis 6

Age among intern teachers does not make a difference in identifying problems in the teaching-learning situation.

Results.--Age did make a difference among intern teachers causing Hypothesis 6 to be rejected. Interns under age 23 viewed observations by the building principal as much more of a problem than interns over age 23. Interns under age 23 considered a child crawling across the floor of the classroom as more of a problem than interns over age 23. Interns over 23 years of age were more consistent as a group with their answers than those under 23.

Hypothesis 7

Intern consultants do not differ in their perceptions of classroom problems among E.I.P. centers.

Results.--Hypothesis 7 was rejected because of the level of significance produced between consultants in large centers as opposed to those in small centers over the situation involving students that could not express themselves in writing. Consultants in large centers regarded the situation as less serious (mean 2.1) than did those in small centers (mean 2.9). Consultants in small centers were less consistent as a group with their answers over the problem area that produced significance.

Hypothesis 8

Experience among intern consultants does not make a difference as to how they perceive classroom problem situations.

Results.--Hypothesis 8 was rejected because of significant differences among consultants with under ten years of classroom teaching experience and those with over ten years of teaching

experience. The two groups differed on five of the twenty-five problem situations. The greatest area of significance occurred between the two groups over lack of parent response. Consultants with under ten years of classroom experience had a mean of 2.1 while the other group viewed the problem as more serious with a mean of 3.1. The level of significance for this area between the two groups was a -2.5 .

Hypothesis 9

Age among intern consultants does not make a difference in identifying problems in the teaching-learning situation.

Results.--Hypothesis 9 was rejected because of significant differences found in five classroom problem situations among consultants over the age of 40 and under the age of 40. In every situation that produced differences among the two groups, intern consultants over the age of 40 recorded higher means. The greatest situation of significance involved a teacher calling a group of students "chicanos." Interns over 40 had a mean of 4.9 while those under 40 had a mean score of 3.6. Consultants over 40 also had greater consistency of responses as described in Chapter IV, Table 4.20.

Limitations of the Study

This study is limited to cooperating school districts in the state of Michigan. All of the schools in which interns teach are designated as elementary school buildings. The participants of

this study were not regarded as a sample for any other population representing teacher training programs in the College of Education at Michigan State University nor any other institution of higher learning that is involved with teacher training programs.

Conclusions of the Study

The data gathered from this study produced the following conclusions:

1. Interns expressed more concern about classroom observations than intern consultants.
2. Consultants expressed greater concern with students giving the wrong answer and being laughed at by classmates than did interns.
3. Interns considered lack of response from parents as a greater problem than consultants.
4. Male interns considered turning in weekly lesson plans as much more of a problem than female interns.
5. Female interns were much more concerned about problems concerning race than male interns.
6. Married interns considered problems about interracial marriages as less serious than unmarried interns.
7. Unmarried interns showed less consistency in their responses about interracial marriages than married interns.
8. Married interns expressed less concern than unmarried interns about classroom observations by the building principal.
9. White interns were more concerned about the challenge of a teacher's authority by students than non-white interns.
10. Non-white interns expressed less concern than white interns about students teasing other students because of facial disfigurements.

11. White interns considered lack of parent response as more of a problem than non-white interns.
12. White interns were more consistent in their responses on all problem areas that produced significance than were non-white interns.
13. Interns in large school districts did not differ significantly from interns in small school districts on any areas involving problem situations in the classroom.
14. Interns under 23 years of age were more concerned about classroom observations than interns over 23 years of age.
15. Consultants in large school districts showed less concern than consultants in small school districts about pupils that could express themselves orally but were unable to express themselves in writing.
16. Consultants over 40 years of age were more consistent with their responses on questions that produced significant differences than those under 40 years of age.
17. Consultants under 40 years of age expressed less concern about observations by the principal on a morning that the teacher receives new students than consultants over 40 years of age.

Implications of the Study

Particular attention must be paid to the implications produced regarding classroom observations of interns by building principals. Methods instructors will have to stress the importance of classroom observations by the principal to interns in their junior or pre-intern year of school. This implies that course content will have to be structured in such a way to allow greater exposure of pre-interns to building principals.

