

AN ABSTRACT OF THE THESIS OF

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Effective teacher training programs have been a concern for many years. While most teacher training programs have been evaluated by follow-up studies valuable information can be gained by assessing the needs and concerns of teacher trainees as they progress through their teacher training experiences. The primary purpose of this study was to develop a Scale of Student Teaching Concerns (SSTC) to assess the concerns of early childhood teachers in training.

One-hundred-sixty-seven concerns, generated by 104 teacher trainees, their trainers, and an extensive review of the literature, were classified according to Katz's (1972) paradigm of teacher development. These concerns were randomly organized in a questionnaire and administered to 107 teacher trainees prior to their involvement in their training practicums at seven similar early childhood programs in Montana, Utah, and Oregon. The trainees rated each concern using a 5-point Likert-type scale from extremely important to extremely unimportant. In addition, the teacher competency of trainees was assessed using the Preschool Teacher Competency Rating Scale (PTCRS) approximately three to four weeks into their training practicums.

Following teaching concerns weed-out, the remaining concerns were factor analyzed using a principal components solution and varimax rotation. Results revealed the existence of four factors including Survival, Consolidation, Renewal, and Maturity as suggested by Katz (1972). In addition, multivariate analysis of subjects' scores on the four factors revealed the final SSTC to successfully discriminate between beginning (n=53) and advanced (n=54) level teacher trainees, providing some construct validity for the scale. Furthermore, reliability estimates, including two internal consistency estimates (e.g., item-total score correlations and Chronbach alpha) revealed concerns associated with each of the four factors in the final SSTC to be relatively homogeneous. An exploratory study regarding the relationships between teaching concerns and teacher competency revealed no significant relationships between these variables.

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A Scale of Student Teaching Concerns
for Use with Early Childhood Education Teacher Trainees

by

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A SCALE OF STUDENT TEACHING CONCERNS
FOR USE WITH EARLY CHILDHOOD EDUCATION TEACHER TRAINEES

INTRODUCTION

During the past five years, the quality of teachers in public schools has come under great scrutiny (Newsweek, 1981; Phi Delta Kappan, 1980; Time, 1980). In 1983, the National Commission on Excellence in Education published a report entitled A Nation at Risk: The Imperative for Education. In that publication, the commission concluded that the educational foundations of society were being eroded by a rising tide of mediocrity in the schools which threaten the future of the nation and its people (National Commission on Excellence in Education, 1983).

One of the significant factors that is crucial to the success of an educational system is the teacher training programs, where teacher skills and competencies are developed. Are teacher training programs actually meeting the needs of teachers? Do teachers feel well-prepared to teach children upon graduation? Several studies have shown that a majority of teachers, particularly first year teachers, feel their educational preparation as teachers was good, positive or satisfactory (Queen & Gretes, 1983; Ryan, Applegate, Flora, Johnston, Lasley, Mager & Newman, 1979). However, at the same time, these teachers retrospectively wished they had more field experiences, preparation for work with children having special needs, and survival skills such as record keeping, conferencing with parents, managing a classroom, and promoting more positive relationships with supervisors (Greener & Thurlow, 1982; Elliot & Steinkellner, 1979;

Queen & Gretes, 1982).

Perhaps, the crucial time to become aware of these teaching concerns is during the teacher training process. Research has pointed out that student teachers experience different needs and concerns during various phases of their teachers training experiences (Burden, 1980; Fuller & Brown, 1975; Watts, 1980). For example, during the beginning of their training, students were concerned about their survival as teachers. Gradually, however, they became more pupil-oriented and concerned with the needs of individual children. While concerns such as these have continuously been expressed by teachers in training, a means has yet to be devised to systematically assess these concerns.

The primary purpose of this study, therefore, was to devise a scale to assess the teaching concerns of early childhood students at various levels in their training. Such a scale can provide a beginning point for the development of early childhood teacher training programs based in part on the needs and concerns of students in training.

REVIEW OF RELATED LITERATURE

The challenge of training teachers for the schools has been the subject of investigations for many years. As early as 1922, Judd and Suhrie, in two separate publications, indicated that the education of teachers is a paramount, if not the largest educational problem in our country. Eveden (1929), perhaps inadvertently, pointed to the difficulty in accomplishing such a task when he indicated that teacher training institutions cannot succeed in their function unless they know for what professional competencies and qualities they need to teach and train their teachers.

Research on Teacher Graduates

Evaluation of the effectiveness of teacher training programs by studying teacher graduates is one way to determine the needs and concerns of teachers. Houston and Howsam (1972) indicated that such evaluation studies yield data which provide a basis for judging the worth of a program. In addition, these studies often generate ideas for improving the quality of teacher training programs.

In 1979, the National Council for Accreditation of Teacher Education stated that the maintenance of acceptable teacher education programs demands a continuous process of evaluation involving graduates of existing programs. Kirk (1982) also emphasized why properly planned follow-up studies should be done and what kind of information should be collected. He suggested that these follow-up studies should provide information about a number of concerns including (a) the extent to which graduates are accomplishing the personal and professional goals for which they were prepared,

(b) the effectiveness of various aspects of the teacher education program, and (c) the strengths and weaknesses of the program as perceived by graduates. Ayers (1978) further suggested that graduates can be helpful in answering questions related to a large variety of issues including (a) course effectiveness and sequencing, (b) methods of instruction, (c) factors affecting achievement and success in the teaching profession, and (d) achievement of teacher education program goals.

Studies conducted in the area of evaluating the effectiveness of teacher education programs, using teacher graduates as subjects, have revealed the following general results. Two of the most commonly asked questions in these survey and interview follow-up studies have been "How well did your education prepare you for your job?" and "Are you satisfied with your education?" (Baer & Foster, 1974; Brown, 1978; Carpenter, 1974; Drummond, 1976; Elliot & Steinkellner, 1979; Hopkins, 1970; Hughes, 1977; Huryn & Ussery, 1978; Nicklas, 1975; Ryan et al.; 1979, Queen & Gretes, 1982). In response to these questions, a majority of the teacher graduates, particularly first year teachers, felt that their educational preparation was good, positive or satisfactory. When these graduates were asked what was most valuable in their teacher education programs, a majority cited their field or student-teaching experiences as most valuable. The least valuable experiences focused on course work in the areas of general education and educational theory.

In addition, when graduates were asked for suggestions to improve their teacher education programs, while most graduates felt their field experiences were of great value, they suggested that such

experiences should start earlier and last even longer (Daily, 1977; Greener & Thurlow, 1982; Huryn & Ussery, 1978; Nicklas, 1975; Ryan et al., 1979). One group of graduates suggested that students have experience in teaching children at more than one grade level (Baer & Foster, 1974).

Along with more field experiences, teacher graduates felt a need for more training in survival skills. These survival skills included competencies related to record keeping, managing a classroom, conferencing with parents, and promoting positive relationships with administrators or supervisors (Queen & Gretes, 1982). It was interesting to note that the most recent teacher graduates described these activities as causing them the greatest difficulty in their work (Drummond, 1976; Elliot & Steinkellner, 1979; Hughes, 1977; Nicklas, 1975; Seiferth & Purcell, 1979).

Finally, the teacher graduates studied also felt that they were not adequately prepared to identify and work with students having special needs ranging from learning disabilities to giftedness (Baer & Foster, 1974; Greener & Thurlow, 1982; Hopkins, 1970; Huryn & Ussery, 1978). Furthermore, some of these graduates expressed a desire for more methods courses in specific subject matter areas such as drug education, sex education, media usage, and reading skills (Baer & Foster, 1974; Greener & Thurlow, 1982; Hopkins, 1970; Huryn & Ussery, 1978).

Research on Teachers in Training

Another avenue through which information about teacher needs and concerns can be obtained is through a study of the needs and

concerns of teachers in training. In the past, research on teacher needs and concerns for use in the development of acceptable teacher education programs have focused on the thoughts and opinions of teachers who have already completed their training as teachers. While information gained through these past studies have been important and useful, information from teachers in training can provide additional insight that might prove beneficial in designing more relevant teacher education programs. To date, studies focused on assessing the needs and concerns of teachers in training are sparse. As Howey (1982) indicated, there is little data about what actually occurs during the initial preparation of teachers, let alone the potency of these efforts. The relative neglect of studies in this area is surprising, since a number of researchers have written about the significance of the relationship between student teachers' needs, concerns and expectations and their performance in training. For example, Fuller and Bown (1975) indicated that attempting to relate the content of teacher training experiences to student teacher needs would be important since such an attempt would increase the satisfaction such students would feel, and thus, ultimately affect their learning. Likewise, Applegate and Lasley (1983) suggested that when student teachers' expectations are ignored, frustration and disenchantment occur, which may have a deleterious impact on the students' ability to perform successfully in training. Furthermore, Denton (1983) indicated that without consideration and discussion of the thoughts of student teachers, teacher education experiences would foster imitation rather than reflective thinking and

experimentation among students in training.

Despite the relative neglect of studies focused on the needs and concerns of teachers in training, a variety of theoretical ideas have recently emerged, describing the developmental nature of learning to become a teacher in teacher preparation programs.

Fuller and Bown (1975) and Feiman-Nemser (1982) referred to the first stage of learning to teach as the "survival" stage. During this stage, student teachers are mainly concerned with their adequacy as teachers. McDonald (1982) described this first phase as a "transition" stage during which student teachers, possessing a low sense of efficacy, spend a great deal of time learning about their pupils and the basic skills necessary in managing and organizing a classroom. Unruh and Turner (1980) simply described this stage as the "initial teaching" period.

The second stage of learning to teach has been referred to as the "mastery" or "consolidation" stage by Fuller and Bown (1975) and Feiman-Nemser (1982), respectively. During this stage, student teachers spend a great deal of time wondering how the different objectives of teaching can be met, particularly those concerned with the many student teaching duties encountered, including the non-instructional ones. McDonald (1982) suggested that, during this stage, a sense of efficacy begins to develop as student teachers accomplish the basic skills necessary for teaching. As a result, a sense of security begins to emerge (Unruh & Turner, 1970).

During the third stage of learning to teach, student teachers become more concerned with the overall effectiveness of the

educational program in meeting the social, emotional, as well as the intellectual needs of their pupils while tailoring content to individual pupil needs (Feiman-Nemser, 1982; Fuller & Bown, 1975). This stage has been referred to as the "mastery" stage by Feiman-Nemser (1982), which is quite different from the "mastery" stage identified by Fuller and Bown (1975) in the second stage. In fact, McDonald (1982) described this stage as the "invention and experimenting" stage, during which time student teachers seek opportunities to develop critical judgment skills in an effort to evaluate their own teaching abilities. Unruh and Turner (1970) referred to this final stage as the "maturity" period. However, McDonald (1982) adds a fourth stage in learning to teach called the "professional teacher," during which time problem solving skills are mastered.

Whatever labels are used to identify the stages of learning to teach, Burden (1980) indicated that different needs and concerns are characteristic of student teachers during various stages in their training experiences. In fact, Burden (1980), strongly emphasized that the changes in needs and concerns among students in training occur in an ordered, hierarchial sequence, which are cumulative. Each stage needs to be completed before a student teacher can move on to the next stage. While presently, more data are needed to support the occurrence of such developmental stages, the assumption that student teachers in training have different needs and concerns during various points in their teacher training experiences is a reasonable one.

