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Michigan State University PH.D. 1985

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SELECTED INDIANA AND MICHIGAN KINDERGARTEN TEACHERS' PERCEPTIONS OF THEIR NEEDED PROFESSIONAL PREPARATIONS AND DESIRED COMPETENCIES

By

Jeanne Hurley Maksym

A DISSERTATION

Submitted to
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SELECTED INDIANA AND MICHIGAN KINDERGARTEN TEACHERS' PERCEPTIONS OF THEIR NEEDED PROFESSIONAL PREPARATIONS AND DESIRED COMPETENCIES

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ABSTRACT

The purpose of this study was to determine the perceptions and attitudes of kindergarten teachers from Michigan and Indiana regarding many facets of kindergarten education, including the extent to which they felt certain competencies were important, the extent to which they implemented these competencies, and the extent to which their colleges and universities prepared them to implement the competencies, as well as their attitudes about licensing of kindergaten teachers.

The survey population consisted of a random sampling of practicing Michigan kindergarten teachers and Indiana kindergarten teachers with Indiana licenses or endorsements. An instrument was developed to gather data. The items on it were designed to reflect the intent of 43 kindergarten competencies which were divided into six competency areas. Other items assessed preparation teachers felt they had and preparation they felt they should have received. Responses were considered to answer the research questions.

Data were reported in frequencies and percentages, based on a variety of statistical tests. The conclusions reached as a result of the study were the following: (a) practicing kindergraten teachers perceived six competency areas to be "somewhat" to "extremely" important and that patience, love, affection, flexibility, and understanding were felt to be most essential for effective kindergarten teachers; (b) Indiana teachers did not perceive needs differently than Michigan teachers; (c) teachers perceived they used six competency areas "sometimes" to "most of the time" and that patience, love, being happy, and high job commitment as well as being flexible were personality traits they felt they had which enabled them to effectively implement kindergarten programs; (d) Indiana teachers did not perceive different use of competencies than did Michigan kindergarten teachers; (e) there was no consensus regarding professional preparation as few teachers had courses related to kindergarten education as undergraduates, and they felt such courses should be offered; (f) Indiana kindergarten teachers perceived the professional preparation needs of kindergarten teachers differently than did Michigan kindergarten teachers; (g) practicing kindergarten teachers support licensing of kindergarten teachers; and (h) there was no significant difference in the attitudes of Indiana teachers and Michigan teachers regarding licensing.

DEDICATION

Dedicated with love to

my parents,

Helen and Roy Hurley,

and my husband,

Anthony

ACKNOWLEDGEMENTS

Many people have contributed assistance and support leading to the completion of this project. If there was one individual who was responsible for keeping my spirits up and generating enormous support, it was Dr. Suzanne Van Wagner. Her genuineness, dependability, and originality were an integral part of the whole process involved in obtaining my doctorate. A noted poet or illustrious writer probably could not capture the words to thank Dr. Van Wagner for all that she has done and all that she means to me.

Dr. Benjamin Bohnhorst is a man who dares to be himself. His kindness and feeling for all humanity speak for themselves. In the humble, sincere way in which he accepts every human being, he demonstrates a love which I will never forget. He was never too busy for me. For all of this, I am most grateful.

Being empathetic and truly caring are the characteristics that make Dr. Kenneth Harding noticeably unique and worthy of my deepest respect. As my committee member, I thank him for his suggestions and great kindness.

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I am grateful for the support of my children, Anne Marie, Catherine, John, Roy, and Helen Mary; and for the support of Ms. Valerie Collins, Dr. Louis Gregory, Fr. Edward Joseph Hurley, Dr. Frank Mayer, Fr. James Sheridan, and Mrs. Eleanor Van Wagner.

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Know you what it is to be a child? It is to believe in love, to believe in loveliness, to believe in belief; it is to be so little that the elves can reach, to whisper in your ear; it is to turn pumpkins into coaches and mice into horses, lowness into loftiness and nothing into everything . . . .

Francis Thompson,
"Shelly," Dublin Review,
July 1908

CHAPTER I

THE PROBLEM

Introduction

"I just love little children." "I have always enjoyed young children." These and other statements have been considered by some to be an indication that the speaker was qualified to be a kindergarten teacher. Freidrich Froebel pointed out the fact that the education of kindergarten children involves much more than the love of or enjoyment of young children.

Anyone who claims to love children, who thinks they are real charmers, who thinks they are cute and lovable, etc., is not necessarily qualified to be an effective teacher of young children. The teaching of the young child involves much more than loving or enjoying them. It also requires much more than the possession of a bag of tricks, or simply the knowledge of a specific body of subject matter.

Who should teach young children? Should the person have any special training before becoming a teacher of kindergarteners? What courses should be required as a part of the professional preparation of kindergarten teachers? What competencies must a kindergarten teacher have? What competencies do kindergarten teachers have? This study examined the views and perceptions of practicing kindergarten teachers relative to these questions.

There are some states which require special training and issue a certificate or license for a person to teach kindergarten. Indiana is one state which does have this requirement.

In the state of Michigan, anyone who has a general elementary teaching certificate is eligible to teach any grade, kindergarten through eighth (K-8). No special certificate or endorsement is required to teach kindergarten.

Both Indiana and Michigan offer endorsements in early childhood which may be added to existing licenses or certificates. In Indiana, a kindergarten endorsement may be added to an Early Childhood Education License or to an Elementary Education License. In Michigan, early childhood education can be a minor on an elementary certificate. At the graduate level, a "ZA" endorsement (early childhood) is available on any elementary certificate.

Indiana requires a kindergarten license in order to teach kindergarten. This legislation became effective on September 1, 1982. Michigan does not require a special license. This study also examined similarities and differences in perceptions related to kindergarten teacher competencies which may have resulted from these diverse systems.

Purposes of the Study

A purpose of this study was to examine the competencies kindergarten teachers perceive to be important for effective kindergarten teaching, the extent to which they feel they use these competencies, and the extent to which they feel their professional preparation program prepared them to use these competencies. Their ideas about the necessity for a special license/certificate were also examined.

Another purpose of this study was to examine the competencies kindergarten teachers with Indiana kindergarten licenses/endorsements perceive to be important for effective kindergarten teaching, the extent to which they feel they use these competencies, and the extent to which they feel their professional preparation programs prepared them to use these competencies. Specifics of course work and competencies perceived to be necessary were also examined.

This study also examined the competencies kindergarten teachers in Michigan without kindergarten licenses perceive to be important for effective kindergarten teaching, the extent to which they feel they use these competencies, and the extent to which they feel their professional preparation programs prepared them to use these competencies. Specifics of course work and competencies perceived to be necessary were also examined.

The responses of all surveyed kindergarten/early childhood educators were analyzed to assess their perceptions. The responses of the two groups were then compared. Conclusions were made, and, based on the data, recommendations regarding preparation and certification/licensing of kindergarten teachers were made.

Need for the Study

Many authorities (Sr. Mary of Marygrove College in Detroit; Elkind & Lyke, 1975; Lapeer, Skipper, & Witherspoon, 1979) generally agree that there are special competencies needed by teachers of young children. Yet, a search of the literature revealed relatively few research studies related to a specialized teacher certification program for the

kindergarten and/or early childhood educator or to what specific competencies were felt to be necessary for effective teaching at this level.

The Commission on Excellence in Education (1982) and many project reports (The Carnegie Report, 1982) have voiced their concern for better schools, which they suggest may result from better teacher preparation.

Authorities in the field have long maintained that specific and complete, carefully planned training is a prerequisite to becoming an effective and meaningful teacher of the very young children. Lepeer (1971) wrote, "A preschool or kindergarten teacher may possess many desirable qualities and still not be an effective teacher of young children . . . basic information, understanding, knowledge, skills, and appreciations can only be secured through training" (p. 139). Piaget (1969) indicated that the younger the child to be taught, the more training and education the teacher should possess. Many principals, superintendents, and state superintendents have felt that teachers of young children should be highly trained. Sr. Mary felt that the preschool and kindergarten teachers might even require more sophisticated training than others because of the need for a wide variety of complex skills, including a broad background of experience, intense knowledge of child development and early childhood education programs (1969).

In spite of the aforementioned declarations in support of specialized training for the teachers of young children, there are still many states that have not adopted specialized certification programs for teachers of young children. This study was needed to explore what competencies kindergarten educators felt were necessary to function

most effectively in their position. It was also needed to assess the extent to which a specialized program of kindergarten teacher training produced teachers with perceptions of competencies different from kindergarten teachers who have not been specially trained.

Definition of Terms

For the purposes of this study, the following definitions were used.

> Kindergarten is the beginning of formal schooling which most children attend before entering the first grade.
>
> Indiana kindergarten license is a teaching license which allows a teacher licensed in kindergarten-primary education to teach all subjects in kindergarten through grade three (Indiana Register, p. 1827).
>
> Indiana kindergarten endorsement is an addition to the license in early childhood education or an addition to the license in elementary education which qualifies the holder to teach kindergarten as well as pre-kindergarten classes (Indiana Register, p. 1825).
>
> Michigan "ZA" endorsement is a graduate level endorsement in early childhood education available upon the completion of 18 semester hours. Course requirements vary among colleges and universities (State Certification Requirements, p. 1).

Assumptions

The following assumptions were made for the purposes of this study.

1. Kindergarten teachers of Indiana with kindergarten licenses and Michigan kindergarten teachers without kindergarten licenses accurately and sincerely reported their perceptions on the survey instrument.
2. The survey instrument accurately reported kindergarten teacher competencies as identified by a panel of experts.

3. The kindergarten teacher competencies which were identified by a panel of experts represented a desirable standard.

4. The populations of the study were an adequate sample so as to allow the findings to be compared between groups and generalized to other similar groups.

Limitations of the Study

The major limitations of the study were the following.

1. The use of a paper and pencil survey instrument was the means to collect data pertinent to the study, and, therefore, limitations and strengths entailed in using such means applied to this study.

2. The survey instrument designed to measure the congruence of teacher perceptions of competencies with standards established by a panel of experts was limited to the competencies included in the instrument.

3. The perceptions of teachers and the actual circumstances in which they are or have been involved may or may not, in varying details, have been congruent with one another. This study, however, did not pretend to investigate actual circumstances, but it did intend, as an initial exploratory study, to examine differing perceptions from differing groups of kindergarten teachers.

Questions Answered

The questions this study attempted to answer were the following.

1. What competencies do practicing kindergarten teachers perceive they need to be effective kindergarten teachers?

2. Do Indiana teachers with kindergarten licenses perceive needs differently from Michigan kindergarten teachers without licenses or endorsements?

3. What competencies do practicing kindergarten teachers perceive they use in their roles as kindergarten teachers?

4. Do Indiana teachers with kindergarten licenses perceive they make different use of competencies than do Michigan kindergarten teachers without licenses or endorsements?

5. What professional preparation do practicing kindergarten teachers perceive they should have to be effective kindergarten teachers?

6. Do Indiana teachers with kindergarten licenses perceive the professional preparation needs of kindergarten teachers differently than do Michigan kindergarten teachers without licenses or endorsements?

7. What attitudes toward licensing of kindergarten teachers do practicing kindergarten teachers have?

8. Do Indiana teachers with kindergarten licenses have attitudes toward licensing of kindergarten teachers different from those of Michigan kindergarten teachers without licenses or endorsements?

Procedures

A survey instrument was designed to gather the data necessary to answer the research questions. The items for this instrument were developed from information submitted by a panel of experts. The panel of experts in the area of early childhood/kindergarten education was identified from the ranks of college, university, state department, and public school personnel. They were asked to submit a list of competencies related to kindergarten teachers. A composite list was made from those items submitted.

A randomly selected sampling of Michigan kindergarten teachers without kindergarten licenses or endorsements was identified. Those Indiana teachers who had obtained kindergarten licenses/endorsements were also identified. The survey instrument was then mailed to these two groups of individuals. Responses on the completed questionnaires were then analyzed and compared. Frequencies and percentages were given for each competency for all responding kindergarten/early childhood educators. Clusters of similar competencies were formed.

Responses to cluster items were compared between Indiana and Michigan teachers to determine if a cluster or clusters were significantly different as a result of teacher licensing.

Overview of the Study

Chapter I of the study has provided information relative to the background of the problem as well as the purpose of and need for the study. Assumptions and limitations were addressed. Terms were also defined.

Chapter II consists of a literature review relative to the development of the concept of kindergarten, theories of child growth and development, competencies sought for kindergarten teachers, views related to the demand in some states for specially certified/licensed kindergarten/early childhood teachers, the development of teacher certification throughout the United States, and the status of kindergarten/early childhood certification in Indiana and Michigan.

Chapter III discusses the design of the study and includes a description of the sample, the survey instrument and its development, the method of data collection, and the data analysis procedures used.

Chapter IV presents analyses of the data collected.

Chapter V includes a summary of the study, conclusions, and recommendations regarding the licensing of kindergarten teachers, as well as recommendations for future research.

CHAPTER II

REVIEW OF RELATED LITERATURE

Introduction

This review of literature addresses seven questions as they relate to the purposes of the study.

1. How did the concept of kindergarten develop?
2. What theories of child growth and development have contributed to the growth of kindergarten?
3. What competencies were/are sought for kindergarten teachers?
4. How did teacher certification develop and grow?
5. What are the views related to the demand in some states for specially certified/licensed kindergarten/early childhood teachers?
6. What is the status of kindergarten and early childhood teacher certification throughout the United States?
7. What is the status of kindergarten and early childhood teacher certification in Michigan and Indiana?

The Concept of Kindergarten Develops

Interest in the development of schools appropriate for four and five year olds and in the education of teachers to be especially trained to deal with them had its origins in the nineteenth century. The problem of how to induct young children into the culture has engaged the energies of philosophers and educators throughout the ages. Understanding of the nature of children and recognition of their special needs have come slowly; many of the theories and practices of

early educators have had to be discarded in light of our present knowledge. But many of the solutions that they proposed have persisted, sometimes in modified form. The modern kindergarten is the fruit of centuries of thought and experimentation.

The Greek philosopher Plato pointed out the importance of early years of childhood. Like most others of his day, Plato believed that deformed children and the offspring of "inferior" people should be "put away in some secret place"; yet he was sufficiently advanced to make a community nursery part of his ideal commonwealth. One of his chief concerns in the Republic was to outline a system of education that would develop good citizens for the perfect state he envisaged. The system that he formulated was to influence educational thought for many centuries. Plato claimed that each child was fitted by nature for some special task--from simple laborer to ruler--and that the goal of education was to prepare him for that task. He then was "modern" in his idea that the individual differences among children should be recognized by the schools, although we today do not take so limited a view of the child's potentialities.

For several centuries after Plato's time, history records no outstanding educator who was primarily concerned with the training of young children. In 1416, a copy of Quintilian's Institutionis Oratorial, written in the first century A.D., was discovered. The discovery of this work, which described in detail the old Roman theory of education, gave impetus to the development of "court schools" throughout Italy.

One of the most influential teachers of the court schools was Vittorino da Feltre (1378-1446) who established a school in Mantua for boys from the age of 9 or 10 through the age of 21. Although da Feltre's pupils were much older than today's kindergarteners, the principles by which they were educated were both revolutionary for the time and strikingly similar to many of the principles of the modern kindergarten education.

Another of the earliest educators to appreciate the importance of training for young children was John Amos Comenius (1592-1670), a Morovian bishop who, when exiled from his native country, took charge of a school in Poland. As the result of his experiences, he wrote The Great Didactic, in which he formulated the principles underlying education as he saw it. He believed that all education must be carefully graded and arranged to follow the order of nature, beginning with the easiest and advancing to the difficult, from the near to the remote, from the general to the specific, and from the known to the unknown. Like his contemporaries, Comenius believed in the innate depravity of man. However, he also believed that man's depraved tendencies could be redirected through proper education and nurture begun at an early age (Lambert, 1958).

In teaching young children, Comenius urged that the teacher appeal to the child's sensory perceptions and that he use materials based on the child's own experiences. He also emphasized the importance of play, which he considered an integral part of child life.

One of the most vocal champions of the rights of children in the modern era was the French philosopher Jean-Jacques Rousseau (1712-

1778). Although much of his psychology today seems faulty, he correctly laid great emphasis on the importance for studying the child in order to plan an adequate educational program for him. Unlike many of his contemporaries, Rousseau did not believe the child to be evil by nature. Rousseau recognized individual differences. Rousseau's emphasis upon study of the child and his/her nature had great influence on the work of both Froebel and Pestalozzi and strongly on the educational practice today.

In contrast to Rousseau, the Swiss Johann Heinrich Pestalozzi (1746-1827) was a teacher who developed his theories in actual association with children. Like Rousseau's belief that individual differences conditioned development, "It may be judicious," he wrote, "to treat some pupils with marked attention and to give up the idea of bringing others to high perfection" (Lambert, 1958, p. 4). Pestalozzi made it clear that the social status of a child or his/her appearance must not be an obstacle in his opportunity for an education.

Like Comenius, Pestalozzi recognized the value of sensory impressions in teaching young children. In agreement with Dewey that education begins at birth, impressions first begin to crowd in on the child. Pestalozzi put into practice Rousseau's exhortation to study the child. He found what he believed to be the way in which children learn best; and, although he did not formulate his philosophy clearly in any of his writings, his example has influenced educators of young children throughout the world.

One who was strongly influenced by Pestalozzi was the German Friedrich Froebel (1782-1852), and he is called the "father of the

kindergarten." It was Froebel who first formulated a comprehensive theory of early childhood education and a detailed method for carrying it out. Froebel had some experience working with and teaching older boys and decided that the early years are of great importance and felt strongly that they should receive very careful attention. Under Pestalozzi's influence, he became engrossed with the value of music and play in the education of young children. His first attempts at establishing a private school in which the play idea, music, and activity were motivated by the interests of children alone failed. Froebel did not give up his conviction that educational reforms were most needed in the early years of childhood. Froebel pursued his ambition several years later by starting another school for young children in which play, games, songs, and other activities were the dominating characteristics. This second school was a success, and in 1840 Froebel invented the name "kindergarten" (children's garden) to describe the kind of school in which he believed. He viewed the child as a unique, creative, and productive person who learned through activity. Froebel laid an important foundation for what would be a later conception: the child-centered school (Read & Patterson, 1976, p. 47).

The first public school kindergarten was established in 1873 in St. Louis, Missouri. The success of this first class is evidenced by the fact that by 1879 there were 53 kindergartens in the St. Louis public schools.

By the turn of the twentieth century, kindergartens were established in 30 states with two-thirds of the 4500 programs sponsored by private, humanitarian organizations such as churches, missions, and

philanthropic agencies (Butts, 1955). This growth of kindergartens in the private sector accompanied two views popular in society during the end of the nineteenth century: (a) that children needed and deserved loving and kind nuturance, and (b) that the poor should be prepared for vocations. Kindergarten was seen as a program that could implement these ideas.

At the turn of the twentieth century, there were two distinct points of view about the conduct of kindergarten education. One group continued to follow Froebel and argued against the revision of his ideas. The other group was influenced by G. Stanley Hall and John Dewey. Hall was president of Clark University and chair of the department of psychology. Hall believed that children's interests, feelings, and their play were important factors in planning a curriculum. He also believed that educational theory and practice could advance only when the nature of childhood and the stages of development were clearly understood (Read/Patterson, 1976, p. 48).

John Dewey established an elementary school at the University of Chicago in 1896. Dewey believed that the child learned as he/she used real objects for real purposes, as he/she coped with real situations, as he/she managed and understood his/her own experience, and as he/she judged his/her own work. He also believed that real objects and real situations within the child's own social setting could be used for problem solving and learning.

The impact of Hall and Dewey's ideas on their own students as well as on teacher education accounts in part for the development of the unique character of kindergarten in the United States.

About 1912, there was a flurry of excitement in educational circles over a new system of education developed by Maria Montessori in Italy. A number of people visited Milan to observe her system. In general, they concluded that her system did not allow a child to be spontaneous, that the goals of the program were too narrow, and that it was a formal, mechanical system not compatible with current knowledge about learning. Some private Montessori schools were established in the United States in the mid-1920s, but most were discontinued or changed their form in the 1930s and '40s. However, they were revived again in the 1960s. Some have followed the original Montessori ideas quite closely, while others are variations of the system.

From 1900 to 1925, kindergarten education was characterized by debate, experimentation, and curriculum development. Across the country there were people deeply involved in planning and revising kindergarten programs in light of new knowledge.

The diversity of school systems and the large number of institutions providing teacher education seem to make impossible any single, precise description of early or contemporary kindergarten. Throughout the twentieth century, kindergarten curriculum and its rationale have been influenced by political, economic, and social events, as well as the accumulation of information from studies in psychology, sociology, anthropology, and child development. For example, in the 1920s, programs were likely to reflect "habit training" based on Edward L. Thorndike and John B. Watson's ideas. Expansion of kindergarten programs was curtailed during the Depression. In the 1930s, Arnold Gesell's studies, based on his views of maturation, were interpreted as

"age norms" for many kindergarten children. In the 1940s and '50s, the influence of the mental health movement appeared in programs which emphasized social-emotional adjustment. In the 1960s emphasis on intellectual and language development may be seen as a response to the need for sophisticated competencies in adults in an industrial, technological society.

From the work of Comenius, Rousseau, Pestalozzi, and Froebel, modern early childhood education has evolved. Each of these scholars drew upon the work of those who came before him, shaping the ideas and practices in light of his own beliefs and in the context of his own times. Their work has been modified and amplified by John Dewey, Maria Montessori, and the American kindergarten movement, but remains the foundation upon which early childhood education has been built.

Theories of Child Growth and Development which Have Contributed to the Growth of Kindergarten

Among the many investigators in the area of child growth and development are three whose thinking has contributed significantly to our understanding of human behavior: Sigmund Freud, Erik Erikson, and Jean Piaget (Read/Patterson, 1976). Many other investigators have made significant contributions, but they have not developed such comprehensive theories. The theories of these three men were based on careful observations of human behavior, much of which was done under natural rather than laboratory conditions.

The theories of Sigmund Freud (1957, 1960) have greatly influenced our understanding of personality development. His work in the late nineteenth and early twentieth centuries has been carried forward by

many others and has become part of our thinking about personality. It includes the concept of the unconscious, that great reservoir of universal feeling within us, which we can never be directly aware of, but which influences what we do. It also includes an emphasis on the significance of the individual's earliest experience in determining attitudes and patterns of behavior and the existence of infant sexuality.

Freud described the early stages in development as the oral, the anal, and the phallic, with their respective sources of excitement and satisfaction, followed by a latency period lasting until adolescence. He pointed to the male and female components in the personality of every individual and the process a child goes through in establishing his/her sex identification.

The process of discovering and accepting one's sex, according to Freudian theory, takes place in the first year of life and becomes the basis for normal sexual adjustment later in life.

According to Braun and Edwards (1972), Freud popularized the statement that "all behavior is motivated." He meant motivated by painful stimulation, homeostatic need, and sexual appetite or by acquired motives based on these; and this concept has generally been shared by physiologists and academic behavioral theorists.

Freud's work spread the belief that early emotional experiences are important while early cognitive experiences are not. It now appears that the opposite may possibly be more true. Objective studies furnish little evidence that the factors important according to Freud's theory of psychosexual development are significant.

Deasey (1978) spoke of Freud's introduction of the notion of repression in early childhood, inner conflict, and re-enactment of our disturbing fantasies in play, and a new phase began which led to "play therapy." Play acquired a new significance when seen as the means by which a child could perform again the happenings which had affected him/her deeply in his/her emotional life. The kindergartener's aggression in the classroom or out in the schoolyard could be interpreted as a method of curing some of the evil effects of homelife; doll spanking was closely connected with dreams of retaliating on or suffering from a mother's acts. Rough play could be of positive benefit to the actors and, therefore, not to be repressed in the name of mere order and discipline. One of the most important of life tasks for a young child to learn is how to manage these emotional reactions and thereby free him/herself from this overwhelming experience. It is here we can understand how Freud was correct in stressing the importance of experiences which comes before the use of language. In the pre-school and kindergarten years, boys of four and five years of age assert themselves in vigorous, aggressive ways, imitating males and needing to have their fathers' attention and approval.

The staff in schools for young children may be predominantly female, but it should not be exclusively so. Girls, also, need contacts with males in order to develop their femininity (Read/Patterson, 1976). Girls shift to a new relationship with their mothers, that is, identifying with the mother as a female. The shift to identifying with the same-sex parent is more gradual for girls than for boys.

In the kindergarten the teacher observes the interest that children have in each other (Read/Patterson, 1976). According to Freud, all children are interested in differences in sex and the subject of babies and where they come from. They have many misconceptions which can slowly be cleared up by offering correct information as it is wanted. In nursery schools and kindergartens, both boys and girls try out male and female roles in their sociodramatic play, as they seek to discover more about what these roles are like in the grown-up world. According to Lepeer, Dales, Skipper, and Witherspoon (1974), until the impact of Freud's theories began to be felt in the early part of the present century, it was all too commonly believed that the early years were unimportant as long as the physical needs of the child were met.

Only after children actively became involved in kindergarten did parents begin to understand that all previous pre-school years from birth to the present age of four or five had a dramatic influence on all that has happened to the child's personality and attitudes and are very important to later development.

Another contributor in the area of child growth and development was Erik Erikson. His interest in personality development led him to observe people in different cultures. From his studies he formulated a theory of stages in personality growth, with each stage having a major "task." According to Erikson, a "task" consists of resolving the conflicting impulses that characterize the stage in a favorable direction (Read/Patterson, 1976).

The first and most basic task in healthy personality development is achieving a sense of trust outweighing the sense of mistrust. In

the first year or more of life, the infant needs to feel that the world is a trustworthy place and the infant itself is trustworthy. This sense of trust will grow out of the experiences the infant has with his/her primary care-giver and later with other significant people in his/her world (Petrone, 1976).

Erik Erikson (1956) postulated basic trust or mistrust of parents, which infants generalize to be the world at large, as the crucial relationships. The quality of the emotional interaction influences mutual trust. Parental affection, translated into meeting physical and emotional needs, results in the happy, caring baby who loves, relates, and confides in others. Infants whose needs go unattended become anxious, lose much body-restoring sleep, and thereby upset the very sensitive homeostatic balance. A warm, predictable emotional climate is necessary for a healthy personality.

The second task in healthy personality growth is that of developing a sense of autonomy outweighing the sense of shame or doubt. Already toward the end of the first year, evidence can be seen of the child's working on this task. It becomes the major task of the second and third years. The primary care-giver must be sensitive to the great need of the child to assert his/her independence at this time. It is a "me do it" stage; and if the child is permitted to "do it," s/he has the chance to begin to take steps in organizing as a learner. Out of being allowed to be autonomous is born an independent individual capable of feeling "I am someone."

The third task in personality growth as outlined by Erikson is that of developing a sense of initiative outweighing the sense of guilt.

It is the important personality task of a child of three, four, and five years. In this stage the child is more actively exploring and investigating; s/he is beginning to ask questions, to think new thoughts, to try him/herself out in all kinds of ways as s/he takes the initiative. The child is also developing a conscience, a sense of being responsible for actions as an autonomous person. A conscience is necessary and valuable, but it should not carry too heavy a load at this point in healthy personality growth. A four or five year old can easily feel too guilty for some transgression or guilty for the wrong things.

At this stage the child has an urge to make and do things. It is a creative period in personality growth. The kindergarten child in this stage begins a new and imaginative form of play. The child will need a reminder about the job at hand and perhaps may need help in getting on with the task, but this can be done with an appreciation for what s/he has discovered and for the excitement s/he feels for this discovery. When one is four or five years old, life should be made of many experiences (Read/Patterson, 1976).

This period is an important one for intellectual development. The groundwork is being laid for the child's current learning in kindergarten and for future learning in school. With a firm foundation of trust and a sense of being an autonomous person, the child exercises his/her initiative, taking hold of opportunities as offered, and making something out of them. As young children enter kindergarten, this task should be considered as they are guided. Sound personality growth must continue, so it is important to encourage and support the child's sense of initiative.

The final stage, the development of a sense of industry outweighing a sense of inadequacy or inferiority, is the important task of a kindergarten child and continues through to adolescence. At this stage the kindergartener sees him/herself as a "worker" and a "learner."

According to Braun and Edwards (1972), in articulating affective growth during different stages of the life cycle, the work of Erik Erikson, his formulations of the socioemotional development of young children have been widely applied.

The struggles around developing a sense of trust, autonomy, and initiative are experienced daily by children in kindergarten settings. In order to fully understand children's plight, a teacher must tune into him/herself. It is this process of awareness according to Erikson that is elusive to describe and difficult to inculcate. The teacher responds to issues of trust when s/he tries to build a reliable, predictable environment in a kindergarten classroom. Time, space, routines, and his/her own nurturing relationship vis-a-vis children are the medium for this accomplishment (Petrone, 1976).

Jean Piaget (1954), a Swiss psychologist, became interested in observing the development of his own children and devoted himself to studying their behavior, especially the evidences of reasoning and judgment. He continued to observe and interview many children and then developed a theory of how children think and learn.

Piaget has sought to trace how motor skills, perceptions, and cognitive abilities are acquired in a process of assimilating new experience to pre-existing structures. Piaget theorized that development takes place in a series of stages, each being an advance from the last

one, with reorganization and adaptation going on continuously (Read/ Patterson, 1976).

The first stage, from birth to about two years, Piaget calls the sensorimotor stage. The normal infant is capable of looking, listening, feeling, tasting, smelling, and moving. It is through his/her ability to act and to organize perceptions that the infant begins to know his/her physical and social world. With experiences and maturation, the child's behavior becomes intentional. The child comes to know people and objects exist when s/he cannot see them and when s/he is not looking. The child finds s/he can make things happen--anticipating events, imitating sounds, and using language. Piaget calls this sensorimotor learning, for it takes place through using the senses and movement.

Piaget's second stage is from the ages two years to six or seven years and is the pre-operational thought. This stage is divided into two substages: preconceptual and initiative thought. During the preconceptual substage, which extends from about two to four years of age, the child develops "symbolic function" or imagery. What was known in a sensorimotor way is now beginning to be known by signs and symbols. That is, the child is beginning to use mental representation of people, objects, and events not present in the immediate environment.

The child continues to use the sensorimotor mode, although his/her intellectual development from this time onward gradually moves toward conceptual thinking.

During the second substage, intuitive thought which appears at approximately four years and extends to about seven years, Piaget

emphasized that the child's thought is characterized by more complex representation, although judgments continue to be made on the basis of perceptions.

The third stage of Piaget's theory is concrete operations. This stage begins at about seven years of age and continues to eleven or twelve years. It will not be discussed because this study focused on young children.

Teaching strategies are based on theory. Observations of children hold more meaning when one can relate child behavior to stages of growth. Read and Patterson (1976) state that the awareness of the refusal of help by a two year old who proceeds down a steep slope is exercising his/her own urge to be autonomous. When the child does not stop exploring, touching everything, s/he is learning constantly about the world through all of the senses. A three year old's questions are evidences of intellectual growth and the desire to understand what s/he is observing. The group of four and five year olds arguing in a homemaking corner of the kindergarten have reached a stage of competency in language and can communicate and work out compromises.

According to Almy (1975), Piaget's theory has to do more with the way a child's comprehension of his/her world changes, becoming more organized, more objective, and more capable of dealing with relationships among abstractions. It is a developmental, not a pedagogical, theory, although, as Piaget has shown in his Science of Education and the Psychology of the Child, it carries many implications for education.

Piaget's theory and the experimental work he has done have been interpreted in different ways by different educators. Many have drawn on his theory and findings to determine the order in which various concepts are to be presented to children. Some have adapted for classroom use the tasks that he presented to children in order to ascertain the level of their reasoning ability. Others, including proponents of the modern British infant schools, have taken most seriously those aspects of the theory that relate to a child's intrinsic motivation and have developed curricula that provide large blocks of time for children to work at their own pace following their own interests.

Proponents of both Piagetian theory and behavior theory are concerned that an ultimate effect of the educational program should be increased competence and feelings of self-esteem on the part of the child.

Although I have chosen only three investigators of child growth and development, there remain many others whose studies have made significant impact on human behavior.

According to Almy (1975), different psychological and pedagogical theories specify different guidance and instructional strategies on the part of teachers.

Despite the avidity with which a young kindergarten child acquires proficiency in his/her native language, teaching that age involves instruction that is more than verbal. Since at least the days of Pestalozzi, and especially since Froebel, educators have very strongly considered that objects, toys, games, and other equipment are as

essential to the program in kindergarten as books, paper, and pencils are for older elementary school children. When the decade of the '60s began, equipment and materials for nursery schools and kindergartens had become remarkably stereotyped. Aside from the fact that some classrooms had many building blocks and others few, that some were chaotically cluttered and others orderly, some had easily accessible outdoor space and equipment and others lacked it, most nursery and kindergarten rooms looked alike.

It should be evident, according to Frazier (1968), that schools for young children are organized to serve many needs. The flexibility and breadth of a good, healthy kindergarten curriculum provide for these needs without distorting the lifestyle of the young child. Kindergartens are developed to achieve certain necessary goals: socialization, school readiness, learning skills, language skills, and self-expression. These important goals are not served exclusively for kindergarten, but they remain the goals of education as the child continues through school, although later childhood programs emphasize them less.

Competencies Sought for Kindergarten Teachers

From the beginning, kindergarten teachers in this country thought of themselves as professionals, their work requiring specialized training. A few German immigrants such as Emma Marwedel and Maria Kraus-Boelte, who had studied with Froebel, taught some of the earliest kindergarten training courses. As kindergartens became more popular, both

charity associations and experienced individuals opened schools for prospective teachers (Ross, 1976).

