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**THE PRINCIPAL'S PERCEIVED EFFECTIVENESS
OF PRESERVICE TEACHER TRAINING IN ARIZONA**

by

Nicholas Irving Clement

A Dissertation Submitted to the Faculty of the
**DEPARTMENT OF EDUCATIONAL ADMINISTRATION
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In Partial Fulfillment of the Requirements
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In the Graduate College

THE UNIVERSITY OF ARIZONA

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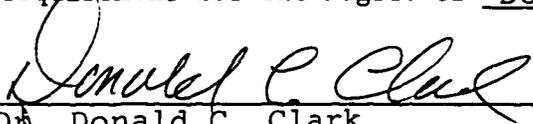
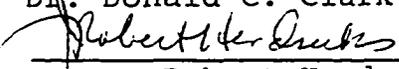
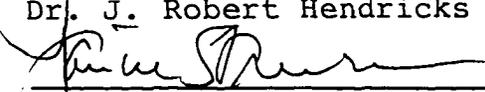
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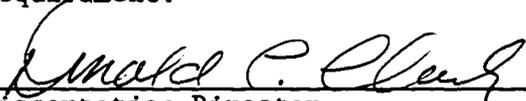
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DEDICATION

I dedicate this dissertation to my wife, Jolene, and my children, Kerstin and Christina, for their abiding love and support.

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ABSTRACT

This study investigated the principal's perceived effectiveness of preservice teaching education and training in the state of Arizona. An in-depth interview methodology was used to explore, describe, and analyze the perceptions of twelve principals serving in K-12 schools located in Southern Arizona.

The following questions guided this study: What attitudes, skills and knowledge competencies do principals want new teachers to demonstrate and how do these perceptions compare with profiles developed in the literature? What type of course work do principals want in teacher preservice training programs and how do these perceptions compare with those currently offered in Arizona Colleges of Education? What strengths have principals observed in new teachers and which of these strengths do they attribute directly to preservice training programs in Arizona? What weaknesses have principals observed in new teachers and which of these weaknesses do they attribute directly to preservice training programs in Arizona? What recommendations do principals have for improving preservice training programs in Arizona Colleges of Education? This study was limited in terms of generalizability because only the perceptions of 12 principals serving schools in Southern Arizona were utilized.

Qualitative data was collected utilizing individual in-depth interviews with the 12 principals selected for this study. Response data gathered in this study were analyzed inductively in an attempt to develop and identify significant themes,

concepts, and dimensions describing the principal's perception of the effectiveness of preservice teacher training.

The following findings emerged from this study relative to the principals' perceptions of preservice training: principals have a specific profile of the competent new teacher and this profile parallels the research; principals want teachers to take course work in classroom management, communication and methodology with a emphasis on theory to practice methods; principals characterized new teachers as enthusiastic and strong in content knowledge; principals characterized new teachers as weak in classroom management skills and their ability to deliver instruction; principals recommended that schools of education become more practitioner focused, provide earlier and longer field service, provide immersion type student teaching experiences, and become less isolated and more interdependent in their relationship with K-12 schools.

CHAPTER 1

INTRODUCTION

In the fall of 1991, in response to the National Educational Goals Report, the Governor of the State of Arizona appointed a Citizens Task Force on Education Reform. In an introductory letter, the Governor charged this committee with the goal of developing recommendations for restructuring Arizona's school systems in order to better prepare students for the work force of the 21st Century (Governor's Task Force, 1991). This committee developed preliminary recommendations that were reviewed at hearings conducted across the state. After an extensive analysis of public feedback, the Task Force finalized specific recommendations in the following areas: at-risk populations and barriers to learning, decentralization, accountability, training and professionalism, open enrollment/parental choice, technology, education finance, and business partnerships (Governor's Task Force, 1991). The Governor submitted these recommendations for consideration by the Arizona Legislature in early 1992.

Throughout the developmental process, the work of the Task Force was scrutinized by the media (over 40 Task Force articles appeared in newspapers across the state during October, 1991) and debated by citizens and organizations. For example, at one of the regional forums, 36 individuals gave testimony in favor or against various recommendations formulated by the Task Force (Public Testimony, 1991). This response appeared to indicate that the Task Force's recommendations had

struck a collective nerve in Arizona regarding the current state and future of its educational system.

In 1992, the legislature did not adopt any of the Task Force's recommendations and although the Governor has since reintroduced some form of this reform package, the state has yet to pass any substantial educational restructuring legislation. A number of researchers analyzed why these recommendations might have been defeated at the legislative level. For example, Hood (1991) suggested that the recommendations were flawed for two major reasons: excessive costs and internal contradictions created by a mix of top down control and market driven systems.

The strong public concern for education sparked by this process affirmed the necessity to study reform outcomes not restricted by the need for additional state funding or legislative action. One such reform area dealt with teacher training and professional development. In a cost analysis, Hood (1991) did not list any of the teacher training recommendations as requiring additional tax dollars. Public forum participants also gave this area a high approval rating (82%) for making it a priority (Wright, 1991).