Katz's Teacher Development Paradigm

To date the writings of Lillian Katz (1972) are by far the most detailed in outlining the stages through which an individual progresses in becoming a teacher. Most of her ideas have not yet been verified through empirical research. However, due to her extensive work with teachers in training over the years, her ideas appear to contain a certain "common sense" validity to them.

According to Katz (1972), the preoccupation with "survival" concerns marks the first stage of teacher development, which lasts for approximately the first full year of a student's training experience. During this stage, student teachers are filled with anxieties, wondering whether or not they can make it through the day with a group of young children. They are unsure about what will really happen to them in the classroom and why it happens. Questions such as "What are young children like?", "What can I expect of them?", and "Can I really do this day after day?" become paramount. Katz (1972) suggests that during this period, student teachers need support, understanding, encouragement, reassurance, comfort, and guidance in their training experiences. Therefore, guidance and support from onsite trainers who are readily and consistently available become important during this time.

Upon realizing that they can survive, perhaps by the end of the first year, student teachers now move into what is described as the "consolidation" stage of teacher development. During this time, student teachers begin to focus on individual problem children and situations they encounter during their teacher training experiences.

Katz (1972) suggests that after establishing a basic knowledge about children and what to expect, the concerns of student teachers shift toward dealing with "specific behavior patterns that stray from the norm." Questions such as "How can I help a clinging child?" and "How can I help a particular child who does not seem to be learning?" become important. Therefore, onsite guidance from trainers who focus on helping student teachers interpret various problem behaviors, situations and their solutions become significant.

Around the third or fourth year of the training experience, Katz (1972) suggests that student teachers move into the "renewal" stage. Boredom with the same old routines begins to set in and student teachers search for newer materials, techniques, and approaches for use in their teaching. During this stage student teachers look for "refreshing ideas" and are particularly receptive to experiences gained through regional and national conferences and workshops. Participation in professional associations as members and attendance at their meetings become meaningful. Student teachers are now interested in what other teachers and professionals are doing in the field.

Finally, during the last stage of teacher development, identified as the "maturity" stage, student teachers begin to ask deeper and more abstract questions about the teaching profession. During this time, personal insight and perspectives are sought. Questions such as "How are educational decisions made?" and "What are my historical and philosophical roots?" become important. Student teachers are no longer preoccupied with practical skills, but

become more philosophical in examining their ideals and values. These student teachers now welcome the chance to read widely and to interact with educators working on a variety of problem areas related to teaching at many different levels.

According to Katz (1972), the amount of time a student teacher spends within each stage varies among individuals. "Maturity" may be reached by some within three years, but by others in five or more years.

Summary

On the basis of the preceding review of literature, it can be concluded that assessing the effectiveness of teacher training programs has been a concern to educators for many years. Graduates from teacher preparation programs have frequently been asked to evaluate the effectiveness of their training experiences in preparing them to teach. Most teachers, particularly first year teachers, report that their preparation has been good, positive, or satisfactory. At the same time, these teachers have suggested ways in which teacher preparation programs can be improved. These suggestions have included such concerns as more varied and longer field experiences, training in survival skills, work with children having special needs, and methods courses in specific subject matter areas. While this type of information is important and useful in improving teacher preparation programs, information from teachers in training can also provide additional insight that might prove beneficial in designing future programs.

To date, although a number of researchers have written about the

relationship between student teachers' needs and concerns and their performance in training, research focused on assessing the needs and concerns of teachers in training is sparse. However, a variety of theoretical ideas have emerged describing the developmental nature of becoming a teacher, based on the needs and concerns of students in training. Of those reviewed, the ideas of Katz (1972) have been the most detailed. As of yet, however, no empirical means has been devised to systematically assess these teaching concerns of students in training.

Purpose of Study

The primary purpose of this study was to devise a scale to assess the teaching concerns of early childhood students, based on Katz's (1972) theoretical ideas, at various levels in their teacher training experiences. More specifically, this study focused on developing "A Scale of Student Teaching Concerns" for use with student teachers in an early childhood teacher training program. A number of validity and reliability investigations were conducted for this scale. These investigations are described in the following chapter on "Methods."

METHOD

Subjects

The subjects for this study consisted of 107 student teachers (10% males and 90% females) enrolled in seven teacher training programs at three universities and four community colleges with similar early childhood teacher training programs. A more detailed description of the sample follows and is summarized in Table 1. The community colleges included Portland Community College (23%), Umpqua Community College (8%), Chemeketa Community College (6%), and Mount Hood Community College (18%), all located in the Willamette Valley of Oregon. The universities were Montana State University (10%), Utah State University (14%), and Oregon State University (21%). Of the 107 students, 26% were freshmen, 26% were sophomores, 11% were juniors, 24% were seniors, 10% were graduate students, and 3% were special or post baccalaureate students. The age range was from 19 years to 54 years, with a mean age of 23 years. Their grade point averages ranged from 2.31 to 4.00, with a mean of 3.01. Fifty-nine percent were single, 34% married, 6% divorced, and 1% did not respond to the question. Twenty-three percent of them had children, 75% had no children, and the remaining 2% did not respond to the question. Their personal incomes varied, with 65% earning from \$0 to \$5,999, 22% from \$6,000 to \$17,999, 8% above \$18,000, and 6% not responding.

The educational level of the subjects' parents were interesting with 42% of mothers and fathers having at least 6 to 12 years of high school education, and 19% of the mothers and 18% of the fathers having 3 to 4 years of college education. However, while slightly

Table 1
Description of Subjects

Group	n	%	Group	n	%
Gender			Marital Status		
Males	11	10	Single	63	59
Females	96	90	Married	36	34
College			Divorced	7	6
Community College	59	55	No Response	1	1
Portland	25	23	Children		
Umpqua	9	8	Yes	25	23
Chemeketa	6	6	No	80	75
Mount Hood	19	18	No Response	2	2
University	48	45	Personal Income		
Montana State	11	10	\$0 - \$5,999	69	64
Utah State	15	14	\$6 - \$11,999	12	11
Oregon State	22	21	\$12 - \$17,999	12	11
Class			\$18 - \$26,999	4	4
Freshmen	28	26	More than \$27,000	4	4
Sophomores	28	26	No Response	6	6
Juniors	12	11	Mothers' Education		
Seniors	26	24	6-12 years	45	42
Graduate	10	10	1-2 years college	28	26
Special/Post-Bac	3	3	3-4 years college	20	19
Age			Post graduate	11	10
Range:	19 - 54 years		No response	3	3
Mean:	23 years		Grade Point Average		
Grade Point Average			Range:	2.31 - 4.00	
			Mean:	3.01	

Table 1 continued on next page

Table 1, continued

Group	n	%
Fathers' Education		
6-12 years	45	42
1-2 years college	22	20
3-4 years college	19	18
Post Graduate	19	18
No response	2	2
Mothers' Income		
\$0 - \$5,999	29	27
\$6 - \$11,999	21	20
\$12 - \$17,999	18	17
\$18 - 26,999	17	16
More than \$27,000	8	7
No response	14	13
Fathers' Income		
\$0 - \$5,999	18	17
\$6 - \$11,999	21	20
\$12 - \$17,999	13	11
\$18 - \$26,999	20	19
More than \$27,000	20	19
No response	15	14
Mothers' Occupation		
Higher Executives	11	10
Small Bus. Owners	26	24
Clerical, Sales	10	10
Semiskilled	12	11
Housewives	21	20
No response	27	25

Group	n	%
Fathers' Occupation		
Higher Executives	14	13
Small Bus. Owners	24	22
Clerical, Sales	23	21
Semiskilled	7	7
No response	39	37
SES of Family		
Upper	9	8
Middle	51	48
Lower	23	21
Not Calculable	24	23

more fathers (18%) than mothers (10%) had post-graduate education, slightly more mothers (26%) than fathers (20%) had 1 to 2 years of college education. Responses for 3% of the mothers and 2% of the fathers for this particular question were not given. The income level of the subjects' parents also provided additional insight into the sample characteristics. Sixty-four percent of the mothers in comparison to 48% of the fathers had incomes from \$0 to \$17,999. On the other hand, 38% of the fathers in comparison to 23% of the mothers had incomes from \$18,000 or above. It should be noted, however, that a noticeable number of respondents did not answer this question (i.e., mothers [13%] and fathers [14%]).

The occupations of mothers included higher executives and major professionals (10%), small business owners and minor professionals (24%), clerical and sales workers (10%), semiskilled workers (11%), and housewives (20%). Twenty-five percent of the respondents did not answer the question regarding their mother's occupation. The occupations of the fathers included higher executives and major professionals (13%), small business owners and minor professionals (22%), clerical and sales workers (21%), and semiskilled workers (7%). Thirty-six percent of the respondents did not answer the question regarding their father's occupation. Using Hollingshead's (1975) Four Factor Index of Social Position, 8% came from the upper class, 48% from the middle class, and 21% from the lower class. Twenty-three percent of the respondents did not provide enough information to calculate their social position. The data used in determining a subject's social position were the parents' education,

occupation, and marital status. The years of schooling completed by the parents along with their occupations were given standardized scores as defined by Hollingshead (1975). The occupation score was then multiplied by 5 and the education score was multiplied by 3. If the parents were married, these two scores were summed, divided by 2, and then matched against Hollingshead's (1975) Index of Social Status. If the parents were not married or only one person was earning an income, the scores were summed and checked against Hollingshead's (1975) Index of Social Status, without dividing it by 2.

Of the 107 subjects in this study, 53 students were at Teacher Training Level I (TTL I), and 54 were at Teacher Training Level II (TTL II). TTL I were in the beginning phase of their teacher training programs. Their training experiences included interaction with young children for no more than two academic quarters, covering less than ten hours a week. They fulfilled requirements involving the application of knowledge and observation skills in understanding children's behavior, interaction with young children in an organized educational setting, and supervision of children in planned activities as an assistant or an aide. Their prior experiences with young children included babysitting, volunteer work at a day care facility or assisting a teacher at Bible School.

TTL II students were involved in the advanced phase of their training program. Their training experiences included extensive involvement with young children in a child development laboratory for at least three academic quarters, covering more than 10 hours a

week. Aside from fulfilling all requirements of TTL I students, TTL II also fulfilled requirements in curriculum development, implementation, and evaluation; child guidance; parent education; self, staff and program evaluations. TTL II students also had the opportunity of assuming the role of a head teacher over a period of one week in a preschool program for approximately 15 children, where their teacher competencies were observed and evaluated. Additional prior experiences of TTL II students with children included extensive teaching of 3 to 5 year olds, acting as a camp counselor, and teaching young children how to swim.

Instruments

Student Teaching Concerns. The Scale of Student Teaching Concerns (SSTC), developed for this study, was used to assess the teaching concerns of subjects. This scale consists of 55 statements depicting the four areas of concerns previously described by Katz (1972). The first area, Survival, consists of 14 statements. The second and third areas, Consolidation and Renewal, consists of 16 statements each. The fourth area, Maturity, consists of 9 statements. The four areas of teaching concerns are described and illustrated in the following paragraphs.

1. Survival Concerns - refers to the degree to which a student teacher is concerned about being able to endure being a teacher (e.g., Can I make it through the day? Can I really do this day after day?)
2. Consolidation Concerns - refers to the degree to which a student teacher is concerned with the knowledge

and skills necessary to be an effective teacher
(e.g., How can I help a clinging child? How can
I help a particular child who does not seem to be
learning?)