Early kindergarten teacher training followed an apprenticeship model. The first kindergarten teachers, out of necessity, were trained using a practical approach. The time for theoretical training was limited, as students were needed for practical work in kindergartens. Froebelian philosophy and principles were the basis of early kindergarten teacher training. The belief in Froebelian philosophy was evidenced in the attitudes of pioneers. It seemed as though neither sentimental concern for children nor practical teaching experience equipped one to conduct a kindergarten without a thorough knowledge of Froebelian principles (Ross, 1976). Kindergartens and kindergarten teacher training, the foundation for a new system of education during the 1800s, and the comprehensiveness of Froebelian philosophy stood out in striking contrast to the meagerness of the educational theory which preceded it.

While many received very specialized training in Froebelian methodology, the training was simplistically viewed as providing one with a vocation that purportedly would not subvert maternal instincts. Kindergarten training was accepted because it was likely to help women become knowledgeable as well as loving mothers (Ross, 1976).

As kindergarten became more acceptable and prevalent, the number of specialized training schools increased and a few well-known normal schools introduced instruction in kindergarten training. In 1880, a kindergarten was opened in the State Normal School at Oskosh, Wisconsin. This was the first kindergarten officially and directly connected

with any state normal school in the United States (Vanderwalker, 1908).

Early kindergarten teachers were assigned to actual work in the kindergarten from the time they entered the classes. This necessitated placing the emphasis on the technical aspects of the course the mother plays, gifts and occupations, in a half-day session (Vanderwalker, 1908). As kindergarten training schools grew, instruction in other subjects were added such as music and art; later, subjects in nature study, physical culture, and story-telling were introduced and then courses in psychology, literature, and other subjects became part of the curriculum. The establishment of kindergarten training departments in normal schools and other institutions opened up a whole series of questions concerning the organization of kindergarten training. From the standpoint of pedagogical principle, the apprentice form of training which had been status quo prior to the establishment of kindergarten training departments in normal schools received much criticism (Vanderwalker, 1908).

The late 1800s saw the organization of kindergarten departments in state and city normal schools. However, the training of kindergarten teachers was not the primary goal of these departments, rather they aimed to acquaint students in general courses with the procedures of the kindergarten and the principles upon which these procedures were based.

Other phenomena which contributed to the growth of kindergartens and kindergarten teacher training during this period in history were the "new psychology" and scientific method of studying children. While

previous methods for working with young children had centered around Froebelian philosophy, the newer trends espoused by G. Stanley Hall, William Burnham, John Dewey, and others were now being studied by kindergarten and primary teachers in university classes. The "new psychology" not only gave a more fundamental insight into the nature of the educational process, but it dignified education and placed it upon a scientific basis. These new insights gave an added significance to the kindergarten which embodied the views that were coming into consciousness. From the late 1800s on, educational effort began to occupy itself fundamentally with the problems of educational theory (Vanderwalker, 1908). The literature of the kindergarten had familiarized the public with the conception of education as a process of continuous development, a process in which the child's creative activity must play an important part. The kindergarten played a part in the reorganization of educational thought but changes could not have been effected without the aid of the movements in general--the "new psychology" the child study.

Hall and his disciples aimed to acquaint the public, particularly parents and teachers, with the fundamental facts of child development by means of personal observation on their part of the children with whom they came into contact and to lead them to see the nature of an education based upon such facts. They sought to secure the cooperation of parents and teachers in collecting adequate data concerning significant aspects of child growth, and by the shifting and organizing of the data thus obtained, they hoped to obtain a body of principles upon which to base a true educational theory. The topics selected for

observation and study covered a wide range. The growth of a child's body at different periods as shown by weights and measurements received considerable attention. Because of the new psychology in the child's native impulses and instincts, and by motor activities in general, children's plays and games, their toys and play material, formed one of the most interesting lines of work. The content of children's minds, their use of language, their interests and ideals, and their moral and religious conceptions at different ages received special attention and were taken up for observation and study. The child study work thus carried the spirit and method of the new psychology to every educated family and every up-to-date schoolroom. In normal schools, child study became the avenue of approach to the study of psychology and pedagogy. In universities, child study became a recognized phase of work in psychology (Vanderwalker, 1908).

Although progressive education in its original form did not survive much past the mid-1900s, its influence made marked changes in kindergarten education and teacher training. John Dewey first came into kindergartens to study their practices and help in their reconstruction. His pragmatic philosophy, embodying the best in psychology and sociology of the day, called for a careful study of the child and a patient overhauling of every detail in curriculum and method. His emphasis upon interest in relation to effort, morality as involving choices, the principles of democracy in school organization, thinking as conditioned in problematic situations when applied in kindergarten education, necessarily led to a new curriculum and new methods of teaching and social organization. No one has contributed to the

reconstruction of kindergarten with the impetus of Dewey, not only through his theories of life and education as a part of life, but through his interest in and cooperation with those seriously attempting its reconstruction (Hill, 1925).

Another force affecting young children and their training in the United States during the 1900s was the establishment of nursery schools.

The twentieth century marked no abrupt break with what had gone on before. The concern for social issues and the search for greater freedom and creativity, hallmarks of the progressivism of the 1890s, continued into the 1900s and flourished in the following decades while conservatives tried to struggle for the values they held to be essential (Braun & Edwards, 1971). The training received by teachers during this period typically took place in teachers' colleges (like Columbia University) and offered curriculum methods and educational philosophy, while the home economics group emphasized child development and family life.

During the depression years, a move was made by the Work Projects Administration to employ unemployed teachers. Almost any unemployed educated person was encouraged to become an early childhood teacher. There was a concern among early childhood educators that the standards of the early childhood movement would drop. The National Association for the Education of Young Children, combining force with the Association for Childhood Education, previously known as the International Kindergarten Union, and the National Council on Parent Education took an active role in supervising the new personnel. Forming an advisory

committee, this group assisted in developing guides, records, studies, and field services. Training sessions were started and effort was expended in reaching many out-of-the-way parts of the country. The greatest impact of this project was the popularization of the nursery school movement. The "profession" also helped early childhood education (Braun & Edwards, 1971).

Play was considered to be the most important part of the pre-school experience for much of the twentieth century. The art of teaching was accordingly related to an understanding of play, individual differences, play materials, and when and how to interview.

The advent of World War II required arrangements to be made for the care of young children. Many centers were opened and staffed by professionals as well as volunteers. Essential needs such as food, rest, shelter, and a substitute mother figure were the immediate concern. Occasionally the centers were well equipped, but more often than not, staffs operated with the minimum, including minimal skills (Braun & Edwards, 1971).

An overwhelming concern about the role of children and families in an affluent society began in the late 1950s and continued through the early 1960s. The kindergarten was no longer in the position of having to defend itself from an educational point of view, but it still faced the challenge of informing and demonstrating to the public what was meant by a good experience for kindergarten children.

Teachers preparing to teach young children were encouraged to take courses which would provide them with a rich cultural background, a general knowledge in the field of elementary subject matter, and a

specific knowledge and understanding of the growth and development of young children.

No two institutions set up identical programs for the education of students, but regulations on qualifications for teaching were beginning to be seen. In 1965, Headley wrote, "There are nearly 300 institutions of higher learning in the United States which qualify as approved teacher education institutions for programs of early childhood education. These institutions are distributed among at least 36 states" (1965, p. 29). A rough estimate of students qualified to fill kindergarten positions in 1961-62 was about 2000. With this increased number of public kindergartens and schools which included kindergarten in their elementary school programs came a growing concern for the quality and type of kindergarten teachers' educational background. Of the 41 states that supported public kindergarten in 1957, all except four had set up requirements for the certification of kindergarten teachers. Certification required not only an extended educational background, but also specific kinds of courses. Thirteen states required a four year degree, with special courses in designated areas of study for newly appointed kindergarten teachers; 28 states required no degrees, but special certificates were required of newly-appointed kindergarten teachers (Steiner, 1957).

A tabular summary of certification requirements for teachers indicated that in 1951 there were only 17 states which required beginning teachers to have bachelors' degrees. There were 27 states requiring the degree in 1953, 31 in 1955, 37 in 1957, 40 in 1959, and 44 in 1961. Headley (1965) wrote,

> Today there are perhaps two or three states which accept beginning teachers with less than a bachelor's degree, but even these states expect teachers to complete the work for a degree within a given number of years after beginning their teaching careers. (pp. 30-31)

The late 1950s and early 1960s brought a reawakening of the awareness that environmental factors affect the intelligence of young children. Attention was drawn to the poverty that exists in this country, in particular, the plight of minorities. Educational concern was soon framed in the language of the "war on poverty" and the "civil rights movement." The Head Start Program in 1965 directed federal funds to early childhood education for an impoverished spectrum of society. Furthermore, the nation found itself entrenched in a costly war in Vietnam. Defense spending, moon shots, welfare costs, mounting pollution encroached one on the other, forcing citizens to change priorities. Pressure for decisions characterized the late 1960s and early 1970s (Braun & Edwards, 1972).

In recent years, preparation in all fields of endeavor, including early childhood education, has been influenced by the concept of accountability and its corollary, competency based education. Notable examples are the management by objectives head start program and the child development associate program. Leeper, Skipper, and Witherspoon (1971) stated that credentialing teachers today places emphasis on the demonstration of professional competencies as well as personal qualities. The competencies may be acquired in a variety of settings including teacher education institutions, on the job training, and in the community through the utilization of human resources. The new direction is away from inflexible adherence to regulatory functions and

toward constructive dynamic leadership at the local level. Widespread exploration and change are indicated.

Educational forecasts for the 1980s indicate that early childhood education which gained in prominence during the 1960s and 1970s will continue to shine, particularly if the prediction of a repeat of the 1950s' baby boom ever becomes a reality. Other factors contributing to the prominence of early childhood education include inflationary pressures, requiring more mothers of young children to work outside their homes (Shane, 1979).

As trends indicate the continued need of educational services for young children, so should this need be accompanied by a commitment for quality programs. Because of the importance of the early years in a child's development, standards in credentialing are essential. Teacher certification may be one way of addressing the commitment to quality educational programs for young children.

Growth and Development of Teacher Certification

An historicaly review of the certification structure in American education is very enlightening. Teacher certification, as with most things, has undergone many changes since its inception. Before discussing the changes which have taken place in teacher certification, a definition of certification should prove useful: "The primary purpose of teacher certification, as traditionally administered, is to protect the state against incompetent teachers from entering into the field" (Frazier, 1938, p. 5). Burdin and Reagan (1971) defined certification as, "The process whereby a state or other governmental unit identifies those persons who are eligible for employment as teachers."

The assumption underlying teacher certification is that it is possible to devise a bureaucratic process which will distinguish those persons who are qualified to perform as teachers in public schools from those persons who are probably not qualified.

Kinney (1964) wrote that prior to 1825 certification practices had not been initiated. Factors including distance, communication difficulties, scarcity of applicants, and central authority weaknesses have been cited as reasons for leaving the responsibility of verifying teacher competence to local officials. During the seventeenth century until well into the nineteenth century, education was a local responsibility and was supported and administered by the community. The only specific restriction imposed by the state in relation to the employment of teachers was a "security clearance" covering religious and political loyalty. Therefore, the selection of teachers and the determination of their professional qualifications rested in the hands of the local employing committee or individual designated by the law.

Generally, employing boards sought three types of requirements for teacher candidates: (a) capacity to govern a school, a major concern in many localities, and frequently determined by the size, appearance, and age of the applicant; (b) moral character, provided by the candidate in the form of testimonials of former boards, ministers, and prominent citizens; and (c) academic attainments, usually obtained only by interviewing the candidate, although some committees gave oral examinations which were later supplemented by more formal written exams (Kinney, 1964, p. 40).

County control of teacher certification first appeared in 1821 and continued until the early 1900s. The usual method of appraising teacher competence was by examination, and authority to examine carried with it the authority to certify (McMurrin, 1961). The beginning step toward county control was the designation of county examining offices. By 1880, a county school officer, frequently without training or experience in education, was a tradition in the American school system. This county school officer was known as the county superintendent of schools, county superintendent, or county school commissioner. Most assuredly, the earliest and most important duty of the county school officer was the examination and certification of teacher candidates within a given county. The need for competent examiners and an opportunity to select candidates from a broader geographic area have been given as the strongest factors in the establishment of the county system (Frazier, 1938; Kinney, 1964).

Following the Civil War, the state school administration was immersed in financial difficulties related to the operation of schools. Land grants for education in new states as well as the creation of state school funds in original states marked the beginning of state administration of public education and provided the nucleus for the organization in which control was eventually centralized. The state authorized the establishment of schools, allowed local taxation for their support, regulated financial expenditures, and began some form of grants from the income from permanent funds.

The creation of an administrative organization grew out of the need to monitor such fiscal responsibilities. The administrative

organization generally consisted of the state school officer and a state board of education. State departments of education were established when the need arose to oversee the emerging state system of schools. With the emergence of a state administration came a consistent tendency toward a centralization of certification authority in the state. Between 1830 and 1950, all northern and some southern states had created the office of chief state school official (Kinney, 1964).

As states increased their involvement in certification, procedures and control assumed varied patterns. In addition to local or county systems of certification, most states had instituted some form of state certification as well (Cubberly, 1906).

Trends and pressures that reshaped the certification structure during this period were new demands on teachers imposed by changing curricula. In the last decade of the nineteenth century, curriculum developments reflected a new and broadened appreciation of the function of schools. In the elementary curriculum, new subjects were expanded so as to modify their character. This resulted in a broader curriculum, one which placed new demands on teachers. Moreover, new positions were created for teaching specialists which added new and unique problems in certification (Harris, 1969).

Developments such as expanded curriculum and specialized areas of teaching were gradually forcing education to recognize college work as essential in teacher preparation. States that had control of certification systems began to move toward collegiate requirements for certification and abandonment of examination.

The nineteenth century trend toward state centralization was completed for all practical purposes in the first half of the twentieth century. With state centralization came the elimination of teacher examinations. College training was seen as a new basis for certification. During this century, specialized certifications became more acceptable. Specialized certifications had their origin in four general areas: (a) at several levels in the public school program for which preparation was deemed desirable, such as kindergarten, primary, secondary, junior college, etc.; (b) in special subject fields such as music, art, and physical education; (c) in administrative and supervisory fields; and (d)in other teaching services (Cubberly, 1906).

Progress in the area of teacher certification since the close of World War II has been good. In 1940, only nine states required a four year college preparation for elementary teachers. By 1946, 15 states had reached this level (NEA, 1953). Armstrong and Stinnett (1951) surveyed 48 states for trends in certification procedures. Their survey also included data regarding the number of college years of preparation required by various state departments for teacher certification. Their findings revealed that 17 states enforced the minimum preparation requirement of the bachelor's degree, 3 states required completion of a minimum of 90 semester hours, 16 required only two years of college work, 9 required only 1 year, and two states certifying elementary teachers on less than one year of college preparation.

Certification trends in the 1950s reflected a move toward reducing the number of separate name certificates to a minimum. Generally, certificates offered were of two types: (a) probationary and (b)

permanent. They were issued upon completion of four years of preparation. Although the certificate was termed "permanent," most of the states had begun by this time to abandon the lifetime certificate. Another trend in certification which continued through the 1950s was a tendency toward reciprocity in teacher certification.

In 1961, the National Education Association adopted a prerequisite for membership which stated that

> . . . any person who is actively engaged in educational work of a professional nature shall become eligible to become an active member of the association if he (1) has earned a bachelor's degree or higher degree and (2) where required holds or is eligible to hold a regular level certificate of any kind except an emergency substandard certificate or permit. (p. 20)

Perhaps this action was an indication of intent among organizations of the teaching profession to assume greater responsiblity for setting and enforcing standards of competence.

As of September 1961, 43 states and the District of Columbia were enforcing the minimum of a bachelor's degree for the lowest regular certificates for beginning elementary teachers. Only seven states remained below the degree level. Authority to fix requirements for, issuance of, reissuance of, and revocation of teachers' certificates was almost completely vested by legislative authority in respective state departments or boards of education. Only 10 states reported some sharing of the certification authority. As the pendulum swings, only 18 states reported the use of examination as part of the certification process. With the decade of the 1960s growing to a close, states had grown relatively close together in minimum requirements for teaching (Armstrong & Stinnet, 1961; Woellner, 1961).

The decade of the 1970s has been reported as one of great ferment among state education legal authorities in search of new and better procedures in the teacher education-certification-accreditation process. Essentially, the conflict focused on the search for redefinition of the goals of education and the roles of various educational personnel. It appeared that the educational establishment was divided, with one group advocating the conservation of the existing institutions and practices while the opposing group advocated a system of self-determination in control of the teaching profession (Stinnett, 1970).

A survey of state certification directors indicated that only four states and Puerto Rico were not enforcing the degree requirements for elementary teachers. However, three of the four states had been given deadlines for enforcement of the degree. Significant trends for the future clustered around the following broad categories: (a) greater flexibility in the certification process through competency-based programs, (b) interstate reciprocity, and (c) a move back to test-mastery (Stinnett, 1970; Vlaanderen, 1979).

The traditional "transcript plan" to teacher certification had its origin in an "approved-program approach." The approved-program approach is an alternative to that which depends on meeting specific course and credit requirements established by some agency of the state. Under the approved-program approach, a teacher education institution designs its own program, establishes its own requirements, and requests approval by some agency, either a state department or the National Council for the Accreditation of Teacher Education (NCATE). The approving agent then visits the institution, examines its structure and

stated standards, and reviews the institutional program that prospective teachers are required to take. If the institution is judged adequate, then its graduates are automatically certified without examinations of their individual college records (Conant, 1963).

In essence, certification requirements have involved three things in each state. One is the total amount of preparation, second is the amount of instruction in professional education, and third is the amount of general education and subject matter specialization. Typically, most states require bachelors' degrees as evidence of "amount of preparation." However, some states instituted this requirement very recently.

The amount of time devoted to education courses varies from state to state. The amount required for elementary teachers is often greater than that required for secondary teachers.

General education and subject matter specialization have received increased attention since the launching of the first Soviet sputnik. Emphasis has been placed on increasing subject matter specialization standards. In spite of increasing standards in certification practices, large disparities have continued to exist between states. Conant (1963) describes such a discrepancy: to receive permanent certification to teach chemistry in New York, a secondary school teacher must be a graduate of an accredited institution, have 30 hours beyond the bachelor's degree completed within five years, have 56 semester hours in mathematics and science including the equivalent of three full-year courses in chemistry and mathematics, and 60 semester hours on the undergraduate level in general education. In addition to these

requirements, a candidate must also have 18 semester hours in education courses and 80 supervised periods of practice teaching in the field of chemistry.

In contrast, in Georgia a chemistry teacher needs only 30 semester hours of science, of which 12 must be in the field of chemistry itself. The general education requirements in this state are lower; only 36 semester hours are required. Both states, however, require approximately the same amount of professional education, and both require practice teaching as a prerequisite for certification.

A more recent movement in teacher education is the competency-based program. The next section on teacher education is devoted to that movement.

The roots of competency-based teacher education (CBTE) probably lie in general societal conditions and the institutional responses to them characteristic of the '60s. For example, realization that little or no progress was made in narrowing wide inequality gaps led to increasing governmental attention to racial, ethnic, and socioeconomic minority needs, particularly educational ones. The claim that traditional teacher education programs were not producing people equipped to teach minority group children and youth effectively pointed directly to the need for reform in teacher education (Elam, 1971).

Federal government intervention in education increased following the launching of Sputnik in 1957 by the Russian government. Federal money became available for a variety of exploratory and experimental programs. At approximately the same time, Jerome Bruner's book, The Process of Education (1960), was published. In this summary, Bruner

proposed that all disciplines could be taught in an intellectually honest way at every level of development. In Stability and Change in Human Characteristics (1964), Bloom emphasized the early years in intellectual development. Bloom's research, along with the research of Hunt, Intelligence and Experience (1961) began to change educational theories.

The civil rights movement of the 1960s heightened our awareness of the lack of education for minority and low socioeconomic children in the United States. As a result of the movement, Congress passed the Elementary and Secondary Education Act (1965) which aimed at overcoming the problems of educationally disadvantaged children.

No entirely satisfactory definition of CBTE has been developed. In determining competency, according to Weber and Cooper (1971), three types of criteria may be used: (a) knowledge criteria, to assess the cognitive understanding of a student; (b) performance criteria, to assess the teaching behavior of a student; and (c) product criteria, to assess a student's ability to teach by examining the achievement of pupils taught by a student.

Burdin and Reagan (1971) stated that no clear dichotomy exists between competency-based teacher certification and non-competency-based teacher certification. It is more appropriate to perceive a continuum with demonstrated teaching performance at one end and at the other characteristics which can be identified outside the teaching situation; e.g., intelligence test scores, personality traits, knowledge of subject matter. A teacher certification process which might be located at the center of the continuum would rely equally on performance factors

and on non-performance factors. It is the position of persons advocating competency-based teacher certification that teacher certification practices should move toward the performance-based end of the continuum.

The movement toward development of competency-based teacher education and certification programs has experienced rapid growth within the past few years. It was reported that in 1972, approximately 30 states were actively involved in the study of either competency-based teacher education or certification (Roth, 1972).

Issues surrounding the competency-based teacher certification movement are many. An essential question is what the role of the state should be in the certification process. There are at least two opposing viewpoints concerning the state's function. One point of view predominently and currently in practice holds that the state is an administrative and regulatory body utilizing a centralized approach with uniformity and standardization being the emphasis. Competency-based certification systems structured on the above tenets would specify teacher performance criteria for certification at the state level.

An opposing viewpoint on certification emphasizes a decentralized system with more local control and a broader base for decision making. In this strategy, the state would promote change rather than mandate it and accept diversity as opposed to mandating single standards. Roth pointed out that the competency approach could easily fit into this philosophy by allowing teacher education programs or other professional agencies to develop their own particular sets of competencies. In fact, in some places the competency movement has been adopted as an attempt

to reform the educational system by changing the locus of authority and the way in which decisions are made (Roth, 1972). One result of local control in certification would be a variety of standards replacing the single set of state standards.

The centralized approach to competency-based teacher certification has been evaluated by some educators as being restrictive. It has been debated that lack of curricular freedom may result from a centralized state role with statewide performance criteria. Furthermore, it has been debated that freedom to experiment with innovative curricula also appears to be precluded by a rigid set of state performance criteria (Lierheimer, 1968).

On the other end of the continuum, supporters of a centralized approach to competency-based teacher certification argue that without state control contradictory standards could exist. Those who favor a uniform statewide set of quality standards contend that inequities among programs would be eliminated and employers would be assured that all certified personnel possess at least a minimum set of competencies (Roth, 1972).

There is a wide spectrum in which competency-based teacher certification programs can operate. At one end of the spectrum, there is a very open system with maximum flexibility; whereas at the other end, there is a highly structured and centralized approach. There are, of course, a variety of possibilies in between.

The earliest reference to certification of kindergarten educators was found in the 1961 edition of A Manual on Certification Requirements for Public School Personnel in the United States. In 1961, 40 states

had the requirement for kindergarten teachers to hold certificates. "Probably all states maintaining nursery and kindergarten schools at public expense require certification" (Armstrong & Stinnett, 1961, p. 12).

By 1967, 42 states required a certificate for kindergarten teachers. Emergency and substandard certificates were issued in all but a few states because of the insufficient number of qualified applicants for the teaching positions. Delaware and North Carolina were added to the states requiring certification of kindergarten teachers.

It may be surmised that the Head Start program and the emphasis on the necessity of extending public education downward to pre-school years are influencing states both in establishing such publicly-supported schools and in requiring certification of their teachers (Armstrong & Stinnett, 1967).

During the 1960s, only five states had a special endorsement on the kindergarten certificate (Spodek, 1972). Since then, Indiana has made a requirement which has mandated an endorsement on the teaching certificate for anyone who intends to teach kindergarten. It is termed a kindergarten endorsement.

Less than one percent of public school systems in the United States required a kindergarten teacher to have masters' or higher degrees. About 27.1% of the total systems set bachelors' degrees with majors in pre-school, early elementary, or kindergarten-primary education as minimum educational requirements. A Bachelor's degree, major in elementary education, was the minimum requirement in approximately 42.6% of the total systems. Four percent accepted bachelors'

degrees irrespective of specialization, and about 20% accepted less than bachelors' degrees. In about 4.8% of the systems, no minimum degree level was required (NEA, 1969).

Ten years later, reports on early childhood teacher certification indicate that a total of 47 states required kindergarten teachers to hold certificates if the kindergartens are operated as part of public school systems, while 19 states required teachers in publicly-supported kindergarten schools to hold certificates (Armstrong & Stinnett, 1970). Although the number of states requiring professional certification of kindergarten educators continued to increase, the kind of certification required is not clearly demonstrated in the literature.

Jacobs (1977) reported that as an outgrowth of demands for teacher accountability in education, a major change in certification procedures is also being called for. This reformulation of teacher preparation and certification must take a "holistic" or "global" approach rather than one based solely upon discrete behaviors. The goal should be the development of teachers who have requisite knowledge, attitudes, and skills for facilitating children's cognitive, affective, and psychomotor development and who, in addition to being well-informed, are creative, flexible, open to experience, responsible for themselves and others, and guided by positive goals and purposes (Combs, 1972).

In order to provide students with the competencies stated by Combs, Jacobs (1977) proposed the following areas of study:

1. self-understanding for teachers: as role models helping children develop self-understanding and self-concept, teachers must themselves possess these qualities;

2. child development: a study of child development is basic to teacher's preparation; research findings and their implication should be studied;

3. the young child in his/her environment: an understanding of societal factors which have an impact on a young child's school experience is crucial;

4. language arts: the study of language development as is related to intellectual, social, and emotional growth in young children is important;

5. literature for young children: it is important for teachers of young children to be familiar with the broad range of literal material for young children and to develop and use appropriate criteria for evaluation and selection;

6. reading skills in early childhood education: competency in the teaching of specific reading skills in developmental sequences appropriate for individual children should be developed through a study of theory and practice related to the development of pre-reading and reading skills in early childhood. Diagnostic and corrective competencies should also be developed;

7. math, science, social studies in early childhood education: prospective teachers should become knowledgeable about appropriate objectives, content, methods, and materials for helping children develop modes of inquiry, critical thinking, problem solving techniques, and values;

8. the expressive arts in early childhood education: the teacher must provide an environment which is aesthetic as well as emotionally safe to foster expression; and

9. working with parents: prospective teachers must learn ways of sharing insights and information about young children and about the contributions parents can make to the teacher's understanding of children. (pp. 350-351)

Stewart, Denson, and Stone (1976) described a competency-based teacher education program developed at the University of Houston for early childhood. The foundation for the program was laid by developing statements of general competencies. These competencies were established by looking at ways teachers of young children behave and then listing what good teachers do that fosters growth in their pupils and

what they know enables them to behave in these ways. Categories extracted from the list of competencies were knowledge about the field, child development, observational skills, the teacher as a person, the nature of teacher interactions with children and adults, curriculum development and implementation, recording and evaluation techniques, management skills, innovative programs and practices, and internship experiences. These categories were then ordered from simplest to the most complex and divided into four phases.

Phase one consists of general competencies in a modularized instructional format. Phase one modules include manuscript writing, writing, observational skills, child development, teacher role, support staff, classroom management (discipline), scheduling creative materials and equipment, space for learning, and learning centers. The modules are organized using the following format: rationale, objectives, grading structure, prerequisites, pre-assessment, learning alternatives, post-assessment, remediations, module evaluation. Phase two focuses on curriculum development. The assumption of the program developers is that teachers of kindergarten children must be able to develop curricula to meet the needs of individual children. Phase three focuses on innovative early-childhood programs, and phase four comprises the student teaching experience.

The authors state that while the module format is seen as a major component of the competency-based teacher education program because it provides the student with most of the information needed for self-pacing and self-selection; opportunities for group interaction are also available. Group interaction is provided through scheduled seminars which

include lectures and discussions. These seminars differ from more traditional practices in that they are composed of small voluntary groups of students rather than large classes (Stewart, Denson, & Stone, 1976).

Competency-based programs seem to differ from conventional teacher education primarily in terms of explicitness and specificity of goals. Katz (1977) stated that " . . . while the teaching of young children includes sets of demonstrable skills, it is better to think of teaching in terms of larger patterns of behaviors, including the ability to decide which skills to use and when to use them" (p. 179). Katz stated that perhaps the effectiveness of a teacher is not in behavior per se, but in the meaning the learner assigns to that behavior.

Educators should be aware of the CBTE movement and weigh the advantages and risks of competency-based programs against the advantages and risks of alternative approaches.

Views Related to the Demand in Some States for Specially Certified/Licensed Kindergarten/Early Childhood Teachers

Because of the importance of pre-school to a child's development, standards and licensing for these schools are vital. The procedure for ensuring improved standards for schools for young children varies from state to state and within cities. Through programs of cooperative action, plans suitable for a given locality are developed and put into effect.

Licensing is one form of ensuring standards in pre-school centers. Licensing, according to Leeper, Davis, Skipper, and Witherspoon (1968), does not guarantee optimum conditions, but, rather, indicates a level

at which schools and teachers can operate safely and efficiently. Many states have various types of certification and licensing for teachers of kindergarten. White, Zigler, and Keyserling's (1973) prediction that society would soon assume the responsibility for the education of its children beginning at birth is supported by the number of states which have adopted specialized certification programs for teachers of young children. States and their departments of education, however, must continue in their efforts to ensure quality programs for young children through the continued development of appropriate training and credentializing programs for early childhood educators (Michigan Department of Education, 1985).

Many of the state departments of education are beginning to address the issue of education and licensing of teachers of young children (NAEYC #23, 1983). These findings must be viewed in their proper perspectives as some states require no more than one additional course for a specialized certificate.

It appears that state departments of education have come full cycle in certification requirements. The examination, once the only means of certifying teachers, seems to be resurfacing. This is evidenced by the number of states which currently grant teacher certification based on examination scores such as the National Teacher Examination (Vlaanderen, 1979).

Although there is not a body of empirical data which supports the hypothesis that specialized training and credentializing increase the quality of programs for kindergarten children, but it seems likely that professional training and credentializing would appear to help

ensure a minimum level of competence among educators of kindergarten children. This point of view is consistent with views expressed by Lepeer, Skipper, and Witherspoon (1979) and as stated by Spodek (1972). There is no evidence that involvement in certain kinds of training experience produces better teachers than involvement in other kinds. The requirement of a college degree, however, does allow a number of selecting factors to influence the decision of who teaches.

Status of Kindergarten and Early Childhood Teacher Certification Throughout the United States

In the United States many children under the age of seven are involved in programs intended to provide for their care and education (Almy). In the United States, young children do have special status, but its significance varies depending on such factors as socioeconomic status of the child's family and whether s/he lives in an urban, suburban, or rural area.

Froebel predicted that the kindergarten would find its greatest growth in the United States. True to this prediction, in no other country has the kindergarten spirit been so widely applied to school work, and nowhere has the original kindergarten idea been so expanded and improved (Lambert, 1968). Although this educational plan for young children is found today in some form in nearly all countries of the world, it is in the United States that the ideas of Froebel have been most enthusiastically accepted and put into practice.

In the United States, as has been pointed out, kindergartens have played a leading role in developing new theories of childhood education. During the past 50 years, the period which saw the evolution of

progressive theory and practice in education, the kindergarten has grown from a little-understood institution to one which is scientifically grounded in research (Lambert, 1958).

The modern kindergarten is "progressive" to the extent that it applies the findings of modern biological and psychological science to the education of children so that they can more effectively develop their potentialities as individuals and as responsible members of our society.

In spite of the educational lead which, on the whole, the area of early childhood education enjoys, even in kindergarten some highly formalized procedures still persist which are difficult to justify in light of what is known about the young child. As Gans, Stendler, and Almy (1975) pointed out, the major purpose of education at the kindergarten and primary level is "to meet the interests and needs of the pupil." Sherer (1939) believed that a school for young children should be a planned educative environment which provides experience and guidance for each child in harmony with his/her potentialities and needs--experiences that will enable the child to participate as intelligently as possible in important human activities, help develop values and patterns of behavior appropriate to the democratic way of life (Lambert, 1958).

Because education in the United States is administered, controlled, and to some extent supported locally, there will continue to be differing philosophies regarding the function of any particular segment of the school. Kindergarten education today is conceived to be a "reconstruction of experience," to use Dewey's terminology. Every

minute of a child's life, the child is learning something and adapting what s/he learns to the solution of new and increasingly difficult problems. With this philosophy, it is clear to recognize the many values of kindergarten experience. Licensing and certification laws throughout the United States are of vital importance. The National Association for the Education of Young Children (NAEYC) and the National Association for Early Childhood Teacher Educators (NAECTE) demonstrated their concern for the education and care of young children with a membership action grant (MAG) to survey certification requirements of state teacher certification offices and recognition systems of non-governmental organizations.

Forty-nine states and the District of Columbia reported some form of certification for teachers of children aged eight and below. Twenty-two states reported availability of a certificate for teachers of children below the age of five. Forty-four states reported being the sole agency to certify teachers in early childhood education. Seven states reported working with other agencies and/or non-governmental organization.

Four states require an examination to enter the teacher preparation program, seven require an examination on completion of the preparation, and one state requires an examination both on entry and completion.

Fifteen states and the District of Columbia accepted documented successful teaching certification within given limitations. Documented recognition of competency toward a certificate was accepted by eight states. The Child Development Associate (CDA) was accepted by one

state, but only for nursery school. As of April 1983, the CDA National Credentialing Program reported 26 states and the District of Columbia had adapted CDA into licensing requirements, and one state said CDA was the "backbone" of its system.