Some of the significant recommendations for improving teacher training included a mandate requiring Arizona Colleges of Education to develop and implement a plan which:

1. Develops programs of course requirements for the preparation of all educators that are consistent with the state essential skill competencies

and goals, and which support the four professionalism concepts of attitude, preparation, empowerment, and vision.

2. Establishes a permanent process by which the Colleges of Education will work more closely with the public school system through a regular on-site visitation process involving observation, evaluation, and recommendations for improvement.
3. Provides teacher candidates with early exposure to actual teaching through classroom assignments; insures more clinical experiences through stronger partnerships with schools, practicing teachers, and mentorships with master teachers. (Task Force Draft, 1991, pp. 9-10).

The literature strongly supports the Arizona Task Force's call to restructure and reform teacher training as a critical component to improving our nations' schools (Boyer, 1983; Goodlad, 1990; The Holmes Group, 1986; Murray & Fallon, 1989). For example, The Holmes Group (1986) recommended the elimination of undergraduate teacher majors to allow for a more in-depth study of subjects taught by expert professors. They also proposed a systematic change of college education departments to include replacing generic method courses with an intense study of pedagogy in specific subjects. Boyer (1983) echoed the Task Force's call for more clinical practice by supporting a fifth year of teacher preparation devoted to apprenticeship and specialized core courses. Murray and Fallon (1989) called for intensive course work in pedagogical content knowledge.

In a more recent report, the National Commission on Teaching and America's Future (1996) rationalized that the most important strategy in helping students achieve the standards set forth by the National Goals 2000 Panel was the restructuring of teacher preparation programs. This commission identified a number of major flaws needing change including the fragmentation of course work and uninspired teaching methods.

The clarity and consensus found in both the national and state reform reports indicate an urgency for change in teacher training programs. This study attempted to gain an understanding of the current status of teacher training in Arizona and to what extent any of the reforms have been implemented.

Statement of the Problem

Although the state of Arizona invested considerable resources supporting the 1991 Task Force's effort to develop recommendations for reforming teacher education, few follow-up studies have assessed the outcome of these initiatives. This is analogous to a medical doctor prescribing a treatment program and then never examining the patient again. In this case, the doctor could not verify if the patient had followed the program or change the diagnosis and prescription if the condition deteriorated. Considering the lack of research since the Task Force's published report, there is a necessity to reexamine the condition of the teacher training in Arizona.

The purpose of this study is to examine the principal's perceptions regarding the effectiveness of Arizona Colleges of Education preservice teacher training

programs. This study will focus on principals because they are usually key decision makers in the hiring of new teachers and they have the first opportunity to observe and evaluate the new teacher's ability to transfer the skills and knowledge acquired through the college training curriculum. In addition, principals have the unique opportunity to observe the new teacher interacting with students in settings outside the classroom (i.e., coaching, club sponsor, student mentor). The principal also tends to be a clearinghouse for feedback from parents, students and other education professionals regarding a new teacher's overall performance.

This study utilizes an in-depth interview methodology to examine the principal's descriptions of preservice training and an inductive analysis approach, to capture what Berg (1995) describes as the essence of a phenomenon. This research is based on the qualitative model that is designed to help the researcher develop social theory versus studies that verify preconceived hypothesis.

Research Questions

The following questions will guide this study:

1. What attitudes, skills, and knowledge competencies do principals want new teachers to demonstrate and how do these perceptions compare with profiles developed in the literature?
2. What type of course work do principals want in teacher preservice training programs and how do these perceptions compare with those currently offered in Arizona Colleges of Education?

3. What strengths have principals observed in new teachers and which of these strengths do they attribute directly to preservice training programs in Arizona Colleges of Education?
4. What weaknesses have principals observed in new teachers and which of these weaknesses do they attribute directly to preservice training programs in Arizona Colleges of Education?
5. What recommendations do principals have for improving preservice training programs in Arizona Colleges of Education?

Significance of the Study

This study of the effectiveness of teacher training from the principal's perspective is significant for the following reasons:

1. Although a number of researchers have conducted extensive qualitative studies of teacher training from the perspective of the preservice student and the college teacher and administrator, the literature lacks an analysis of the principal's perception. Notable among these studies include Goodlad's study in which he surveyed 1,217 faculty members and conducted site visits to 49 colleges of education (Goodlad, 1990). This study provides data from another source which may provide a deeper understanding of the state of preservice teacher training.
2. A number of quantitative studies have provided data regarding the principal's opinions of both preservice course work and the

characteristics of excellent teachers (Valentine, Clark, Nickerson, & Keefe, 1981; Valentine, Clark, Irvin, Keefe, & Melton, 1993). This study may provide additional insight into the conclusions generated by this research.