3. Renewal Concerns - refers to the degree to which a student teacher is concerned with new knowledge and skills available to enhance his/her effectiveness as a teacher (e.g., What are some of the new materials, techniques, approaches, and ideas about teaching? Who is developing a new approach to working with active children?)
4. Maturity Concerns - refers to the degree to which a student teacher is concerned with defining a personal philosophy of teaching (e.g., What is the nature of growth and learning? Can schools change societies?)

Statements associated with each of the areas of teaching concerns are rated on a five-point Likert-type scale, from extremely important (5 points) to extremely unimportant (1 point). The ratings which students give each statement of teaching concerns are summed, yielding four separate scores for each subject, one score for each area of teaching concerns. Maximum scores for the different areas are Survival, 70 points, Consolidation and Renewal, 80 points each, and Maturity, 40 points. Higher scores represent more concern for a particular area of teaching concerns.

Teacher Competency. While studies focusing on the relationship

between teacher trainee concerns and competencies could not be found, it seemed reasonable to assume that there is a relationship between the types of concerns teacher trainees have and their competencies as teachers. To investigate this relationship, the Preschool Teacher Competency Rating Scale (PTCRS, Sugawara & Cramer, 1980) was used to assess subjects' competency as preschool teachers (See Appendix A). Teacher competency is defined as an individual's ability to effectively perform behaviors which support and guide young children's development in an educational setting. The PTCRS is made up of 65 items known as teacher behavior performance statements. These statements describe teacher behaviors in relatively objective terms so that they can easily be observed in a preschool setting. Teacher trainers are asked to evaluate subjects on each of these statements, using a six-point scale from zero (the student has not worked on this) to five (the student does this easily).

The 65 teacher behavior performance statements found in the PTCRS combine to make up one major scale and nine subscales covering four competency areas. The sum of ratings across teacher behavior performance statements represent a subject's teacher competency scores. The maximum teacher competency score for the total scale is 325 points. Maximum scores for the nine subscales related to the four competency areas are as follows: (a) Understanding and Evaluating Children's Behavior (20 points), (b) Following and Interpreting Guidance Guidelines (70 points), (c) Relationships with Children (45 Points), the Program (55 points), Staff (20 points), and Parents (40 points), and (d) Evaluation of the Program (20

points), Staff (25 points), and Self (30 points). Higher scores on the total PTCRS and its subscales reflect more competent teacher behaviors.

Interrater reliability coefficients for the PTCRS, using two independent observers have been relatively high. A reliability coefficient of .90 has been obtained for the total PTCRS. However, reliability coefficients for the different subscales range from .41 to .96 (Sugawara & Cramer, 1980). Content validity studies involving the work of eight child development experts with advanced educational training (i.e., masters and doctorate degrees) as well as considerable experience in preschool administration and the training of pre-school teachers in a variety of settings (i.e., day care, university laboratories, Head Start) are summarized by Sugawara & Cramer (1980). Construct validity studies (Sugawara & Cramer, 1980) have shown the PTCRS to successfully discriminate between subjects at various levels of a teacher training program, and to accurately reflect the impact of various teacher training experiences on the teacher competency scores of students based on their practicum and course requirements.

Demographic Characteristics. A brief demographic questionnaire was used to obtain information from subjects primarily for sample description and control purposes (See Appendix B). Information on the subjects' gender, age, class level, marital status, income level, and practical experiences were obtained. In addition, information on the occupations, educational accomplishments, and income level of the subjects' parents were collected.

Procedure

The development of the SSTC, administration of instruments, and analyses of data occurred in five different phases.

Phase I: Generation of Student Teaching Concerns. During Phase I, teacher trainees enrolled in the early childhood teacher training program at Oregon State University at various training levels generated the teaching concerns related to their teacher training experiences. To obtain these teaching concerns, teacher trainers were asked to respond to a questionnaire asking them to write down the questions or concerns they had about their teaching experiences, as they began their respective training practicums. In addition, teacher trainers were asked to identify other teaching concerns they were aware of that student teachers expressed during their training experiences. Furthermore, research on teacher training was explored for additional significant concerns.

Phase II: Classification of Student Teaching Concerns. Following identification of the teaching concerns, two early childhood experts and two student teachers were asked to classify the teaching concerns identified in Phase I into the four areas of teaching concerns previously described by Katz (1972). The early childhood experts had earned advanced degrees in the field, and had considerable experiences in teaching preschool children, working with parents, supervising student teachers, and administering programs for young children. The students were trainees, one each at TTL I (beginning training level) and TTL II (advanced training level), in the early childhood teacher training program at Oregon State University.

Prior to classifying the student teaching concerns, the early childhood experts and student teachers were given verbal and written descriptions of each of the four areas of teaching concerns for use in their classification assignments (See Appendix C). These classifications were first done independently, and then one week following these independent classifications a group meeting was held between the early childhood experts and student teachers. At the group meeting, the individual classifications of the early childhood experts and student teachers were compared and when disagreements between them arose, resolution of them was made. All student teaching concerns classified, therefore, had to have a 100% agreement among the classifiers before their retention for possible inclusion in the final SSTC. In addition, at the group meeting, the early childhood experts and student teachers also studied each student teaching concern, rewrote them into the form of grammatically correct questions, and agreed as to the meaning of the concerns.

Phase III: Application of Likert-Type Scale. Once the teaching concerns were classified, a Likert-type scale was applied to each statement, asking individuals to respond to each statement from extremely important to extremely unimportant. More specifically, an extremely unimportant response to a statement was given 1 point, an unimportant response 2 points, uncertain 3 points, important 4 points, and extremely important 5 points. Statements classified in each of the areas of teaching concerns were randomly varied throughout the SSTC to control for any response bias that might occur if they were sequentially ordered by areas of teaching concerns.

Phase IV: Final Check and Pilot Test. A final check of the SSTC, before administering it to the subjects was undertaken by submitting it for review to the early childhood experts and student teachers used in Phase II of this study. In addition, a pilot study using three teacher trainees at TTL I and TTL II was undertaken. No major changes were made as a result of this check and pilot study.

Phase V: Final Testing, Factor Analysis, Reliability and Validity Studies. During Phase V, the SSTC was administered to 107 teacher trainees at the various community colleges and universities with similar early childhood teacher training programs (See Appendix D for directions in administering the SSTC for trainers and letter to trainees). This was done during the first week of the term at an orientation seminar, prior to involvement in their respective training practicums. Following this administration, several statistical measures were applied to the data to refine the instrument. First, Pearson product-moment correlation coefficients were calculated to estimate the relationship between each teaching concern previously classified within an area of teaching concerns with every other concern classified within that area of concerns. This was undertaken to identify 16 of the most highly correlated teaching concerns within each of the four areas of teaching concerns for possible inclusion in the final SSTC.

Second, following such a teaching concern weed-out, the 16 most highly correlated teaching concerns for each area of teaching concerns were together factor analyzed using a principal components solution and varimax rotation. From these analyses, it was expected

that the teaching concerns which loaded on each of these factors in this analysis would be the same as those classified into these factors by the early childhood experts and student teachers in Phase II of this study.

Third, in order to obtain estimates of reliability for the final SSTC, item-total score correlation coefficients, using the Pearson product-moment method, were calculated for each of the statements included in each of the four areas of teaching concerns found in the final SSTC. In addition, internal consistency estimates for each of the four areas of teaching concerns were calculated using the Cronbach alpha statistic.

Fourth, to obtain an estimate of construct validity for the SSTC, the teaching concerns of TTL I and TTL II students were analyzed for significant differences. Since these four areas of teaching concerns would likely be correlated, a multivariate analysis of variance was applied to the data. Univariate tests, using the Wilks Lambda statistic, was then calculated to determine whether TTL I or TTL II students differed in their teaching concerns related to the areas of Survival, Consolidation, Renewal and Maturity.

Finally, an exploratory study focused on examining the relationship between students' teaching concerns and their teacher competencies was undertaken. After administration of the SSTC and three weeks following the student teachers' participation in their respective training practicums, teacher trainers were asked to rate their student teachers as to their competency as preschool teachers

using the PTCRS. Directions for using the PTCRS have been specified in a previously publicized Examiner's Manual (Sugawara & Cramer, 1980). Scores of student teachers on the total PTCRS and its nine subscales were correlated with their scores on each of the SSTC scales. The Pearson product-moment correlation method was used in these analyses.

RESULTS

The primary purpose of this study was to devise a Scale of Student Teaching Concerns for use with student teachers in an early childhood teacher training program. The development of this scale occurred in several different phases as described in the "Methods" section of this thesis. Results obtained during the various phases are described below.

Generation and Classification of Student Teaching Concerns

In total, 167 statements representing teaching concerns were generated for the development of the SSTC. The generation of these concerns came from 104 teacher trainees enrolled at various levels in an early childhood teacher training program at Oregon State University, their six teacher trainers, and an extensive review of research literature on teacher training. Following generation of these student teaching concerns, two early childhood experts and two student teachers (i.e., one each from TTL I and TTL II), classified all of them into the four areas of teaching concerns including survival, consolidation, renewal and maturity as previously described by Katz (1972). These classifications were done independently by each of the early childhood experts and student teachers, then a group meeting occurred between them to resolve all classification disagreements. All teaching concerns classifications, therefore, had a 100% agreement among the classifiers before their retention for possible inclusion in the final SSTC. Appendix E lists all of the student teaching concerns generated, and the manner

in which they were classified. It should also be noted that the early childhood experts and student teachers in their group meeting also studied each student teaching concern, rewrote each of them into the form of a grammatically correct question, and agreed as to the meaning of each concern.

Factor Analysis of Student Teaching Concerns

Following (a) classification of the 167 teaching concerns into the four areas of teaching concerns, (b) application of a 5-point Likert-type scale to each of the concerns, and (c) administration of all concerns to subjects in this study, Pearson product-moment correlation coefficients were calculated to estimate the relationship between each teaching concern found within that area of teaching concerns with every other concern found within that area of teaching concerns. This was done to identify the 16 most highly correlated concerns within each of the four areas of teaching concerns, thus weed-out those that appeared not to be highly related in that area of concern. Table 2 summarizes the mean correlation coefficients for the 16 most highly correlated concerns within each of the four areas of teaching concerns. For Survival Concerns mean coefficients ranged from .33 to .47, for Consolidation Concerns .20 to .35, for the Renewal Concerns .31 to .43, and for the Maturity Concerns .24 to .57. It should be noted that separate correlation matrices were generated for both the community college and university samples. However, the results obtained were so similar that only the correlation coefficients of the total (combined) sample are presented here.