Three questions were asked relating to the academic requirements for certified personnel working with children under the age of five. The questions dealt with general or liberal education, professional education, and credit hour requirements. The categories under the first two questions were taken from standards recommended by the Association of Childhood Education International (ACEI).

Nineteen states responded to the portion of the questionnaire requesting information on certification required for personnel who teach children below the age of five. Responses of those states are described below (Bouverat, 1983, p. 4).

General Education

Requirements Prescribed for Pre-Primary Personnel in Pre-Primary Settings

	Number of States Public Supported	
Categories	Tchr.	Admin.
General/liberal education	18	4
Academic major	7	4
Academic minor	2	4
Focus on early childhood education	11	3

Twenty-two states responded to the question on professional education, and their responses follow.

Professional Education

Requirements Prescribed for Pre-Primary Personnel in Pre-Primary Settings

Categories	Number of States Public Supported	
	Tchr.	Admin.
Foundations	15	3
Child growth and development	19	2
Learning-teaching	12	3
Small group dynamics	10	2
Curriculum and methods	21	3
Professional laboratory experiences	20	4

Thirty state teacher certification offices responded to the question as to how many quarter or semester hours were required in liberal or general education, professional education, observation and participation, and practicum or student teaching.

The diversity of the answers was such that no adequate summary was possible. It should be noted that, in some states, credit hours are mandated by a department of education; in other states, basic principles are specified and institutions preparing teachers set the requirements for certification. According to the study by Bouveret (1983), state teacher certification officials were asked to indicate if certificateswere available to early childhood personnel working either in public or privately-supported facilities and whether a certificate was required or available.

States making no response were Arkansas, Georgia, Hawaii, Minnesota, Montana, Nevada, Oregon, Rhode Island, Tennessee, and Wyoming.

The states having available certification for teachers of pre-primary are Alaska, Delaware, the District of Columbia, Indiana, Iowa, Kansas, Mississippi, Missouri, Nebraska, New Hampshire, New Jersey, New Mexico, North Carolina, Ohio, Pennsylvania, Texas, and Utah.

States making available certification for teachers of kindergarten are Alaska, Delaware, Massachusetts, Mississippi, Missouri, Nebraska, New Hampshire, New Jersey, New Mexico, Ohio, and Texas.

The states making available certification for teachers of primary are Alaska, Delaware, Idaho, Maryland, Mississippi, Missouri, Nebraska, New Hampshire, New Jersey, New Mexico, Ohio, and Texas.

The states requiring certification for pre-primary teachers are Alabama, California, Connecticut, Illinois, Mississippi, Oklahoma, Texas, Vermont, and West Virginia.

The states requiring certification for kindergarten teachers are Alabama, California, Colorado, Connecticut, Delaware, the District of Columbia, Florida, Idaho, Illinois, Indiana, Iowa, Kentucky, Maine, Massachusetts, Michigan, Mississippi, Nebraska, New Hampshire, New Jersey, New Mexico, New York, North Carolina, North Dakota, Ohio, Oklahoma, Pennsylvania, Texas, Utah, Virginia, Washington, West Virginia and Wisconsin.

The states requiring certification for primary teachers are Alabama, California, Colorado, Connecticut, the District of Columbia, Idaho, Illinois, Iowa, Kentucky, Maine, Michigan, Mississippi, Nebraska, New Hampshire, New Jersey, New Mexico, North Carolina, North Dakota, Ohio, Oklahoma, Pennsylvania, Texas, Utah, Virginia, Washington, West Virginia, and Wisconsin.

It is important to note that some states were considering certification for early childhood education personnel in public schools. These include Alaska, Maine, Nebraska, Rhode Island, and Wyoming.

The states of Alaska, Maine, Nebraska, and Rhode Island require teachers of pre-primary, kindergarten, and primary to be certified as well as kindergarten/elementary teachers. They call it a K-E certificate.

Status of Kindergarten and Early Childhood Teacher Certification in the States of Michigan and Indiana

Certification laws in the state of Michigan require two types of certification: (a) an elementary certificate allows the holder to teach all grades of kindergarten through grade eight, and (b) a secondary certificate allows the holder to teach grades seven through twelve. There are, however, many different endorsements available.

Teachers in Michigan who wish to teach the early childhood student have undergraduate and graduate level options they may choose to pursue. However, no credential is required of them other than an elementary certificate. The Michigan Department of Education is the only certifying agency in the state. The Michigan Department of Education does not issue a pre-school (early childhood) certificate. Early childhood education can be a minor on any certificate.

At the undergraduate level, a minor of 20 semester hours in early childhood education can be part of an initial or continuing elementary certificate. The following colleges and universities currently offer this minor (requirements vary from school to school): Western Michigan University, Central Michigan University, Grand Valley State College,

Hillsdale College, Marygrove College, Mercy College, Michigan State University, Nazareth College, Siena Heights College, and Spring Arbor College (MDE, 1983).

At the graduate level, a "ZA" endorsement is available upon completion of 18 semester hours. As with the minor, course requirements vary. According to the Michigan Department of Education, a number of colleges and universities offer this endorsement.

It should be noted clearly that the child development associate credential (CDA) is not currently recognized as an alternative to an early childhood education minor or "ZA" endorsement in Michigan. The CDA credential is a competency-based credential for staff working with children ages three to five in a group situation. Michigan does require certification for personnel in public-supported and/or private supported settings for children ages zero to eight (MDE, 1983).

Michigan certification laws regarding teachers of kindergarten/early childhood are vastly different from those of the state of Indiana (see the appendix for a detailed description). Since 1978, the state of Indiana has mandated all new teachers to have specialized licenses. Indiana offers an early childhood education license which allows the holder to teach all subjects in pre-kindergarten classes. The addition of kindergarten endorsement to the license in early childhood education qualifies the holder to teach kindergarten as well as pre-kindergarten classes.

The kindergarten-primary education license holder is eligible to teach all subjects in kindergarten through grade three. The elementary license holder is eligible to teach all subjects in grades one through

six and non-departmentalized grades seven and eight. The addition of a kindergarten endorsement to the license in elementary education qualifies the holder to teach all subjects in kindergarten as well as in grades one through six. Indiana also requires a junior high/ middle school education license.

The important differences between the two states concern licenses available and licenses required. Michigan requires only an elementary or secondary license to be properly credentialed to teach in Michigan schools. The 1978 Indiana legislation required either an early childhood, kindergarten-primary, elementary, middle school, or secondary license. In both states, endorsements may be added to existing licenses. The Michigan code seems to allow licensed teachers more options. The Indiana code limits the grades which may be taught. Many teachers are presently teaching in Indiana schools who were certified to teach at levels for which they would now not be certified. The results of the 1978 teacher certification code revisions will become evident as the pool of these previously certified educators shrinks.

Summary

A difficulty related to a review of the literature on early childhood or kindergarten education, teacher training, and credentialing lies in the fact that the field has been so diversified in its use of nomenclature. Because of the diversity of support for early childhood programs, a range of terms has been developed to characterize them. The terms nursery school and kindergarten, for example, at one time represented programs for children that were quite different from one another in practice as well as theory. Present programs

under these two categories have so much overlap, both in their activities and in the assumptions that undergird them, that the differentiation becomes significant only in organizational terms (Frazier, 1968).

Seven questions were addressed in this literature review which were considered important to this study: (a) How did the concept of kindergarten develop? (b) What theories of child growth and development have contributed to the growth of kindergarten? (c) What led to the demand in some states for specially certified/licensed kindergarten/early childhood teachers? (d) What competencies were/are sought for kindergarten teachers? (e) How did teacher certification develop and grow? (f) What is the status of kindergarten and early childhood teacher certification throughout the United States? (g) What is the status of kindergarten and early childhood teacher certification in Michigan and Indiana?

The modern kindergarten is the fruit of centuries of thought and experimentation. The Greek philosophers pointed out the importance of early years of childhood. Plato felt that every child was fitted by nature for some special task--from simple laborer to ruler--and that the goal of education was to prepare him/her for that task. For several centuries after Plato's time, history records no outstanding educator who was primarily concerned with the training of young children. In 1416, a copy of Quintilian's Institutionis Oratorial, written in the first century A.D., was discovered. Another of the earliest educators to appreciate the importance of young children was John Amos Comenius, a bishop who believed in the

innate depravity of man. Comenius urged teachers to appeal to a child's sensory perceptions and to use materials based on a child's own experiences.

The French philosopher Jean-Jacques Rousseau laid emphasis upon study of the child and his/her nature. His ideas greatly influenced the work of both Froebel and Pestalozzi and strongly influenced educational practice today. Pestalozzi was a teacher who developed his theories in actual association with children. He also recognized the value of sensory impressions in teaching young children. Freidrich Froebel was influenced by Pestalozzi and is called the "father of the kindergarten." Froebel developed a precious system of "gifts" or "playthings," occupations and handwork activities, songs, games, stories, and gardening. Froebel valued the child as a child and saw play as serious and significant. He viewed the child as a unique, creative, and productive person who learned through activity. Froebel laid an important foundation for what would be a later conception: the child-centered school.

At the turn of the century, influential ideas were put forward by G. Stanley Hall and John Dewey. The impact of their ideas on their own students as well as on teacher education accounts in part for the development of the unique character of kindergarten in the United States.

Maria Montessori formulated a new approach to early childhood education which generated some criticism in 1912. Her approach has experienced many changes, and since the 1960s it has experienced a revival existing today in many countries and states.

Among the many investigators in the area of child growth and development were Sigmund Freud, Erik Erikson, and Jean Piaget. The theories of Sigmund Freud have greatly influenced our understanding of personality development. Erik Erikson's interest in personality development led him to observe people in all different cultures. From his studies, he formulated a theory of stages in personality growth. Jean Piaget was a Swiss psychologist who became interested in tracing how motor skills, perceptions, and cognitive abilities are acquired in a process of assimilating new experience to pre-existing structures. Piaget's theory and the experimental work he has done have been interpreted in different ways by different educators.

Concern about the role of children and families in an affluent society began in the 1950s and continued through the 1960s. Teachers preparing to teach young children were encouraged to take courses which would provide them with a rich cultural background and a strong knowledge and understanding of the growth and development of young children. Of the 41 states that supported public kindergartens in 1957, all except four had set up requirements for the certification of kindergarten teachers. Certification trends in the 1950s reflected a move toward reducing the number of separate name certificates to a minimum. Generally, certificates offered were of two types: (a) probationary and (b) permanent. Now many states have set more rigid educational requirements and have licenses or endorsements required of those teaching kindergarten. Many state departments of education are addressing the issue of education and licensing of teachers of

young children (NAEYC #23, 1983). It appears that state departments of education are becoming more aware of certification and licensing, and a critical eye is surveying what is and how it can become better for the outcome of young children.

In the United States, kindergartens have played a leading role in developing new theories of childhood education. During the past 50 years, many changes have transpired. The kindergarten was once little understood, and now it is, as Lambert (1958) says, grounded in research.

The modern kindergarten is "progressive" to the extent that it applies the findings of modern biological and psychological science to the education of children so that they can more effectively develop their potentialities as individuals and as responsible members of our society. Because education in the United States is administered, controlled, and to some extent supported locally, there will continue to be differing philosophies regarding the function of any particular segment of the school.

Certification laws in the state of Michigan require two types of certification: (a) an elementary certificate allows the holder to teach all grades of kindergarten through grade eight, and (b) a secondary certificate allows the holder to teach grades seven through twelve. At the graduate level, a ZA (early childhood) endorsement is available upon completion of 18 semester hours.

Since 1978, the state of Indiana has mandated all new teachers to have specialized licenses. Indiana offers an early childhood license which allows the holder to teach all subjects in

pre-kindergarten classes. The addition of a kindergarten endorsement to the license in early childhood education qualifies the holder to teach kindergarten as well as pre-kindergarten classes.

The kindergarten-primary education license holder is eligible to teach all subjects in kindergarten through grade three. The elementary license holder is eligible to teach all subjects in grades one through six and non-departmentalized grades seven and eight. The addition of a kindergarten endorsement to the license in elementary education qualifies the holder to teach all subjects in kindergarten as well as in grades one through six.

The important differences between the two states concern licenses available and licenses required.

CHAPTER III

DESIGN OF THE STUDY

Introduction

The design of the study is the focus of Chapter III. The purposes of the study are restated to show the appropriateness of the methodology used. The population and sample are described. The development and field testing of the survey instrument are discussed. Data collection procedures are also outlined. Finally, the processing and treatment of the data are explained.

Restatement of Purposes of the Study

The purpose of this study was to investigate trends in kindergarten/early childhood teacher certification and attitudes relative to the need for specialized training and certification of kindergarten/early childhood teachers. The data concerning trends in kindergarten/early childhood teacher certification were obtained through a sampling of kindergarten/early childhood teachers. Attitudes relative to the perceived need for specialized training and certification of kindergarten/early childhood teachers were also obtained by surveying a random sampling of non-specially certified kindergarten teachers in the state of Michigan and all kindergarten/early childhood teachers with kindergarten license/endorsements in the state of Indiana.

The following discussion of the methods and procedures utilized in the collection and treatment of data includes information on the following components of the study: (a) selection of the population, (b) resources for the development of the instrument, (c) construction of the instrument, (d) administration of the instrument, (e) collection of data, and (f) an analysis of the data.

Selection of the Population

State Departments of Education

Information as to appropriate subjects for the present study was provided by representatives of the Michigan State Department of Education and the Indiana State Department. Personnel in both departments seemed eager to provide assistance because of expressed interest in the study.

Non-Specially Certified Practicing Kindergarten Teachers

The researcher selected non-specially certified kindergarten teachers randomly from schools in the state of Michigan as subjects for the present study by using a table of random numbers. All elementary schools with a kindergarten were assigned a number and 241 kindergarten teachers were randomly selected.

Specially Certified Practicing Kindergarten Teachers

All the practicing Indiana kindergarten teachers with kindergarten/early childhood license/endorsement in the state of Indiana were surveyed. Fifty-one teachers were identified by the Indiana State Department.

Development of Survey Instrument

As no instrument was available which would answer the questions posed by the study, it was necessary to develop such an instrument (see Appendix). The research instrument was constructed with several considerations in mind. First, a pencil and paper instrument seemed to be the most practical method for questioning teachers from the random sampling in Michigan and Indiana regarding the licensing and certification issue. Second, it was felt that teachers would feel less inhibited responding to questions on licensing and certification on paper than they would in some sort of an interview. A pencil and paper survey was designed and deemed an appropriate instrument to obtain the desired information.

The reports of the two Michigan task forces concerned with middle school education provided a list of competencies considered desirable for middle school teachers in Michigan. The researcher used the list to discuss their appropriateness for kindergarten education with the experts earlier described in the study. This group consisted of professors from universities and members of the state departments of education. The competencies were such that they not only were applicable to middle school teachers, but many were deemed to be appropriate for kindergarten/early childhood teachers as well.

Several questions were written which were designed to assess the degree to which teachers supported, implemented, and were academically prepared to deal with the competencies. The list of 43 questions were then grouped into six categories representing the six competency areas.

The instrument was presented to the panel of university experts for examination. No significant changes were recommended. The kindergarten survey was pilot tested using several specially certified practicing kindergarten teachers and non-specially certified kindergarten teachers. During the latter part of February, 1985, 15 teachers were randomly selected to participate in the pilot testing of a teachers' attitudinal survey on specialized kindergarten/early childhood teacher certification. The surveys were distributed through school mail, in person, and by an assistant professor in the Indiana schools. Teachers were asked to respond to the survey and return it within a week. After February 21, follow-up telephone calls were made by the researcher in an attempt to obtain additional surveys. In total, all 15 were returned. The teachers were asked to evaluate the instrument in terms of clarity of directions, amount of time required to complete the task, understand-ability of the questions, and general effect. A common criticism of the instrument dealt with the fact that some questions were seen as really requiring more than one answer, not just the one answer requested.

Based on the recommendations of these teachers, revisions were made in the instrument. Specific terms were clarified, and the revised instrument was submitted to a panel of university experts for examination. No significant changes were recommended. Table 3.1 shows the competencies and the survey questions relative to the licensing of kindergarten teachers and specialized kindergarten certificates.

Table 3.1
Kindergarten Teacher Competencies and Related Survey Question Numbers

General Kindergarten Teacher Competency Related to:	Survey Question Numbers
Working with parents	12, 13, 14, 15, 21
Intellectual growth of the child	1, 2, 3, 4, 11, 38
Social growth of the child	16, 36
Emotional growth of the child	9, 17, 18, 28, 29, 32
Physical growth of the child	25, 26, 27, 30, 29
General teacher skills and attitudes	5, 6, 7, 8, 10, 19, 20, 22, 23, 24, 31, 33, 34, 35, 37, 40, 41, 42, 43

The Survey Instrument

The survey instrument was divided into four parts. Parts I, II, and III were designed to elicit data necessary for answering the questions posed by this study. In Part I, for each question asked the respondent was asked to make three responses dealing with (a) the importance of a competency, (b) the extent to which s/he implemented the competency, and (c) the extent to which s/he was prepared by a college or university to implement the competency.

Part II was designed with reference to eight statements that asked for opinions. Agreement or disagreement would be determined on the basis of one's particular convictions. Participants were asked to indicate what they believed, rather than what they thought they should believe.

Part III consisted of seven open-ended questions asking for information and opinions relative to kindergarten license/endorsement, essential course work, undergraduate course work, graduate course work, necessary competencies, one's personal competencies, and how one could be better prepared to teach kindergarten. Part IV was designed to gather demographic data descriptive of the survey respondents.

Part I of the Questionnaire

Part I of the kindergarten/early childhood survey consisted of three basic questions regarding 43 items. The format required the respondent to make 129 responses to complete this portion of the survey. The three basic questions were the following.

__ __ To what extent is it important for kindergarten teachers to:

__ __ To what extent do you currently:

__ __ To what extent did your college/university courses prepare you to:

These were organized into three columns at the right of each survey page. The 43 items necessary to complete each question were listed at the left of each survey page. Respondents were directed to do the following.

> For each question in this section, you are requested to make three responses. The first column asks for your opinion as to the importance of each item for kindergarten teachers. The second column asks the extent to which you perform each item. The third column asks how well your college or university education prepared you to do each item. Circle the number in each of the three columns which most accurately represents your situation and opinions.

For each question, four choices were given for a response. When asked, "To what extent is it important for kindergarten teachers to:" the possible responses were:

1. Not important
2. Of little importance
3. Somewhat important
4. Extremely important

When "To what extent do you currently:" was assessed, possible responses included:

1. Never
2. Rarely
3. Sometimes
4. Most of the time

Choices for "To what extent did your college/university courses prepare you to:" were:

1. No preparation
2. Little preparation
3. Some preparation
4. Excellent preparation

A participant in the survey would have read each of the 43 items and responded in the following manner.

To what extent is it important for kindergarten teachers to (a) have a learning center to use?

1. Not important
2. Of little importance
3. Somewhat important
4. Extremely important

To what extent do you currently (a) have a learning center to use?

1. Never
2. Rarely
3. Sometimes
4. Most of the time

To what extent did your college/university courses prepare you to (a) have a learning center to use?

1. No preparation
2. Little preparation
3. Some preparation
4. Excellent preparation

Part II of the Questionnaire

Part II of the kindergarten survey was developed using a Likert scale with eight items and five possible responses. This was done to make questions easy to read and respond to and in order that results could be easily tabulated. Remmers, Gage, and Rummel (1960) described the advantages in research utilizing a Likert scale. Likert-type scales are fairly easy to construct. First are listed statements that reflect favorable and unfavorable attitudes about an attitude object. Then subjects are asked to respond to these items on a five point scale: strongly agree, agree, undecided, disagree, and strongly disagree. The scales are usually scored by assigning values from one to five to these alternatives, five being at the favorable end of the response continuum. A subject's score is the total of the values indicated. Likert-type scales can be constructed in a relatively short time, require no judges, and can be scored rapidly.

Eight statements were selected in Part II of the survey covering the need or value of a specified licensing or specialized kindergarten/early childhood certification. Questionnaire items were stated

in both positive and negative terms to control for responses on the part of the subjects.

Part III of the Questionnaire

Part III consisted of seven open-ended questions regarding certification preference, teachers' preparation, and competencies. An additional question referred to credits earned and when.

Part IV of the Questionnaire

Part IV of the kindergarten survey was designed to elicit data about the respondents, all of whom were identified as having Michigan certification, ZA endorsements, or Indiana kindergarten/early childhood licenses or endorsements. Fourteen items sought information regarding (a) sex; (b) present job; (c) current work setting; (d) age group; (e) level of education; (f) certification; (g) years of work in education; (h) years of teaching kindergarten; (i) grade student teaching was done in; (j) grade originally wanted to teach; (k) grade taught last year; (l) if given a choice, what grade one preferred to teach now; (m) professional organizations to which respondent belongs; and (n) journals related to early childhood regularly read.

Each item was presented as an unfinished statement with at least two possible conclusions for most. Respondents were directed to check the appropriate response for items 1 through 12 and to expand on items 13 and 14. A respondent to the kindergarten survey might have completed an item in this manner:

2. My present assignment is:

   ✓ teacher

   _____ administrator

   _____ teacher's aide

   _____ other (specify)_____

Data Collection Procedures

An introductory letter was mailed along with the kindergarten survey (see Appendix). It was mailed to 241 individuals identified by the random sampling as being kindergarten teachers in the state of Michigan and to 51 teachers identified by the Indiana State Department as having kindergarten licenses/endorsements and teaching kindergarten in Indiana. A cover letter, the survey, and a stamped pre-addressed envelope were sent to individuals picked for the study. The return envelopes from Michigan teachers were canary yellow, and the return envelopes from Indiana teachers were sky blue to allow for easy sorting upon their return to the researcher. Each envelope was coded with a number which was matched with a numbered list containing the names of each person to whom a survey was mailed. When a survey was completed and returned, the number on the list corresponding to that on the envelope was checked before the survey was removed from the envelope. The coded envelope was then destroyed, and the enclosed survey was assigned a number based on the order of return.

Three weeks after the survey was mailed, a follow-up letter was sent to all Indiana teachers who had not responded, urging their participation in the study (see Appendix). Telephone calls were made to 87 schools to Michigan teachers who had not responded. All

individuals were encouraged to call for new questionnaires if they were unable to locate the original documents. Four calls were received, and four duplicate mailings were made in response to these calls.

The researcher determined that a four-week period would be allotted for the return of the surveys after which responses would not be accepted for consideration in the study.

Data Processing and Treatment

The data from each returned survey instrument were recorded on computer data cards. Three cards were used for each questionnaire. The first contained responses for 75 survey items. The second card contained responses for 80 survey items, and the third contained responses for 65 survey items.

For several questions in Parts III and IV of the survey, "other (specify)" was a possible response. Whenever this was recorded on the computer card, the specific information written there was recorded on a separate list.

The computer facilities at Michigan State University were used to process the data. The Statistical Package for the Social Studies (SPSS) was used for data analysis. Frequencies were generated as well as the basic statistical information (mean, median, mode, standard error, standard deviation, variance). A multivariate analysis of variance was done to determine if there were statistical differences between the responses of the Michigan and Indiana kindergarten teachers. Univariate F tests were also conducted.

It was necessary to code and tabulate responses to open-ended questions by hand. All responses to a single item in Part III were read. All possible responses were then listed. Each item on the list was assigned a number. The survey responses were then reread, and the numbers from the list were assigned to corresponding responses as they appeared. Finally, the coded surveys were again reread, and frequencies were tabulated.

Summary

The purpose of this study was to assess the degree to which kindergarten/early childhood teachers in the states of Michigan and Indiana felt that teacher competencies, professional preparation, and certification were of importance and their opinions and perceptions of them.

The study attempted to determine the trends in kindergarten/early childhood teacher certification by surveying practicing teachers in these two states. All kindergarten/early childhood teachers and holders of Michigan certifications or ZA endorsements were surveyed to determine the extent to which they supported the license or endorsement concept which is mandated in the state of Indiana in order to teach kindergarten/early childhood.

It was necessary to design an instrument to collect data. A survey was developed based on 43 competencies considered desirable and appropriate for kindergarten education. Several questions were written which were designed to assess the degree to which teachers supported, implemented, and were academically prepared to deal with the competencies.

Each of the 43 items was assigned to one of the six competency areas. Field testing and input from educational experts helped to produce the final document.

The kindergarten survey consisted of four parts. Parts I, II, and III were designed to elicit data necessary for answering the questions posed by the study concerning importance, implementation, and teacher preparation. Part II of the survey was developed using a Likert scale with eight items and five possible responses. Part III consisted of seven open-ended questions regarding certification, preparation, and competencies. An additional item referred to credits earned. Part IV sought specific data about respondents.

A letter of explanation and the survey were mailed to each participant. After three weeks' time, a follow-up letter and phone call was made to each teacher who had not responded to the survey.

All the data gathered were processed to determine basic statistics and frequencies. Data were also analyzed to determine statistical differences between Indiana and Michigan respondents.

Chapter IV presents the data obtained from the survey. The foci of the analysis are the generally certified kindergarten/early childhood teachers of the state of Michigan and Indiana kindergarten/early childhood teachers with Indiana kindergarten licenses or endorsements.

CHAPTER IV

ANALYSIS OF THE DATA

Introduction

This chapter focuses on an analysis of the data collected from kindergarten/early childhood teachers in the states of Michigan and Indiana who completed the survey sent to them for this study. Included are a description of the data collection process and the results of this procedure. Also included is a detailed description of the respondents. The data are presented and discussed from two perspectives (Michigan and Indiana). They are first shown as they relate to the 43 kindergarten teacher competencies. Data are then described relative to attitudes about certification.

Percentages are relative frequencies. The total does not always equal 100% because some individuals did not respond to all items or multiple responses were given.

Data Collection

The population of the survey was all non-specialized kindergarten teachers in the state of Michigan and all specialized kindergarten teachers in the state of Indiana with kindergarten licenses/ endorsements. From this population, current kindergarten teachers were identified to provide the data necessary to answer the questions of the study. Table 4.1 describes the population and steps taken to obtain the necessary information.

Table 4.1
Description of Mailed Survey Data Collection

Introductory letters mailed	292
Introductory letters returned	1
Kindergarten surveys mailed	292
Double mailing of surveys returned	4
Number of follow-up letters mailed	31
Telephone follow-up calls	87
Surveys mailed upon request	2
Total surveys completed and returned	134
Surveys returned too late to include in data analysis	8

The total number of surveys mailed was 292. Four surveys were returned by respondents who indicated they received duplicates. The total return, based on the original mailing (292) and completed surveys (134) was 45.90%. Responses of Michigan kindergarten teachers (87) used as the foci of this study was 36.10%. Responses of the Indiana kindergarten teachers (47) used as the foci of this study was 92.16%.

Description of Respondents

The individuals upon whose responses the study focused were all identified as teachers currently teaching kindergarten in the state of Michigan or in the state of Indiana. Table 4.2 indicates the gender of the respondents.

Table 4.2
Gender of Kindergarten Teachers Certified or with License Endorsement (N = 134)

Sex	Percentage
Female	100%
Male	0%

Table 4.3 shows the approximate ages of the Michigan certified kindergarten teachers and Indiana teachers with licenses/endorsements. Over one-half were in the 21-40 age group (51.5%), and 45.5% were in the 41-60 age group. Three teachers were 61 years or older (2.2%).

Table 4.3
Age of Kindergarten Teachers (N = 134)

Age (in Years)	Percentage of Educators Responding
21 - 30	20.9
31 - 40	30.6
41 - 50	22.4
51 - 60	23.1
Older than 60	2.2

Table 4.4 shows the level of education completed by kindergarten teachers: 44.0% had completed BA or BS degrees, and 56.0% had completed MA or MS degrees.

Table 4.4
Highest Degree Held by Kindergarten Teachers (N=134)

Level Completed	Percentage
BA - BS	44.0
MA - MS	56.0

Table 4.5 shows a significant number of kindergarten teachers, 68.7%, have K-8 elementary certificates/licenses. In the state of Michigan, all holders of this certificate are eligible to teach all subjects from kindergarten to grade eight. In Indiana, teachers who have elementary certificates/licenses are eligible to teach all subjects in grades one through six and in non-departmentalized grades seven and eight. The Michigan ZA endorsement is available upon completion of 18 semester hours at the graduate level. Only 5.2% chose this option of pursuing the ZA endorsement.

Table 4.5
Certification/License Held by Kindergarten Teachers (N = 134)

Certification	Percentage
Preschool license/endorsement	12.6
K-8 elementary certificate/license	68.7
1-6 elementary license	.7
K-12 certificate/license	4.5
Indiana kindergarten endorsement	11.9
Indiana kindergarten license	29.6
Michigan ZA endorsement	5.2

Although all respondents were teaching in kindergarten, 29.6% were teachers with Indiana kindergarten licenses, 11.9% had Indiana kindergarten endorsements, and 12.6% had preschool licenses from Indiana. There are differences between these licenses. A teacher licensed in preschool education is eligible to teach all subjects in pre-kindergarten classes. The standard license in early childhood education may be professionalized when the holder has completed five (5) years of teaching experience in accredited schools at the level covered by the license and subsequent to the issuance of the standard license. They must have completed an appropriate Master's degree and completion of 15 semester hours in early childhood education at the graduate level at an institution regionally accredited to offer graduate programs in early childhood education.

The addition of a kindergarten endorsement to a license in early childhood education qualifies the holder to teach kindergarten as well as pre-kindergarten classes. A kindergarten-primary education license or endorsement may be added for a standard license when the candidate has received a baccalaureate degree, completing an undergraduate program consisting of a minimum of 124 structured semester hours. A teacher licensed in kindergarten-primary education is eligible to teach all subjects in kindergarten through grade three. An elementary education license will be given to a candidate who qualifies by receiving a baccalaureate degree, completing an undergraduate program consisting of a minimum of 124 semester hours. A teacher licensed in elementary education is eligible to teach all subjects in grades one through six and in non-departmentalized grades

seven and eight. The addition of a kindergarten endorsement to the license in elementary education qualifies the holder to teach all subjects in kindergarten as well as in grades one through six. Table 4.5 shows that .7% held this license. The total percentage of Table 4.5 is equal to more than 100% because some respondents had multiple licenses.

Table 4.6 indicates the total number of years teachers had worked in the education profession. Sixty-two percent of those responding had worked more than 10 years, and 37.3% had worked fewer than 10 years. A closer examination of the data revealed that over two-thirds of the Michigan teachers surveyed had more than 10 years experience, and over two-thirds of the Indiana teachers surveyed had fewer than 10 years experience.

Table 4.6
Total Number of Years of Teaching Experience (N = 134)

Number of Years	Percentage of Educators Responding
0 - 2	8.2
3 - 6	14.2
7 - 10	14.9
11 - 14	13.4
15 - 18	11.9
19 - 22	13.4
23 - 26	9.7
27 - 30	11.2
Over 30	2.2

Table 4.7 indicates the number of years teachers had taught at the kindergarten level: 52.3% had taught 10 years or less, and approximately 21.0% had taught kindergarten 22 years or longer.

Table 4.7
Total Number of Years of Teaching Experience at the Kindergarten Level

Number of Years	Percentage of Educators Responding
0 - 2	18.7
3 - 6	20.9
7 - 10	12.7
11 - 14	10.4
15 - 18	13.4
19 - 22	11.2
23 - 26	6.0
27 - 30	2.2
Over 30	1.5

Table 4.8 reveals that 37.3% of respondents did their student teaching at various early elementary settings. The percentage who presently teach kindergarten and who also did their practice teaching at that level is 19.4%. The percentage of respondents who did student teaching in the second or third grades was 11.2%. Table 4.8 lists a wide range of grades that students taught. All respondents currently teach kindergarten, but only one-fifth student taught at that level.

Table 4.8
Grade at Which Student Teaching Was Completed (N = 134)

Grade Level	Percentage of Educators Responding
Preschool, nursery school	1.5
Kindergarten	19.4
First	9.7
Second, third	11.2
Fourth, fifth	4.5
Combination of pre-, early elementary, kindergarten	37.3
Middle school	2.2
High school	0.0
Other*	7.5

*The student teaching experiences completed by individuals responding in the "other" category included special education, K-8 art, grades 1-4, all grades, Merrill-Palmer Institute, 1-6 music, home economics in middle and high school, and K-8 rural school.

Table 4.9 shows the majority (50.7%) of the teachers surveyed are presently teaching in kindergarten which is the grade they originally wanted to teach.

Table 4.9
Grade at Which Kindergarten Teacher Wanted to Teach at Beginning of Teaching Career (N = 134)

Grade Level	Percentage of Educators Responding
Preschool, nursery school	2.2
Kindergarten	50.7
First	15.7
Second, third	11.2
Fourth, fifth	2.2
Combination of pre-, early elementary, kindergarten	9.0
Middle school	1.5
High school	2.9
Other*	3.7

*The grades or subjects individuals responding "other" originally wanted to teach included special education, K-8 art, art in all grades, home economics, and upper or lower elementary grades.

Table 4.10 shows that only 14.1% of all respondents did not teach kindergarten last school year, 1983-84. Although there have been a great many transfers in many grades generally speaking in public schools, they do not seem to have affected kindergarten.

Table 4.10
Grade Taught Last Year by Kindergarten Teachers (N = 134)

Grade Level	Percentage of Educators Responding
Preschool, nursery school	1.5
Kindergarten	85.1
First	2.2
Second, third	4.5
Fourth, fifth	.7
Combination of pre-, early elementary, kindergarten	.7
Middle school	0.0
High school	0.0
Did not teach	4.5

Table 4.11 shows that the majority of respondents, if given a choice, prefer to teach kindergarten (77.6%). The choices of 18.6% of the respondents preferred teaching other various grades.