Consultants will have to focus their attention on interns as to the seriousness of lack of parent response about the academic

progress of their child. Consultants and methods instructors may not be providing enough help in this area. Lack of parent response must also be focused upon by college professors before interns are ever allowed to observe or participate in a classroom as part of learning requirements for preparatory courses in teacher education.

This study also implies that white and non-white interns do not look at problems concerning race in the classroom with significant differences. However, white interns were found to be much more consistent in areas of significance than non-white interns. This implies that there is a greater amount of cohesiveness among whites than non-whites in certain areas of classroom problem situations.

Recommendations for Further Research

This study was designed to focus upon interns and consultants and how they perceive classroom problem situations in (1) administration, (2) classroom management, (3) teaching-learning, (4) evaluation of pupils, and (5) interpersonal relations. Further investigatory procedures are needed to clarify the differences in the above areas.

A study is needed to determine why whites and non-whites differ so greatly in problem areas concerning facial disfigurements of their classroom students and the subsequent taunting and teasing of their peers. This study should be longitudinal and should encompass the entire age spectrum of both groups. Analysis of variance could be used to see if there are significant differences

among non-whites in the teaching-learning situation depending upon whether they teach in a lower or middle class school.

A descriptive study is needed to determine why interns over the age of 23 are less threatened by observations of the building principal than interns over the age of 23. Included in this study could be factors involving the sex, race, age, and type of background of the principal to determine if these variables have any effect upon the intern's reaction to classroom observation.

Further studies are needed to determine if age among consultants makes a great deal of difference in their perceptions of problems in the teaching-learning situation. Perhaps these studies could provide information as to the maximum effectiveness of consultants in relation to their age and provide minimum and maximum years of experience needed before consultants are utilized by the university.

As mentioned earlier, the perceptions of white and non-white interns must be investigated in relation to classroom problem situations. A study of this type, particularly by social scientists, presents a new and promising avenue for continuing research.

Reflections

The concluding section of this chapter focuses upon areas that the writer expected to be at the forefront of this study but did not materialize for one reason or another.

The problem of race in classroom problem situations was expected to produce significant differences among white and

non-white interns. It simply did not happen, causing the writer to believe the following factors were prevalent:

1. White and non-white interns do not believe race is at the forefront of today's social issues.

2. Whites and non-whites are thinking along the same lines as to what situations are perceived by the two groups as classroom problem situations.

3. Both groups believe in getting involved in controversial issues with their students. Of interest here is that both groups scored a mean of 2.6 on the problem situation of dealing with the abortion issue in the classroom.

4. Non-whites are thinking more as individuals in relation to the teaching-learning situation. This is evident by the fluctuation of responses of non-whites in all problem areas that were reported to have significant differences.

Another area of significance is the failure to produce significance among interns in large and small school districts. This leads one to wonder if intern teachers in the nine teacher education centers throughout the state of Michigan are complete failures or complete copies of each other in the classroom when it comes to perceiving a problem situation.

Lastly, one must ponder the results of the survey question concerning the discussion of interracial marriages in the classroom. Married interns did not consider this situation as much of a problem as unmarried interns. The result of this survey question

was very thought provoking. It leads one to wonder if interns become more liberal in thinking about interracial marriages after they are married. If this is so, perhaps the E.I.P. directors might give serious consideration to placing married interns in cities where there is a heavy concentration of minority students. Placing emphasis on putting married interns in urban areas might not solve all of the problems of bigotry and discrimination but it just might be the beginning of promoting better race relations in our public schools.

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APPENDIX

LETTER TO RESPONDENTS
AND QUESTIONNAIRE

APPENDIX

LETTER TO RESPONDENTS AND QUESTIONNAIRE

Letter

Dear Intern-Intern Consultant:

The attached questionnaire is being conducted at the request of the E.I.P. Research Committee. It is also a part of a doctoral dissertation to ascertain if there are differences between E.I.P. Center personnel in perceptions of classroom problem situations.

Your responses to this instrument will enable E.I.P. Directors to examine content of methods courses and to make generalizations about their programs.

The success of this inquiry is dependent upon your completing the entire questionnaire. All information will be made available to E.I.P. Directors at the conclusion of the study.

Thank you for your cooperation.

Sincerely,

A handwritten signature in cursive script that reads "George Rowan".