Table 2
 Mean Correlation Coefficients for the 16 Mostly Highly Correlated
 Concerns Within Each of the Four Areas of Teaching Concerns Areas

<u>Survival</u>		<u>Consolidation</u>		<u>Renewal</u>		<u>Maturity</u>	
Item No.	Mean Coeff.	Item No.	Mean Coeff.	Item No.	Mean Coeff.	Item No.	Mean Coeff.
24.	.43	20.	.28	41.	.32	50.	.32
29.	.33	30.	.30	59.	.36	55.	.31
34.	.39	31.	.28	62.	.31	61.	.28
38.	.39	44.	.27	74.	.35	68.	.36
46.	.37	53.	.20	78.	.37	73.	.30
57.	.37	69.	.34	84.	.31	76.	.34
64.	.39	77.	.30	90.	.39	80.	.30
81.	.36	97.	.31	92.	.34	104.	.33
82.	.33	100.	.31	106.	.36	119.	.34
98.	.37	110.	.28	107.	.43	129.	.24
105.	.34	111.	.31	116.	.35	133.	.32
113.	.41	126.	.30	118.	.35	141.	.28
114.	.45	134.	.20	121.	.38	142.	.36
147.	.47	136.	.35	127.	.36	148.	.57
152.	.45	164.	.31	131.	.32	161.	.30
159.	.42	167.	.26	132.	.35	162.	.33

Once the 16 most highly correlated teaching concerns within each of the four areas of teaching concerns were identified, all of these teaching concerns were factor analyzed using a principal components solution and varimax rotation (i.e., BMDP82 series). As a result of this factor analysis, four factors emerged including Survival (Factor 1), Consolidation (Factor 2), Renewal (Factor 3), and Maturity (Factor 4). The statements within each area of teaching concerns with loadings of .30 or above were retained for inclusion in the final SSTC. None of these concerns which loaded on a factor loaded on any other factor above .18. Therefore, the four factors which emerged were relatively independent factors. The Survival area resulted with 14 statements, the Consolidation and Renewal areas with 16 statements, and the Maturity area with 9 statements. Table 3 lists the teaching concerns related to each of the factors and their loadings for the total sample. Furthermore, examination of data in Appendix E indicates that the teaching concerns which loaded onto the four different factors in this analysis were the same as those previously classified into these factors by the early childhood experts and student teachers.

In order to further verify the existence of these four factors, a random sample of half of the subjects in this study were selected, and their responses on the same teaching concerns were factor analyzed. Results obtained verified the existence of the four factors as found in the total sample. Table 3 also summarizes the loadings of each teaching concern associated with the factors for this random half of the sample.

Table 3
Student Teaching Concerns and their Factor Loadings
for the Total and Random Half-Sample

Factors and Questions	Loadings	
	Total Sample	Random Half-Sample
<u>FACTOR 1: SURVIVAL</u>		
24. How many children will I be interacting with in the program?	.42	.53
29. What exactly will I be doing in my student teaching experience?	.61	.65
38. Will I be able to work with the children in the program?	.46	.79
46. How is the daily schedule organized?	.64	.79
57. How do I plan activities for the children?	.81	.79
64. Will there be enough time to fulfill all of the requirements for this teacher training experience?	.52	.79
81. How closely will I be observed during my teacher training experience?	.70	.66
82. Exactly how is a lesson plan written?	.73	.50
98. Will the children listen to the instructions I give to them?	.72	.77
105. What exactly can children at the ages I will be working with be expected to do?	.46	.84
114. Am I educated enough to undertake this student teaching experience?	.71	.64
147. Where can I obtain information concerning development?	.43	.78
152. Is it possible to spend too much time with one child in the program.	.48	.52
159. How do I hold a conversation with the parents?	.38	.85
<u>FACTOR 2: CONSOLIDATION</u>		
20. If a child pushes another child, what should I do?	.70	.69
30. What should I do when a child wants me to accompany him/her to an activity, but I'm busy with another activity?	.63	.44
31. Should I encourage a child to finish a project that s/he has started?	.39	.55
44. Why do some children cry when their parents leave them at school?	.35	.71
53. How can I communicate with a parent about their child, when the child has encountered many problems during the school day?	.72	.65
69. If a child starts to cry, what should I do?	.66	.54
77. How can I avoid favoritism when certain children are more appealing than others?	.76	.70
97. Will I be able to work with children whose first language is not English?	.38	.46
100. What should I say to a child who says that s/he doesn't want to be at school?	.65	.38
110. How should I handle challenging children?	.76	.61
111. How can I deal with my concern for the child's self concept?	.71	.86
126. How should I handle children's aggression toward other children?	.63	.87

Table 3 continued on next page

Table 3, continued

Factors and Questions	Loadings	
	Total Sample	Random Half-Sample
<u>Factor 2: Consolidation, continued</u>		
134. How can I actively become involved in research projects of the program?	.35	.42
136. When should I intervene in a conflict between two children?	.70	.76
164. Will I learn how to work with children having special needs?	.50	.71
164. Should a child with an illness, such as the common cold, be allowed to continue to participate in the program?	.57	.78
<u>FACTOR 3: RENEWAL</u>		
41. How do different programs organize their parent meetings?	.58	.53
48. What can be done to accomplish the program objectives in new and different ways?	.48	.48
59. What are the different early childhood education models available?	.73	.66
62. How do different programs incorporate various theories of development into their curriculum?	.60	.44
74. Where and how often are early childhood conferences held?	.68	.30
78. Will I be reading articles taken from a variety of early childhood education journals?	.66	.78
84. How can I design a research project?	.72	.78
90. Will there be an opportunity for me to observe other programs?	.74	.55
92. Are there science experiments appropriate for children 1 to 3 years of age?	.64	.73
106. Are field trips appropriate for the children I'll be working with?	.61	.82
107. Will I be able to participate in early childhood education conferences?	.72	.88
116. Where do I obtain information about what other programs are like?	.76	.34
118. What is the difference between our program and other early childhood education programs?	.74	.37
121. Will I be relating class lecture information to my learning experiences in the teacher training program?	.59	.50
127. How can I apply the information I read from research to my student teaching experience?	.65	.54
132. What are the names of some of the journals in the field of early childhood education?	.73	.84
<u>FACTOR 4: MATURITY</u>		
50. What aspects of the teacher training experience will be useful in my interaction with others?	.68	.38
55. How is this student teaching experience going to help me?	.83	.79

Table 3 continued on next page

Table 3, continued

Factors and Questions	Loadings	
	Total Sample	Random Half-Sample
<u>Factor 4: Maturity, continued</u>		
61. Is there an ethical or philosophical basis upon which to disallow a child from participating in a program?	.36	.48
68. What is the nature of growth and learning among children?	.74	.80
76. How can I adapt from one teaching philosophy to another?	.40	.79
80. What is the underlying philosophy of this program?	.34	.68
148. What is the difference between a family-centered and child-centered early childhood program?	.45	.37
161. How can I use positive statements while interacting with children throughout the while day?	.58	.42
162. What are the rights of children in any research project?	.43	.79

Reliability Estimates

In order to obtain information on the reliability of the final SSTC, two estimates of internal consistency were calculated. These included the item-total score correlation coefficients for each of the teaching concerns included in the four areas of teaching concerns, and the Cronbach alpha for each of the four areas of teaching concerns.

Table 4 presents the item-total score correlation coefficients for the teaching concerns found within each of the four areas of teaching concerns in the final SSTC. These coefficients ranged from .50 to .76 for Survival, .44 to .70 for Consolidation, .59 to .79 for Renewal, and .56 to .74 for Maturity. All of these coefficients are significant at the $p < .01$ level.

In addition, Cronbach alpha coefficients calculated for each of the four areas of teaching concerns in the final SSTC revealed coefficients of .90 for Survival, .88 for Consolidation, .92 for Renewal, and .85 for Maturity. All of these coefficients are significant at the $p < .0001$ level.

Validity Estimates

To obtain a construct validity estimate for the final SSTC, a one way multivariate analysis of variance (TTL I vs. TTL II students) was performed on subjects' responses related to all four areas of student teaching concerns including Survival, Consolidation, Renewal and Maturity. The community college and university samples were not separated in this analysis since previous analyses revealed that the student teaching concerns of these two samples

Table 4
 Item-Total Score Correlation Coefficients for the Teaching Concerns found Within
 Each of the Areas of Teaching Concerns in the Final SSTC

<u>Survival</u>		<u>Consolidation</u>		<u>Renewal</u>		<u>Maturity</u>	
Item No.	Coeff.	Item No.	Coeff.	Item No.	Coeff.	Item No.	Coeff.
24.	.67	20.	.60	41.	.60	50.	.72
29.	.56	30.	.65	59.	.69	55.	.69
38.	.63	31.	.57	62.	.61	61.	.56
46.	.66	44.	.57	74.	.66	68.	.74
57.	.50	53.	.44	78.	.74	76.	.69
64.	.71	69.	.68	84.	.66	80.	.61
81.	.66	77.	.62	90.	.76	142.	.70
82.	.66	97.	.63	92.	.61	161.	.64
98.	.67	100.	.65	106.	.60	162.	.70
105.	.70	110.	.59	107.	.79		
114.	.72	111.	.65	116.	.72		
147.	.76	126.	.64	118.	.66		
152.	.66	134.	.44	121.	.68		
159.	.67	136.	.70	127.	.68		
		164.	.62	131.	.59		
		167.	.62	132.	.73		

were very similar to each other. Furthermore, a multivariate analysis of variance was used due to moderate to high correlations ($r = .64$ to $.83$) between subject scores in each of the areas of teaching concerns. As a result of the present analysis, a significant difference was obtained between TTL I and TTL II students, $F(1,105) = 7.01$, $p < .0008$ in their student teaching concerns. Univariate tests revealed significant differences between TTL I and TTL II students in all areas of teaching concerns, including Survival, $F(1,105) = 46.99$, $p < .00001$, Consolidation, $F(1,105) = 49.25$, $p < .00001$, Renewal, $F(1,105) = 4.54$, $p < .03$, and Maturity, $F(1,105) = 19.26$, $p < .00001$. Table 5 summarizes the means associated with these findings. On all of the areas of teaching concerns TTL I students had significantly higher concern scores than TTL II students.

Relationship to Teacher Competency

In order to obtain some information about the relationship between students' teaching concerns and their competency as pre-school teachers, an exploratory study was undertaken in this area. Pearson product-moment correlation coefficients estimating the relationship between subjects' scores on the SSTC and PTCRS were calculated, revealing no significant relationships between these two constructs. Table 6 summarizes the correlation coefficients obtained estimating the relationship between the four areas of teaching concerns assessed by the final SSTC and all of the teacher competency scale scores assessed by the PTCRS among TTL I and TTL II subjects.

Table 5
Means of Total Factor Scores, Proportional Scores, Standard Deviations and F-ratios for
the Teaching Concerns Scores of Subjects Related to Each of the
Areas of Teaching Concerns by Teacher Training Level

Area of Concern/Training Level	Mean	Proportional Score	Standard Deviation	F-ratios
Survival:				
TTL I	59.20	85.0	5.79	46.99****
TTL II	49.23	73.4	8.98	
Consolidation:				
TTL I	65.85	82.3	6.21	49.25****
TTL II	56.03	70.0	8.16	
Renewal:				
TTL I	58.92	73.6	11.22	4.54**
TTL II	54.43	68.0	9.98	
Maturity:				
TTL I	36.70	74.1	4.69	19.26****
TTL II	32.28	70.1	5.69	

****p<.00001

**p<.03

Table 6
Correlation Coefficients Expressing the Relationship Between
Areas of Teaching Concerns and Teacher Competency

Teacher Competency	Areas of Teaching Concerns											
	Survival			Consolidation			Renewal			Maturity		
	TTLI	TTLII	TOTAL	TTLI	TTLII	TOTAL	TTLI	TTLII	TOTAL	TTLI	TTLII	TOTAL
Understanding Behavior	.01	.01	.02	.01	-.11	.00	.01	.01	.00	.01	-.13	.02
Guidance	.01	.01	.01	.01	.01	.02	.01	.01	.02	.12	-.10	.00
Relationships												
Children	.01	.01	.01	.00	.02	.06	.01	.10	.06	.01	.01	.01
Program	-.15	.02	.02	.01	-.12	.00	-.11	.01	.03	.01	-.14	.00
Staff	-.18	.01	-.11	-.12	.01	.09	.01	.01	.03	.01	.01	.05
Parents	.01	-.10	.02	.21	-.11	.01	.11	-.13	.03	.12	-.20	.01
Evaluation												
Program	.01	-.19	.02	.01	.01	.01	.01	-.13	.00	.01	-.22	.01
Self	.01	-.15	.07	-.19	-.10	.05	.01	-.14	.09	.01	-.27	.09
Staff	.01	.01	-.12	.01	.01	.08	.01	.01	.01	.01	-.12	.09
Total PTCRS	.01	.03	.03	.01	.01	.02	.01	.01	.07	.01	-.12	.02

DISCUSSION

Interpretation and Discussion

The need for effective teacher training programs has been a concern of many educators for many years (Judd, 1922; Suhrie, 1922). The evaluation of the effectiveness of these teacher training programs has usually been undertaken through survey and follow-up studies using teacher graduates as subjects (Baer & Foster, 1974; Greener & Thurlow, 1982; Queen & Gretes, 1982). While information gained from these studies has been important and useful, information from teachers in training can provide additional information that might prove beneficial in designing relevant teacher training programs. The present study, to some extent, lessens the void of studies focused on assessing the needs and concerns of teachers in training.