Table 4.11
If Given a Choice, Grade at Which Kindergarten Teachers Would Prefer to Teach (N = 134)

Grade Level	Percentage of Educators Responding
Preschool, nursery school	2.2
Kindergarten	77.6
First	3.7
Second, third	4.5
Fourth, fifth	.7
Combination of pre-, early elementary, kindergarten	7.5
Middle school	0.0
High school	0.0
Other*	2.2

*Individuals responding "other" indicated preferred grades or subjects to be day care center, parenting classes for kindergarten parents, reading, and kindergarten plus a special area such as math or art.

Table 4.12 shows that 44.0% of kindergarten teachers belonged to two or three professional organizations.

Table 4.12
Number of Professional Organizations to Which Kindergarten Teachers Belong (N = 134)

Number of Organizations	Percentage of Educators Responding
1	11.9
2 - 3	44.0
4 or more	10.4
No response	33.5

Table 4.13 reveals that Indiana and Michigan teachers chose the state teachers' association, the National Education Association, and the local education association as the three most popular with both teacher groups. Some of the organizations cited were not really organizations as one might perceive them to be. The percentage of respondents giving no response was 21.28% from Indiana teachers. From respondents in Michigan, the percentage of those not responding was approximately twice as much as Indiana.

It is impossible to determine whether no response indicated a choice not to answer the question or if it meant that they belonged to no organizations.

Table 4.14 lists the percentages of kindergarten teachers who regularly read journals. The highest percentage was 28.4%, which meant that those teachers read two or three journals, and that 24.6% read one journal. It is impossible to give reasons for the 37.3% who gave no response. Perhaps it indicates a choice not to answer the question or that they just do not read educational journals.

Many organizations were listed by one (0.75%) respondent. These organizations included the American Federation of Teachers (M), College Reading Association (M), National Council of Teachers of Math (M), Michigan Council of Teachers of Math (M), Early Childhood Association (M), Alpha Delta Gamma (M), Alpha Lambda Theta (I), Phi Lambda Theta (I), Junior League of Detroit (M), Association of Early Childhood Educators (M), Local Home Economics Organization (M), Jack and Jill, Inc. (M), BPW (I), Society of Intensified Education (I), 4-C

Table 4.13
Professional Organizations to Which Michigan Kindergarten Teachers and Indiana Kindergarten Teachers with Indiana Kindergarten Licenses/ Endorsements Belong

Organization	Indiana Frequency N = 47	Indiana Percentage	Michigan Frequency N = 89	Michigan Percentage	Total Frequency	Total Percentage	TOTAL RANK
State teachers' assoc. (MEA, ISTA, MFT)	20	42.55	42	48.28	62	46.27	1
National Education Assoc.	19	40.43	35	40.23	54	40.30	2
Local education assoc.	16	34.04	23	26.44	39	29.10	3
Local area reading council/association	2	4.26	8	9.20	10	7.46	4.5
National Assoc. for the Education of Young Child.	8	17.02	2	2.30	10	7.46	4.5
Alpha Delta Kappa	2	4.26	4	4.60	6	4.48	6.5
Intern. Assoc. for the Education of Young Child.	6	12.77	0	0.0	6	4.48	6.5
Michigan Reading Assoc.	0	0.0	5	5.75	5	3.73	8
Kappa Delta Phi	3	6.38	0	0.0	3	2.24	9.5
American Association of University Women	0	0.0	3	3.45	3	2.24	9.5
Intern. Reading Assoc.	0	0.0	2	2.30	2	1.49	11.16
Indiana Assoc. for the Education of Young Child.	2	4.26	0	0.0	2	1.49	11.16
Council for Except. Child.	1	2.13	1	1.15	2	1.49	11.16
Assoc. for Childhood Educ.	1	2.13	1	1.15	2	1.49	11.16
Mich. Early Childhood Assoc.	0	0.0	2	2.30	2	1.49	11.16
Delta Kappa Gamma	0	0.0	2	2.30	2	1.49	11.16
Kinderg. Teachers' Assoc.	1	2.13	1	1.15	2	1.49	11.16
No response	10	21.28	35	40.23	45	33.58	--

(I), Covered Bridge Special Education (I), Committee for Gifted and Talented (M), AARP (M), Workshop Way (M), and ITIP (M).

Table 4.14
Number of Journals Read Regularly by Kindergarten Teachers (N = 134)

Number of Journals	Percentage of Educators Responding
1	24.6
2 - 3	28.4
4 or more	9.7
No response	37.3

Table 4.15 describes in detail the journals which were read regularly by respondents. The Instructor and Early Years were the two most frequently read. Many of the publications were not what one might identify as an educational journal.

Many journals were listed by one respondent (0.75%). These journals included Educator (M), Education (M), Human Growth and Development--Gesell Institute (M), The Good Apple (I)/Newspaper (M), Kappa Delta Phi (I), MacMillan Early Skills Program (I), Merrill Palmer Newsletter (M), In Your Backyard (M), Jack and Jill (M), Highlights (M), Growing Child (I), The Red Apple (M), Frank Schaffer (I), Instructor Book Club (M), Sesame Street (M), Turtle (M), Humpty Dumpty (M), Elementary Counselor (M), School Days (M), The Horn Book (M) Family Circle (M), Woman's Day (M), Time (M), and Lollipops/Ladybugs (M). Weekly educational newspapers were generally listed as were "all publications of the professional organization" (M) and "principal's magazine" (M).

Table 4.15
Journals Which Are Read Regularly by Michigan Kindergarten Teachers and Indiana Kindergarten Teachers with Indiana Kindergarten Lisences/ Endorsements

Journal	Indiana Frequency N = 47	Indiana Percentage	Michigan Frequency N = 87	Michigan Percentage	Total Frequency (N=134)	Total Percentage	TOTAL RANK
Instructor	14	29.79	21	24.14	35	26.12	1
Early Years	12	25.53	22	25.29	34	25.37	2
Learning	5	10.64	9	10.34	14	10.45	3
Early Childhood	3	6.38	9	10.34	12	8.96	4
Young Children	4	8.51	3.	3.45	7	5.22	5
NEYC Journal	4	8.51	2	2.30	6	4.48	6
Parents' Magazine	2	4.26	3	3.45	5	3.73	7
NEA Today	1	2.13	3	3.45	4	2.99	8.3
Teacher	1	2.13	3	3.45	4	2.99	8.3
Childhood Education	0	0.0	4	4.60	4	2.99	8.3
Psychology Today	1	2.13	2	2.30	3	2.24	11.16
Education Digest	2	4.26	1	1.15	3	2.24	11.16
Early Learning	0	0.0	3	3.45	3	2.24	11.16
Ranger Rick	0	0.0	3	3.45	3	2.24	11.16
The Mail Box	0	0.0	3.	3.45	3	2.24	11.16
Reading Teacher	0	0.0	3	3.45	3	2.24	11.16
Grade Teacher	0	0.0	2	2.30	2	1.49	17
No Response	20	42.55	32	36.78	52	38.81	--

Table 4.16 describes in detail the undergraduate courses taken by the subjects of the study. Only one course related to teaching of kindergarten, child growth and development, was taken by more than one-fourth of the survey population. Over one-fourth (26.87%) said they took no courses related to the teaching of kindergarten at the undergraduate level.

Table 4.16
Courses Related to the Teaching of Kindergarten Taken as a Part of Undergraduate Teacher Preparation by Michigan Kindergarten Teachers and Indiana Kindergarten Teachers with Indiana Kindergarten Licenses/ Endorsements (N = 134)

Undergraduate Course	Frequency of Response	Percentage of Educators Responding
Child growth and development	38	28.36
Music/piano playing	29	21.64
Children's literature	29	21.64
Kindergarten student teaching	25	18.66
Art methods	19	14.18
Games and play	19	14.18
Child psychology	18	13.43
General kindergarten methods	13	9.70
Math methods	13	9.70
Parents/family relations	13	9.70
Science methods	12	8.96
Kindergarten/early childhood education	12	8.96

Table 4.16, continued

Physical education methods	10	7.46
Creative dramatics/experiences	8	5.97
Field experiences in kindergarten	7	5.22
Nutrition, health, safety	7	5.22
Administration/directing of kindergarten/nursery school	7	5.22
Language arts methods	6	4.48
Reading/reading readiness	6	4.48
Exceptional and learning disabled	6	4.48
Social studies methods	5	3.73
Kindergarten curriculum	5	3.73
Took no courses	36	26.87

Many courses were listed by four or fewer respondents. They are described in detail later in the paper.

Table 4.17 describes in detail the undergraduate courses taken by the survey population from Michigan. Only one course was taken by 20% of the respondents, child growth and development (22.99%).

Approximately 40% of the respondents took no courses. All other courses were listed by 17.24% or fewer.

Table 4.17
Courses Related to the Teaching of Kindergarten Taken as a Part of Undergraduate Teacher Preparation by Michigan Kindergarten Teachers (N = 87)

Undergraduate Course	Frequency of Response	Percentage of Educators Responding
Child growth and development	20	22.99
Children's literature	15	17.24
Kindergarten student teaching	11	12.64
Music/piano playing	11	12.64
Art methods	10	11.49
Child psychology	6	6.90
General kindergarten methods	6	6.90
Science methods	5	5.75
Math methods	5	5.75
Field experiences in kindergarten	5	5.75
Kindergarten/early childhood education	5	5.75
Games and play	5	5.75
Language arts methods	4	4.60
Reading/reading readiness	4	4.60
Kindergarten curriculum	3	3.45
Physical education methods	3	3.45
Social studies methods	2	2.30
Creative dramatics/experiences	2	2.30
Nutrition, health, safety	2	2.30
Parents/family relations	2	2.30
No courses	34	39.08

The courses listed by only one Michigan educator (1.15%) included problems in early childhood education, testing and measurement, attitude development, storytelling, and guidance. Two respondents indicated they had taken a number of credit hours but did not specify the courses. Two respondents indicated they could not remember the courses taken. Five individuals did not respond to the survey question about undergraduate courses taken.

Table 4.18 clearly describes the undergraduate courses taken by the survey population from Indiana. There were seven classes that at least 20% of the respondents took. Child growth and development and music and piano playing were taken by 38.30%. Approximately 4.26% of the respondents took no courses. All other courses were listed by 23.4% or fewer.

Several courses were listed by one Indiana respondent (2.13%). They included child day care, educational psychology, techniques and methods for preschool, attitude development, and storytelling. Two respondents indicated they had taken a number of credit hours but did not specify the courses. Two respondents indicated they had earned degrees in early childhood. One respondent indicated she could not remember the courses taken. One respondent indicated all courses were related. Two respondents indicated they took no courses related to the teaching of kindergarten as undergraduate students. Four individuals did not respond to the survey question about undergraduate courses taken.

Table 4.18
Courses Related to the Teaching of Kindergarten Taken as a Part of Undergraduate Teacher Preparation by Indiana Kindergarten Teachers with Indiana Kindergarten Licenses/Endorsement (N = 47)

Undergraduate Course	Frequency of Response	Percentage Educators Responding
Child growth and development	18	38.30
Music/piano playing	18	38.30
Kindergarten student teaching	14	29.79
Children's literature	14	29.79
Games and play	14	29.79
Child psychology	12	25.53
Parent/family relations	11	23.40
Art methods	9	19.15
Math methods	8	17.02
Genderal kindergarten methods	7	14.89
Science methods	7	14.89
Kindergarten/early childhood education	7	14.89
Physical education methods	7	14.89
Administration/directing of kindergarten/nursery school	7	14.89
Creative dramatics/experiences	6	12.77
Exceptionsl/learning disabled children	6	12.77
Nutrition, health, safety	5	10.64
Multicultural education	4	8.51
Classroom management/room design	4	8.51
Social studies methods	3	6.38
Reading/reading readiness	2	4.26

Table 4.18, continued

Language arts methods	2	4.26
Kindergarten curriculum	2	4.26
Speech	2	4.26
Cognitive development	2	4.26
A-V	2	4.26
Special education	2	4.26

Table 4.19 describes in detail the comparison of responses about undergraduate courses related to kindergarten. Although the courses taken most frequently are ranked in the top by both states, the percentage of teachers taking the courses is higher for the Indiana group. The percentages of differences are listed below.

	Indiana	Difference	Michigan
Child growth and development	38.30	15.31	22.99
Music/piano playing	38.30	25.66	12.64
Children's literature	29.79	12.55	17.24
Kindergarten student teaching	29.79	17.15	12.64
Art methods	19.15	7.66	11.49
Games and play	29.79	24.04	5.75
Child psychology	25.53	18.63	6.90

The greatest differences are music and piano playing and games and play, although there is a relatively large difference in the other course areas.

Table 4.19
Comparison of Response About Undergraduate Courses Related to Kindergarten, Taken by Rank and Percentage

Undergraduate Course Taken	Ranking By Indiana Educators	% of N (N=47)	Ranking By Michigan Educators	% of N (N=87)	Total Overall Ranking	Total % of N (N-134)
Child Growth and Development	1.5	38.30	1	22.99	1	28.36
Music/Piano Playing	1.5	38.30	3.5	12.64	2.5	21.64
Children's Literature	2.3	29.79	2	17.24	2.5	21.64
Kindergarten Student Teaching	3.3	29.79	3.5	12.64	4	18.66
Art Methods	8	19.15	5	11.49	5.5	14.18
Games and Play	3.3	29.79	8.2	5.75	5.5	14.18
Child Psychology	6	25.53	6.5	6.90	7	13.43
I took no courses	-	4.26	-	39.08	-	26.87

The data presented in Table 4.20 are relevant to the graduate courses taken by the Michigan and Indiana teachers who responded to the study. The courses that showed the greatest percentage of educators responding to them were child growth and development (12.69%), early childhood/nursery school education (11.94%), and special programs (10.45%).

The table shows that 36.57% of the teachers took no courses at all. This could be due to the fact that the Indiana license/endorsement began in 1978. Therefore, Indiana teachers may be just beginning to pursue graduate level courses.

Table 4.20
Courses Related to the Teaching of Kindergarten Taken as a Part of Graduate Teacher Preparation by Michigan Kindergarten Teachers and Indiana Kindergarten Teachers with an Indiana Kindergarten License/ Endorsement

Graduate Course	Frequency of Response	Percentage of Educators Responding (%)
Child Growth and Development	17	12.69
Early Childhood/Nursery School Education	16	11.94
Special Programs*	14	10.45
Reading	10	7.46
Curriculum	8	5.97
Field Experience in Kindergarten	8	5.97
Language Arts Methods/Creative Writing	7	5.22
Exceptional and Learning Disabled Child	7	5.22
Parent Education	7	5.22
Child Psychology	6	4.48
A-V Equipment/Aides	6	4.48
Kindergarten Methods	6	4.48
Math Methods	5	3.73
Music	5	3.73
Physical Education Methods	5	3.73
I took no courses	49	36.57

*Specific programs are listed on Table 4.21 and Table 4.22.

Many courses were listed by four or fewer respondents. They are described in detail in Tables 4.21 and 4.22.

Table 4.21 describes the courses related to the teaching of kindergarten that Michigan respondents took as part of graduate work. The courses which showed the greatest percentages were child growth and development, special programs, and early childhood/nursery school education. Many respondents (45.53%) indicated they did not take any courses at all. This could be due to the fact that many had their Master's degrees or that there were no courses available for graduate credit related to the teaching of kindergarten. It could also reflect a lack of interest to pursue such specific courses in lieu of others of a more general nature.

Several courses were listed by one (1.15%) Michigan respondent, including science methods, administration, guidance, readiness classes, parent education, programs in early childhood, family development, speech, multisensory experiences, group process, learning centers, utilization of paraprofessionals, computers, kindergarten methods, issues in early childhood, economics, the kindergarten child, natural history of Michigan, and social studies curriculum.

Two respondents indicated they had received Master's degrees in areas which helped them to work with kindergarten children (counseling, special education). One respondent had written a Plan B paper related to kindergarten education. One respondent indicated all courses taken to earn Master's degrees in early childhood were related. Three respondents indicated they could not remember what graduate courses they had taken related to the teaching of kindergarten. Eight individuals did not answer the survey question related to graduate courses taken.

Table 4.21
Courses Related to the Teaching of Kindergarten Taken as a Part of Graduate Teacher Preparation by Michigan Kindergarten Teachers

Graduate Course	Frequency of Response	Percentage of Educators Responding (%)
Child Growth and Development	10	11.49
Special Programs*	10	11.49
Early Childhood/Nursery School Education	9	10.34
Reading	6	6.90
Field Experiences in Kindergarten	6	6.90
Child Psychology	5	5.75
Physical Education Methods	4	4.60
Language Arts Methods/Creative Writing	4	4.60
Problems in Early Childhood	4	4.60
Curriculum	3	3.45
Math Methods	3	3.45
Art Methods	3	3.45
Music	3	3.45
Exceptional and Learning Disabled Child	3	3.45
Children's Literature	3	3.45
A V Equipment/Aides	2	2.30
Instructional Materials	2	2.30
Games and Play	2	2.30
Classroom Management	2	2.30
Affective Education	2	2.30

Table 4.21, continued.

Storytelling	2	2.30
Puppets	2	2.30
I took no courses	37	42.53

*Gesell (2), Workshop Way (2), Math Their Way (2), Make It/Take It (1), Elementary Enrichment (1), Advocacy (1), Teacher Action Series (1)

Table 4.22 indicates the graduate level courses taken by the kindergarten teachers from Indiana who responded to the study. Child growth and development and early childhood/nursery school education show that 14.89% of the teachers have taken them. Twelve teachers (25.53%) indicated they had taken no courses. This may be due to the fact that the early childhood/kindergarten license and endorsement did not begin until 1978. This could suggest that many of the teachers are just beginning graduate course work.

Several courses were listed by one (2.13%) Indiana respondent. They included child psychology, art methods, physical education methods, classroom management, family development, behavior modification, library materials for young children, learning centers, children's literature, parent-teacher conferences, resources, day care, and creative experiences. One respondent indicated all courses taken were related. Six (12.77%) individuals did not respond to the survey question about graduate courses taken.

Table 4.22
Courses Related to the Teaching of Kindergarten Taken as a Part of Graduate Teacher Preparation by Indiana Kindergarten Teachers with an Indiana Kindergarten License/Endorsement (n=47)

Graduate Course	Frequency of Response	Percentage of Educators Responding (%)
Child Growth and Development	7	14.89
Early Childhood/Nursery School Education	7	14.89
Parent Education	6	12.77
Curriculum	5	10.64
Kindergarten Methods	5	10.64
Reading	4	8.51
A-V Equipment/Aides	4	8.51
Special Programs*	4	8.51
Exceptional and Learning Disabled Child/Special Education	4	8.51
Language Arts Methods/Creative Writing	3	6.38
Science Methods	3	6.38
Individualizing Instruction	3	6.38
Math Methods	2	4.26
Social Studies Methods	2	4.26
Music	2	4.26
Administration	2	4.26
Guidance	2	4.26
Instructional Materials	2	4.26
Field Experience in Kindergarten	2	4.26

Table 4.22, continued.

Games and Play	2	4.26
Educational Psychology	2	4.26
I took no courses	12	25.53

*Kindergarten Workshop (3), Montessori (1)

Table 4.23 shows the number of credits earned related to kindergarten/early childhood education by Michigan kindergarten teachers and Indiana kindergarten teachers with Indiana kindergarten licenses/endorsements. Although all respondents are teaching, the table clearly shows that many have not earned any credits and that a relatively high percentage of respondents chose not to reveal any information regarding the question.

Table 4.23
Number of Credits Earned Related to Kindergarten/Early Childhood Education by Michigan Kindergarten Teachers and Indiana Kindergarten Teachers with Indiana Kindergarten Licenses/Endorsements (N = 134)

	Percentage of Educators Responding							
Credit Area	None	1-3	4-8	9-15	16-21	22-30	30+	Misc*
Child growth and development	6.0	10.4	38.1	16.4	.7	---	.7	27.6
Kindergarten/preschool methods	38.8	7.5	15.7	8.2	4.5	5.2	.7	19.4
Kindergarten/preschool materials	43.3	11.9	17.9	6.5	---	1.5	.7	17.9
Child guidance techniques	35.1	11.9	14.2	6.7	2.2	---	--	29.9
Kindergarten/preschool curriculum	45.5	9.7	15.7	3.7	.7	---	.7	23.9
Field experiences(s) in kindergarten/preschool	44.8	9.0	11.9	9.0	1.5	---	.7	23.2
Student teaching in kindergarten	38.1	6.7	17.9	14.2	1.5	---	--	21.7

Table 4.24 refers to the length of time credits related to kindergarten/early childhood were earned by Michigan kindergarten teachers and Indiana kindergarten teachers with licenses/endorsement. Several assumptions could be made from Table 4.40. Teachers taking courses related to kindergarten now are relatively few. The number of teachers not responding could be due to the ages of the Indiana teachers who are, for the most part, just beginning graduate work. This could also be due to the fact that many kindergarten teachers are older and have not taken any course work for many years and that others have not found classes in kindergarten/early childhood to be offered by various colleges and universities. It is impossible to determine the reasons for so few responses. It could possibly mean courses were just not taken or that many respondents could not remember what courses they had taken.

Table 4.24
How Long-ago Credits Related to Kindergarten/Early Childhood Education Were Earned by Michigan Kindergarten Teachers and Indiana Kindergarten Teachers with Indiana Kindergarten Licenses/Endorsements

	Percentage of Educators Responding						
Credit Area	One Year Ago	2-4 Years Ago	5-8 Years Ago	9-15 Years Ago	16-20 Years Ago	20+ Years Ago	No Response
Child growth and development	.7	7.5	11.9	22.4	9.7	15.7	31.3
Kindergarten/preschool methods	3.7	8.2	10.4	13.4	2.2	3.0	59.0
Kindergarten/preschool materials	5.2	8.2	9.0	11.9	5.2	.7	59.7
Child guidance techniques	1.5	6.0	6.7	14.9	4.5	6.7	59.7
Kindergarten/preschool curriculum	4.5	6.0	7.5	2.7	1.5	2.2	65.7
Field experience(s) in kindergarten/preschool	3.0	5.2	8.2	12.7	4.5	3.0	63.4
Student teaching in kindergarten	4.5	3.7	6.7	11.2	6.7	9.7	57.5

Table 4.25 reflects the feelings the Michigan kindergarten teachers and Indiana kindergarten licenses/endorsement teachers have regarding how they felt they could have been better prepared to teach kindergarten. Those responding felt they could have been better prepared in several areas. The two that revealed a larger percentage over many others were kindergarten field experiences (16.92%) and kindergarten student teaching (13.43%). There was no response by 21.64%, and it is impossible to say if they were satisfied or not.

Table 4.25
How Michigan Kindergarten Teachers and Indiana Kindergarten Teachers with an Indiana Kindergarten License/Endorsement Feel They Could Have Been Better Prepared to Teach Kindergarten (n=124)

Improvement	Frequency of Response	Percentage of Educators Responding (%)
Kindergarten Field Experience	22	16.42
Kindergarten Student Teaching	18	13.43
More General Methods/Kindergarten Methods Classes	13	3.70
Child Growth and Development Courses	13	9.70
Reading and Reading Readiness	11	8.21
Kindergarten Curriculum Classes	11	8.21
More Early Childhood Courses	10	7.46
Music Methods, Play an Instrument	6	4.48
Working with Parents	6	4.48
Kindergarten Materials	5	3.73
Testing and Measurement	5	3.73
Inservice, Workshops, Seminars	5	3.73
Miscellaneous Remarks	17	12.69
No Response	29	21.64
Well Prepared	9	6.72

Many suggestions were made by four or fewer respondents. They are described in detail in Tables 4.26 and 4.27.

Table 4.26 indicates the feelings of the Michigan kindergarten teachers and their responses regarding how they could have been better prepared to teach kindergarten. The areas most noted were student teaching in kindergarten (14.94%), kindergarten field experiences (14.94%), child growth and development courses (11.49%), and more early childhood courses (10.34%). Many other courses were listed that some teachers felt they could have benefitted from. There were no responses given by 22.99%. These individuals did not indicate they were well prepared. It is not possible to determine what they did not respond.

Many suggestions were made by one (1.15%) Michigan respondent. They included physical education methods, reading readiness and reading, special children (bilingual, emotionally disturbed), special programs (Math Their Way), communications courses, more non-reader activities, how to meet Michigan's minimal performance objectives, monthly and yearly meetings, learning theory, more graduate level early childhood courses, and having a monthly newsletter. One individual suggested the skills necessary to be an effective kindergarten teacher could not be taught. Four individuals indicated they were very well prepared, that their preparation programs could not have been better.

Table 4.26
How Michigan Kindergarten Teachers Feel They Could Have Been Better Prepared to Teach Kindergarten (n=87)

Improvement	Frequency of Response	Percentage of Educators Responding (%)
Kindergarten Student Teaching	13	14.94
Kindergarten Field Experience	13	14.94
Child Growth and Development Courses	10	11.49
More Early Childhood Courses	10	11.49
Kindergarten Curriculum Classes	9	10.34
More General Methods/Kindergarten Methods Classes	7	8.05
Inservice, Workshops, Seminars	5	5.75
Music Methods, Play an Instrument	5	4.60
Readiness Testing Classes	4	4.60
Observations in Kindergarten	4	4.60
Kindergarten Materials	4	4.60
Working with Parents	3	3.45
Art Methods	2	2.30
Testing and Measurement	2	2.30
Child Psychology	2	2.30
Gesell	2	2.30
Miscellaneous Remarks	14	16.09
No Response	20	22.99

The data presented in Table 4.27 refer to the feelings that Indiana teachers with licenses/endorsement have regarding the issue of being better prepared to teach kindergarten. Generally speaking, the consensus of the teachers' attitudes might be that they feel they were adequately prepared. Given the opportunity to respond, all but 19.15% did. Yet they listed few suggestions for improvement. In the survey five (10.64%) felt well prepared. An area where 10 respondents (21.28%) felt they could have had more preparation was reading and reading readiness. There were nine respondents who felt they could have used more field experience. There were nine who did not respond at all.

Many suggestions were made by one (2.13%) Indiana respondent. They included art methods, music methods, physical education methods, guidance, learning centers, more curriculum classes, writing behavioral objectives, how to write lesson plans, how to plan programs with no money, and special children (physically disabled, speech problems, language problems, gifted).

Table 4.27
How Indiana Kindergarten Teachers with an Indiana Kindergarten License/Endorsement Feel They Could Have Been Better Prepared to Teach Kindergarten (n=47)

Improvement	Frequency of Response	Percentage of Educators Responding (%)
Reading and Reading Readiness	10	21.28
Kindergarten Field Experiences	9	19.15
More General Methods/Kindergarten Methods Classes	6	12.77
Kindergarten Student Teaching	5	10.64
Discipline	4	8.51
Math Methods	3	6.38
Child Growth and Development Courses	3	6.38
Testing and Measurement	3	6.38
Working with Parents	3	6.38
Kindergarten Materials	2	4.26
Kindergarten Curriculum Classes	2	4.26
Learning Disability	2	4.26
Miscellaneous Remarks	3	6.38
No Response	9	19.15
Well Prepared	5	10.64

In Table 4.28 kindergarten teachers in Michigan and kindergarten teachers with licenses/endorsement in Indiana responded relative to classes they felt were absolutely essential as part of their professional preparation.

Over one-half of the respondents listed child growth and development as the most essential course (51.49%). Three other courses were listed by approximately one-fourth of the respondents. They are music methods (26.87%), reading readiness/methods (26.12%), and child psychology (23.88%). Referring to Table 4.16 which describes undergraduate teacher preparation by all respondents of Michigan and Indiana, child growth and development was the number one course to which respondents referred. According to Table 4.20 which referred to graduate teacher preparation by all respondents from Michigan and Indiana, child growth and development was again the number one course to which respondents referred. A consistency of opinion is shown as they support the relevance of this course to their professional needs.

Many courses were indicated by seven or fewer respondents and are described in detail in Tables 4.29 and 4.30.

Table 4.28
Courses Michigan Kindergarten Teachers and Indiana Kindergarten Teachers with an Indiana Kindergarten License/Endorsement Feel are Absolutely Essential as a Part of the Professional Preparation of a Kindergarten Teacher (n=134)

Essential Course	Total Frequency Response	Total Percentage of of Educators Responding (%)
Child Growth and Development	69	51.49
Music/Methods	36	26.87
Reading Readiness/Methods	35	26.12
Child Psychology	32	23.88
Math Methods	24	17.91
Children's Literature	24	17.91
Physical Education Methods	22	16.92
Art Methods	19	14.18
Games, Play, Peer Relationships	18	13.43
General Kindergarten Methods/ Hands on	18	13.43
Communicating with Parents/ Parent Relationships	17	12.69
Kindergarten Curriculum	17	12.69
Science Methods	16	11.94
Kindergarten Student Teaching	14	10.45
Language Arts Methods	13	9.70
Exceptional/Learning Disabled Children	10	7.46
Social Studies Methods	9	6.72
Field Experiences in Kindergarten	9	6.72

Table 4.28, continued.

Classroom Management	8	5.97
Creative Experiences	8	5.97

The data listed in Table 4.29 were relevant to the courses that Michigan kindergarten teachers felt should be absolutely essential as part of kindergarten teachers' professional preparation. The course with the highest percentage (56.32%) was child growth and development. After this, one-fourth of the respondents felt that three other courses were essential: child psychology (26.44%), reading readiness/methods (24.14%), and music methods (21.84%).

In Table 4.17 listing undergraduate courses Michigan kindergarten teachers took showed child growth and development (22.99%), child psychology (6.9%), reading readiness (4.6%), and music (12.64%). In Table 4.21 Michigan kindergarten teachers' graduate courses showed child growth and development (11.49%), child psychology (5.75%), reading readiness (6.9%), and music (3.45%).

It may be that respondents feel a professional need in these areas they have identified as essential, as they did not have such courses at the undergraduate or graduate level.

Several courses were listed as essential by one (1.15%) Michigan respondent, including motivation, discipline, mastery learning, nutrition/health/first aid, AV equipment, speech/hearing problems, basic skills, broad liberal arts background, early childhood, bridging the gap between theory and practice, sociology, perception, elementary curriculum, social studies curriculum, educational psychology, diversified education, and math jobs.

Table 4.29
Courses Michigan Kindergarten Teachers Feel Are Absolutely Essential as a Part of the Professional Preparation of a Kindergarten Teacher

(n=87)

Essential Course	Frequency of Response	Percentage of Educators Responding (%)
Child Growth and Development	49	56.32
Child Psychology	23	26.44
Reading Readiness/Methods	21	24.14
Music Methods	19	21.84
Children's Literature	15	17.24
Physical Education Methods	14	16.09
Art Methods	12	13.79
Math Methods	12	13.79
Kindergarten Curriculum	11	12.64
Science Methods	10	11.49
Communicating with Parents/ Parent Relationships	8	9.20
Special Programs*	8	9.20
General Kindergarten Methods/ Hands On	7	8.05
Kindergarten Student Teaching	6	6.90
Social Studies Methods	6	6.90
Games and Play/Peer Relationships	6	6.90
Gesell Training	6	6.90
Exceptional/Learning Disabled Children	6	6.90
Language Arts Methods	6	6.90

Table 4.29, continued.

Field Experiences in Kindergarten	5	5.75
Classroom Management	5	5.75
Guidance	4	4.60
Testing and Measurement	4	4.60
Family Development	4	4.60
Language Development	4	4.60
Creative Storytelling	3	3.45
Creative Experiences	3	3.45
General Readiness Classes	3	3.45
Individual Instruction	2	2.30
Behavior Modification	2	2.30
Affective Education	2	2.30
Learning Centers	2	2.30
Materials for Kindergarten	2	2.30
Administration/Management of Kindergarten Programs	2	2.30
Piaget	2	2.30

*Workshop Way (3), Math Their Way (3), Perception Plus (1), Magic Circle (1)

Eight respondents indicated they felt no courses were absolutely essential. Two respondents indicated they were not sure. Seven individuals did not respond to the survey questions about essential courses.

Table 4.30 refers to the courses that Indiana teachers with Indiana licenses/endorsements felt were absolutely essential as part

Table 4.30
Courses Indiana Kindergarten Teachers with Indiana Kindergarten Licenses/Endorsement Feel Are Absolutely Essential as a Part of the Professional Preparation of a Kindergarten Teacher (N = 47)

Essential Course	Frequency of Response	Percentage of Educators Responding
Child growth and development	20	42.55
Music methods	17	36.17
Reading readiness/methods	14	29.79
Math methods	13	27.66
Games and play/peer relations	12	25.53
General kindergarten methods/ hands on	11	23.40
Child psychology	9	19.15
Communicating with parents/ parent relationships	9	19.15
Children's literature	9	19.15
Kindergarten student teaching	8	17.02
Physical education methods	8	17.02
Art methods	7	14.89
Language arts methods	7	14.89
Science methods	6	12.77
Kindergarten curriculum	6	12.77
Discipline	5	10.64
Nutrition, health, first aid	5	10.64
Creative experiences	5	10.64
Field experiences in kindergarten	4	8.51
Exceptional/learning disabled children	4	8.51

Table 4.30, continued

Multicultural education	4	8.51
Early childhood	4	8.51
Social studies methods	3	6.38
Classroom management	3	6.38
Administration/management of kindergarten programs	3	6.38
Guidance	2	4.26
Individualized instruction	2	4.26
Family development	2	4.26
Behavior modification	2	4.26
Creative storytelling	2	4.26
Learning centers	2	4.26
Materials for kindergarten	2	4.26
All courses possible	2	4.26

of the kindergarten teacher's professional preparation. There are six courses which respondents felt were very essential: child growth and development (42.55%), music methods (36.17%), reading readiness/methods (29.79%), math methods (27.66%), games and play (25.53%), and general kindergarten methods (23.40%). Five of the six courses (not reading readiness/methods) were also listed in the top 10 courses teachers took as undergraduates. It is possible that they are making use of competencies and knowledge gained through the undergraduate experience in these courses and feel it is essential for professional preparation as a result.