George Rowan
Grand Rapids Teacher Education Center

Questionnaire

EIP CENTER _____

SCHOOL DISTRICT _____

Listed below are problem situations that might occur in the classroom. Read each situation and indicate your response according to the scale.

Descriptor:	Not a Problem	Very Minor Problem	Relatively Minor Problem	Moderately Serious Problem	Very Serious Problem
Response:	1	2	3	4	5

Please mark your response to the left of each situation.

- _____ 1. The principal has scheduled a classroom observation on a morning that the teacher is to receive two new students.
- _____ 2. The principal requires all new teachers to turn in their weekly lesson plans every Friday.
- _____ 3. Several children in a racially mixed fifth grade room begin to vigorously question the teacher about the pros and cons of interracial marriages.
- _____ 4. The teacher has a class of thirty third grade students. Five pupils are unable to express in writing what they can express orally.
- _____ 5. Johnny asks the teacher to keep his wristwatch every day at recess and during the lunch hour
- _____ 6. Several low achieving students are diligently at work in their textbooks. The music consultant arrives unexpectedly and announces that it is time to rehearse for the school program.
- _____ 7. A group of sixth graders decide to challenge the teacher's authority. They taunt and tease her throughout the day. Just before recess the principal sees her crying in front of the class.
- _____ 8. Several fourth graders decide to launch a school campaign against abortion. They ask their teacher for help to promote the project.

Descriptor:	Not a Problem	Very Minor Problem	Relatively Minor Problem	Moderately Serious Problem	Very Serious Problem
Resonse:	1	2	3	4	5
_____ 9.	The children are choosing teams for gym class. The teacher suddenly realizes that all of the black students are on one side and all of the white students are on the other side.				
_____ 10.	Bobby's classmates constantly tease him because of a noticeable scar on his face. The teacher decides to avoid the issue thinking that it will be resolved during the school year.				
_____ 11.	Martha, a first grade student, does not understand why she is avoided by her classmates. Several students tell the teacher that Martha does not bathe regularly.				
_____ 12.	The teacher sees ten students running off the school grounds. He yells, "Where are you chicanos going?"				
_____ 13.	A second grade teacher is having a great deal of difficulty with children who lack reading materials in the home.				
_____ 14.	Mrs. Jones requests that the teacher administer a prescribed drug (ritalin) to her daughter twice a day.				
_____ 15.	The first grade class is just getting settled for their story period when a girl raises her hand and tells the teacher that "the new girl" has called her a "black nigger." The teacher goes to the girls and asks if they were angry and/or fighting. They say "no."				
_____ 16.	The kindergarten children are lying on their rugs resting. During the rest period Edward crawls across the floor to join his friend.				
_____ 17.	Mr. Smith has twenty-five fourth graders of which two-thirds don't listen to, remember, or follow instructions. The principal insists that the class be given homework to remedy the situation.				
_____ 18.	A group of second grade children have just returned from noon recess and are beginning the afternoon activities. Two boys begin to argue. The teacher goes over to them and tries to find out the reason for their argument. It seems that one boy is constantly annoying the other.				

Descriptor:	Not a Problem	Very Minor Problem	Relatively Minor Problem	Moderately Serious Problem	Very Serious Problem
Response:	1	2	3	4	5

- ____ 19. A student raises her hand during math class and says that 3 and 2 equals 11. The rest of the class begins to laugh.
- ____ 20. A black teacher in a racially integrated school takes the side of a white student during a class debate. The black students refer to the teacher as an "Uncle Tom."
- ____ 21. The teacher tells Ronnie that if he doesn't behave, he will be sent to the principal's office. Ronnie laughs at her comment.
- ____ 22. An experienced teacher is transferred from an urban school to a suburban school within the same school district. He refuses to transfer because he feels urban school students are in greater need of his services.
- ____ 23. The teacher returns to the classroom during the lunch hour. Upon entering the room she sees Sally, the only minority student in the fifth grade, going through her closet.
- ____ 24. Susie's parents will not respond to school notes, messages, or report cards. The teacher wants to discuss with the parents about the possibility of not passing Susie to the next grade.
- ____ 25. Mrs. Thomas feels that the required reading text does not meet the needs of her students. She prefers using programmed materials but has met with opposition from the reading consultant.