The primary purpose of this study was to develop a Scale of Student Teaching Concerns (SSTC) to assess the concerns of early childhood teachers in training. Initially, from 104 early childhood teacher trainees at Oregon State University, their trainers, and an extensive review of the literature, 167 student teaching concerns were generated for development of the SSTC. These student teaching concerns were then administered to 107 teacher trainees enrolled in seven similar early childhood education programs found in Montana, Oregon, and Utah for final refinement of the SSTC.

The fact that teacher trainees generated many of the student teacher concerns in this study supports the notion that teacher trainees do have a variety of needs and concerns that can be

expressed if they are asked to do so. Understanding and utilization of these concerns in designing teacher preparation programs can in part provide some of the significant information necessary for the creation of training programs relevant to student teacher needs (Fuller & Bown, 1975; Applegate & Lasley, 1983; Denton, 1983).

Following application of a factor analysis on selected student teaching concerns after initial item concern weed-out, these concerns appeared to load on four major factors that appeared to be relatively independent of each other. None of the concerns found which loaded on a particular factor loaded on the other factors above .18. Examination of the concerns associated with these four factors were clearly reminiscent of Katz's (1972) concepts of teaching concerns including Survival, Consolidation, Renewal and Maturity.

According to Katz (1972), Survival Concerns included those that a student teacher has about being able to endure being a teacher. In the final SSTC, these concerns were represented by 14 questions related to the most basic aspects of teaching in an early childhood education program. They included questions about the number of children enrolled in the program, the frequency with which the student teachers interacted with the children, the requirements of their training experiences, and the student teachers' position in the early childhood education program. On the other hand, Consolidation Concerns included those that a student teacher has about the knowledge and skills necessary to be an effective teacher. In the final SSTC, these concerns were represented by 16 questions associated with appropriate teacher

behaviors in specific situations. They included questions about knowing how to deal with a troubled, non-English speaking or aggressive child. In addition, Renewal Concerns included those that a student teacher has about the acquisition of new knowledge and skills available to enhance teacher effectiveness. In the final SSTC, the Renewal Concerns were represented by 16 questions about newer and different resources, techniques and approaches that could be used in working with children and their parents. Finally, Maturity Concerns included those that a student teacher has about a personal philosophy of teaching. In the final SSTC, these concerns were represented by 9 questions related to the nature of growth and learning, ethical and philosophical basis of relating to children and underlying program philosophies. It should be noted that these four factors which emerged as a result of a factor analysis of responses from the total sample were also verified through application of another factor analysis on the responses of a random half of the study's sample. They also coincided with prior classifications of the concerns by a group of early childhood experts and student teachers who were given verbal and written descriptions of Katz's (1972) four areas of teaching concerns for use in their classification.

Although the factor analysis revealed the emergence of four major areas (factors) of teaching concerns that were similar to Katz's theoretical ideas, multivariate analysis of the Survival, Consolidation, Renewal, and Maturity Concerns of subjects at two different teacher training levels (TTL I - beginning vs. TTL II -

advanced) did not provide support for the developmental aspects of Katz's ideas. According to Katz, teachers in training start out with Survival Concerns, followed by Consolidation, Renewal and Maturity Concerns, respectively. On the basis of these theoretical ideas and the sample characteristics of the present study, we would have expected beginning level student teachers (TTL I) to have significantly higher Survival Concern scores than advanced level student teachers (TTL II), and advanced level student teachers to have significantly higher Maturity Concern Scores than beginning level student teachers. In addition, since the SSTC also taps concerns of student teachers in training between beginning and advanced levels, which were not part of the present sample, we would have expected results associated with Consolidation Concerns to be more similar to results associated with Survival than Maturity Concerns, and Renewal Concerns to be more similar to the results associated with Maturity than Survival Concerns, though not as significant. Instead, however, in the present study, beginning level student teachers had significantly higher Survival, Consolidation, Renewal and Maturity Concern scores than advanced level student teachers. Possibly, the time the SSTC was administered to the subjects in this study had something to do with these discrepant findings. In this study, the SSTC was administered to subjects prior to their enrollment in their respective training practicums. It was not unusual, therefore, that beginning level student teachers were found to have higher concern scores in all four areas of teaching concerns than advanced level student teachers, since the teacher

training experience was more foreign and new to them than it was for the advanced level student teachers. Perhaps, administration of the SSTC after both beginning and advanced level student teachers had become a little more acclimated to their training practicums may have provided the developmental results expected on the basis of Katz's theoretical ideas.

On the other hand, the findings of the present study did suggest developmental data of a different sort. The present findings suggested that student teachers at the beginning and advanced levels all had concerns associated with the four areas of teaching concerns, only in different intensities. The concerns, while still important appeared to become less important as students moved to the advanced teacher training levels. Perhaps, the data does reflect what actually occurs in the process of teacher development. Rather than suggest that beginning level students have a predominance of Survival Concerns, and advanced level students have more Maturity Concerns, it may be more appropriate to indicate that trainees at all levels have concerns associated with all areas of teacher development, only in different intensities.

In addition to the construct validity estimate just described above, reliability estimates for the final SSTC were also obtained. In this study, two estimates of internal consistency were calculated for the SSTC, including item-total score correlation coefficients and Cronbach alpha coefficients for each of the four factors (areas) of teaching concerns. Results revealed the final SSTC to be internally consistent within each of its scales (areas) of teaching concerns,

indicating the items found within each of the scale (factors or areas) to be relatively homogenous.

Finally, results of the exploratory study relating subjects' teaching concerns to their teacher competency using the SSTC and PTCRS, respectively, revealed no significant relationships between them on all measurement scales and subscales. These results are surprising in light of previous research indicating the PTCRS to successfully discriminate between beginning and advanced level student teachers in predicted directions, and Katz's developmental ideas about teaching concerns. On the basis of these facts and ideas, we would have expected the Survival, and perhaps, Consolidation scores of student teachers to be significantly and negatively related to their teacher competency scores, and the Maturity and perhaps, Renewal concern scores of these student teachers to be significantly and positively related to their teacher competency scores. However, as the present study revealed, no such significant relationships were found. Possibly, the time when the SSTC was administered to the subjects may have led to these discrepant findings. In the present study the SSTC was completed by student teachers prior to their involvement in their respective training practicums. The PTCRS, however, was used to assess the competency of student teachers during the third or fourth week of their training experiences. It is not unusual, therefore, that in this study, student teaching concerns were not found to be related to their teacher competency. If the SSTC and PTCRS were both administered at the same time, during the third or fourth week of the

student's training experiences, then perhaps, the expected relationship between teaching concerns and teacher competency would have been obtained.

Implications

The Scale of Student Teaching Concerns (SSTC), developed in this study, shows promise as an instrument which can be used by personnel in early childhood teacher training programs to identify the needs and concerns of their trainees. Both reliability and validity data obtained for the instrument suggest that supervising teachers can use the SSTC in such a manner. Using an objective instrument to assess trainee concerns has a number of advantages. "Quiet" trainees may now feel more comfortable and at ease in expressing their concerns with the SSTC, without struggling with the fear of embarrassment that often comes when expressing themselves verbally in public. Trainees who were always perceived as "advanced" may now feel a bit safer in expressing their felt concerns, without fear of exposing their inadequacies. As a result of administering the SSTC to trainees, supervising teachers may use the information gained to tailor the training curricula based in part on student teacher needs. Since supervising teachers have the responsibility of setting the goals and objectives of the training experience, being aware of trainee needs and concerns may strengthen the chances that such goals and objectives can be successfully met by all trainees. This can occur, since the SSTC may uncover previously hidden roadblocks to the learning process that trainees sometimes harbor within themselves. Meeting the needs and concerns of trainees, combined

with achieving the goal and objectives of trainers for the student teaching experience, can provide the environment in which the teacher development process may be facilitated.

Limitations and Suggestions for Future Research

While countless numbers of problems are encountered in any research project, and attempts were made to deal effectively with many of these problems, still a number of limitations associated with this study were present. Several of the major limitations are identified below.

Although a large proportion (48%) of the subjects in the present study came from middle-class families, a sizeable proportion (23%) of the subjects did not choose to provide adequate information in the Demographic Questionnaire to delineate with complete accuracy the socioeconomic characteristics of the present sample. Such accuracy could have allowed the results of this study to be more confidently generalized to populations other than the middle-class. Future studies should take care in obtaining such information from subjects for generalization of results purposes.

The classification of subjects into beginning (TTL I) and advanced (TTL II) student teaching levels were undertaken on the basis of (a) a single question found in the Demographic Questionnaire asking subjects to list and briefly describe their prior practical experiences with children, and (b) through briefly written statements obtained from teacher trainers about their student teachers' training levels. No information regarding the subjects prior course work in early childhood education was obtained. The

classification of subjects into TTL I and TTL II, therefore, was not as clear-cut as could be. This limitation may have affected the results obtained in this study. Future studies, therefore, might seek for clearer ways of distinguishing between students at various levels in their teacher training experiences.

In the present study, only two groups of subjects at the beginning and advanced student teaching levels were used in the final development of the SSTC. As a result, delineation of the developmental aspects of teaching concerns was limited. Future studies might include subjects at more than two levels in their teacher training experiences, thus drawing a clearer picture of the developmental aspects of teaching concerns. Furthermore, longitudinal studies following a group of student teachers from the beginning to the end of their teacher training experiences might prove worthwhile in still further clarifying the process of teacher development.

Aside from limitations associated with the present sample, additional problems associated with characteristics of the SSTC were encountered. Feedback from teacher trainers emphasized the length and tediousness of filling out the initial 167 item questionnaire used in developing the SSTC for the present study. Such length and tediousness may have affected the results of this study in serious ways. Perhaps, in future studies focused on developing scales of this type, a group of experts could be used to eliminate clearly redundant questions in the initial questionnaire, before it is administered in research to subjects.

In the present study, at least seven different individuals administered the SSTC to subjects. Although a standard set of verbal and written instructions was given to each of these individuals for test administration purposes, there was no way to check whether these exact instructions were followed. Future studies might wish to find a means of further insuring that such administration procedures are exactly followed.