Several courses were listed as essential by one (2.13%) Indiana respondent, including motivation, testing and measurement, unit planning, affective education, AV equipment, perception, attitude development, day care, positive thinking, speech/hearing problems, basic skills, language development, and developing a super personality.

Two respondents indicated they felt no courses were absolutely essential. Two individuals did not respond to the survey question about essential courses. Two respondents gave information which was not relevant.

Table 4.31 shows a comparison of responses about the essential courses by rank and percentage. Child growth and development consistently was ranked at the top with the greatest percentage in all tables with Michigan and Indiana kindergarten educators. In Table 4.31 Michigan kindergarten respondents (87 surveyed) ranked child growth and development most important with over one-half of the respondents (56.32%). Indiana kindergarten respondents (47 surveyed) ranked child growth and development first with over 42.55%. There are three essential course areas where nearly 15% more of the teachers responded even those these course areas were highly ranked. The percentage of Michigan educators who listed child growth and development as essential was 13.77% more than Indiana educators. Indiana educators listed music methods 14.33% more and math methods 15.02% more than their Michigan counterparts.

Table 4.31
Comparison of All Responses about Essential Courses by Rank and Percentage

Essential Course	Rank by Indiana Tchrs.	% of N (N=47)	Rank by Michigan Tchrs.	% of N (N=87)	Total Overall Ranking	Total % of N (N=134)
Child growth and development	1	42.55	1	56.32	1	51.49
Music methods	2	36.17	4	21.84	2	26.87
Reading readiness/ methods	3	29.79	3	24.14	3	26.12
Child psychology	7.3	19.15	2	26.44	4	23.88
Math methods	4	27.66	8.5	12.64	5.5	17.91
Children's literature	7.3	19.15	5	17.24	5.5	17.91
Physical education methods	10.5	17.02	6	16.09	7	16.42

In Table 4.32, regarding competencies that Michigan and Indiana educators feel a kindergarten teacher must have to function most effectively in a kindergarten classroom, child growth and development, with a percentage of 46.27, was ranked highest by 10% more than the second highest competency.

The table indicates a strong recognition that the need for patience (30.67%), love and affection (30.67%) are important competencies. Also included in the top five were flexibility (25.37%) and understanding (24.63%).

Of the top five competencies that kindergarten teachers felt to be effective, only understanding child growth and development is traditionally offered in colleges and universities as a course.

Table 4.32
Competencies Michigan Kindergarten Teachers and Indiana Kindergarten Teachers with Indiana Kindergarten Licenses/Endorsement Feel a Kindergarten Teacher Must Have to Function Most Effectively in a Kindergarten Classroom (N = 134)

Competency	Frequency of Response	Percentage of Educators Responding
Understands child growth and development	62	46.27
Patience	49	36.57
Love, affectionate	41	30.60
Flexible	34	25.37
Understanding	33	24.63
Creative, innovative	25	18.66
Knowledge of teaching reading/readiness	23	17.16
Meets individual needs	21	15.67
Communicates with parents	20	14.93
Organized	20	14.93
Knowledge of math, science readiness	19	14.18
Enthusiastic	16	11.94
Communicates with children on their level	16	11.94
Knowledge of music, piano, voice	15	11.19
Sensitive, compassionate, empathetic, emotionally involved	14	10.45
Good educational background, courses	14	10.45
Kind, gentle, tender, warm	12	8.96

Table 4.32, continued

Active, energetic	12	8.96
Positively disciplines	12	8.96
Knowledge of art	12	8.96
Knowledge of methods, hands on	12	8.96
Sense of humor	11	8.21
Caring	11	8.21
Knowledge of physical growth	11	8.21
Positive attitude	8	5.97
Positive self-concept, secure, confident	8	5.97
Receptive to change	8	5.97
Knowledge of language arts	8	5.97
Ability to diagnose special needs	8	5.97
Desire to work with this age	8	5.97
Tolerant	7	5.22
Planning skills	7	5.22
Desire to continue learning	7	5.22
Knows how to listen	6	4.48
Knowledge of materials	6	4.48
Creates comfortable classroom climate	6	4.48
Facilitator, instructor	6	4.48
Knowledge of language development	5	3.73
Knowledge of social growth	5	3.73
Supportive, interested	5	3.73

Many competencies were listed by four or fewer respondents. They are listed in detail in Tables 4.33 and 4. 34. Eleven individuals (8.21%) did not list any competencies.

In Table 4.33, dealing with competencies Michigan kindergarten teachers feel a kindergarten teacher must have to function most effectively in a kindergarten classroom, understanding child growth and development was rated the top priority by 47.13%. This competency was felt to be necessary by 14% more kindergarten teachers over the rest of the competencies.

The diversity of feeling as to what competencies were necessary was shown by the fact that 64 different competencies were listed by Michigan kindergarten teachers. There seemed to be little overall agreement other than in four or five areas.

Several competencies were listed by one (1.15%) Michigan educator. They included tolerant; happy, laughing; friendly; common sense; truthful; consistent; knowledge of norms; recognizes child abuse; Gesell; facilitator, instructor; cooking; puppets; high expectations; how to handle emergencies; knowledge of current events; dramatic; and good penmanship. Ten individuals (11.49%) did not indicate any competencies.

Table 4.33
Competencies Michigan Kindergarten Teachers Feel a Kindergarten Teacher Must Have to Function Most Effectively in a Kindergarten Classroom (N=87)

Comoetency	Frequency of Response	Percentage of Educators Responding (%)
Understands Child Growth and Development	41	47.13
Patience	29	33.33
Flexible	20	22.99
Love, Affectionate	20	22.99
Knowledge of Teaching Reading/Readiness	18	20.69
Understanding	17	19.54
Meets Individual Needs	14	16.09
Organized	14	16.09
Knowledge of Music, Piano, Voice	14	16.09
Communicates with Parents	13	14.94
Knoledge of Math, Science Readiness	13	14.94
Creative, Innovative	12	13.79
Communicates with Children on their Level	11	12.64
Knowledge of Art	11	12.64
Sense of Humor	10	11.49
Sensitive, Compassionate, Empathetic, Emotionally Involved	9	10.34
Receptive to Change	8	9.20
Knowledge of Methods, Hands on	8	9.20
Knowledge of Physical Growth	7	8.05
Good Educational Background, Courses	7	8.05
Kind, Gentle, Tender, Warm	6	6.90
Knowledge of Language Arts	6	6.90
Knowledge of Materials	6	6.90
Creates Comfortable Classroom Climate	6	6.90
Desire to Work with this Age	6	6.90
Positively disciplines	5	5.75
Knowledge of Social Growth	5	5.75
Ability to Diagnose Special Needs	5	5.75

Table 4.33, continued.

Desire to Continue Learning	5	5.75
Enthusiastic	4	4.60
Active, Energetic	4	4.60
Positive Attitude	4	4.60
Positive Self-Concept, Secure, Confident	4	4.60
Knowledge of Language Development	4	4.60
Caring	3	3.45
Knows How to Listen	3	3.45
Ability to Articulate Goals, Objectives, rationale	3	3.45
Knowledge of Testing and Measurement	3	3.45
Ability to use Parents, Aides Effectively	3	3.45
Planning Skills	3	3.45
Supportive, Interested	3	3.45
Sets Realistic, Appropriate Goals	2	2.30
Guidance	2	2.30
Knowledge of Importance of Play	2	2.30
Responsible	2	2.30
Knowledge of Social Studies	2	2.30

Table 4.34 states the competencies Indiana kindergarten/early childhood educators feel a kindergarten teacher must have to function most effectively in a kindergarten classroom. It presents an interesting contrast to Table 4.33. The general competencies of understanding child growth and development and love, affection were felt to be equal in importance with 44.68%. Patience was slightly lower with 42.55%, and understanding had 34.04%. In Table 4.33 Michigan teachers felt only understanding child growth and development to be most necessary, while in Indiana a greater percentage of teachers felt five competencies were important.

Several competencies were listed by one (2.13%) Indiana educator. They included sense of humor; nurturer; knowledge of language development; knowledge of music, piano, voice; knowledge of art; knowledge of norms; knowledge of the importance of play; knowledge of curriculum; firm; first aid; human relations skills; and the ability to cope with problems. One individual did not indicate any competencies.

Table 4.34
Competencies Indiana Kindergarten Teachers with Indiana Kindergarten Licenses/Endorsements Feel a Kindergarten Teacher Must Have to Function Most Effectively in a Kindergarten Classroom (N=47)

Competency	Frequency of Response	Percentage of Educators Responding (%)
Love, Affection	21	41.68
Understands Child Growth and Development	21	44.68
Patience	20	42.55
Understanding	16	34.04
Flexible	14	29.79
Creative, Innovative	13	27.66
Enthusiastic	12	25.53
Caring	8	17.02
Active, Energetic	8	17.02
Communicates with Parents	7	14.89
Meets Individual Needs	7	14.89
Positively Disciplines	7	14.89
Good Educational Background, Courses	7	14.89
Kind, Gentle, Tender, Warm	6	12.77
Tolerant	6	12.77
Organized	6	12.77
Knowledge of Math, Science Readiness	6	12.77
Sensitive, Compassionate, Empathetic, Emotionally Involved	5	10.64
Communicates with Children on their Level	5	10.64
Knowledge of Teaching Reading, Readiness	5	10.64
Facilitator, Instructor	5	10.64
Positive Attitude	4	8.51
Positive Self Concept, Secure, Confident	4	8.51
Knowledge of Physical Growth	4	8.51
Knowledge of Methods/Hands On	4	8.51
Planning Skills	4	8.51
Happy, Laughs	3	6.38

Table 4.34, continued.

Knows How to Listen	3	6.38
Ability to Diagnose Special Needs	3	6.38
Sets Realistic, Appropriate Goals	2	4.26
Knowledge of Language Arts	2	4.26
Knowledge of Academics	2	4.26
Supportive, Interested	2	4.26
Desires to Work with this Age	2	4.26
Understands Nutrition	2	4.26
Knowledge of Social Studies	2	4.26
Kindergarten Student Teaching	2	4.26

Table 4.35 shows the comparison of responses about competencies a kindergarten teacher must have to function most effectively in a kindergarten classroom by rank and percentage. Considering all competencies felt most important by Michigan and Indiana license/ endorsement kindergarten teachers, both felt the same regarding the top competency--child growth and development. The difference between the two groups was only 2.45%. The next four competencies appear to reflect some differences, although on an overall ranking they appeared in similar order. Patience showed a 9.22% difference: Indiana had 42.55% responding, while Michigan had 33.33% responding. Love and affection had a 21.69% difference: Indiana had 44.68% responding, while Michigan had 22.99% responding.

Being flexible showed only a 6.8% difference, while the competency of understanding revealed a difference of 14.5% as 34.04% of the Indiana teachers responded and 19.54% of the Michigan teachers responded. Being creative and innovative showed a larger difference. Indiana responded at 27.66% and Michigan at 13.79%, which was a difference of 13.88%, a bit over half.

Table 4.35
Comparison of Responses About Competencies a Kindergarten Teacher Must Have to Function Most Effectively in a Kindergarten Classroom by Rank and Percentage

Competency	Ranking By Indiana Educators	% of n (N=47)	Ranking By Michigan Educators	% of n (N=87)	Total Overall Ranking	Total % of n (N=134)
Understands Child Growth and Development	1.5	44.68	1	47.13	1	46.27
Patience	3	42.55	2	33.33	2	36.57
Love, Affectionate	1.5	44.68	3.5	22.99	3	30.60
Flexible	5	29.79	3.5	22.99	4	25.37
Understanding	4	34.04	6	19.54	5	24.63
Creative, Innovative	6	27.66	12	13.79	6	18.66
Knowledge of Teaching Reading/ Readiness	18.25	10.64	5	20.69	8	15.67
Meets Individual Needs	10.25	14.89	7.3	16.09	8	15.67
Communicates with Parents	10.25	14.89	10.5	14.94	9.5	14.93
Organized	14.25	12.77	7.3	16.09	9.5	14.93
Knowledge of Math, Science Readiness	14.25	12.77	10.5	14.94	11	14.18

In Table 4.36, personality traits Michigan kindergarten teachers and Indiana kindergarten teachers with Indiana kindergarten licenses/ endorsements feel make them suited to teach at the kindergarten level are rated. Five characteristics were seen as being very necessary: patience, love, affection, like, and enjoy kids showed a frequency of 63 or 47.01%. Having a sense of humor, smiling and happy were responses from 33 teachers, or 24.63%. High job commitment was a response from 27 or 20.15% teachers. Flexibility was cited by 23 or 17.16%. Personality traits are not necessarily taught; they seem to come from within an individual and show a result of hereditary and environmental factors. Therefore, colleges and universities may need to seek and develop new ways to enhance the growth of these personality traits.

Many personality traits were identified by four or fewer respondents. They are described in detail in Tables 4.37 and 4.38.

Table 4.36
Personality Traits Michigan Kindergarten Teachers and Indiana Kindergarten Teachers with Licenses/Endorsements Feel Make Them Suited to Teach at the Kindergarten Level (N=134)

Personality Trait	Frequency of Response	Percentage of Educators Responding (%)
Patience	63	47.01
Love, Affection, Like, Enjoy Kids	63	47.01
Sense of Humor, Smile, Happy	33	24.63
High Job Commitment	27	20.15
Flexible	23	17.16
Understanding	19	14.18
Caring, Interested	19	14.18
Kind, Gentle, Tender, Warm, Pleasant	15	11.19
Understands Child Growth and Development	15	11.19
Creative, Innovative, Appreciates Such in Children	14	10.45
Outgoing, Extrovert, Great Personality	14	10.45
Well Planned, Organized, Thorough	13	9.70
Communicates, Relates with Kindergarten Child	12	8.96
Energetic, On the Go, Alert	11	8.21
Calm, Even Temperament	11	8.21
High Expectations, Goals	11	8.21
Laid Back, Easy Going, Relaxed	11	8.21
Enthusiastic	10	7.46
Allows for Individual Differences, Interest in	10	7.46
Fair, Consistent, Firm	10	7.46
Positive Attitude, Optimistic	9	6.72
Works Well with Volunteers, Staff, Parents	9	6.72
Mutual Respect, Rapport	8	5.97
Good Educational Background	8	5.97
Motivator, Nurturer	7	5.22
Tolerant	7	5.22

Table 4.36, continued.

Confident, Inspires, Can Instill Pride	7	5.22
Willing to Listen, Always Time for Kids	7	5.22
Enjoys Child Growth and Development	7	5.22
Keeps Up with Current Trends	7	5.22
Provide a Variety of Methods/Hands On Experiences	7	5.22
Human Relations Skills	6	4.48
Structured	6	4.48
Being a Parent	6	4.48
Discipline	6	4.48
Quiet Speaking	5	3.73
Positive Self Concept	5	3.73
Down to Earth, at Kids Level	5	3.73
Competent in a Crisis	5	3.73
Kid at Heart	5	3.73
Want Kids to Have a Positive First Experience with School	5	3.73

Table 4.37 reveals the personality traits Michigan kindergarten teachers feel makes them suited to teach at the kindergarten level. The two most frequent responses were 42 regarding love, affection, like, and enjoy children at 48.28% and patience with a response of 40 or 58.98%.

The perception of personality traits showed a wide range. There were 68 different traits mentioned by Michigan kindergarten teachers.

Several personality traits were identified by one (1.15%) Michigan respondent. They included down to earth, at kids' level; honest, sincere, dependable; belief that all can learn; spontaneous, adventurous nature; supportive; musical skills; belief that school/ learning is fun; persevere; good university role models; concerned about child abuse; good health; experience at other grade levels; alert; many interests and hobbies; like to see children happy and successful; trusting; and AV knowledge.

Three individuals made comments unrelated to personality traits. Six individuals did not respond to the survey question about personality traits.

Table 4.37
Personality Traits Michigan Kindergarten Teachers Feel Make Them Suited to Teach at the Kindergarten Level (N=87)

Personality Trait	Frequency of Response	Percentage of Educators Responding (%)
Love, Affection, Like, Enjoy Kids	42	48.28
Patience	40	45.98
Sense of Humor, Smile, Happy	22	25.29
High Job Commitment	19	21.84
Flexible	15	17.24
Caring, Interested	14	16.09
Kind, Gentle, Tender, Warm, Pleasant	13	14.94
Understanding	9	10.34
High Expectations, Goals	9	10.34
Communicates, Relates with Kindergarten Children	9	10.34
Well Planned, Organized, Thorough	9	10.34
Calm, Even Temperament	8	9.20
Creative, Innovative, Appreciates Same in Children	8	9.20
Allows for Individual Differences, Interest in	8	9.20
Understands Child Growth and Development	8	9.20
Fair, Consistent, Firm	8	9.20
Works Well with Volunteers, Staff, Parents	8	9.20
Energetic, On the Go, Alert	7	8.05
Laid Back, Easy Going, Relaxed	7	8.05
Outgoing, Extrovert, Great Personality	6	6.90
Enthusiastic	5	5.75
Quiet Speaking	5	5.75
Mutual Respect, Rapport	5	5.75
Provide a Variety of Methods/Hands On Experiences	5	5.75
Positive Attitude, Optimistic	4	4.66
Positive Self Concept	4	4.66

Table 4.37, continued.

Keeps Up with Current Trends	4	4.60
Being a Parent	4	4.60
Competent in a Crisis	4	4.60
Competent in a Specific Subject Area	4	4.60
Kid at Heart	4	4.60
Motivator, Nurturer	3	3.45
Tolerant	3	3.45
Willing to Listen, Always Time for Kids	3	3.45
Enjoys Child Growth and Development	3	3.45
Discipline	3	3.45
Friendly	2	2.30
Sensitive, Compassionate	2	2.30
Confident, Inspires, Can Instill Pride	2	2.30
Knowledge of Norms	2	2.30
Human Relations Skills	2	2.30
Ability to Give Praise	2	2.30
Structured	2	2.30
Can Learn From Others	2	2.30
Love for Art Activities	2	2.30
Effective	2	2.30
Involved in Kindergarten Activities	2	2.30
Good Educational Background	2	2.30
Good Colleagues, Principal	2	2.30
Treat Children Like My Own	2	2.30
Want Kids to Have a Positive First Experience with School	2	2.30

Personality traits Indiana teachers with Indiana kindergarten licenses/endorsement feel make them suited to teach at the kindergarten level are presented in Table 4.38.

Responses by 23 respondents or 48.94% said patience was most important. Love, affection, and enjoying children were responses from 29 respondents or 44.68%. A sense of humor, smile, and happy showed the third highest response rate, 23.40%. Understanding came in fourth with 10 responses or 21.28%. Several personality traits were listed, and the percentages ranged from 48.94 to 4.26%.

Personality traits seem to be in continuous development from birth. They are not something one easily learns from a course in college or at a university.

Several personality traits were identified by one (2.13%) Indiana respondent, including positive self concept; sensitive, compassionate; honest, sincere, dependable; knowledge of norms; belief that all can learn; musical skills; persevere; good university role models; works well with volunteers; staff, parents; competent in a crisis; crazy; kid at heart; in control of the classroom; have a lot to offer; believe children are building blocks for society; and at ease with this age level.

One individual made comments unrelated to personality traits. Two individuals did not respond to survey questions about personality traits.

Table 4.38
Personality Traits Indiana Kindergarten Teachers with Indiana Kindergarten Licenses/Endorsements Feel Make Them Suited to Teach at the Kindergarten Level (N=47)

Personality Trait	Frequency of Response	Percentage of Educators Responding (%)
Patience	23	48.94
Love, Affection, Like, Enjoy Kids	21	44.68
Sense of Humor, Smile, Happy	11	23.40
Understanding	10	21.28
Flexible	8	17.02
Outgoing, Extrovert, Great Personality	8	17.02
High Job Commitment	8	17.02
Understands Child Growth and Development	7	14.89
Creative, innovative, Appreciates Same in Children	6	12.77
Good Educational Background	6	12.77
Enthusiastic	5	10.64
Caring, Interested	5	10.64
Positive Attitude, Optimistic	5	10.64
Confident, Inspires, Can Instill Pride	5	10.64
Energetic, On the Go, Alert	4	8.51
Down to Earth, at Kids Level	4	8.51
Motivator, Nurturer	4	8.51
Tolerant	4	8.51
Willing to Listen, Always Time for Kids	4	8.51
Human Relations Skills	4	8.51
Enjoys Child Growth and Development	4	8.51
Structured	4	8.51
Laid Back, Easy Going, Relaxed	4	8.51
Well Planned, Organized, Thorough	4	8.51
Calm, Even Temperament	3	6.38
Communicates, Relates with Kindergarten Children	3	6.38

Table 4.38, continued.

Mutual Respect, Rapport	3	6.38
Keeps Up with Current Trends	3	6.38
Discipline	3	6.38
Want Kids to Have a Positive First Experience with School	3	6.38
Kind, Gentle, Tender, Warm, Pleasant	2	4.26
High Expectations, Goals	2	4.26
Friendly	2	4.26
Allows for Individual Differences, Interest in	2	4.26
Fair, Consistent, Firm	2	4.26
Spontaneous, Adventurous Nature	2	4.26
Belief that School/Learning is Fun	2	4.26
Involved in Kindergarten Activities	2	4.26
Being a Parent	2	4.26
Provide a Variety of Methods/Hands On Experiences	2	4.26

The comparison of responses about personality traits felt to make Michigan kindergarten teachers and Indiana kindergarten teachers with Indiana kindergarten licenses/endorsement suited to teach at the kindergarten level is shown in Table 4.39.

The personality traits in both groups show a great similarity of perception. In the combined list of seven, there is no significant difference among the percentages of the two populations responding to each.

Table 4.39
Comparison of Responses about Personality Traits Felt to Make Michigan Kindergarten Teachers and Indiana Kindergarten Teachers with Indiana Kindergarten Licenses/Endorsements Suited to Teach at the Kindergarten Level

Personality Traits	Rank by Indiana Educators	% of N (N = 47)	Rank by Michigan Educators	% of N (N = 87)	Total Overall Ranking	Total % of N (N = 134)
Patience	1	48.94	2	45.98	1.5	47.01
Love, affection, like, enjoy kids	2	44.68	1	48.28	1.5	47.01
Sense of humor, smile, happy	3	23.40	3	25.29	3	24.63
High job commitment	5.3	17.02	4	21.84	4	20.15
Flexible	5.3	17.02	5	17.24	5	17.16
Understanding	4	21.28	8.25	10.34	6.5	14.18
Caring, interested	11.25	10.64	6	16.09	6.5	14.18

Table 4.40 presents the mean and standard deviations of kindergarten teachers' responses to each survey item dealing with importance, use, and preparation. Each item was assigned to one of six general competency areas, and these areas will be discussed later in greater detail.

Table 4.40
Mean and Standard Deviations of Michigan Kindergarten Teachers and Indiana Kindergarten Teachers with Indiana Kindergarten Licenses/ Endorsement Attitudes and Perceptions Concerning Importance, Implementation, and Use of Competencies

	Importance		Implementation		Preparation	
Survey Item	Mean	SD	Mean	SD	Mean	SD
1. Have a learning center to use?	3.448	.632	3.265	.790	2.626	1.018
2. Use mastery learning?	3.328	.648	3.407	.625	2.448	.856
3. Use flexible grouping according to ability?	3.412	.722	3.321	.757	2.652	.865
4. Use flexible grouping according to interest?	3.015	.710	2.833	.773	2.409	.882
5. Use a variety of teaching strategies?	3.955	.242	3.827	.380	3.120	.808
6. Use a variety of audio and visual materials?	3.720	.451	3.624	.502	3.128	.856
7. Provide opportunities for an individual student to make choices in the classroom?	3.639	.513	3.515	.585	2.940	.916
8. Provide opportunities for group work in the classroom?	3.709	.472	3.614	.588	3.023	.836
9. Positively reinforce all students in class?	3.985	.122	3.873	.356	3.381	.764

10. Engage the use of support staff to help students?	3.594	.523	3.331	.660	2.474	.926
11. Present concepts at varying levels?	3.669	.518	3.394	.602	2.642	.817
12. Involve parents in developing a yearly plan for a class?	2.638	.807	2.285	.966	1.762	.922
13. Use parents as classroom aides?	3.104	.816	2.917	.970	1.947	.956
14. Involve parents in planning ways to communicate pupil progress?	2.992	.818	2.538	.936	1.863	.926
15. Seek parental feedback to assess strategies and programs?	3.119	.776	2.835	.845	1.910	.969
16. Integrate into instruction the cultural environment of students (use examples from many races, socioeconomic groups, etc.)?	3.396	.649	3.090	.780	2.410	1.028
17. Avoid showing favoritism towards students?	3.962	.191	3.784	.523	2.746	1.081
18. Avoid labeling students?	3.851	.378	3.769	.504	2.918	.950
19. Seek personal knowledge about students?	3.739	.489	3.664	.519	2.644	.950
20. Give individual attention to students outside of classroom?	3.098	.818	2.925	.855	2.045	.972
21. Work to promote positive relations between teacher and parents?	3.947	.265	3.873	.334	2.841	1.018
22. Recognize symptoms of mental illness which may indicate the need for referral of a student to others?	3.857	.479	3.556	.668	2.470	1.066

23. Know procedures for dealing with a variety of school day emergencies?	3.866	.342	3.746	.501	2.239	1.035
24. Identify and use other educational personnel in the instructional process (teachers, administrators)?	3.507	.622	3.299	.756	2.485	.915
25. Arrange the classroom to allow children to move easily about?	3.918	.276	3.925	.264	3.097	.941
26. Plan for physical movement during class to allow for muscle relaxation and shifts in body position?	3.940	.238	3.851	.378	3.157	.883
27. Arrange for furniture conducive to comfort of small children?	3.933	.280	3.910	.312	2.978	.992
28. Praise children publicly?	3.866	.342	3.850	.359	3.221	.862
29. Punish children privately?	3.631	.572	3.531	.639	2.969	.988
30. Give children the opportunity to assume responsibilities for something other than academic progress (wipe tables; put paste, scissors, crayons away)?	3.914	.281	3.890	.383	3.000	.959
31. Promote positive functioning of children and adults in a group?	3.636	.556	3.531	.661	2.705	1.011
32. Build positive self-concept through a focus on each child's strengths?	3.918	.276	3.806	.397	3.164	.894
33. Prepare daily written lesson plans?	3.731	.590	3.784	.567	3.276	.826

34. State objectives clearly to learners?	3.582	.675	3.519	.681	2.937	.941
35. Evaluate the effectiveness of instruction in a regular, systematic way daily?	3.571	.554	3.368	.657	2.886	.962
36. Arrange activities which promote effective patterns of communication among kindergarten children?	3.795	.441	3.647	.553	2.915	.968
37. Design and implement instruction which incorporates career education concepts?	3.061	.663	3.008	.680	2.425	1.012
38. Teach reading skills?	3.692	.621	3.748	.501	2.962	.988
39. Teach body awareness, space, and qualities of movement?	3.857	.351	3.797	.440	3.023	.953
40. Modify instruction <u>during</u> a lesson based on input from students?	3.843	.385	3.746	.470	2.784	.961
41. Be a subject matter specialist in at least one academic discipline?	2.931	.818	3.141	.801	2.643	.967
42. Be a subject matter specialist in at least two or more academic disciplines?	2.798	.860	2.961	.864	2.548	.943
43. Be observed regularly by peers to analyze professional effectiveness?	2.886	.871	2.545	1.052	2.164	1.070

Table 4.41 lists teacher responses to items intended to reflect an understanding of the area of intellectual growth of the kindergarten child. The responses listed in Table 4.41 reveal strong support for the importance of each item designed to reflect this competency. For each item approximately 85% indicated it to be "somewhat" or "extremely" important (#1, 97%; #2, 85.1%; #3, 87.3%; #4, 77.6%; #11, 97.1%; #38, 91.8%).

The responses also reflect the extent to which they perceived they implemented each competency in the area. Implementation was to a slightly lesser degree than importance.

The extent to which teachers perceived preparation for dealing with the competency was about 53% of those indicating "excellent preparation" or "some preparation." The response of "little preparation" was given by approximately one-fourth of the survey population (#1, 23.9%; #2, 24.6%; #3, 23.9%; #4, 37.3%; #11, 32.8%; #38, 20.1%). The responses in the category of "no preparation" were relatively low (#1, 17.2%; #2, 16.4%; #3, 11.9%; #4, 15.7%; #11, 8.2%; #38, 9.7%).

In the competency area related to the intellectual growth of a kindergarten child, kindergarten teachers seem to be saying that competencies are all somewhat to extremely important, they implemented them some or most of the time, and they were adequately prepared by their colleges or universities to work in this area.

Table 4.41

General Kindergarten Teacher Competency Area and Survey Items Related to Intellectual Growth

Competency Area: **Intellectual Growth of the Kindergarten Child**

(Numbers represent percentages %.)	Importance				Implementation				Preparation			
Survey Questions:	Not Important	Of Little Importance	Somewhat Important	Extremely Important	Never	Rarely	Sometimes	Most of the Time	No Preparation	Little Preparation	Some Preparation	Excellent Preparation
1. Have a learning center to use?	.7	5.2	42.5	51.5	4.5	7.5	44.0	42.5	17.2	23.9	35.1	21.6
2. Use mastery learning?	1.5	4.5	47.8	37.3	1.5	2.2	45.5	42.5	16.4	24.6	46.3	6.0
3. Use flexible grouping according to ability?	1.5	9.0	35.1	52.2	.7	14.9	34.3	47.8	11.9	23.9	49.3	13.4
4. Use flexible grouping according to interest?	1.5	19.4	53.7	23.9	4.5	25.4	50.7	17.9	15.7	37.3	35.1	10.4
11. Present concepts at varying levels?	0	2.2	28.4	68.7	0	6.0	47.8	44.8	8.2	32.8	45.5	13.4
38. Teach reading skills?	1.5	3.7	17.9	73.9	0	3.0	18.7	76.1	9.7	20.1	32.1	35.8

Table 4.42 deals with the competencies related to the social growth of the kindergarten child. The responses showed strong support for the importance of both items designed to reflect this competency area. For both items approximately 95% indicated them to be "somewhat" or "extremely" important.

At least 82.8% of the time, teachers perceived they "sometimes" or "most of the time" integrated into instruction the cultural environment of students. At least 91.1% of the time, teachers perceived they arranged activities which promoted effective patterns of communication among their students.

Approximately 56% of the teachers felt that had "little" or "no" preparation to integrate the cultural environment. Approximately 65% felt they had "some" to "excellent" preparation for promoting effective communication patterns.

In the competency area related to the social growth of the kindergarten child, kindergarten teachers seemed to be saying the competencies were all somewhat to extremely important, they implemented them some or most of the time, and they were inadequately prepared by their colleges or universities to work in this area.

Table 4.42

General Kindergarten Teacher Competency Area and Survey Items Related to Social Growth

Competency Area: Social Growth of the Kindergarten Child

(Numbers represent percentages %.)	Importance				Implementation				Preparation			
Survey Questions:	Not Important	Of Little Importance	Somewhat Important	Extremely Important	Never	Rarely	Sometimes	Most of the Time	No Preparation	Little Preparation	Some Preparation	Excellent Preparation
16. Integrate into instruction the cultural environment of students (use examples from many races, socio-economic groups, etc.)?	1.5	4.5	47.0	47.0	4.5	12.7	52.2	30.6	21.6	34.3	25.4	18.7
36. Arrange activities which promote effective patterns of communication among the kindergarten children?	0	1.5	17.2	79.9	.7	1.5	29.9	67.2	9.0	22.4	32.8	32.1

Working with parents of kindergarten children is the focus of the competency area listed in Table 4.43. Responses to the five items designed to reflect the intent of this competency were collectively different from many others in this study. Regarding the involvement of parents in a yearly plan, 58.2% indicated it was "extremely" or "somewhat" important. Teachers feeling the competency was of "little" or "no" importance numbered 38.8%. Over 80% of the respondents felt using parents as classroom aides was "extremely" or "somewhat" important. Involving parents in planning ways to communicate pupil progress, 75.4% felt the competency to be "extremely" to "somewhat" important.

Parents were "rarely" to "never" involved in developing a yearly plan by 58.2% of the teachers. Over three-fourths of them (76.9%) felt that had "little" or "no" preparation for involving parents. Approximately 68% of the teachers used parents as classroom aides; "some" or "most" of the time, however, nearly 75% indicated "little" or "no" preparation in this area. Over 50% indicated they involved parents in planning ways to communicate pupil progress and sought parental feedback to assess strategies and programs "some" or "most" of the time. Yet almost three-fourths indicated "little" or "no" preparation in each of these areas. An area which teachers implemented "some" or "most" of the time (100%) and felt "some" to "excellent" preparation (64.1%) dealt with working to promote positive teacher-parent relations.

In the competency area related to working with parents of kindergarten children, kindergarten teachers seemed to be saying that

Table 4.43
General Kindergarten Teacher Competency Area and Survey Items Related to Working with Parents

Competency Area: Working with Parents of the Kindergarten Child

(Numbers represent percentages %.)	Importance				Implementation				Preparation			
Survey Questions:	Not Important	Of Little Importance	Somewhat Important	Extremely Important	Never	Rarely	Sometimes	Most of the Time	No Preparation	Little Preparation	Some Preparation	Excellent Preparation
12. Involve parents in developing a yearly plan for a class?	8.2	30.6	46.3	11.9	23.1	35.1	26.9	11.9	49.3	27.6	14.2	6.0
13. Use parents as classroom aides?	4.5	14.9	46.3	34.3	9.7	21.6	35.1	32.8	38.8	35.8	15.7	9.0
14. Involve parents in planning ways to communicate pupil progress?	5.2	17.2	48.5	26.9	15.7	29.1	38.8	14.9	44.0	28.4	20.1	5.2
15. Seek parental feedback to assess strategies and programs?	3.0	15.7	47.8	33.6	6.0	26.9	44.0	22.4	42.5	32.8	15.7	9.0

Table 4.43, continued.

Competency Area: Working with Parents of the Kindergarten Child

(Numbers represent percentages %.)	Importance				Implementation				Preparation			
Survey Questions:	Not Important	Of Little Importance	Somewhat Important	Extremely Important	Never	Rarely	Sometimes	Most of the Time	No Preparation	Little Preparation	Some Preparation	Excellent Preparation
21. Work to promote positive relations between teacher and parents?	0	.7	3.7	94.8	0	0	12.7	87.3	12.7	21.6	22.8	31.3

the competencies were all somewhat to extremely important, yet there was no consistent pattern of implementation. In most cases they felt they were inadequately prepared by their colleges or universities to work in this area.

Table 4.44 shows responses for the six items designed to represent the competency area of the emotional growth of a kindergarten child. The data which are presented in Table 4.44 indicate nearly 100% of the respondents considered each item to be "somewhat" to "extremely" important and that only a total of 3.6% felt they were of "little" or "no" importance. Similarly, the data indicate the various items were implemented "sometimes" to "most of the time."

At least 80% of the respondents implemented each competency "most of the time" except for punishing children privately. In this case, almost 90% of the teachers felt they did "sometimes" or "most of the time."

In the area of teacher preparation, very few teachers felt they had "no" preparation (#9, 22%; #17, 18.7%; #18, 9.0%; #28, 3.7%; #29, 9.0%; #32, 60%). Approximately one-half felt they had received "little" or "some" preparation to deal specifically with the competency reflected in each item (#9, 44.7%; #17, 51.5%; #18, 59%; #28, 48.5%; #29, 50.8%; #32, 50.7%). However, over one-half of the respondents felt they had been excellently prepared to positively reinforce students in class. Also nearly one-half felt they had been excellently prepared to praise children publicly and focus on the child's strengths to build a positive self-concept.

Table 4.44

General Kindergarten Teacher Competency Area and Survey Items Related to Emotional Growth

Competency Area: Emotional Growth of the Kindergarten Child

(Numbers represent percentages %.) Survey Questions:	Importance				Implementation				Preparation			
	Not Important	Of Little Importance	Somewhat Important	Extremely Important	Never	Rarely	Sometimes	Most of the Time	No Preparation	Little Preparation	Some Preparation	Excellent Preparation
9. Positively reinforce all students in class?	0	0	1.5	97.8	0	.7	11.2	88.1	2.2	10.4	34.4	53.0
17. Avoid showing favoritism towards students?	0	0	3.7	95.5	.7	4.5	10.4	84.3	18.7	17.9	33.6	29.9
18. Avoid labeling students?	0	.7	13.4	85.8	.7	1.5	17.9	79.9	9.0	22.4	36.6	32.1
28. Praise children publicly?	0	0	13.4	86.6	0	0	14.9	84.3	3.7	16.4	32.1	45.5
29. Punish children privately?	.7	2.2	29.1	64.9	.7	5.2	32.1	57.5	9.0	20.9	29.9	35.8

Table 4.44, continued.

Competency Area: Emotional Growth of the Kindergarten Child

(Numbers represent percentages %.)	Importance				Implementation				Preparation			
Survey Questions:	Not Important	Of Little Importance	Somewhat Important	Extremely Important	Never	Rarely	Sometimes	Most of the Time	No Preparation	Little Preparation	Some Preparation	Excellent Preparation
32. Build positive self-concept through a focus on each child's strengths?	0	0	8.2	91.8	0	0	19.4	80.6	6.0	14.9	35.8	43.3

In the competency area related to the emotional growth of a kindergarten child, kindergarten teachers seemed to be saying the competencies were all extremely important, they implemented them some or most of the time, and they were adequately prepared by their colleges or universities to work in this area.

In Table 4.45, items relating to the physical growth of a kindergarten child are presented. Table 4.45 lists teacher responses to five items intended to reflect that competency area. Items 25, 26, 27, 30, and 39 all deal with the physical movement of a kindergarten child and comfort when arranging furniture. The data indicate that approximately 90% felt the competencies were "extremely important" while only a small percentage felt each of the five items was "somewhat important."

The data also indicate that over 85% of all teachers responding felt they implemented each competency "most of the time," except for teaching body awareness and movement. In this case, approximately 80% felt they implemented this into kindergarten programs "most of the time." Small percentages of teachers felt they implemented the competencies "sometimes" with few responding "rarely."

In the area of teacher preparation, approximately 35% or more of the respondents indicated they had excellent preparation in the competencies; however, in each competency, over 50% indicated "some" or "little" preparation.

In the competency area related to the physical growth of a kindergarten child, kindergarten teachers seemed to be saying the competencies were all extremely important. They implemented them most of

Table 4.45

General Kindergarten Teacher Competency Area and Survey Items Related to Physical Growth

Competency Area: Physical Growth of the Kindergarten Child

(Numbers represent percentages %.)	Importance				Implementation				Preparation			
Survey Questions:	Not Important	Of Little Importance	Somewhat Important	Extremely Important	Never	Rarely	Sometimes	Most of the Time	No Preparation	Little Preparation	Some Preparation	Excellent Preparation
25. Arrange the classroom to allow children to move easily about?	0	0	8.2	91.8	0	0	7.5	92.5	6.0	21.6	29.1	43.3
26. Plan for physical movement during a class to allow for muscle relaxation and shifts in the body position?	0	0	6.0	94.0	0	.7	13.4	85.8	3.7	20.9	31.3	44.0
27. Arrange for furniture conducive to the comfort of small children?	0	.7	5.2	94.0	0	.7	7.5	91.8	10.4	18.7	33.6	37.3

Table 4.45, continued.

Competency Area: Physical Growth of the Kindergarten Child

(Numbers represent percentages %.)	Importance				Implementation				Preparation			
Survey Questions:	Not Important	Of Little Importance	Somewhat Important	Extremely Important	Never	Rarely	Sometimes	Most of the Time	No Preparation	Little Preparation	Some Preparation	Excellent Preparation
30. Give children the opportunity to assume responsibilities for something other than academic progress (wipe tables, put paste, scissors, crayons away)?	0	0	8.2	87.3	0	2.2	6.0	86.6	9.0	16.4	35.1	34.3
39. Teach body awareness, space, and qualities of movement?	0	0	14.2	85.1	0	1.5	17.2	80.6	9.0	16.4	36.6	36.6

the time, and that they have had some but not excellent preparation by their colleges and universities to work in this area.

Table 4.46 concerns many competencies in the area of general kindergarten teacher skills and attitudes. The table shows that 95.5% felt using a variety of teaching strategies was "extremely important" for kindergarten education. All the responding teachers indicated they used a variety "sometimes" or "most of the time" (100%). They also indicated "some" to "excellent" preparation (82.9%). Item six dealing with the use of a variety of audio and visual materials was similarly as important with kindergarten teachers. The data show that 98.5% felt that it was "extremely" to "somewhat" important as was implementation from teachers (98.5%). They felt they had "some" to "excellent" preparation (79.1%). About 20.1% felt they had "little" or "no" preparation.

The data presented in the table show that most kindergarten teachers supported as "somewhat" to "extremely" important the notion of providing opportunities for students to make choices and provide opportunities for group work in the classsroom and to be able to use support staff to help students (#6, 97.7%; #7, 97.7%; #8, 99.2%; #10, 97.7%). Data also show teachers provided these opportunities "sometimes" or "most of the time." Educational preparation from their colleges and universities perceived by teachers as being "excellent" to "of some" help. The feelings of respondents regarding their preparation to use support staff showed nearly one-half (46.3%) to have "little" or "no" preparation. Competencies regarding personal knowlwedge about students and giving individual attention to students

Table 4.46
General Kindergarten Teacher Competency Area and Survey Items Related to General Teacher Skills and Attitudes

Competency Area: General Kindergarten Teacher Skills and Attitudes

(Numbers represent percentages %.) Survey Questions:	Importance				Implementation				Preparation			
	Not Important	Of Little Importance	Somewhat Important	Extremely Important	Never	Rarely	Sometimes	Most of the Time	No Preparation	Little Preparation	Some Preparation	Excellent Preparation
5. Use a variety of teaching strategies?	0	.7	3.0	95.5	0	0	17.2	82.1	5.2	11.2	49.3	33.6
6. Use a variety of audio and visual materials?	0	0	27.6	70.9	0	.7	35.8	62.7	5.2	14.9	41.0	38.1
7. Provide opportunities for an individual student to make choices in the classroom?	0	1.5	32.8	64.9	0	4.5	39.6	56.0	6.0	26.9	34.3	32.8
8. Provide opportunities for group work in the classroom?	0	.7	27.6	71.6	.7	3.0	29.9	64.9	4.5	19.4	43.3	30.6

Table 4.46, continued.

Competency Area: General Kindergarten Teacher Skills and Attitudes

(Numbers represent percentages %.) Survey Questions:	Importance				Implementation				Preparation			
	Not Important	Of Little Importance	Somewhat Important	Extremely Important	Never	Rarely	Sometimes	Most of the Time	No Preparation	Little Preparation	Some Preparation	Excellent Preparation
10. Engage the use of support staff to help students?	0	1.5	37.3	60.4	0	10.4	45.5	43.3	17.9	28.4	41.0	11.9
19. Seek personal knowledge about students?	0	2.2	21.6	76.1	0	2.2	29.1	68.7	13.4	27.6	38.1	19.4
22. Recognize symptoms of mental illness which may indicate the need for referral of a student to other personnel?	1.5	.7	8.2	88.8	.7	7.5	26.9	64.2	21.6	30.6	24.6	21.6
20. Give individual attention to students outside of the classroom	6.0	10.4	50.0	32.1	4.5	26.9	40.3	28.4	35.1	35.1	20.1	9.7

Table 4.46, continued.

Competency Area: General Kindergarten Teacher Skills and Attitudes

(Numbers represent percentages %.)	Importance				Implementation				Preparation			
Survey Questions:	Not Important	Of Little Importance	Somewhat Important	Extremely Important	Never	Rarely	Sometimes	Most of the Time	No Preparation	Little Preparation	Some Preparation	Excellent Preparation
23. Know procedures for dealing with a variety of school day emergencies?	0	0	13.4	86.6	.7	.7	21.6	76.9	28.4	35.1	20.9	15.7
24. Identify and use other educational personnel in the instructional process (teachers, administrators)?	.7	4.5	38.1	56.7	.7	15.7	36.6	47.0	13.4	40.3	30.6	15.7
31. Promote positive functioning of children and adults in a group?	.7	1.5	30.6	65.7	1.5	4.5	32.1	59.0	14.2	24.6	32.8	24.6

Table 4.46, continued.

Competency Area: General Kindergarten Teacher Skills and Attitudes

(Numbers represent percentages %.) Survey Questions:	Importance				Implementation				Preparation			
	Not Important	Of Little Importance	Somewhat Important	Extremely Important	Never	Rarely	Sometimes	Most of the Time	No Preparation	Little Preparation	Some Preparation	Excellent Preparation
33. Prepare daily written lesson plans?	2.2	.7	18.7	78.4	1.5	3.0	11.2	84.3	2.2	17.2	31.3	49.3
34. State objectives clearly to the learner?	1.5	6.0	25.4	67.2	.7	8.2	29.1	61.2	7.5	22.4	33.6	31.3
35. Evaluate the effectiveness of instruction in a regular, systematic way daily?	0	3.0	36.6	59.7	0	9.7	43.3	46.3	6.7	31.3	26.9	33.6

Table 4.46, continued.

Competency Area: General Kindergarten Teacher Skills and Attitudes

(Numbers represent percentages %.)	Importance				Implementation				Preparation			
Survey Questions:	Not Important	Of Little Importance	Somewhat Important	Extremely Important	Never	Rarely	Sometimes	Most of the Time	No Preparation	Little Preparation	Some Preparation	Excellent Preparation
37. Design and implement instruction which incorporates career education concepts?	2.2	11.9	61.9	22.4	2.2	15.7	60.4	20.9	20.9	28.4	29.9	15.7
40. Modify instruction during a lesson based on input from students?	0	.7	14.2	5.1	0	1.5	22.4	76.1	11.2	25.4	37.3	26.1

Table 4.46, continued.

Competency Area: General Kindergarten Teacher Skills and Attitudes

(Numbers represent percentages %.) Survey Questions:	Importance				Implementation				Preparation			
	Not Important	Of Little Importance	Somewhat Important	Extremely Important	Never	Rarely	Sometimes	Most of the Time	No Preparation	Little Preparation	Some Preparation	Excellent Preparation
41. Be a subject matter specialist in at least one academic discipline?	4.5	22.4	45.5	24.6	3.0	15.7	41.8	35.1	11.2	34.3	28.4	22.4
42. Be a subject matter specialist in at least two or more academic disciplines?	7.5	24.6	44.0	20.1	6.7	17.2	44.8	26.9	11.9	36.6	27.6	17.9
43. Be observed regularly by peers to analyze professional effectiveness?	9.0	16.4	50.0	23.1	19.4	29.9	27.6	23.1	34.3	30.6	19.4	15.7

outside the classroom were regarded as "extremely" to "somewhat" important (#19, 97.7%; #20, 32.1%).

The data indicated that in seeking personal knowledge about students, teachers implemented it "most of the time" or "sometimes" (97.7%), and only 2.2% felt they did so "rarely." Yet only 19.4% felt their colleges or universities gave them "excellent" preparation, while 65.7% felt they had "some" to "little" preparation, and 13.4% felt they had "no" preparation. Item 20 dealing with giving students individual attention outside the classroom showed that one-half felt it was "somewhat important" while 16.4% felt it to be of "little" or "no importance." In implementation of the competency, 28.4% felt they did "most of the time," while 67.2 felt they did "sometimes" or "rarely," with 4.5% feeling they "never" implemented it. Regarding preparation from colleges and universities, 29.8% felt they had "excellent" to "some" preparation, while 70.2% felt they had "little" or "none."

For items relating to daily teacher tasks (#22, 23, 31, 33, 34, adn 40), those responding felt that all six of the competencies were "extremely" to "somewhat" important. These tasks included recognizing symptoms of mental illness, procedures for dealing with a variety of school day emergencies, positive functioning of children and adults in a group, preparing daily lesson plans, stating objectives clearly to learners, and modifying instruction during a lesson based on input from students. The extent to which teachers felt they implemented these competencies either "most" or "some" of the time was reflected by at least 90%. This response was "somewhat" less than

they supported or implemented regarding the college or university training they had received. About 55% felt they had "some" to "little" preparation, and those feeling they received "no" preparation ranged from 2.2 to 28.4%. For item 33, preparing daily lesson plans, 49.3% of the teachers felt they had "excellent" preparation from their colleges and universities.

Other general kindergarten teacher-related skills and attitudes include six additional competencies with various concerns. For item 24, identifying and using other educational personnel in the process (teachers, administrators), and item 35, evaluating the effectiveness of instruction in a regular systematic way, over one-half of the responding teachers felt them to be "extremely" important, and over one-third felt them to be "somewhat" important. In regard to the implementation of the competencies, for item 24, 83% felt they did implement them most of the time; and for item 35, teachers felt they implemented the competencies 89.6% of the time. Responding teachers felt that about 15.7% had "excellent" preparation, and 70.9% felt they had "some to little" preparation. In item 35, one-third of the teachers felt they had "excellent" preparation, but the responses also showed over one-half felt they had "some" to "little" preparation. For the competency of instruction which incorporates career education concepts, of the teachers responding 84.3% felt it was "extremely" to "somewhat" important, and 81.3% felt they implemented it "most of the time" to "sometimes" in their classrooms. In regard to preparation, 15.7% felt they had "excellent" preparation, but 79.2% felt they had "some" or "no" preparation from their colleges

and universities. Items 41 and 42 deal with competencies related to subject matter specialization in one or more academic disciplines. In regard to importance, about one-fourth of the respondents felt them to be "extremely" important, but 68% felt them to be of "some" to "little" importance. Item 41 (subject matter specialist in one academic discipline) was implemented by one-third of the teachers responding, yet over one-half felt they implemented it "some" to "rarely." Item 42 (being a subject matter specialist in two or three academic disciplines) showed 26.9% of the teachers implemented it "most of the time," while 81.4% of the respondents implemented it "some of the time" to "never." Item 43 related to teachers being observed by peers to analyze professional effectiveness revealed that only 23.1% felt that it was "extremely" important, while over 75% felt it to be "somewhat important" or "of no importance." The teachers responding felt that 23.1% implemented it "most of the time" and that 76.9% implemented it "sometimes" to "never." The preparation showed that only 15.7% had "excellent" preparation and 84.3% had "some" to "no" preparation.

One purpose of this study was to assess the overall attitudes and perceptions of kindergarten teachers. Another purpose was to examine responses of kindergarten teachers with special kindergarten certification and responses of kindergarten teachers with no special kindergarten certification and to determine whether significant differences existed. Data presented to this point have dealt with overall as well as specific Michigan and Indiana attitudes and perceptions. Now significant differences will be discussed.

To determine whether the responses of the specially certified Indiana kindergarten teachers were significantly different from those of the non-specially certified Michigan kindergarten teachers, two tests were conducted on various sets of data. A univariate f-test and a multivariate test of significance (the Wilks Lambda) were used.

A significance level of .05 was selected. Any level of significance higher than .05 signified there was no significant relationship between the variables being compared.

Table 4.47 shows the results of the comparison of Indiana and Michigan teacher responses in six general competency areas related to importance. For each of the competency areas, the significance of f was greater than .05. Therefore, there was no significant difference between the responses of Indiana licensed/endorsed kindergarten teachers and those of non-specialized Michigan kindergarten teachers in any competency area related to importance.

Table 4.47
Univariate F-test with 1,132 Degrees of Freedom to Determine the Extent to Which There Is a Significant Difference Between Responses of Michigan Kindergarten Teachers and Indiana Kindergarten Teachers with Indiana Kindergarten Licenses/Endorsement Relative to Importance of Competencies for Kindergarten Teachers

Variable	Hypoth. MS	Error MS	Signif. of F
Importance--working with parents	.20604	.22006	.335
Importance--intellectual growth of a child	.42665	.16659	.112
Importance--social growth of child	.05913	.21467	.601
Importance--emotional growth of child	.00001	.05087	.989
Importance--physical growth of child	.06728	.06822	.322
Importance--general teacher skills and attitudes	.11111	.08115	.244

Table 4.48 shows the results of combining the six competency areas listed in Table 4.47. The Wilks Lambda multivariate test of significance was used to determine whether an overall significant difference existed between the responses of Indiana and Michigan kindergarten teachers regarding the extent to which each competency area is important for kindergarten teachers. The significance of f at .740 was greater than .05. Therefore, there was no significant difference between the specially certified and the non-specially certified teachers regarding importance of competencies.

Test 4.48
Multivariate Test of Significance to Determine the Extent to Which There Is a Significant Difference Between Responses of Michigan Kindergarten Teachers and Indiana Kindergarten Teachers with Indiana Kindergarten Licenses/Endorsements Relative to Importance of Competencies for Kindergarten Teachers

Test Name	Approx. F	Hypoth. MS	Error MS	Signif. of F
Wilks-Lambda	.58724	6.00	127	.740

Table 4.49 shows the results of the comparison of Indiana and Michigan teachers' responses in six general competency areas related to use. For each of the six competency areas, the significance of was greater than .05. Therefore, there was no significant difference between the responses of the Indiana licensed/endorsed teachers than those of non-specialized Michigan kindergarten teachers in any competency area related to use.

Table 4.49
Univariate F-test with 1,132 Degrees of Freedom to Determine the Extent to Which There Is a Significant Difference Between Responses of Michigan Kindergarten Teachers and Indiana Kindergarten Teachers with Indiana Kindergarten Licenses/Endorsement Relative to Use of Compentencies for Kindergarten Teachers

Variable	Hypoth. MS	Error MS	Signif. of F
Use--working with parents	.13187	.23659	.457
Use--intellectual growth of a child	.04161	.15411	.604
Use--social growth of a child	.02310	.28325	.776
Use--emotional growth of a child	.00823	.08301	.753
Use--physical growth of a child	.04206	.08523	.484
Use--general teacher skills and attitudes	.07011	.09745	.398

Table 4.50 shows the results of combining the six competency areas listed in Table 4.49. The Wilks-Lambda, a multivariate test of significance, was used to determine whether an overall significance existed between the responses of the Indiana and Michigan kindergarten teachers regarding the extent to which each competency area was used by kindergarten teachers. The significance of f at .849 was greater than .05. Therefore, there was no significant difference between the specially certified and the non-specially certified kindergarten teachers regarding the use of competencies.

Table 4.50
Multivariate Test of Significance to Determine the Extent to Which There Is a Significant Difference Between Responses of Michigan Kindergarten Teachers and Indiana Kindergarten Teachers with Indiana Kindergarten Licenses/Endorsements Relative to Use of Competencies for Kindergarten Teachers

Test Name	Approx. F	Hypth. MS	Error MS	Signif. of F
Wilks-Lambda	.44236	6.500	127.0	.849

Table 4.51 shows the results of the comparison of Indiana and Michigan teacher responses in six general competency areas related to their preparation. For each of the six competency areas, the significance of f was less than .05. There was a significant difference in their preparation to work with parents (.001 < .05), their preparation to deal with the intellectual growth of the child (.001 < .05), social growth (.00000005564 < .05), emotional growth (.001 < .05), physical growth (.00000001703 < .05), and general teacher skills and attitudes (.0001944 < .05). Therefore, there was a significant difference between the responses of the Indiana licensed/endorsed kindergarten teachers and the non-specialized Michigan kindergarten teachers in all of the competency areas related to their preparation.

Table 4.51
Univariate F-test with 1,132 Degrees of Freedom to Determine the Extent to Which There Is a Significant Difference Between Responses of Michigan Kindergarten Teachers and Indiana Kindergarten Teachers with Indiana Kindergarten Licenses/Endorsements Relative to Preparation of Competencies for Kindergarten Teachers

Variable	Hypoth. MS	Error MS	Signif. of F
Preparation--working with parents	6.78269	.56409	.001
Preparation--intellectual growth of a child	1.84214	.27372	.001
Preparation--social growth of child	19.53313	.58824	(a)
Preparation--emotional growth of child	5.66403	.45477	.001
Preparation--physical growth of child	16.89982	.46792	(b)
Preparation--general teacher skills and attitudes	4.25673	.28960	(c)

(a) = .00000005564
(b) = .00000001703
(c) = .0001944

Table 4.52 shows the results of combining the six competency areas listed in Table 4.51. The Wilks-Lambda, a multivariate test of significance was used to determine whether an overall significance existed between the responses of the Indiana and Michigan kindergarten teachers regarding the extent to which they were prepared by their colleges and universities to deal with each area. The significance of f at .0000003411 was less than .05. Therefore, there was a significant difference between the specially certified and the non-specially certified kindergarten teachers regarding their preparation to work in these competency areas.

Table 4.52
Multivariate Test of Significance to Determine the Extent to Which There Is a Significant Difference Between Responses of Michigan Kindergarten Teachers and Indiana Kindergarten Teachers with Indiana Kindergarten Licenses/Endorsements Relative to Preparation of Competencies for Kindergarten Teachers

Test Name	Approx. F	Hypth. MS	Error MS	Signif. of F
Wilks-Lambda	7.84239	6.000	127.00	.0000003411

A focus of this study was to determine the attitudes of practicing kindergarten teachers relative to the issue of special certification for kindergarten teachers. The attitudes of kindergarten teachers in general were examined, as well as the attitudes of specially licensed and non-specially licensed teachers. Table 4.53 shows a comparison of their responses when simply asked, "Do you feel a special kindergarten license/endorsement should be required of all who would teach kindergarten?" At a ratio of 2-to-1, kindergarten teachers overall favored such a licensing requirement. Yet when the responses of the licensed and non-specially licensed groups were examined, a difference of opinion was obvious. The non-specially certified Michigan kindergarten teachers favored special certification by only a very small percentage (51.72%). The specially certified Indiana kindergarten teachers, however, favored special certification by a great amount (91.49%).

Their responses to the simple question seem to have been significantly different, but a closer analysis of attitudes will be presented in Tables 4.55 and 4.56. Then the differences become less distinct as more items (eight) are analyzed and compared.

Table 4.53
Opinions of Michigan Kindergarten Teachers and Indiana Kindergarten Teachers with Indiana Kindergarten Licenses/Endorsements Regarding Whether a Special Kindergarten License/Endorsement Should Be Required for All Who Would Teach Kindergarten

Opinion	Michigan Frequen. (N=37)	Michigan Prcntg.	Indiana Frequen. (N=47)	Indiana Prcntg.	Total Frequen. (N=134)	Total Prcntg.
Yes	45	51.72	43	91.49	88	65.7
No	41	47.13	4	8.51	45	33.6
None	1	1.15	--	-----	1	.7

The mean, mode, and standard deviation of kindergarten teacher responses to survey items related to attitudes about certification are presented in Table 4.54. The opinions will be further described a nd discussed in greater detail.

Table 4.54
Mean, Mode, and Standard Deviation of Attitudes of Michigan Kindergarten Teachers and Indiana Kindergarten Teachers with Indiana Kindergarten Licenses/Endorsements Toward Licensing of Kindergarten Teachers

Survey Item	Mean	Mode*	S.D.
1. A specialized kindergarten certificate/license would increase the skills demonstrated by teachers of kindergarten children.	3.828	4	1.160
2. An elementary teaching certificate/license provides the skills needed for teachers to work with kindergarten children.	2.872	4	1.246
3. Certified/licensed elementary teachers who will teach kindergarten should be required to take additional course work specifically related to kindergarten children.	4.130	5	1.077
4. Teacher competencies for work with kindergarten children can be acquired through in-service training, thus making a specialized university program unnecessary.	2.759	2	1.213
5. Kindergarten teachers need special skills not required of upper grade teachers.	4.263	5	1.029
6. The extensive use of elementary teachers without specialized training is likely to result in inadequate programs for kindergarten children.	3.620	4	1.239
7. Competencies required to teach kindergarten children are equivalent to those required for successful teaching at any level. Therefore, a specialized license/certificate is not necessary.	2.515	2	1.162

Table 4.54, continued.

8. Kindergarten children are different from older children; they are not simply the same version cut down in size. Therefore, training programs for teachers of kindergarten children should focus on these differences.	4.318	4	.765

*1 = Strongly Disagree
2 = Disagree
3 = Undecided
4 = Agree
5 = Strongly Agree

Table 4.55 shows the percentage of kindergarten teachers responding to items related to licensing of kindergarten teachers. The responses to most items indicated that when asked for an opinion in this area, kindergarten teachers did have opinions to express. In only one case (item four), dealing with whether special skills could be acquired through inservice training or through special programs, were about one-fifth of the respondents "undecided."

In survey item one regarding whether a specialized kindergarten certificate/license would increase the skills demonstrated by teachers of kindergarten children, 70.2% of the respondents strongly agreed or agreed that such a license would effect the skills.

Item two concerned whether having an elementary teacher certificate/license would provide skills needed for teachers to work with kindergarten children. Of the respondents, 42.5% said they strongly agreed or agreed, but 47% said they disagreed or strongly disagreed. Item three asked whether certified/licensed elementary teachers who will teach kindergarten should be required to take additional course work related to kindergarten children. Approximately 75% strongly agreed that additional courses should be taken.

There seems to be no consensus whether competencies to work with kindergarten children can be acquired through inservice training or specialized university programs (item four). Eighty-five percent of the teachers felt that teachers need special skills not required of upper grade teachers (item five).

Sixty-one percent of the respondents strongly agreed or agreed that the extensive use of elementary teachers without specialized

Table 4.55
Attitudes of Michigan Kindergarten Teachers and Indiana Kindergarten Teachers with Indiana Kindergarten Licenses/Endorsements Toward Licensing of Kindergarten Teachers

Survey Item	Percentage of Educators Responding % 1*	2*	3*	4*	5*
1. A specialized kindergarten certificate/license would increase the skills demonstrated by teachers of kindergarten children.	5.2	10.4	14.2	36.6	33.6
2. An elementary teaching certificate/ license provides the skills needed for teachers to work with kindergarten children.	14.9	32.1	9.7	35.8	6.7
3. Certified/licensed elementary teachers who will teach kindergarten should be required to take additional course work specifically related to kindergarten children.	3.0	6.7	11.9	29.9	45.5
4. Teacher competencies for work with kindergarten children can be acquired through in-service training, thus making a specialized university program unnecessary.	17.2	28.4	22.4	23.9	7.5
5. Kindergarten teachers need special skills not required of upper grade teachers.	3.0	6.7	4.5	32.1	53.0
6. The extensive use of elementary teachers without specialized training is likely to result in inadequate programs for kindergarten children.	5.2	18.7	11.2	33.6	27.6
7. Comoetencies required to teach kindergarten children are equivalent to those required for successful teaching at any level. Therefore, a specialized license/ certificate is not necessary.	18.7	41.0	16.4	17.9	6.0

Table 4.55, continued.

8. Kindergarten children are different from older children; they are not simply the same version cut down in size. Therefore, training programs for teachers of kindergarten children should focus on these differences.	1.5	1.5	4.5	47.8	43.3

*1 = Strongly Disagree
2 = Disagree
3 = Undecided
4 = Agree
5 = Strongly Agree

training is likely to result in inadequate programs for kindergarten children. It should be noted that 23.9% of all respondents disagreed or strongly disagreed (item six).

Fifty-nine percent of all respondents disagreed or strongly disagreed that competencies required to teach kindergarten children are equivalent to those required for successful teaching at any level. Therefore, a specialized license/certificate or training may be necessary, although 23.9% strongly agreed or agreed (item seven).

The feelings of the respondents regarding kindergarten children being different from older children and needing programs to focus on these differences showed 91.1% strongly agreed or agreed. This seemed to indicate a feeling that kindergarten children are very different and do need different understanding (item eight).

To determine whether there was a significant difference in the attitudes of the non-specially certified Michigan kindergarten teachers and the Indiana kindergarten teachers with Indiana kindergarten licenses or endorsements, an analysis of variance was done. As with the other analyses previously presented, a significance level of .05 was set. All responses for the eight attitudinal items shown on Table 4.55 were grouped to give each survey respondent a single score. The scores were then compared for the Indiana and Michigan kindergarten teachers. Table 4.56 shows the results of this comparison. The significance of f at .946 is greater than .05. Therefore, there is no significant difference in attitudes related to the special licensing of kindergarten teachers among Michigan kindergarten teachers with special licenses or certificates and Indiana kindergarten

Table 4.56
Analysis of Variance of Michigan Kindergarten Teachers and Indiana Kindergarten Teachers with Indiana Licenses/Endorsements Attitudes Toward Licensing

Source of Variation	DF	Mean Square	F	Signif. of F
State	1	.001	.005	.946
Residual	132	.158	----	----

teachers with special kindergarten licenses. The mean scores for all respondents, when totalled for each state, were actually equal (3.49).

There does seem to be considerably more support for special kindergarten licensing by the Indiana teachers (Table 4.53). When attitudes related to the simple "yes/no" opinion are analyzed, however, such a difference does not appear to really exist at a significant level.

Summary

The specific questions to be answered by the study concerned the extent to which practicing kindergarten teachers perceived certain variables as important, the extent to which the variables were implemented, and the extent to which education courses were perceived as preparation for dealing with the variables. They also included attitudes regarding licensing of kindergarten teachers as well as analyses of differences between the responses of Michigan and Indiana kindergarten teachers.

The population samples consisted of a random sampling of practicing Michigan kindergarten teachers and Indiana kindergarten teachers with Indiana licenses or endorsements.

An instrument was developed to gather data. An introductory letter was mailed along with the survey. After another three weeks, a follow-up letter was sent.

Over one-half of the survey respondents were in the 21 to 40 age group, and 45% were 41 to 60 years of age. A person's gender was not a factor, as all respondents were female. Forty-four percent of respondents had BA or BS degrees, and 56% held MA or MS degrees. Twelve percent had pre-school licenses/endorsements, 68% had K-8 elementary certificates/licenses, 11% had Indiana kindergarten endorsements, 29% had Indiana kindergarten licenses, and five percent had "ZA" endorsements. The respondents had been teaching between two and 30 years. Fifty-two percent had taught kindergarten for 10 or fewer years, and approximately 21% had taught kindergarten for 22 years or longer. Respondents had student taught at a variety of grade levels. Over 50% had always wanted to teach kindergarten, 85% had taught kindergarten last year, and 77%, if given a choice of grades, would prefer to teach kindergarten. About 40% of the respondents belonged to two or three organizations. Twenty-four percent regularly read one journal, whereas 28% regularly read two or three journals.

Responses regarding the courses relating to teaching of kindergarten taken as part of undergraduate teacher preparation by Michigan and Indiana educators were varied. Child growth and development, music/piano playing, children's literature, and kindergarten student teaching had the highest percentages. Courses related to the teaching of kindergarten taken as part of graduate teacher preparation by

responding Michigan and Indiana teachers were varied. The courses with the highest percentage were child growth and development, early childhood/nursery school education, special programs, and reading. Forty-nine percent had taken no graduate course work.