The time when the tests were administered may have also affected the results obtained. Although administration of the SSTC was done prior to the student teachers' involvement in their training practicums, yielding some construct validity estimates related to the developmental nature of the four areas of teaching concerns from pre-beginning to pre-advanced teacher training levels, administration of the SSTC at that time did not allow for an adequate test of Katz's ideas about the developmental aspects of teacher development. It also did not allow for an adequate test of the relationship between the trainees' teaching concerns and teacher competency, since both measures were not administered at the same time. To test Katz's developmental ideas, as previously mentioned, future studies might assess subjects at more than two teacher training levels or carry out a longitudinal study with a group of student teachers. In addition, to more adequately assess the relationship between teaching concerns and teacher competency, subjects could be tested at the same time during the third or fourth week or at the end of their student teaching practicums.

There are other construct validity studies which could also be

conducted for the SSTC. These could include relating subjects' teaching concerns to other theoretically related variables such as teacher expressiveness, understanding and empathy. Furthermore, intervention studies assessing the effectiveness of various teacher training programs designed on the basis of student teachers' SSTC concerns could offer further evidence of construct validity for the SSTC.

Presently, the lack of other instruments to assess teaching concerns makes it difficult to obtain an estimate of concurrent validity for the SSTC. Perhaps, a worthwhile future study might be to conduct observational studies in which teaching concerns expressed through behavioral displays are related to student's teaching concerns expressed through their responses on the SSTC.

Finally, reliability estimates for the SSTC indicated items found within the SSTC associated with the four areas of teaching concerns to be internally consistent. The degree to which the SSTC is stable, however, can be additionally assessed in a future study. Administration of the SSTC, with a reasonable time interval between testings, could provide an estimate of stability for the SSTC.

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APPENDICES

Appendix A

The Preschool Teacher Competency Rating Scale

Appendix A

The Preschool Teacher Competency Rating
ScaleForm 1: Teacher Trainer's Form
(Revised)

Date: _____

Student's Name: _____ Course Number: _____

Instructor: _____

Please respond to the following items by circling the number on the scale below which mostly closely reflects your rating of a student's performance in the preschool classroom. Do not omit any items.

0	1	2	3	4	5
The student has not worked on this					The student does this easily

I. IN UNDERSTANDING AND EVALUATING CHILDREN'S BEHAVIOR, the student is able to:

1. Accept a child as s/he is: 0 1 2 3 4 5

Example/Explanation

- a. recognizes and accepts the fact that there are individual differences in children's personalities, styles, and paces of learning.
- b. supports the uniqueness of each child.

2. Use knowledge of child development principles and sequences to understand children. 0 1 2 3 4 5

Example/Explanation

- a. understands that development is continuous and orderly, and that the rate of development is uneven
- b. recognizes that there are individual differences in development, and that development proceeds through the process of differentiation and integration
- c. applies such knowledge in evaluating children's behavior

3. Use information regarding home, family and sociocultural background experiences to understand children's behavior. 0 1 2 3 4 5

Example/Explanation

- a. recognizes that home, family and sociocultural background experiences do influence a child's behavior

3. Continued
- b. uses such background information in understanding a child's behavior
4. Identify significant observations of child behavior: 0 1 2 3 4 5
- Example/Explanation
- a. explains significant observations of child behavior verbally to staff members, using factual, normative data.
- b. writes anecdotal records on individual children which show insight into their developmental levels, needs, and behaviors
- c. uses observations to determine a child's strengths and weaknesses
- d. uses observational information to design instructional materials appropriate to a child's developmental level

Understanding behavior score (20) _____

II. In FOLLOWING AND INTERPRETING GUIDANCE GUIDELINES, the student is able to:

1. Forestall situations: 0 1 2 3 4 5
- Example/Explanation
- a. takes cues from children and/or environment before behavior occurs (i.e., have aprons placed close to an art activity)
- b. anticipates, predicts and acts before a behavior occurs (i.e., moves toward a child who has building blocks raised overhead)
2. Use positive suggestions: 0 1 2 3 4 5
- Example/Explanation
- a. explains to children what they can do rather than what they cannot to in simple and clear statements (i.e., "Chairs are to sit on!" rather than "Don't stand on the chairs!")
3. Recognize when and where s/he is needed 0 1 2 3 4 5
- Example/Explanation
- a. displays skills in deciding when to intervene in a child's play, based on individual children's needs
- b. moves into situations of need (i.e., moves toward the slide when children begin to use such equipment)

4. Give choices to children when choices are available: 0 1 2 3 4 5
Example/Explanation
 a. avoids questions like, "Would you like to?" when choices are not available
 b. allows children to choose when choices are present
5. Help interpret and verbalize children's feelings: 0 1 2 3 4 5
Example/Explanation
 a. avoids interpreting and labeling children's behavior without understanding children's feelings
 b. allows children to verbalize their feelings so accurate interpretation of them is possible
 c. provides children with feedback about their feelings based on their verbalizations
6. Use prescribed limits and follow through: 0 1 2 3 4 5
Example/Explanation
 a. explains behavior expectations to the child and carries out consequences in a consistent manner
7. Set reasonable limits and follow through: 0 1 2 3 4 5
Example/Explanation
 a. defines clearly behavioral expectations for the child and carries out consequences in a consistent manner
8. Redirect children when the need arises: 0 1 2 3 4 5
Example/Explanation
 a. rechannels children's behaviors on the basis of knowledge of alternatives available
 b. changes the direction of children's behaviors without avoiding the issue
9. Encourage self-help skills among children: 0 1 2 3 4 5
Example/Explanation:
 a. plans the environment and activities to facilitate self-initiated learning (i.e., placing hooks for children's coats where they can reach them; use various color codes to help children find their story groups.)

10. Display flexibility in guiding children's learning: 0 1 2 3 4 5
Example/Explanation
 a. adapts method of guidance to individual children
 b. adjust use of guidance techniques to fit the situation
11. Make effective use of non-verbal community skills in guiding children's behavior: 0 1 2 3 4 5
Example/Explanation
 a. uses gestures (i.e., demonstration), facial expressions (i.e., smiles), and body movements (i.e., holding child's hands) effectively in guiding children's behavior and learning
12. Avoid expression of threats: 0 1 2 3 4 5
Example/Explanation
 a. avoids statements such as "I wouldn't do that if I were you!", "If you can't be quiet, I'll have to put you over there!", or "If you shout one more time, I'll _____!"
13. Help children find ways of settling their own quarrels: 0 1 2 3 4 5
Example/Explanation
 a. stands back and allows children to solve their own problems when possible
 b. allows children to verbalize their feelings and assists them in solving problems
 c. verbalizes children's actions so they are aware of them and the antecedents of their actions
14. Express positive social reinforcement when appropriate: 0 1 2 3 4 5
Example/Explanation
 a. identifies and recognizes positive aspects of children's behavior in verbal and non-verbal ways
 b. reinforces positive behaviors in children rather than calling attention to negative ones

Guidance score (70) _____

III: RELATIONSHIPS

- A. IN RELATING TO CHILDREN, the student is able to:
1. Express feelings about him/herself: 0 1 2 3 4 5
Example/Explanation
 a. verbalizes feelings in an honest, open and humane manner in interacting with children (i.e., "I am happy," "That makes me said," "That hurts.")
 2. Sense children's feelings so as to maintain interactions with them: 0 1 2 3 4 5
Example/Explanation
 a. facilitates interactions with children by using such statements as, "You must not be feeling well today!" or "You really are enjoying yourself today!"
 3. Communicate with children while still recognizing that s/he is an adult: 0 1 2 3 4 5
Example/Explanation
 a. avoids using children's equipment (i.e., riding trikes or other equipment built for children)
 b. avoids "baby talking" to the child
 4. Display effective communication with all children: 0 1 2 3 4 5
Example/Explanation
 a. interacts easily with children having varying personality temperments including active, quiet, demanding, as well as shy children
 b. recognizes and facilitates children's initiative, responsibility, cooperation with peers, and interests in developing their skills
 5. Maintain relationships with children in a variety of areas: 0 1 2 3 4 5
Example/Explanation
 a. relates to children in all areas of the preschool classroom and program (i.e., outdoors, indoors, story time, finger painting, block play, etc.)
 b. does not avoid relating to children in specific areas and activities

6. Relate with individual children: 0 1 2 3 4 5
Example/Explanation
 a. interacts with children on a one-to-one basis with their developmental levels in mind
 b. uses language in communicating with young children that can be understood
 c. listens, questions, attends, and responds to individual children's interests, feelings, and abilities
7. Relate with children in small groups: 0 1 2 3 4 5
Example/Explanation
 a. facilitates children's learning in small group situations consisting of about five children (i.e., story time, group games and activities)
 b. coordinates individual children's interests, abilities, and concerns in small group experiences
8. Relate with children in large groups: 0 1 2 3 4 5
Example/Explanation
 a. facilitates children's learning in a group with 15 to 20 individuals
 b. coordinates individual children's interests, abilities, and concerns in large group experiences
9. Display honesty in interacting with children: 0 1 2 3 4 5
Example/Explanation
 a. avoids making promises which can't be kept
 b. says what one means, and means what one says
 c. explains ideas and feelings to children in a truthful manner

Relating to Children Score (45) _____

B. RELATING TO THE PROGRAM

1. Regarding Flexibility in Performance within the Preschool, the student is able to:

- a. permit children to explore materials in a variety of ways 0 1 2 3 4 5
Example/Explanation
 1) allows children to use materials in their own way rather than structuring activities so materials can be used only in one way
 2) avoids excessive use of models (i.e., figurines, pictures) to be copied by children
- b. recognize and use spontaneous happenings within the environment to facilitate children's learning: 0 1 2 3 4 5
Example/Explanation
 1) plans activities for children based on interests spontaneously revealed by children in their encounter with the environment
 2) capitalizes on children's interest in facilitating learning
 3) plans activities utilizing day to day happenings within the environment (i.e., falling leaves during autumn, sheep in pasture during spring) to facilitate children's learning
- c. display adaptability in curriculum implementation within the classroom: 0 1 2 3 4 5
Example/Explanation
 1) makes on-the-spot changes in curriculum activities based on children's interests (i.e., if children are not interested in a story, change to another activity of interest)
- d. make effective use of limited resources to achieve educational goals: 0 1 2 3 4 5
Example/Explanation
 1) realizes that readily available and inexpensive materials (i.e., large boxes, empty egg cartons, etc.) can do just as well as expensive materials in facilitating children's learning
 2) uses such readily available and inexpensive materials in curriculum activities for children

2. In Functioning Within the Preschool Program, the student is able to:
- a. display familiarity with the preschool facility: 0 1 2 3 4 5
Example/Explanation
 1) knows where equipment and supplies are stored
 2) knows where the first aid supplies and fire extinguishers are kept
- b. display knowledge of the preschool program routines: 0 1 2 3 4 5
Example/Explanation
 1) arrives to school on time, and notifies staff when ill
 2) knows the weekly/monthly curriculum plans
 3) knows the daily schedule, and anticipates transition periods
 4) encourages children in clean-up activities
- c. preplan programs and activities: 0 1 2 3 4 5
Example/Explanation
 1) designs activities based on children's developmental levels in advance
 2) has a repertoire of activities for on-the-spot usage
 3) reflects knowledge of children's interests in curriculum planning
- d. function independently when appropriate: 0 1 2 3 4 5
Example/Explanation
 1) makes decisions independently when functioning in the preschool program
 2) takes initiative in functioning within the program without instructor's suggestions
 3) senses program needs when they arise and acts upon them independently
- e. use names of individual children and staff 0 1 2 3 4 5
Example/Explanation
 1) refers to children and staff by their names
- f. maintain confidentiality in all matters: 0 1 2 3 4 5
Example/Explanation
 1) maintains the privacy of all individuals in the preschool program obtained through observations and conferences

- g. recognize and use policies and procedures of the preschool program: 0 1 2 3 4 5

Example/Explanation

1) knows and follows all program policies and procedures (i.e., research policies, special observation procedures, field trip policies, emergency procedures, parent conferences and home visits procedures, etc.)