The highest number of credits earned related to kindergarten/early childhood education by Michigan teachers and Indiana kindergarten teachers with Indiana kindergarten licenses/endorsements were child growth and development, kindergarten/pre-school methods, kindergarten/pre-school materials, child guidance techniques, kindergarten/pre-school curriculum, field experiences in kindergarten/pre-school, and student teaching in kindergarten. There were various responses regarding how Michigan kindergarten teachers and Indiana kindergarten teachers with Indiana kindergarten licenses/endorsements felt they could have been better prepared by their colleges and/or universities. The highest percentages for improvement were kindergarten field experiences, kindergarten student teaching, more general methods/kindergarten methods classes, child growth and development courses, reading and reading readiness, and kindergarten curriculum classes.

The courses felt to be the most essential to the Michigan kindergarten teachers and the Indiana kindergarten teachers with Indiana kindergarten licenses/endorsements were many. Those with the highest percentages were child growth and development, music methods, reading readiness methods, child psychology, math methods, children's literature, physical education methods, and art methods.

The competencies all responding Michigan and Indiana educators felt a kindergarten teacher must have to function most effectively in a kindergarten classroom showed a similar response rate. The top six competencies listed by both groups were understanding child growth and development, patience, love, affection, flexibility, understanding, and being creative and innovative.

Personality traits Michigan kindergarten teachers and Indiana kindergarten teachers with Indiana kindergarten licenses/endorsements felt made them suited to teach at the kindergarten level were varied. The most frequently mentioned were patience, love, affection, liking and enjoying kids, sense of humor, smiling, being happy, high job commitment, flexibility, understanding, caring, and being interested.

The six competency areas were intellectual growth of a kindergarten child, social growth of a kindergarten child, working with parents of a kindergarten child, emotional growth of a kindergarten child, physical growth of a kindergarten child, and general kindergarten teacher skills and attitudes.

The competency area of the intellectual growth of a kindergarten child showed all related competencies to be "somewhat" to "extremely" important. Teachers felt they implemented them "sometimes" to "most of the time," and their preparation was "none" to "excellent" preparation. In the item "use mastery learning," only six percent felt that had "excellent" preparation. For the competency area of social growth of a kindergarten child, respondents felt the specific competencies were "somewhat" to "extremely" important and that they

implemented them "sometimes" to "most of the time," stating that their preparation was "none" to "excellent." For the competency area of working with parents of a kindergarten child, respondents felt the specific competencies were "of little" to "extremely" important. Their feelings regarding implementation were "never" to "most of the time." Respondents felt their preparation was "none" to "some." One item, "work to promote positive relations between teachers and parents," showed a more significant difference in response rate than the other competencies in the area. For the emotional growth of a kindergarten child, respondents felt it was "extremely important" and that they implemented it "somewhat" to "most of the time" and that they had "little" to "excellent" preparation. Responses for the area of physical growth of a kindergarten child revealed that all respondents felt it to be "extremely" important and that they implemented it "most of the time," stating that they had "little" to "excellent" preparation. In the competency area of general kindergarten teacher skills and attitudes, respondents felt the specific competencies to be "somewhat" to "extremely" important except for the item "be a subject matter specialist in at least one or more disciplines." Many respondents felt that was of "little" importance. Respondents felt they implemented the competencies "rarely" to "most of the time" and that they had received "none" to "excellent" preparation.

A univariate f test was used to determine if significant differences existed between the responses of Michigan kindergarten teachers and Indiana kindergarten teachers with Indiana licenses/

endorsements regarding implementation, use, and preparation. A .05 level of significance was set. There was found to be no significant difference in the responses of the two populations for each of the six competency areas related to importance and use. There was a significant difference in each of the six competency areas related to preparation.

The Wilks-Lambda multivariate test of significance was also used to compare the responses of the two populations. At a .05 level of significance, no significant differences were found related to importance and use. A significant difference was found related to preparation.

The survey population indicated at a ratio of 2:1 (yes, 65%; no, 33.6%) their support for the licensing of kindergarten teachers.

Analysis of variance was used to determine if a significant difference existed between attitudes of Michigan and Indiana kindergarten teachers regarding licensing. At a .05 level of significance, no significant difference was found.

Responses listed in all tables throughout Chapter IV were exact wording as given by responding kindergarten teachers.

In Chapter V, the eight questions posed by this study will be stated and the general tendencies of data necessary to answer the questions will be described. Figures representing the percentages of kindergarten teachers responding to items or clusters of items will be presented, and conclusions will be drawn.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Introduction

This chapter focuses on conclusions which may be drawn and recommendations which may be made as a result of this study. Included is a brief description of the purpose of the study, the data collection and analysis methods, and the population.

A general assessment of kindergarten teacher competencies in six general competency areas, attitudes toward licensing is made by examining practicing kindergarten teacher perceptions. An examination of the extent to which teachers perceive items related to the competencies as important, perceive the extent to which they have implemented them, and perceive their education courses as preparation is included. Description and results of testing for significant relationships in the responses of Michigan kindergarten teachers and Indiana kindergarten teachers with Indiana kindergarten licenses/endorsements are presented. The eight questions posed by the study are answered and conclusions are made.

Based on the data, recommendations for the future of kindergarten teacher preparations are made. Recommendations for the licensing of kindergarten teachers are also made. Finally, recommendations for future research are suggested.

Summary

The purpose of this study was to determine the perceptions and attitudes of kindergarten teachers from Michigan and Indiana regarding many facets of kindergarten education. These included perceptions about the extent to which they felt certain competencies were important, the extent to which they implemented these competencies, and the extent to which their colleges and universities prepared them to implement the competencies, as well as their attitudes about the licensing of kindergarten teachers. Specific questions the study sought to answer were the following:

1. What competencies do practicing kindergarten teachers perceive they need to be effective kindergarten teachers?

2. Do Indiana teachers with kindergarten licenses perceive needs differently from Michigan kindergarten teachers without licenses or endorsements?

3. What competencies do practicing kindergarten teachers perceive they use in their roles as kindergarten teachers?

4. Do Indiana teachers with kindergarten licenses perceive they make different use of competencies than do Michigan kindergarten teachers without licenses or endorsements?

5. What professional preparation do practicing kindergarten teachers perceive they should have to be effective kindergarten teachers?

6. Do Indiana teachers with kindergarten licenses perceive the professional preparation needs of kindergarten teachers differently than do Michigan kindergarten teachers with licenses or endorsements?

7. What attitudes toward licensing of kindergarten teachers do practicing kindergarten teachers have?

8. Do Indiana teachers with kindergarten licenses have attitudes toward licensing of kindergarten teachers that are different from those of Michigan kindergarten teachers without licenses or endorsements?

A four part survey was developed to elicit data necessary to answer the research questions. The items were designed to reflect the intent of 43 kindergarten competencies which were divided into six competency areas. Items were also developed to elicit the attitudes of the teachers regarding certification and licensing. Eight items were developed regarding preparation they felt they had and the preparation they felt they should have received.

The individuals upon whose responses the study focused were all identified as teachers currently teaching kindergarten in the state of Mihcigan or in the state of Indiana. The individuals were all female and represented a variety of ages. There was almost an even distribution among the age categories. Forty-four percent had completed B.A. or B.S. degrees, and 56% had completed M.A. or M.S. degrees. The percentage of teachers with a pre-school license/ endorsement was 12.6%. The number of teachers with a K-8 elementary certificate/license was 68.7%. One teacher had a 1-6 elementary license. The percentage of teachers with a K-12 certificate/ license was 4.5%. Indiana teachers with kindergarten endorsements was 11.9%, and the Indiana kindergarten license was held by 29.6%. A Michigan ZA endorsement was held by 5.2% of the surveyed teachers.

The years of experience among the teachers in the study ranged from two years to over 30. Teachers having experience in kindergarten ranged from two years to over 30. Teachers' student teaching was done in a variety of grades. Teachers who student taught in preschool or nursery school was 1.5%. Teachers who student taught in kindergarten was 19.4%. Those having student taught in first grade

grade was 9.7%; second or third grade was 11.2%; fourth or fifth grade was 4.5%; and those having student taught in a combination of pre-, early elementary, and kindergarten was 37.3%. There were 2.2% of the teachers having student taught in middle school, and 7.5% had student taught in other grades. The majority of the teachers surveyed (50.7%) are presently teaching in kindergarten, which is the grade they originally wanted to teach.

The majority of respondents, if given a choice, prefer to teach kindergarten (77.6%). The choices of 18.6% of the respondents preferred teaching other various grades.

Over a four week span, an introductory letter, the survey and cover letter, and a follow-up letter were mailed to Michigan kindergarten teachers identified through a random sampling of all Michigan kindergarten teachers and to all Indiana kindergarten teachers with kindergarten licenses/endorsements. Responses of the practicing kindergarten teachers were considered to answer the research questions.

Data were reported in frequencies and percentages. Each item of the 43 items in Part I of the survey was a competency. Each competency area was evaluated by examining the teacher responses for the items associated with it. Kindergarten teachers' opinions about competencies necessary for kindergarten teachers, about the teachers' own personalities, about their undergraduate and graduate teacher preparation, about how they felt they could have had better preparation were evaluated for all responding kindergarten teachers.

To determine whether significant differences existed between the responses of the Michigan and Indiana teachers regarding

importance, implementation, and preparation, as well as attitudes about licensing of kindergarten teachers, a variety of statistical tests were used. They included univariate f tests, multivariate tests of significance, and analysis of variance.

Question One

What competencies do practicing kindergarten teachers perceive they need to be effective kindergarten teachers?

For each of the six competency areas, the general overall responses revealed all of them to be "somewhat" to "extremely" important. In the competency area of intellectual growth of a kindergarten child, they generally seemed to be evenly distributed between "somewhat" and "extremely" important. In the competency area of social growth, responses were also generally distributed between "somewhat" and "extremely" important. In the competency area of emotional growth, the overall responses revealed the teachers perceived each specific competency to be "extremely" important. In the competency area of physical growth, responses were overwhelmingly "extremely" important. In the competency area of working with parents, the overall responses were "somewhat" important and one area (teacher-parent relationship) was "extremely" important. In the competency area of general kindergarten teacher skills and attitudes, there were four areas which responses revealed to be "extremely" important," 13 areas were "somewhat" important, and two areas were of "little" or "no" importance.

The competencies Michigan and Indiana kindergarten teachers felt they must have to be effective in a classroom included the areas mentioned above and others. Approximately 50% felt that child growth

and development was essential. Patience (36.57%), love and affection (30.60%), flexibility (25.37%), and understanding (24.63%) were also felt to be essential.

From the data it is possible to conclude that practicing kindergarten teachers perceived the six competency areas to be "somewhat" to "extremely" important. It is also possible to conclude that patience, love, affection, flexibility, and understanding were felt to be most essential for effective kindergarten teachers.

Question Two

Do Indiana teachers with kindergarten licenses perceive needs differently than Michigan kindergarten teachers without licenses or endorsements?

A univariate f test was used to determine if there were a significant difference between the Indiana and Michigan kindergarten teachers' responses regarding the importance of the variables. A level of .05 was set to show significance.

The competency of working with parents showed the significance of f to be .339. The competency of intellectual growth of a child showed the significance of f to be .112. The competency of social growth of a child showed the significance of f to be .601. The competency of the emotional growth of a child showed the significance of f to be .989. The competency of physical growth of a child showed the significance of f to be .322. The competency of general teacher skills and attitudes showed a .244 level of significance. All six variables used in the univariate f test showed that with a level of .05 set, there was no significant difference.

A Wilks-Lambda multivariate test of significance was also conducted using all six variables combined as one to compare the

responses of Michigan kindergarten teachers and Indiana kindergarten teachers with Indiana kindergarten licenses/endorsements relative to the importance of competencies for kindergarten teachers. A level of .05 was set to show significance, but the Wilks-Lambda showed the significance of f to be .740.

Based on these data, all six variables did not show a significant difference. Therefore, it is possible to conclude that Indiana teachers with kindergarten licenses did not perceive needs differerently than Michigan kindergarten teachers without licenses or endorsements.

Question Three

What competencies do practicing kindergarten teachers perceive they use in their roles as kindergarten teachers?

For each of the six competency areas, the generall overall response revealed many of them to be "sometimes" to "most of the time" with a few "rarely" to "sometimes." In the competency area of intellectual growth of a kindergarten child, responses generally seemed to be evenly distributed between "sometimes" and "most of the time." In the competency area of social growth, they were generally distributed between "sometimes" and "most of the time." In the competency area of emotional growth, the overall responses revealed that they perceived each specific competency to be implemented "most of the time," with the exception of "punish children privately" which was "sometimes" to "most of the time." In the competency area of physical growth, all the responses in all areas were "most of the time." In the competency area of working with parents, overall responses

were "rarely" to "sometimes," with one area, "work to promote positive relations between teachers and parents," to be "most of the time." In the competency area of general kindergarten teacher skills and attitudes, responses were generally "sometimes" to "most of the time" in all areas.

The personality traits that Michigan and Indiana kindergarten teachers felt made them suited to teach at the kindergarten level included the areas mentioned above and others. Approximately 47% felt that patience, love, affection, liking, and enjoying kids made them well suited. Having a sense of humor, smiling, and being happy (24.63), high job commitment (20.15%), and being flexible (17.16%) were also traits describing suitability for kindergarten teaching. There were at least 60 different sets of personality traits mentioned, but only five sets of personality traits were mentioned a frequent number of times.

From these data it is possible to conclude that practicing kindergarten teachers perceived they used the six competency areas "sometimes" to "most of the time." It is also possible to conclude that patience, love, affection, liking, being happy, and high job commitment, as well as being flexible, were personality traits they felt they had which enabled them to effectively implement kindergarten programs.

Question Four

Do Indiana teachers with kindergarten licenses perceive they make different use of competencies than do Michigan kindergarten teachers without licenses or endorsements?

A univariate f test was used to determine if there were a significant difference in the use of competencies by Indiana and Michigan teachers. A level of .05 was used to show significance.

The competency area of working with parents showed the significance of f to be .457. The competency area of intellectual growth of a child showed the significance of f to be .604. The competency area of the social growth of a child showed the significance of f to be .776. The competency of emotional growth of a child showed the significance of f to be .753. The competency area of physical growth showed the significance of F to be .484. The competency of general teacher skills and attitudes showed a .398 level of significance. All six variables used in the univariate f test showed that with a level of .05 set, there was no evidence of significant difference.

A Wilks-Lambda multivariate test of significance was also conducted using all six variables combined as one to determine if Indiana teachers with kindergarten licenses/endorsements perceived they made different uses of competencies than did Michigan kindergarten teachers without licenses or endorsements. A level of .05 was set to show significance, but the Wilks-Lambda showed the significance to be .849.

Based on these data, all six variables did not show a significant difference. Therefore, it is not possible to conclude that Indiana teachers with kindergarten licenses/endorsements do perceive different use of competencies than do Michigan kindergarten teachers without licenses or endorsements.

Question Five

What professional preparation do practicing kindergarten teachers perceive they should have to be effective kindergarten teachers?

For each of the six competency areas, there seemed to be a wide range of responses. In the competency area of intellectual growth of a kindergarten child, they ranged from "none" to "excellent" preparation, and one area (teach reading skills) showed "some" to "excellent" preparation. In the competency area of social growth, responses were also distributed between "none" and "excellent" preparation. In the competency area of emotional growth, overall responses revealed "little" preparation to "excellent" preparation. In the competency area of physical growth, responses were "little" to "excellent" preparation. In the competency area of working with parents, overall responses were "none" to "little" preparation. In the competency area of general kindergarten teacher skills and attitudes, there were seven areas where responses revealed "little" preparation to "excellent" preparation. Twelve areas had a wide range of responses from "none" to "excellent" preparation.

The competency area of general kindergarten teacher skills and attitudes included the areas mentioned above and others. An examination of courses related to the teaching of kindergarten taken as part of undergraduate teacher preparation by all responding Michigan and Indiana teachers revealed child growth and development was taken by 28.36%, music and piano playing and children's literature were both taken by 21.64%, kindergarten student teaching was done by 18.66%, and art methods and games and play were taken by 14.18%. There were

a variety of 24 other courses taken by 13.43% to 3.73% of the teachers. Thirty-six respondents said they took no courses related to teaching kindergarten.

Courses related to the teaching of kindergarten taken as part of graduate teacher preparation of all responding Michigan and Indiana educators were child growth and development (12.69%), early childhood and nursery school education (11.94%), and special programs (10.45%). There was a variety of 12 other courses taken from 7.46% to 3.73%. Forty-nine respondents said they took no courses at all.

The courses that all Indiana and Michigan teachers felt were the most essential for professional preparation were child growth and development (51.49%), music methods (26.87%), reading readiness (26.12%), child psychology (23.88%), math methods and children's literature (17.91%). There was a variety of 14 other courses taken by 12.69% of the respondents, to 5.97%.

The Michigan kindergarten teachers and Indiana kindergarten teachers with Indiana kindergarten licenses or endorsements felt they could have been better prepared to teach kindergarten in a limited number of ways.

From the data it is possible to conclude that there was no overall consensus regarding the professional preparation practicing kindergarten teachers perceived they should have to be effective kindergarten teachers. It is also possible to conclude that many kindergarten teachers had few courses related to kindergarten education as part of their undergraduate and graduate preparation. It could also be concluded that they felt more courses related to

kindergarten should be offered as part of kindergarten teacher preparation.

Question Six

Do Indiana teachers with kindergarten licenses perceive the professional preparation needs of kindergarten teachers differently than do Michigan kindergarten teachers without licenses or endorsement?

A univariate f test was used to determine if Indiana kindergarten teachers with kindergarten licenses perceived the professional preparation needs of kindergarten teachers significantly differently than did Michigan kindergarten teachers without licenses or endorsements.

A level of .05 was set to determine the significance of each competency area. The competency area of working with parents showed the significance of f to be .001. The competency area of intellectual growth of a child showed the significance of f to be .001. The competency area of the social growth of a child showed the significance of f to be .00000005564. The competency of the emotional growth of a child showed the significance of f to be .001. The competency of physical growth of a child showed the significance of f to be .00000001703. The competency of general teacher skills and attitudes showed the significance of f to be .0001944.

A Wilks-Lambda multivariate test of significance was also conducted using all six variables combined as one to determine if Indiana teachers with kindergarten licenses perceived the professional preparation needs of kindergarten teachers differently than did Michigan kindergarten teachers without licenses or endorsements.

A level of .05 was set to show significance, but the Wilks-Lambda showed the significance of f to be .0000003411. Therefore, based on these data, it is possible to conclude that Indiana kindergarten teachers with kindergarten licenses perceived the professional preparation needs of kindergarten teachers differently than did Michigan kindergarten teachers without licenses or endorsements.

Question Seven

What attitude toward licensing of kindergarten teachers do practicing kindergarten teachers have?

The attitudes kindergarten teachers have seem to support the concept of licensing. Approximately two-thirds (65.7%) of all respondents felt a special kindergarten license should be required of all practicing kindergarten teachers.

A closer examination of attitudes shows consistent agreement on eight areas. Teachers "agreed" or "strongly agreed" that a specialized kindergarten certificate/license would increase skills by teachers of kindergarten children. The teachers were divided in their feelings regarding whether the elementary teaching certificate/license provides the skills needed for teachers to work with kindergarten children: 32.1% disagreed and 35.8% agreed. Teachers felt it necessary for course work specially related to kindergarten to be required. The kindergarten teachers' feelings regarding inservice were mixed between "disagree" (28.4%), "undecided" (22.4%), and "agree" (23.9%). There was no real agreement if inservice training could substitute for specialized university programs. Kindergarten teachers agreed that they do need special skills not required of

upper grade teachers. There was also agreement by kindergarten teachers that the extensive use of elementary teachers without specialized training is likely to result in inadequate programs for kindergarten children. The feeling that competencies required to teach kindergarten chidlren are equivalent to those required for successful teaching at any level was rejected by respondents. There was strong agreement by kindergarten teachers that kindergarten children are different from older children; therefore, training programs for thse children should focus on these differences.

From these data it is possible to conclude that practicing kindergarten teachers support licensing of kindergarten teachers at a ratio of 2:1. The teachers' attitudes reflect this support.

Question Eight

> Do Indiana teachers with kindergarten licenses have attitudes toward licensing of kindergarten teachers different from those of Michigan kindergarten teachers without licenses or endorsements?

An analysis of variance was used to determine if there were a significant difference in the attitudes of Indiana and Michigan kindergarten teachers towards a license or endorsement. A level of .05 was set to show significance.

The eight items used to determine attitudes were combined to represent one overall attitude for each respondent. The level of significance for f was .946.

From these data it is possible to conclude there was no significant difference in the attitudes of Indiana teachers with kindergarten licenses and Michigan teachers without licenses or endorsements.

Other Factors

The conclusions reached as a result of this study were made primarily by examining data from the entire survey population. It is possible that certain factors such as teachers' ages would have altered the data or may have influenced the data in some ways. It is possible that if a younger sample of Michigan teachers were surveyed, their responses would have differed from those of the older Michigan teachers who did respond.

Recommendations

Certain recommendations emerged as a result of this study. These include the following.

1. Additional course work should be offered by colleges and universities at the undergraduate level related to the teaching of kindergarten.

2. Additional course work should be offered by colleges and universities at the graduate level related to the teaching of kindergarten. These institutions should carefully examine the number of courses required for certification at the kindergarten level and the content of these courses. The importance of and need for extensive understanding in the area of child growth and development was reinforced time after time again by the respondents of this study.

3. Courses offered at the undergraduate and graduate levels should include, but should not be limited to, kindergarten student teaching, kindergarten field experiences, child growth and development courses, kindergarten curriculum classes, general kindergarten methods classes, working with parents, and readiness testing.

4. Michigan should consider a licensing of kindergarten teachers to be added to the existing Michigan teaching certificate, or that it be required that specific courses related to kindergarten must be taken in undergraduate work.

5. Indiana should continue its licensing/endorsement requirement for kindergarten teachers.

Implications for Teacher Education

As a result of this study, the following implications may be implied.

1. Early and extensive field experiences at the early childhood/kindergarten level must be a part of kindergarten teacher professional preparation.

2. University personnel and cooperating teachers must be well prepared to identify and evaluate the extent to which prospective kindergarten teachers demonstrate the qualities of patience, love, flexibility, and affection.

A thorough understanding of child growth and development is necessary for anyone to have who works with children in nursery school, pre-school, kindergarten, or any other grade. Children are real; they must not be dealt with as unfeeling toys. Data from this study overwhelmingly support that it is very important that teachers have the knowledge necessary to understand the various growth stages of children.

The individuals seeking to work with children must have a keen understanding of the physical, social, emotional, and intellectual growth of the child in order to be able to understand the uniqueness

of each one. Student teaching must be more carefully supervised and perhaps a longer time allotted. Student teachers perhaps should have more "hands on" experiences with children.

Are the supervisors in charge of student teachers scrutinizing prospective teachers closely enough? Are they having many contacts in order to make fair judgments as to the credibility of these prospective teachers? Time must be spent in evaluating carefully to determine that a student teacher has the necessary competencies needed to be a sensitive, caring, understanding, loving teacher of young children.

In order to be a successful teacher of young children, it is necessary to take a close look at the personal characteristics of candidates entering the field of teaching. Superintendents and board of education members should set guidelines which clearly indicate that marks or grade point averages are not the most important criterion in selecting teachers of young children. Having a teacher who has been bumped from a position in high school or junior high placed in a kindergarten in order to maintain a position for that individual is unfair not only to the kindergarten child, but also to the teacher. Unions have a powerful and sometimes negative impact on some areas of education. It is important for school personnel to stand back and ask, "Are we thinking of kids or just teacher placement?" It takes a powerful, strong, determined superintendent and a supporting board of education to take a firm stand and demand that the placement of teachers is in the best interest of children.

In our best way are we not only looking at the formal preparation of these candidates, but also at the suitability and psychological fitness of each person? Are we getting to the point in time perhaps where licensing would be appropriate in order to teach the young child? In this case, more child growth and behavior courses would be mandatory, and perhaps in this way the best teachers would be in our early grades.

In order to have excellence in education, we cannot start when students reach high school. Excellence in education begins in the formative years. It builds from year to year. With a strong foundation from pre-school and on going, test scores may show significant differences.

Recommendations for Future Study

1. It is recommended that an indepth survey of teacher training institutions in Michigan be made to determine the content of programs which meet the needs of students aspiring to be kindergarten teachers and cite exemplary programs.

2. It is recommended that a similar study be conducted by gathering data by observation and not relying on teacher perceptions and teacher option to return a survey instrument.

3. It is recommended that a longitudinal study to assess the impact of Indiana licensing requirements on those who actually are teaching kindergarten in Indiana be conducted. How long will it take to have all kindergarten teachers kindergarten licensed? How much progress is made yearly? Will the licensing last?

4. It is recommended that a similar study be conducted by sampling a larger portion of the Michigan population.

Epilogue or Comments

After completing my study, I find myself looking at my role as an instructional leader in kindergarten and seeing much, much more clearly the great task before me. I see a group of eager five year olds, ancious to learn all that I set before them. My responsibility is frightening. How I deal with children at this tender age will have a lasting affect on their educational life.

APPENDIX

CERTIFICATION REQUIREMENTS

Teachers in the state of Michigan who wish to be certified to teach the early childhood student have undergraduate and graduate level options.

An undergraduate minor of 20 semester hours in early childhood education can be part of an initial or continuing elementary certificate. The following colleges and universities currently offer this minor (requirements vary from school to school): Western Michigan University, Central Michigan University, Grand Valley State College, Hillsdale College, Marygrove College, Mercy College, Michigan State University, Nazareth College, Siena Heights College, and Spring Arbor College.

The Michigan Department of Education does not issue a preschool (early childhood) certificate. Early childhood education can be a minor on any certificate. The Michigan Department of Education is the only certifying agency in Michigan.

At the graduate level, a "ZA" endorsement is available upon completion of 18 semester hours. As with the minor, course requirements vary. According to the Michigan Department of Education, a number of colleges and universities offer this endorsement.

The Child Development Associate Credential (CDA) is not currently recognized as an alternative to an early childhood education minor or "ZA" endorsement in Michigan. The CDA credential is a competency-based credential for staff working with children ages three to five in a group situation. Michigan does not require certification for personnel in public-supported and/or private-supported settings for children ages zero to age eight.

North Central Association of Colleges and Schools, under Standard IV: The Professional Staff, lists separate requirements for both pre-elementary and elementary education teaching staff.

Currently, the National Association for the Education of Young Children (NAEYC) has been developing a nationwide voluntary accreditation system for early childhood centers and schools (CAP), Center Accreditation Project. In the near future, the NAEYC's governing board will be considering the various parts of the criteria for high quality early childhood programs. The following table illustrates one part of this program.

Proposed Titles, Responsibilities, and Training Requirements

Level of Professional Responsibility	Training Requirements
Level 1--Early Childhood Assistant Preprofessional workers who carry out program activities under supervision of professional staff	Participation in professional development programs
Level 2--Early Childhood Teacher Professionals who are in charge of groups of children	At least a Child Development Associate (CDA) credential or an AA degree in early childhood education/child development and at least one full year of teaching experience
Level 3--Early Childhood Specialist Professionals who direct educational programs in early childhood centers, supervise and train staff, and design curriculum	At least a BA degree in early childhood education/child development which includes or is supplemented by at least one year of full-time experience working with young children, and also includes training and experience in supervision of adults, curriculum design, and staff development

from Young Children (November, 1983)

From an article in the Journal of Teacher Education (March-April, 1982), the following excerpts reflect some additional insight on the issue of early childhood certification.

> Early childhood teacher education is a relatively new activity for most institutions, with over half (57.6%) being in existence for 10 years or less. Almost two-thirds of the programs (64.8%) are housed in departments or colleges of education rather than child development or similar units. The overwhelming majority of these programs (87.8%) lead to state teacher certification. In more than half of the institutions reporting, 60% or more of the students receive dual certification, primarily early childhood and elementary certificates. Most of the institutions offer preparation at the Bachelor's degree level (88%), while more than half offer Master's degree level programs (54%).
>
> In addition, many early childhood practitioners are prepared in community colleges in two-year Associate of Arts degree programs, in one-year programs, or in field-based programs preparing individuals for the Child Development Associate Credential. These programs may or may not be considered as teacher preparatory and they do not lead to standard teaching credentials.
>
> One of the impressions given in the field of early childhood education is that the vast majority of its practitioners are prepared in child development or home economics programs. This does not seem to be the case in the programs surveyed in this study. The respondents were primarily housed in education units within their institutions and seemed to have close ties with programs preparing elementary teachers as evidenced by the dual certification available.

Michigan certification laws regarding teachers of kindergarten/early childhood are vastly different from those of the state of Indiana. In Title 530 of the Commission on Teacher Training and Licensing, as described in the Indiana Register, section 1.530IAC 2-H clearly describes the early childhood education license, its qualifications, coverage, and endorsements.

For a more detailed look at certification requirements of teachers of young children for all the United States, A Survey of State Certification Requirements of Teachers of Young Children (NAEYC, 1983, edited by Bouverat, Skeen, and York) would be an excellent information source.

April, 1985

15321 Windmill Pointe Drive
Grosse Pointe Park, Michigan 48230

Dear Colleague:

In recent years teacher competencies have received a great deal of attention. I am investigating these competencies at the kindergarten level, and the impact of certification (licensing) on the attainment of these competencies.

A survey is being conducted to assess your opinions and perceptions about kindergarten teacher competencies and your professional preparation and certification. This survey instrument is being sent to a sample of kindergarten teachers in Michigan and Indiana. I am enclosing the survey instrument for you to complete.

The number of educators being surveyed is relatively small, thus, your input is extremely valuable. For the results of the survey to be truly representative, it is important for you to complete the questionnaire and return it. I know the school year is ending and there are many demands on a teacher, but I would be very appreciative if you could respond within two weeks.

You may be assured of complete confidentiality. The return envelope is brightly colored to aid in sorting. The number appearing on the envelope is for mailing purposes only. This is so your name or school may be checked off the mailing list when your questionnaire is returned. Your name, school, or number will NEVER be placed on the completed questionnaire.

Thank you so much for your participation.

Sincerely,

Jeanne Hurley Maksym

Jeanne Hurley Maksym

April 9, 1985

Dear Fellow Kindergarten Teacher:

I am a graduate student at MSU doing my research for the doctor's degree, investigating perceptions of those of us who work with kindergarten children. I need your help. I hope you will share with me your perceptions on the enclosed questionnaire.

It takes approximately twenty minutes to complete the questions. Your answering will be completely voluntary and kept completely confidential and anonymous.

Your answers will be consolidated with responses from other kindergarten teachers from Indiana and Michigan. If you would like a summary of results when the study is finished, please return to me the self-addressed enclosed post card and include your mailing address. Your return of the questionnaire itself will constitute your consent for me to use your replies in my study.

Thanks for your very important help.

Very sincerely,

Jeanne Hurley Maksym

Jeanne Hurley Maksym
Kindergarten Teacher

JHM
encl.

April 27, 1985

15321 Windmill Pointe Drive
Grosse Pointe Park, Michigan 48230

Dear Colleague:

About two weeks ago a questionnaire seeking your ideas about kindergarten and your preparation to teach kindergarten was mailed to you. Your name was selected because you have an Indiana kindergarten license or endorsement.

Please complete and return the questionnaire. Because it has been sent to only a small number of people, it is extremely important that your opinions be included in the study if the results are to accurately represent the ideas of people with the license or endorsement. Please complete the questionnaire even if you are not teaching kindergarten this year as the number of individuals possible to survey is so limited.

If by some chance you did not receive the questionnaire or if it was misplaced, please call me now, collect (313-824-0584) and I will mail you another one today.

Sincerely,

Jeanne Hurley Maksym

Jeanne Hurley Maksym

_____

I WOULD LIKE TO RECEIVE A SUMMARY OF YOUR FINDINGS.

MY MAILING ADDRESS IS:

_____

_____

_____

TITLE 530 COMMISSION ON TEACHER TRAINING AND LICENSING

LSA Document #84-27(F)

DIGEST

Amends several sections in 530 IAC 2-1 and 2-2 to provide for proposed rule changes. These proposed changes include the following: increase the experience requirements from three (3) years to five (5) years for the professional license; adds the ethnic, cultural and disability awareness requirement to the following licensing patterns; early childhood, junior high/middle school, secondary, all grades; a change in the science major as it applies to the mathematics primary and supporting areas; clarification of the requirements for the school psychologist I license, revocation rule change as required by IC 20-1-21.6-7; adds 530 IAC 2-3 concerning continuing education for teachers, instructional supervisors, school service personnel, and administrators to require that holders of such licenses complete coursework or CRUs in order to keep their license valid and to provide for certain

technical changes. Also repeals 530 IAC 2-1-7; 530 IAC 2-1-8; 530 IAC 2-1-10; 530 IAC 2-1-11 and 530 IAC 2-1-12. Effective 30 days after adoption approval and filing are complete. *REVISOR'S NOTE: Pursuant to P.L. 20-1984, SECTION 206, rules of the commission on teacher training and licensing filed with the secretary of state before July 1, 1984 shall be treated as if adopted by the state board of education. In response, the revisor will assign Title 511 to the state board of education and will renumber the provisions of this rule document as 511 IAC 3 for publication in the 1985 Cumulative Supplement of the Indiana Administrative Code. The final rule was edited to reflect revisor's style.*

530 IAC 2-1-1	530 IAC 2-1-30	530 IAC 2-1-57
530 IAC 2-1-2	530 IAC 2-1-31	530 IAC 2-1-58
530 IAC 2-1-3	530 IAC 2-1-32	530 IAC 2-1-59
530 IAC 2-1-4	530 IAC 2-1-33	530 IAC 2-1-60
530 IAC 2-1-5	530 IAC 2-1-34	530 IAC 2-1-61
530 IAC 2-1-6	530 IAC 2-1-35	530 IAC 2-1-62
530 IAC 2-1-7	530 IAC 2-1-36	530 IAC 2-1-63
530 IAC 2-1-8	530 IAC 2-1-37	530 IAC 2-1-64
530 IAC 2-1-10	530 IAC 2-1-38	530 IAC 2-1-65
530 IAC 2-1-11	530 IAC 2-1-39	530 IAC 2-1-66
530 IAC 2-1-12	530 IAC 2-1-40	530 IAC 2-1-67
530 IAC 2-1-13	530 IAC 2-1-41	530 IAC 2-1-68
530 IAC 2-1-14	530 IAC 2-1-42	530 IAC 2-1-69
530 IAC 2-1-15	530 IAC 2-1-43	530 IAC 2-1-70
530 IAC 2-1-16	530 IAC 2-1-44	530 IAC 2-1-71
530 IAC 2-1-17	530 IAC 2-1-45	530 IAC 2-1-72
530 IAC 2-1-18	530 IAC 2-1-46	530 IAC 2-1-73
530 IAC 2-1-19	530 IAC 2-1-47	530 IAC 2-1-74
530 IAC 2-1-20	530 IAC 2-1-48	530 IAC 2-1-75
530 IAC 2-1-21	530 IAC 2-1-49	530 IAC 2-1-76
530 IAC 2-1-22	530 IAC 2-1-50	530 IAC 2-1-77
530 IAC 2-1-23	530 IAC 2-1-51	530 IAC 2-1-78
530 IAC 2-1-24	530 IAC 2-1-52	530 IAC 2-1-79
530 IAC 2-1-25	530 IAC 2-1-53	530 IAC 2-1-80
530 IAC 2-1-26	530 IAC 2-1-54	530 IAC 2-1-81
530 IAC 2-1-27	530 IAC 2-1-55	530 IAC 2-2-10
530 IAC 2-1-28	530 IAC 2-1-56	530 IAC 2-3
530 IAC 2-1-29		

SECTION 1. 530 IAC 2-1-1 is amended to read as follows:

530 IAC 2-1-1 Early childhood education license; qualifications; coverage; endorsements

Authority: IC 20-1-1-4
Affected: IC 20-5-16; IC 20-6.1-3-3

Sec. 1. ~~EARLY CHILDHOOD EDUCATION.~~ ~~(1)~~(a) Candidates will be qualified for the standard license in early childhood education when they have:

~~(A)~~(1) Received a baccalaureate degree from an institution of higher education accredited to offer programs in teacher education.

~~(B)~~(2) Completed an undergraduate program consisting of a minimum of 124 semester hours structured as follows:

~~(1)~~(A) General Education 40 Semester Hours

~~(a)~~(i) Language arts—This area shall be designed to develop appreciation, knowledge and understanding of world literature and shall always include children's literature and nine (9) semester hours of oral and written expression.

~~(b)~~(ii) Science—This area shall be designed to develop broad functional understanding of conservation and the physical, biological and earth sciences. An integrative approach shall be used whenever possible.

~~(c)~~(iii) Social studies—This area shall be designed to develop understanding of contemporary civilization, economics and government, current social problems and modern family life, and shall always include a course in U.S. history and a course in world civilization. An integrative approach shall be used whenever possible.

~~(d)~~(iv) Mathematics—This area shall be designed to develop broad functional knowledge and understanding of the character and development of number systems and skill in use of numbers. These shall be adapted to meet the needs of elementary school teachers.

~~(e)~~(v) Arts—This area shall be designed to develop appreciation and skills in music and art.

~~(f)~~(vi) Electives from general education shall always include physical activities for the young child.

~~(2)~~(B) Subject matter

Concentration	24 Semester Hours

An in-depth minor area such as sociology, psychology or home economics.

~~(3)~~(C) Professional

Education	40 Semester Hours

The professional component shall begin early in the student's educational career. Laboratory experiences shall be initiated as soon as possible and continued throughout the student's program of preparation. This component shall always include at least nine (9) weeks of full-time student teaching in the later stages of the undergraduate program and be sponsored by the teacher education institution. Attention shall be given to cognitive, affective and psychomotor facets of education and to both individual and group processes of teaching. Every effort shall be made to include experiences in education of minority groups and the handicapped. The professional education component shall include:

~~(a)~~(i) Human growth and learning (infancy to age 8).

~~(b)~~(ii) Laboratory experiences which shall include course work and practical experiences with individual children and parents.

~~(c)~~(iii) Curricula and programs for young children always including reading readiness.

(iv) Ethnic, cultural and disability awareness.

~~(d)~~(v) Nine (9) weeks of full-time student teaching at the level covered by this license.

~~(4)~~(D) Electives 20 Semester Hours

The elective component of the teacher preparation program shall provide the teacher candidate with opportunity for self-determination of courses which shall add breadth and/or depth to the undergraduate experience.

~~(C)~~(3) Been recommended for licensing by the institution of higher education granting the degree.

~~(II)~~(b) Coverage: The teacher licensed in early childhood education is eligible to teach all subjects in pre-kindergarten classes.

~~(III)~~(c) Renewal: The Standard License in Early Childhood Education may be renewed ~~for one 5-year period upon the completion of 12 semester hours of graduate work directed toward professionalization of this license and with the recommendation of the institution where the renewal credit was earned~~ as specified in 530 IAC 2-3.

~~(IV)~~(d) Professionalization: The standard license in early childhood education may be professionalized when the holder has:

~~(A)~~(1) Completed ~~three~~ five (5) years of teaching experience in accredited schools at the level covered by the license and subsequent to the issuance of the Standard License.

~~(B)~~(2) Completed an appropriate master's degree from an institution regionally accredited to offer graduate degrees.

~~(C)~~(3) Completed fifteen (15) semester hours in early childhood education at the graduate level at an institution regionally accredited to offer graduate programs in early childhood education. (Note: Candidates with additional teaching areas or endorsements may professionalize those areas upon the completion of three (3) semester hours of coursework in the subject matter area.) The addition of aerospace and interdisciplinary cooperative education will not require any additional coursework in order to be professionalized.

~~(D)~~(4) Been recommended for the professional license by the institution granting the master's degree.

Early childhood additions. The standard or professional license in early childhood education may be extended in subject area coverage upon completion of appropriate endorsements or teaching minors as described in ~~Rule 46, Section 7~~ 530 IAC 2-1-13. The coverage of such additions is limited to pre-kindergarten classes with the exception of all grade minors in recreation, audiovisual services and school library services which are valid in grades K-12. The addition of the kindergarten endorsement to the license in early childhood education qualifies the holder to teach kindergarten as well as pre-kindergarten classes.

Before an addition can be made to the professional license, the candidate must complete the professionalization course work requirements for the endorsement or teaching minor being added. Candidates are urged to limit all additions to areas which complement and augment the license in early childhood education. The following endorsements and teaching minors are considered appropriate additions to the license in early childhood education:

Audiovisual services
Bilingual and bicultural proficiency
Ethnic and cultural studies
Family life education
Gifted and talented
Health education
Kindergarten
Music
Physical education
Reading
School library services
Special education
Visual arts

Teacher education institutions are encouraged to develop endorsements and teaching minors that are designed specifically to meet the needs of the early childhood teacher. *(Commission on Teacher Training and Licensing; Rule 46, Sec 1; filed Dec 10, 1975, 2:50 pm: Rules and Regs. 1976, p. 175; filed Nov 3, 1981, 12:45 pm: 4 IR 2806; filed Sep 22, 1982, 9:32 am: 5 IR 2352; filed Jun 12, 1984, 3:10 pm)*

SECTION 2. 530 IAC 2-1-2 is amended to read as follows:

530 IAC 2-1-2 Kindergarten-primary education license; qualifications; coverage; endorsements

Authority: IC 20-1-1-4
Affected: IC 20-6.1-2-1; IC 20-6.1-3-3

Sec. 2. ~~KINDERGARTEN PRIMARY EDUCATION.~~ ~~(1)~~(a) Candidates will be qualified for the stan-

dard license in kindergarten-primary education when they have:

~~(A)~~(1) Received a baccalaureate degree from an institution of higher education accredited to offer programs in teacher education.

~~(B)~~(2) Completed an undergraduate program consisting of a minimum of 124 semester hours structured as follows:

~~(1)~~(A) General Education 40 Semester Hours

~~(a)~~(i) Language arts—This area shall be designed to develop appreciation, knowledge and understanding of world literature and shall always include nine (9) semester hours of oral and written expression.

~~(b)~~(ii) Science—This area shall be designed to develop broad functional understanding of conservation and the physical, biological and earth sciences. An integrative approach shall be used whenever possible.

~~(c)~~(iii) Social studies—This area shall be designed to develop understanding of contemporary civilization, economics and government, current social problems and modern family life, and shall always include a course in U.S. history and a course in world civilization. An integrative approach shall be used whenever possible.

~~(d)~~(iv) Mathematics—This area shall be designed to develop broad functional knowledge and understanding of the character and development of number systems and skill in use of numbers. These shall be adapted to meet the needs of elementary school teachers.

~~(e)~~(v) Arts—This area shall be designed to develop appreciation and skills in music and art.

~~(f)~~(vi) Electives from general education shall always include physical activities for the young child.

~~(2)~~(B) Subject Matter Concentration 30 Semester Hours

Content and skills related to kindergarten-primary instruction, including:

~~(a)~~(i) Growth and development of the young child.

~~(b)~~(ii) Early childhood education.

~~(c)~~(iii) Health and nutrition.

~~(d)~~(iv) Parent education.

~~(e)~~(v) Physical activities for the young child.

~~(f)~~(vi) Language arts to augment requirements indicated in general education (see above) and always including children's literature.

~~(g)~~(vii) Electives.

~~(3)~~(C) Professional Education 30 Semester Hours

The professional component shall begin early in the student's educational career. Laboratory experiences shall be initiated as soon as possible and continued throughout the student's program of preparation. This component shall always include at least one (1) semester of full-time student teaching in the later stages of the undergraduate program and be sponsored by the teacher education institution. Attention shall be given to cognitive, affective and psychomotor facets of education and to both individual and group processes of teaching. Every effort shall be made to include experiences in education of minority groups and the handicapped. The professional education component shall include:

~~(a)~~(i) Foundations of education—This shall develop the basis of the present educational system, the nature of its social impact and future implications as seen through historical, sociological and philosophical foundations of education.

~~(b)~~(ii) Educational psychology—This shall not only introduce the candidate to the field of psychology but develop an awareness of the growth and development of the child in the educational process through the preadolescent period.

~~(c)~~(iii) Methods and materials—This shall emphasize ~~instructional~~ isntructional [*sic.*] processes appropriate for young children and appreciation for the kinds of hardware and software that will facilitate instruction.

~~(d)~~(iv) Specific and continuing pre-student teaching field experiences beginning as early as possible in the program.

~~(e)~~(v) Classroom management, including the legal rights and responsibilities of teacher and student.

~~(f)~~(vi) Minimum of six (6) semester hours of developmental, diagnostic and corrective reading.

~~(g)~~(vii) Educational measurement and evaluation.

~~(h)~~(viii) Ethnic, cultural and disability awareness.

~~(i)~~(ix) One (1) semester of full-time student teaching equally divided between kindergarten and primary levels.

~~(4)~~(D) Electives 24 Semester Hours

The elective component of the teacher preparation program shall provide the teacher candidate with opportunity for self-determination of courses which shall add breadth and/or depth to the undergraduate experience.

~~(C)~~(3) Been recommended for licensing by the institution of higher education granting the degree.

~~(II)~~(b) Coverage: The teacher licensed in kindergarten-primary education is eligible to ~~teach~~ teacher [*sic.*] all subjects in kindergarten through grade three.

~~(III)~~(c) Renewal: The Standard License in Kindergarten-Primary Education may be renewed ~~for one 5-year period~~ upon ~~completion of 12 semester hours of~~ graduate work ~~directed toward professionalization of this~~ license ~~and with the recommendation of the institution where the renewal credit was earned~~ as specified in 530 IAC 2-3.

~~(IV)~~(d) Professionalization: The standard license in kindergarten-primary education may be professionalized when the holder has:

~~(A)~~(1) Completed ~~three~~ five (5) years of teaching experience in accredited schools at the level covered by the license and subsequent to the issuance of the Standard License.

~~(B)~~(2) Completed an appropriate master's degree from an institution regionally accredited to offer graduate degrees.

~~(C)~~(3) Completed fifteen (15) semester hours in early childhood education and/or elementary education at the graduate level at an institution regionally accredited to offer graduate programs in early childhood education and/or elementary education. (Note: Candidates with additional teaching areas or endorsements may professionalize those areas upon the completion of three (3) semester hours of coursework in the subject matter area.) The addition of aerospace and interdisciplinary cooperative education will not require any additional coursework in order to be professionalized.

~~(D)~~(4) Been recommended for the professional license by the institution granting the master's degree.

Kindergarten-primary additions. The standard or professional license in kindergarten-primary education may be extended in subject area coverage upon completion of appropriate endorsements or teaching minors as described in ~~Rule 46, Section 7~~ 530 IAC 2-1-13. The coverage of such additions is limited to grades K-3 with the exception of all grade minors in recreation, audiovisual services and school library services which are valid in grades K-12.

Before an addition can be made to the professional license, the candidate must complete the professionalization course work requirements for the endorsement of teaching minor being added. Candidates are urged to limit all additions to areas which complement and augment the license in kindergarten-primary education. The following endorsements and teaching minors are considered appropriate additions to the license in kindergarten-primary education:

Audiovisual services
Bilingual and bicultural proficiency
Coaching
Ethnic and cultural studies
Family life education
Gifted and talented
Health education
Music
Physical education
Reading
School library services
Special education
Visual arts

Teacher education institutions are encouraged to develop endorsements and teaching minors that are designed specifically to meet the needs of the kindergarten-primary teacher. *(Commission on Teacher Training and Licensing; Rule 46, Sec 2; filed Dec 10, 1975, 2:50 pm: Rules and Regs. 1976, p. 177; filed Nov 3, 1981, 12:45 pm: 4 IR 2807; filed Sep 22, 1982, 9:32 am: 5 IR 2354; filed Jun 12, 1984, 3:10 pm)*

SECTION 3. 530 IAC 2-1-3 is amended to read as follows:

530 IAC 2-1-3 Elementary education license; qualifications; coverage; endorsements

Authority: IC 20-1-1-4
Affected: IC 20-6.1-2-1; IC 20-6.1-3-3

Sec. 3. ~~ELEMENTARY EDUCATION.~~ ~~(I)~~(a) Candidates will be qualified for the standard license in elementary education when they have:

~~(A)~~(1) Received a baccalaureate degree from an institution of higher education accredited to offer programs in teacher education.

~~(B)~~(2) Completed an undergraduate program consisting of a minimum of 124 semester hours structured as follows:

~~(1)~~(A) General Education and Subject Matter Concentration 70 Semester Hours

~~(a)~~(i) Language arts—This area shall be designed to develop appreciation, knowledge and understanding of world literature and shall always include children's literature and nine (9) semester hours of oral and written expression.

~~(b)~~(ii) Science—This area shall be designed to develop broad functional understanding of conservation and the physical, biological and earth sciences. An integrative approach shall be used whenever possible.

~~(c)~~(iii) Social studies—This area shall be designed to develop understanding of contemporary civilization, economics and

government, current social problems a modern family life and shall always include a course in U.S. history and a course in world civilization. An integrative approach shall be used whenever possible.

~~(d)~~(iv) Mathematics—This area shall be designed to develop broad functional knowledge and understanding of the character and development of number systems and skill in use of numbers. These shall be adapted to meet needs of elementary school teachers.

~~(e)~~(v) Arts—This area shall be designed to develop appreciation and skills in music and art.

~~(f)~~(vi) Electives—This area shall be designed to develop understanding, knowledge and competence relative to physical and mental health, communicative exceptionality, safety education, recreation, physical activity and nutrition.

~~(2)~~(B) Professional Education 30 Semester Hours

The professional component shall begin early in the student's educational career. Laboratory experiences shall be initiated as soon as possible and continued throughout the student's program of preparation. This component shall always include at least nine (9) weeks of full-time student teaching in the later stages of the undergraduate program and be sponsored by the teacher education institution. Attention shall be given to cognitive, affective and psychomotor facets of education and to both individual and group processes of teaching. Every effort shall be made to include experiences in education of minority ~~coups~~ groups and the handicapped. The professional education component shall include:

~~(a)~~(i) Foundations of education—This shall develop the basis of the present educational system, the nature of its social impact and future implications as seen through historical, sociological and philosophical foundations of education.

~~(b)~~(ii) Educational psychology—This shall not only introduce the candidate to the field of psychology but develop an awareness of the growth and development of the child in the educational process through the preadolescent period.

~~(c)~~(iii) Methods and materials—This shall emphasize instructional processes appropriate for elementary children and appreciation for the kinds of hardware and software that will facilitate instruction.

~~(d)~~(iv) Specific and continuing pre-student teaching field experiences beginning as early as possible in the candidate's program.

~~(e)~~(v) Classroom management, including legal rights and responsibilities of teacher and student.

~~(f)~~(vi) Minimum of six (6) semester hours of developmental, diagnostic and corrective reading.

~~(g)~~(vii) Educational measurement and evaluation.

~~(h)~~(viii) Ethnic, cultural and disability awareness.

~~(i)~~(ix) Nine (9) weeks of full-time student teaching at the level covered by this license.

~~(3)~~(C) Electives 24 Semester Hours

The elective component of the teacher preparation program shall provide the teacher education candidate with opportunity for self-determination of courses which shall add breadth and/or depth of the undergraduate experience.

~~(C)~~(3) Been recommended for licensing by the institution of higher education granting the degree.

~~(II)~~(b) Coverage: The teacher licensed in elementary education is eligible to teach all subjects in grades 1-6 and in non-departmentalized grades 7 and 8.

~~(III)~~(c) Renewal: The Standard License in Elementary Education may be renewed ~~for one 5-year period upon completion of 12 semester hours of graduate work directed toward professionalization of this license and with the recommendation of the institution where the renewal credit was earned~~ as specified in 530 IAC 2-3.

~~(IV)~~(d) Professionalization: The standard license in elementary education may be professionalized when the holder has:

~~(A)~~(1) Completed ~~three~~ five (5) years of teaching experience in accredited schools at the level covered by the license and subsequent to the issuance of the Standard License.

~~(B)~~(2) Completed an appropriate master's degree from an institution regionally accredited to offer graduate degrees.

~~(C)~~(3) Completed fifteen (15) semester hours in elementary education at the graduate level at an institution regionally accredited to offer graduate programs in elementary education. (Note: Candidates with additional teaching areas or endorsements may professionalize those areas upon the completion of three (3) semester hours of coursework in the subject matter area.) The addition of aerospace and interdisciplinary cooperative education will not require any additional coursework in order to be professionalized.

~~(D)~~(4) Been recommended for the professional

license by the institution granting the master's degree.

Elementary additions. The standard or professional license in elementary education may be extended in subject area coverage upon completion of appropriate endorsements or teaching minors as described in ~~Rule 46, Section 2~~ 530 IAC 2-1-13. The coverage of such additions is limited to grades 1-6 and non-departmentalized grades 7 and 8 with the exception of all grade minors in recreation, audiovisual services and school library services which are valid in grades K-12. The addition of the kindergarten endorsement to the license in elementary education qualifies the holder to teach all subjects in kindergarten as well as in grades 1-6.

Before an addition can be made to the professional license, the candidate must complete the professionalization course work requirements for the endorsement or teaching minor being added. Candidates are ~~urged~~ **uged** [*sic.*] to limit all additions to areas which complement and augment the license in elementary education. The following endorsements and teaching minors are considered appropriate additions to the license in elementary education:

Audiovisual services
Bilingual and bicultural proficiency
Coaching
Ethnic and cultural studies
Family life education
Gifted and talented
Kindergarten
Health education
Music
Physical education
Reading
School library services
Special education
Visual arts

Teacher education institutions are encouraged to develop endorsements and teaching minors that are designed specifically to meet the needs of the elementary teacher. *(Commission on Teacher Training and Licensing; Rule 46, Sec 2; filed Dec 10, 1975, 2:50 pm: Rules and Regs. 1976, p. 180; filed Nov 3, 1981, 12:45 pm: 4 IR 2809; filed Sep 22, 1982, 9:32 am: 5 IR 2355; filed Jan 12, 1984, 3:10 pm)*

SECTION 4. 530 IAC 2-1-4 is amended to read as follows:

530 IAC 2-1-4 Junior high/middle school education license; qualifications; coverage; endorsements

Authority: IC 20-1-1-4
Affected: IC 20-6.1-2-1; IC 20-6.1-3-3; IC 20-10.1-3

Sec. 4. ~~(1)~~(a) Candidates will be qualified for the standard license in junior high/middle school education when they have:

~~(A)~~(1) Received a baccalaureate degree from an institution of higher education accredited to offer programs in teacher education.

~~(B)~~(2) Completed an undergraduate program consisting of a minimum of 124 semester hours structured as follows:

~~(1)~~(A) General education 40 Semester Hours

~~(a)~~(i) Humanities (from among the following: literature, grammar, fine arts, foreign language, religion and philosophy, and always including nine (9) semester hours in oral and written expression). 8-22

~~(b)~~(ii) Life and physical science (from among the following: biology, physics, chemistry, physical geography, geology, astronomy and mathematics). 8-12

~~(c)~~(iii) Social and behavioral sciences (from among the following: history, economics, sociology, government, anthropology, psychology and geography). 8-12

~~(2)~~(B) Subject Matter Concentration

Except for home economics and industrial arts, the subject matter concentration shall include a primary and supporting area from language arts, science, mathematics, social studies and foreign language. The primary area shall require a minimum of twenty-four (24) semester hours of preparation and the supporting area(s) a minimum of eighteen (18) semester hours. Distribution of course work described in 530 IAC 2-1-13 may be used as a guideline.

~~(a)~~(i) Language Arts—This area shall be designed to develop an appreciation for world and American literature. It shall emphasize structure of the English language and basic communication skills, always including three (3) semester hours in fundamentals of reading. 18-24

~~(b)~~(ii) Science—This area shall be designed to provide background in biology, chemistry, earth-space science and physics. Courses shall be coordinated to emphasize as many intrascience relationships as possible. 18-24

~~(c)~~(iii) Social studies—This area shall be designed to develop understanding of interrelationships of disciplines within the social studies. Every effort shall be made to use an interdisciplinary approach to study economics, U.S. history, world civilization, geography, government and current social problems. 18-24

~~(d)~~(iv) Mathematics—This area shall be designed to include appropriate college-level topics

KINDERGARTEN SURVEY

There are four sections included in this survey. Please complete each of the four sections.

All references to kinderrarten and early childhood education in this survey will be abbreviated "ECE." A specialized license/certificate means a certification program different from that required of elementary teachers. The term "young children" used in this survey is limited to children 4½ to 6 years of age.

PART I

Directions: For each question in this section you are required to make three responses. The first column asks for your opinion as to the importance of each item for kindergarten teachers. The second column asks the extent to which you perform each item. The third column asks how well your college or university education prepared you to do each item. Circle the number in each of the three columns which most accurately represents your situation and opinions.

	To what extent is it important for kindergarten teachers to:				To what extent do you currently:				To what extent did your college/ university courses prepare you to:			
	Not Important	Of Little Importance	Somewhat Important	Extremely Important	Never	Rarely	Sometimes	Most of the Time	No Preparation	Little Preparation	Some Preparation	Excellent Preparation
1. Have a learning center to use?	1	2	3	4	1	2	3	4	1	2	3	4
2. Use mastery learning?	1	2	3	4	1	2	3	4	1	2	3	4
3. Use flexible grouping according to ability?	1	2	3	4	1	2	3	4	1	2	3	4
4. Use flexible grouping according to interest?	1	2	3	4	1	2	3	4	1	2	3	4
5. Use a variety of teaching strategies?	1	2	3	4	1	2	3	4	1	2	3	4
6. Use a variety of audio and visual materials?	1	2	3	4	1	2	3	4	1	2	3	4
7. Provide opportunities for an individual student to make choices in the classroom?	1	2	3	4	1	2	3	4	1	2	3	4
8. Provide opportunities for group work in the classroom?	1	2	3	4	1	2	3	4	1	2	3	4
9. Positively reinforce all students in class?	1	2	3	4	1	2	3	4	1	2	3	4
10. Engage the use of support staff to help students?	1	2	3	4	1	2	3	4	1	2	3	4

	To what extent is it important for kindergarten teachers to:				To what extent do you currently:				To what extent did your college/ university courses prepare you to:			
	Not Important	Of Little Importance	Somewhat Important	Extremely Important	Never	Rarely	Sometimes	Most of the Time	No Preparation	Little Preparation	Some Preparation	Excellent Preparation
11. Present concepts at varying levels?	1	2	3	4	1	2	3	4	1	2	3	4
12. Involve parents in developing a yearly plan for a class?	1	2	3	4	1	2	3	4	1	2	3	4
13. Use parents as classroom aides?	1	2	3	4	1	2	3	4	1	2	3	4
14. Involve parents in planning ways to communicate pupil progress?	1	2	3	4	1	2	3	4	1	2	3	4
15. Seek parental feedback to assess strategies and programs?	1	2	3	4	1	2	3	4	1	2	3	4
16. Integrate into instruction the cultural environment of students (use examples from many races, socioeconomic groups, etc.)?	1	2	3	4	1	2	3	4	1	2	3	4
17. Avoid showing favoritism towards students?	1	2	3	4	1	2	3	4	1	2	3	4
18. Avoid labeling students?	1	2	3	4	1	2	3	4	1	2	3	4
19. Seek personal knowledge about students?	1	2	3	4	1	2	3	4	1	2	3	4
20. Give individual attention to students outside of the classroom?	1	2	3	4	1	2	3	4	1	2	3	4
21. Work to promote positive relations between teacher and parents?	1	2	3	4	1	2	3	4	1	2	3	4
22. Recognize symptoms of mental illness which may indicate the need for referral of a student to other personnel?	1	2	3	4	1	2	3	4	1	2	3	4
23. Know procedures for dealing with a variety of school day emergencies?	1	2	3	4	1	2	3	4	1	2	3	4
24. Identify and use other educational personnel in the instructional process (teachers, administrators)?	1	2	3	4	1	2	3	4	1	2	3	4
25. Arrange the classroom to allow children to move easily about.	1	2	3	4	1	2	3	4	1	2	3	4
26. Plan for physical movement during a class to allow for muscle relaxation and shifts in the body position?	1	2	3	4	1	2	3	4	1	2	3	4

	To what extent is it important for kindergarten teachers to:				To what extent do you currently:				To what extent did your college/ university courses prepare you to:			
	Not Important	Of Little Importance	Somewhat Important	Extremely Important	Never	Rarely	Sometimes	Most of the Time	No Preparation	Little Preparation	Some Preparation	Excellent Preparation
27. Arrange for furniture conducive to the comfort of small children?	1	2	3	4	1	2	3	4	1	2	3	4
28. Praise children publicly?	1	2	3	4	1	2	3	4	1	2	3	4
29. Punish children privately?	1	2	3	4	1	2	3	4	1	2	3	4
30. Give children the opportunity to assume responsibilities for something other than academic progress (wipe tables; put paste, scissors, crayons away)?	1	2	3	4	1	2	3	4	1	2	3	4
31. Promote positive functioning of children and adults in a group?	1	2	3	4	1	2	3	4	1	2	3	4
32. Build positive self-concept through a focus on each child's strengths?	1	2	3	4	1	2	3	4	1	2	3	4
33. Prepare daily written lesson plans?	1	2	3	4	1	2	3	4	1	2	3	4
34. State objectives clearly to the learner?	1	2	3	4	1	2	3	4	1	2	3	4
35. Evaluate the effectiveness of instruction in a regular, systematic way daily?	1	2	3	4	1	2	3	4	1	2	3	4
36. Arrange activities which promote effective patterns of communication among the kindergarten children?	1	2	3	4	1	2	3	4	1	2	3	4
37. Design and implement instruction which incorporates career education concepts?	1	2	3	4	1	2	3	4	1	2	3	4
38. Teach reading skills?	1	2	3	4	1	2	3	4	1	2	3	4
39. Teach body awareness, space, and qualities of movement?	1	2	3	4	1	2	3	4	1	2	3	4
40. Modify instruction <u>during</u> a lesson based on input from students?	1	2	3	4	1	2	3	4	1	2	3	4
41. Be a subject matter specialist in at least one academic discipline?	1	2	3	4	1	2	3	4	1	2	3	4
42. Be a subject matter specialist in at least two or more academic disciplines?	1	2	3	4	1	2	3	4	1	2	3	4
43. Be observed regularly by peers to analyze professional effectiveness?	1	2	3	4	1	2	3	4	1	2	3	4

PART II

Directions: The following statements represent opinions, and your agreement or disagreement will be determined on the basis of your own particular convictions. Please circle your position on the scale as the statement first impresses you. Indicate what you believe, rather than what you think you should believe.

SD = Strongly Disagree
D = Disagree
U = Undecided
A = Agree
SA = Strongly Agree

1.	A specialized kindergarten certificate/license would increase the skills demonstrated by teachers of kindergarten children.	SD	D	U	A	SA
2.	An elementary teaching certificate/ license provides the skills needed for teachers to work with kindergarten children.	SD	D	U	A	SA
3.	Certified/licensed elementary teachers who will teach kindergarten should be required to take additional course work specifically related to kindergarten children.	SD	D	U	A	SA
4.	Teacher competencies for work with kindergarten children can be acquired through in-service training, thus making a specialized university program unnecessary.	SD	D	U	A	SA
5.	Kindergarten teachers need special skills not required of upper grade teachers.	SD	D	U	A	SA
6.	The extensive use of elementary teachers without specialized training is likely to result in inadequate programs for kindergarten children.	SD	D	U	A	SA
7.	Competencies required to teach kindergarten children are equivalent to those required for successful teaching at any level. Therefore, a specialized license/certificate is not necessary.	SD	D	U	A	SA
8.	Kindergarten children are different from older children; they are not simply the same version cut down in size. Therefore, training programs for teachers of kindergarten children should focus on these differences.	SD	D	U	A	SA

PART III

Directions: Please fill in the appropriate blanks. If you need more space than that which is provided for each item, please attach an additional page to the completed survey.

1. Do you think a special kindergarten license/endorsement should be required for all who would teach kindergarten?

   _____ Yes

   _____ No

2. What courses do you feel are absolutely essential as a part of the professional preparation of a kindergarten teacher? Please list the courses.

   _____ I do not feel any special courses are essential as a part of the professional preparation of a kindergarten teacher.

3. What courses related to the teaching of kindergarten did you take as a part of your undergraduate teacher preparation? Please list the courses.

   _____ I took no courses specifically related to the teaching of kindergarten as a part of my undergraduate teacher preparation.

4. What courses related to the teaching of kindergarten did you take as a part of your graduate teacher preparation? Please list the courses.

____ I took no courses specifically related to the teaching of kindergarten as a part of my graduate teacher preparation.

5. What competencies do you feel a kindergarten teacher must have to function most effectively in a kindergarten classroom? Please list up to six competencies you feel to be the most important.

6. Be open and honest about yourself. What about your personality or temperament makes you suited to teach at the kindergarten level?

7. How could you have been better prepared to teach kindergarten?

8. List the number of credits you have earned in each of these areas and indicate how long ago you earned these credits. Please note if you are indicating semester or quarter hours.

_____ SEMESTER HOURS

_____ QUARTER HOURS

	How many credits?	How long ago?	I have no credits.
a. Child Growth and Development	_____	_____	_____
b. Kindergarten/Preschool Methods	_____	_____	_____
c. Kindergarten/Preschool Materials	_____	_____	_____
d. Child Guidance Techniques	_____	_____	_____
e. Kindergarten/Preschool Curriculum	_____	_____	_____
f. Field Experience(s) in Kindergarten/Preschool	_____	_____	_____
g. Student Teaching in Kindergarten	_____	_____	_____

PART IV

Directions: Check the blank (✓) of the most appropriate response or fill in the blank with the most appropriate response.

1. My sex is:
   _____ Male
   _____ Female

2. My present assignment is:
   _____ Teacher
   _____ Administrator
   _____ Teacher's Aide
   _____ Other - (Specify) _____

3. I am currently working in a(an):
   _____ Elementary School
   _____ Preschool
   _____ Other - (Specify) _____

4. My age group is:
   _____ 20 or younger
   _____ 21-30
   _____ 31-40
   _____ 41-50
   _____ 51-60
   _____ 61+

5. The highest degree I hold is:
   _____ BA/BS
   _____ MA/MS
   _____ EdS
   _____ EdD/PhD

6. The certificate/license I hold is:
   (Please check all that apply.)
   _____ Preschool license/endorsement
   _____ K-8 Elementary certificate/license
   _____ 1-6 Elementary license
   _____ K-12 certificate/license
   _____ Indiana kindergarten endorsement
   _____ Indiana kindergarten license
   _____ Michigan ZA endorsement
   _____ Other - (Specify) _____

7. The total number of years of teaching experience I have (including this year) is: _____

8. The total number of years of teaching experience I have at the kindergarten level (including this year) is: _____

9. I did my student teaching at the _____ grade level. (Indicate grade)

10. The grade I originally wanted to teach when I began my teaching career was _____. (Indicate grade)

11. The grade I taught last year was _____. (Indicate grade)

12. If I had my choice, the grade I would prefer to teach now is _____. (Indicate grade)

13. The professional organizations to which I belong are:

14. The journals (publications) related to early childhood education which I read regularly are:

PLEASE RETURN THIS SURVEY TO:

Jeanne Hurley Maksym
19321 Windmill Pointe Drive
Grosse Pointe Park, Michigan 48230

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