Relating to Program Score (55) _____

C. In RELATING TO THE STAFF, the student is able to:

1. Show positive attitudes toward other staff members: 0 1 2 3 4 5

Example/Explanation

- a. supports and helps other staff members when need arises
 b. accepts staff members as individuals with unique abilities and talents
 c. is friendly toward other staff members

2. Give directions to other staff members: 0 1 2 3 4 5

Example/Explanation

- a. offers suggestions to other without being condescending
 b. explains directions to staff in a clear and understandable manner
 c. senses individual differences in staff members' abilities to follow directions
 d. shows firmness in giving directions when the situation arises

3. Receive directions from other staff members: 0 1 2 3 4 5

Example/Explanation

- a. takes suggestions in an appreciative manner
 b. accepts suggestions and accomodates to varying teaching styles and personalities
 c. feels free to ask for suggestions, help and clarifications when need arises
 d. follows directions effectively

4. Participate as a team member: 0 1 2 3 4 5

Example/Explanation

- a. cooperates with other staff members in carrying out a program for young children
 b. maintains open communication with other staff
 c. discusses and resolves conflicts & disagreements
 d. carries out individual responsibilities as a team member to the best of one's abilities

Relating to Staff Score (20) _____

- D. In RELATING TO PARENTS, the student is able to:
1. Recognize parents by name: 0 1 2 3 4 5
Example/Explanation
 a. uses names of parents when addressing, speaking, and referring to them
 2. Converse with parents: 0 1 2 3 4 5
Example/Explanation
 a. interacts positively with parents during parent meetings, individual conferences, and home visits
 b. greets and speaks comfortably with parents at children's arrival and departure
 3. Incorporate the cultural backgrounds of families into the preschool program: 0 1 2 3 4 5
Example/Explanation
 a. communicates to families an acceptance of cultural differences
 b. invites families to participate in the program to share their unique cultural heritages in a variety of ways
 4. Facilitate a free flow of information between teachers and parents about their children's needs and behaviors: 0 1 2 3 4 5
Example/Explanation
 a. welcomes parents to share openly their ideas and feelings about their children's needs and behaviors
 b. shares experiences with parents about the children's participation in the program in a positive manner
 5. Communicate in both written and verbal forms concerns about the program, children, and families: 0 1 2 3 4 5
Example/Explanation
 a. makes effective use of newsletters, daily activity plans, and bulletin boards to communicate with parents about the program
 b. discusses openly with parents concerns about the program, children, and families in parent meetings, individual conferences, home visits, and telephone conversations
 6. Use parents as resources in developing the preschool program: 0 1 2 3 4 5
Example/Explanation
 a. makes use of parents' talents in developing experiences for their children

6. Continued
- b. recognize parents as partners in facilitating their children's learning
 - c. makes use of parents' assistance in carrying out various tasks related to the program (i.e., driving cars for field trips, contacting other parents, contributing their skills in building equipment, developing curriculum ideas, etc.).
7. Recognize and appreciate parental values and priorities for their children: 0 1 2 3 4 5
Example/Explanation
- a. accepts and supports parents as individuals with valuable and worthwhile ideas about themselves and their children
 - b. realizes that parents also have their own expectations for their children
 - c. involves parents in developing expectations about themselves and their children based on insight into their own and their children's developmental levels and interests
8. Maintain confidentiality regarding all matters concerning parents: 0 1 2 3 4 5
Example/Explanation
- a. protects the privacy of information obtained from parents and families through observations, interviews, conferences, and informal conversations

Relating to Parents Score (40) _____

IV. EVALUATION

- A. In EVALUATING THE PROGRAM, THE STUDENT is able to:
1. Understand the major objectives of the program: 0 1 2 3 4 5
Example/Explanation
- a. verbalizes and knows the objectives of the program with respect to its relationship to the department, school, university, community, parents, children, student, and research
2. Evaluate the adequacy of the educational program in meeting children's needs: 0 1 2 3 4 5
Example/Explanation
- a. assesses the adequacy of various aspects of the program including health & safety standards, space utilization, equipment, curriculum activities, program structure, & personnel in meeting children's needs

3. Evaluate the parent education/involvement component of the program: 0 1 2 3 4 5
Example/Explanation
 a. assesses the adequacy of program for parents, including parent meetings, home visits, individual conferences, and classroom participation
4. Evaluate the staff development component of the program: 0 1 2 3 4 5
Example/Explanation
 a. assesses the adequacy of programs for staff development, including directing and/or participating in pre- and post-session conferences, weekly group seminars, and individual conferences. In pre- and post-session conferences, concerns related to the daily functioning of the preschool program are discussed. In weekly group seminars, issues related to all aspects of the program are dealt with. In individual conferences, plans for improving individual teacher competency are developed.

Program Evaluation Score (20): _____

B. In EVALUATING THE STAFF, the student is able to:

1. Communicate perceptions of staff performance in an honest and positive manner: 0 1 2 3 4 5
Example/Explanation
 a. communicates with staff members evaluations of their teaching performance in an open and straightforward, but helpful and constructive manner
2. Direct staff in areas where their teaching skills may be enhanced: 0 1 2 3 4 5
Example/Explanation
 a. provides staff with experiences which increases their teaching skills
3. Use objective observations to clarify perceptions of staff performance: 0 1 2 3 4 5
Example/Explanation
 a. avoids personal bias in observations of staff teaching performance
 b. keeps objectives anecdotal records of the strengths and limitations of staff teaching performance

4. Communicate openly observations and perceptions of staff teaching performance with concrete suggestions for improvement: 0 1 2 3 4 5

Example/Explanation

- a. uses observational data of teaching performance to make realistic suggestions to staff for improving teaching skills
- b. allows staff to freely question, discuss, and present their own views regarding their teaching performance
- c. allows staff to develop their own means of improving their teaching skills
5. Maintain confidentiality in all matters concerning staff evaluation: 0 1 2 3 4 5

Example/Explanation

- a. protects the privacy of information obtained from staff about their teaching performance through observations and individual conferences

Staff Evaluation Score (25): _____

C. In SELF EVALUATION the student is able to:

1. Communicate perceptions of his/her teaching performance in an honest and clear manner: 0 1 2 3 4 5

Example/Explanation

- a. communicates to staff, evaluations of one's own teaching performance in an open and straight-forward manner
2. Recognizes his/her teaching strengths and weaknesses: 0 1 2 3 4 5

Example/Explanation

- a. shows a realistic awareness of one's teaching strengths and weaknesses
3. Identify and undertake ways of improving his/her teaching skills: 0 1 2 3 4 5

Example/Explanation

- a. enhances development of teaching skills through involvement in relevant experiences

4. Seek evaluation of his/her teaching performance from other staff members: 0 1 2 3 4 5

Example/Explanation

- a. obtains feedback from staff members regarding their perceptions of one's teaching performance

5. Listen and hear staff feedback about his/her teaching performance, and act upon suggestions made: 0 1 2 3 4 5
Example/Explanation
a. uses staff feedback to improve one's teaching skills.
6. Discuss openly discrepancies between staff evaluations and his/her own evaluations of teaching performance: 0 1 2 3 4 5
Example/Explanation
a. explores openly and honestly one's own evaluation of teaching performance in group discussion

Staff Evaluation Score (30): _____

TOTAL PTCRS SCORE (325): _____

9. Please describe your parents' education, income level and occupation.

(a) Education Level Completed:

Mother (check one)		Father (check one)
<input type="checkbox"/>	6 - 12 years of school	<input type="checkbox"/>
<input type="checkbox"/>	1 - 2 yrs. of college	<input type="checkbox"/>
<input type="checkbox"/>	3 - 4 yrs. of college	<input type="checkbox"/>
<input type="checkbox"/>	post-graduate	<input type="checkbox"/>

(b) Income level:

Mother (check one)		Father (check one)
<input type="checkbox"/>	\$0 - 5,999 yearly	<input type="checkbox"/>
<input type="checkbox"/>	\$6 - 11,999	<input type="checkbox"/>
<input type="checkbox"/>	\$12 - 17,999	<input type="checkbox"/>
<input type="checkbox"/>	\$18 - 27,000	<input type="checkbox"/>
<input type="checkbox"/>	\$27 - 35,000	<input type="checkbox"/>

(c) Occupation:

Mother (fill in) _____

Father (fill in) _____

Are there any comments you would like to make about this research project?

Thank you very much for your cooperation.

APPENDIX C

Verbal and Written Descriptions of Each of the Four Areas
of Teaching Concerns Used in the Classification of Teaching
Concerns by Early Childhood Experts and Student Teachers

The teaching concerns should be classified into one of Katz's four categories. The categories are defined as follows:

1. Survival Concerns

The concerns that belong in this category are those that wonder about a basic knowledge about children. The concerns seem basic, on the surface, or fairly general in nature. They're filled with survival concerns. These concerns ask what will really happen in the classroom and why they happen.

Examples: What are young children like?

What can I expect of them?

Can I really do this day after day?

2. Consolidation Concerns

The concerns that belong in this category are those that ask about specific behavior patterns that stray from the norm. These concerns focus on individual problem children or on individual situations.

Examples: How can I help a clinging child?

How can I help a particular child who does not seem to be learning?

3. Renewal Concerns

The concerns that belong in this category are those that wonder about new and different ways of fulfilling objectives. Refreshing ideas are sought. These concerns show an interest in what other members of the field are doing. An interest in regional and national happenings is seen. These concerns may display boredom with old routines.

Examples: Who is doing what? Where?

What are some of the new materials, techniques, approaches, or ideas?

continued on next page

4. Maturity Concerns

The concerns that belong in this category ask deeper, more abstract questions. These concerns seem to be searching for personal insight. They seem to be more philosophical in examining ideals and values.

Examples: How are educational decisions made?

What are my historical and philosophical roots?

APPENDIX D

Directions for Administering the SSTC for
Trainers and a Letter to Trainees

Dear Teacher Trainer:

We sincerely appreciate your involvement in this research project. The development of a Scale of Teaching Concerns for use with early childhood education teacher trainees will offer those of us involved with the teacher preparation programs valuable insight of the trainee's perspective. The availability of a valid, reliable assessment instrument will allow our students to objectively share with us what exactly their needs and concerns are, giving us a better idea of where they, as individuals and as a group, are developmentally. With this information it will be easier for us to facilitate meeting the objectives and goals we have set for them. The time you spend to fill out the Preschool Teacher Competency Rating Scales will help us gain a better understanding of the correlation between teacher competencies and teaching concerns. The results of this study will offer us a clearer understanding of the teacher development process.

Your participation involves two steps:

1. Before their practical experiences begin for the Spring Term, please ask each student to fill out the Scale of Teaching Concerns. Please stress that they rate each statement according to the degree of importance or unimportance at the PRESENT TIME, according to their honest feelings and first impressions. Please ask them also to fill out the demographic questionnaire which is included in the booklet. Perhaps the booklets can be passed out and completed during an orientation session. The estimated time to fill out a booklet is 25 minutes.
2. After observing your students for 3 weeks, please rate each one using the Preschool Teacher Competency Rating Scale. These are included ahead of time to give you an opportunity to become familiar with the instrument. Each PTCRS should take an average of 15 minutes to fill out.

Two addressed stamped envelopes are included. Please send the SSTC booklets in the marked envelope as soon as they are completed. Please send the completed PTCRS in the second envelope as soon as they are completed. This will help us get the analysis process off to a quicker start, which will also enable us to get the results back to you sooner

If you have any questions please call us at (503) 757-2768.

Once again, thank you for your cooperation. We appreciate your time and effort.

Sincerely,

Aline Arroyo, M.Ed., Head Teacher
Child Development Centers
Human Development and
Family Studies

Alan I Sugawara, Ph.D.
Director/Professor
Child Development Centers
Human Development and
Family Studies

Dear Teacher Trainee:

"Am I a teacher or a helper?" "What should I do when a child hits another child?" "What do I say to parents?" "How will I work with teachers having different philosophies?"

Have you had similar concerns? Many teacher trainees have asked these types of questions. Although supervising teachers have their own ideas about what competencies are needed to be a good teacher, they may not know how you feel about them. A valid and reliable scale of student teacher concerns, therefore, would offer trainees like you an objective way of stating your concerns. These concerns can then be used to develop meaningful learning experiences which can facilitate your development as a teacher.

By completing the following scale, you can help us develop a Scale of Student Teaching Concerns. The concerns found in the following questionnaire have been collected from 104 teacher trainees at various levels in their teacher training experience. By rating the importance or unimportance of each concern, we will be able to identify which of the concerns are truly representative of your thoughts and feelings.

Please take the time to read each question carefully, then based on your first impression, honestly rate how you feel at the present time about the importance or unimportance of each question. We would also like you to complete a demographic questionnaire which is included. Such a questionnaire will provide us with information about your previous academic and teaching experiences, as well as your family background, for sample description purposes.

All information you share with us will be kept strictly confidential. It will only be used for the purpose of developing the Scale of Student Teaching Concerns.

Your participation in this research project can greatly aid us in designing meaningful and relevant teacher training programs for individuals like you. The addition of a valid and reliable Scale of Student Teaching Concerns can insure that your viewpoint as a teacher trainee is heard in the design of these training programs.

Thank you kindly for your cooperation.

Sincerely,

Aline Arroyo, M.E., Head Teacher
Child Development Centers
Human Development and Family
Studies

Alan I. Sugawara, Ph.D.
Director/Professor
Child Development Centers
Human Development and Family
Studies

APPENDIX E
All Student Teaching Concerns
Generated and Classified

SURVIVAL

2. Should children be directed toward involvement in all of the planned activities in the program?
4. Exactly how is the early childhood program I'll be participating in organized?
5. Can I work well with other student teachers?
7. How should I handle some of the difficult questions that children ask?
8. How do I go about disciplining children?
9. Are parents knowledgeable enough about our program?
10. What is expected of me in the program?
11. How close of a relationship should I develop with the parents?
15. How much responsibility will I have as a student teacher in the program?
17. Will I get to know each child in the program fairly well?
18. Will meeting parents when they drop off and pick up their children at school be sufficient time to interact with them?
21. What kinds of activities will I be doing with children in the program?
22. Will I be able to co-teach well in the program?
23. Will I be able to provide a learning environment for children?
24. How many children will I be interacting with in the program?
25. Should I limit children in the use of supplies during an art activity, or can I let them use as much as they want?
26. Will the parents in the program like me?
27. How many children will I work with in the program?

28. How do I go about asking children questions without disrupting their play activities?
29. What exactly will I be doing in my student teaching experience?
32. How can I become more relaxed in the program?
33. What do I do during a home visit?
34. How often will I work with children in the program?
38. Will I be able to work with the children in the program?
39. Will I be able to work well with other program staff members?
40. During the teacher training experience, am I a teacher or a helper?
42. How should I handle the children's temper tantrums?
43. Will I be able to effectively discipline children?
45. Will I be able to keep the children's attention during large group time?
46. How is the daily schedule organized?
47. How old are the children in the program?
49. How can I get children involved during large group time?
51. How are parent meetings organized?
52. What should I do if I feel apprehensive about leading large group time with the children?
54. Where can I find interesting and fun activities that the children will be enthusiastic about?
57. How do I plan activities for the children?
58. Should children be forced to sit through an entire large group time?
60. How do parents fit into the program?
63. Where would I find the necessary equipment and materials to plan activities for children?
64. Will there be enough time to fulfill all of the requirements for this teacher training experience?

67. Will I be able to work well with other staff members?
70. What are the objectives of the program?
71. How much direction should one give a child?
72. What will the first day of student teaching be like?
75. Will I be able to interact with both parents and children, as well as other staff members?
79. Should I interact with children when their parents are present?
81. How closely will I be observed during my teacher training experience?
82. Exactly how is a lesson plan written?
83. How can I become more relaxed in interacting with children?
85. Will I be able to interest children in the curriculum activities?
86. What kinds of things should I teach young children through the activities?
88. Will I learn how to teach children with different handicaps?
89. How do the different teachers in the program interact with one another?
94. Will the children in the program like me?
96. Will I be able to control children's behavior?
98. Will the children listen to the instructions I give to them?
99. How can I be sure that my activities are developmentally appropriate for the children?
103. What kinds of research projects are being conducted in the program?
105. What exactly can children at the ages I will be working with be expected to do?
109. Will I like working in the program every day?
112. How can I gain a child's trust?
113. Will children respect me as their teacher?

114. Am I educated enough to undertake this student teaching experience?
123. How involved should staff members become in the lives of the children?
125. How do the planned activities in the program foster various aspects of children's development?
128. What are the rules the children must follow in this early childhood program?
137. Will I be given instructions on how to teach children?
138. Will I be able to adapt to changes in the daily teaching schedule?
143. How am I being evaluated as a student teacher?
147. Where can I obtain information concerning development?
149. How attached can I become to any child in the program?
152. Is it possible to spend too much time with one child in the program?
154. Does a good teacher have to be constantly busy?
155. How do I go about accomplishing the necessary paper work associated with my teacher training experience in the proper manner?
159. How do I hold a conversation with the parents?
165. How many children are enrolled in the program?

CONSOLIDATION

1. Why are some children capable of accomplishing a task, while others of the same age are not?
3. When two children begin to squabble, what should I do?
6. How do I get other student teachers in the program to do what they are supposed to do?
12. How can I encourage a child to work with me?
13. How do I keep an "antsey" child at the table during snack time?

14. How can I help a child with social problems fit into the group?
19. How can I balance the opportunity of allowing children free choice and directing them into various activities?
20. If a child pushes another child, what should I do?
30. What should I do when a child wants me to accompany him/her to an activity, but I'm busy with another activity?
31. Should I encourage a child to finish a project that s/he has started?
35. How should I deal with a child who has difficulty separating from his/her parents?
36. How can I balance the student teaching requirements of observing and interacting with young children in the program?
44. Why do some children cry when their parents leave them at school?
53. How can I communicate with a parent about their child, when the child has encountered many problems during the school day?
56. How can I improve my skills (e.g., animation, gestures) in leading large group time with the children?
69. If a child starts to cry, what should I do?
77. How can I avoid favoritism when certain children are more appealing than others?
93. If two children are of the same age, should they be at the same developmental level?
97. Will I be able to work with children whose first language is not English?
100. What should I say to a child who says that s/he doesn't want to be at school?
102. Should I force a child to finish a project s/he started?
110. How should I handle challenging children?
111. How can I deal with my concern for the child's self concept?
115. On what basis do parents decide to stay with their children at school?

117. How can I become involved in testing and evaluating children's development?
122. Should I stop children from taking materials found in one play area (e.g., sand from sandbox) to another play area (e.g., play house area) even if they are being creative (e.g., making sand cakes)?
126. How should I handle children's aggression toward other children?
134. How can I actively become involved in the research projects of the program.
136. When should I intervene in a conflict between two children?
145. If a child has difficulty in learning, how can I design learning experiences for him/her?
153. Should I let a child walk away from an unfinished activity if s/he wants to?
157. If a child appears developmentally advanced, how can I design learning experiences for him/her?
164. Will I learn how to work with children having special needs?
166. How do I get difficult children to do what they are supposed to do?
167. Should a child with an illness, such as the common cold, be allowed to continue to participate in the program?

RENEWAL

41. How do different programs organize their parent meetings?
48. What can be done to accomplish the program objectives in new and different ways?
59. What are the different early childhood education models available?
62. How do different programs incorporate various theories of development into their curriculum?
65. How are field trips planned and organized?
66. What are the different teaching techniques that I can use to meet a child's needs?

74. Where and how often are early childhood conferences held?
78. Will I be reading articles taken from a variety of early childhood education journals?
84. How can I design a research project?
90. Will there be an opportunity for me to observe other programs?
92. Are there science experiments appropriate for children 1 to 3 years of age?
95. How can I adapt my curriculum ideas to children at different ages?
106. Are field trips appropriate for the children I'll be working with?
107. Will I be able to participate in early childhood education conferences?
116. Where do I obtain information about what other programs are like?
118. What is the difference between our program and other early childhood education programs?
120. What resources are available in the community that I can use in my student teaching experience?
121. Will I be relating class lecture information to my learning experiences in the teacher training program?
124. How can I keep the program from getting boring to the children?
127. How can I apply the information I read from research to my student teaching experience?
131. Will I be able to share information about my student teaching experience with other staff members?
132. What are the names of some of the journals in the field of early childhood education?
140. What are the different types of effective management techniques that can be used with children?
144. What should I know about single parent families?
146. How should the topic of death be approached with young children?

150. How can woodworking be safely carried out with young children?
151. What is the best way to compile progress reports on children?
158. Will I be involved in discussion sessions rather than solid lectures in my teacher training seminars?
160. How do I go about changing the daily program routine?
163. Can I visit other early childhood programs in the community?

MATURITY

16. What procedures should I follow, if a child is suspected of being abused?
37. How can I significantly improve my teaching skills?
50. What aspects of the teacher training experience will be useful in my interaction with others?
55. How is this student teaching experience going to help me?
61. Is there an ethical or philosophical basis upon which to disallow a child from participating in a program?
68. What is the nature of growth and learning among children?
73. How are educational decisions made?
76. How can I adapt from one teaching philosophy to another?
80. What is the underlying philosophy of this program?
87. How does a child's culture affect his/her learning?
91. How can I maintain a positive attitude in my teaching of children?
101. Should accreditation of early childhood programs be mandatory?
104. How will I cope with the different philosophies of teaching?
108. What is the "fine line" between facilitating and intruding in children's learning activities?
119. Is it easy to observe developmental principles discussed in textbooks in real life situations?

129. How will I feel about becoming a parent after spending time with so many children in the program?
130. Should all early childhood education programs be required to have a license?
133. How will my student teaching experience contribute to my growth as a person, teacher and parent?
135. Should physical punishment be used to control children's behavior?
139. Am I really making an impact on the child's development?
141. Can I translate educational theory into practice?
142. What is the difference between a family-centered and child-centered early childhood program?
148. To what extent should research projects be allowed to interfere with children's daily activities?
156. How should the topic of religion be dealt with among children?
161. How can I use positive statements while interacting with children throughout the whole day?
162. What are the rights of children in any research project?