3. In a summary of the reform reports, Guest identified four major attributes that teachers should possess: subject-matter understanding, general knowledge, pedagogical content knowledge, and a human perspective (Guest, 1993). This study provides data comparing the principal's perspective of entry level skills and knowledge with the current literature.
4. This research will provide evaluative data for Arizona Colleges of Education in their efforts to create new preservice training programs or modify current initiatives.
5. This study will provide data relative to the principal's perspective on the effectiveness of key reform concepts.
6. This study will provide specific recommendations to improve the dialogue between the faculties and administrations of the Arizona Colleges of Education and the K-12 schools.
7. This results of this study will be disseminated to the Dean's Office of all the Arizona Colleges of Education and to all of the K-12 School Superintendents in Southern Arizona.

Limitations

Studies that rely on qualitative in-depth interview data are limited by the non-standardized nature of the collection procedures. The following limitations will be considered and accounted for in the gathering of data and the inductive formation of theories and concepts.

1. The findings are limited in terms of generalizability due to the small number of respondents chosen from six districts in Southern Arizona.
2. The geographical location of the respondent's schools may limit the number of new teachers that have graduated from colleges in other areas of the state.
3. The findings are limited based on the variability in education and experience of each principal interviewed.
4. The findings are limited based on the variability in number of new teachers each principal has had contact with prior to the data collection interview.
5. The amount of time allotted for each interview could affect the responses given by each principal. The time of day may also affect the principal's ability to focus on responding to the researcher.

Definition of Terms

Carnegie Classification. System of grouping American colleges and universities according to their missions.

Cohort Groups. Students who begin a professional education school program together, moving through the various courses as a group. Goodlad (1990) describes cohorts as "... peers who share the common hardships, pleasures, and expectations associated with becoming a professional" (p. 198).

Credential. License to teach; usually granted by a regulatory state agency verifying that certain requirements have been met.

Credibility. The extent to which the data collected reflects the real world. According to Lincoln and Guba (1985), credibility is the naturalist's equivalent to internal validity.

Field Service. Experience in the schools which provides the student an opportunity to observe and reflect. Minimal direct teaching is provided during this experience.

Inductive Analysis. A method of immersing oneself in the data in order to identify meaningful themes or concepts. Bogdan and Bilken (1982) describe this process as "constructing a picture which takes shape as you collect and examine the parts" (p. 29).

In-depth Interviews. Taylor and Bogdan (1984) defines this data collection method as "face to face encounters between the researcher and informants directed toward understanding the informants' perspective." (p. 77).

Liberal Arts Education. Course of study including literature, philosophy, language, history, math, and science; distinguished from professional or vocational training.

Member Checks. Process whereby data, analytic categories, interpretations, and conclusions are tested with members of those stakeholding groups from whom the data were originally collected (Lincoln & Guba, 1985, p. 314).

Preservice Training. College education received prior to receiving a teaching position. This includes undergraduate liberal arts courses, student teaching or internship, general education courses, and method courses. Preservice training does not include additional staff development courses provided by districts or graduate courses.

Semi-structured Interview. Interview method used to gather quantitative data. Berg explains that this technique involves predetermined topics with the freedom to probe (Berg 1995).

Student Teaching. Extended teacher training experience where the teacher has an opportunity to develop and implement teaching strategies with students under the direct supervision of an expert mentor.

Organization of Remaining Chapters

Chapter 2 provides a review of the literature related to preservice teacher training. This chapter is divided into the following sections:

1. Overview of desired entry level teacher competencies as related in the literature.

2. Review of reform movement literature including a summary of recommendations from major reports and studies.
3. Review of current preservice teacher training programs including emerging initiatives.

Chapter 3 describes the research design and methodology used for this study. Rationale and a description of the data collection and analysis are included in this section.

Chapter 4 reports the findings and an analysis of the research data.

Chapter 5 summarizes and clarifies the findings and concludes with implications and recommendations based on the study results.

CHAPTER 2

REVIEW OF RELATED LITERATURE

This chapter provides an overview of the preservice teacher training literature with an emphasis on the following areas: competent entry level skills and knowledge base, recent reform reports and recommendations for change, and current Arizona Colleges of Education programs and practices.

Competent Entry Level Skills and Knowledge Base- A Brief History

Historically, teaching has not evolved to the same pinnacle of respect as other fields like medicine, law, and engineering. Society has been slow in recognizing and rewarding teaching as a profession requiring specialized skills and training. In other words, the profession continues to suffer from the “if you cannot do anything else, teach” stereotype.

The Carnegie Forum on Education and the Economy (1986) provided strong evidence supporting this position. It documented teacher working conditions characterized by: low salaries (ranked below most occupations requiring a college degree), constricting bureaucracies, and restricted decision making. In surveys, Boyer (1983) found that teachers were troubled about salaries and their negative public image and loss of status. This lack of career prestige was also studied by Darling-Hammond (1990). In a 1985 survey of teachers who left teaching for another profession, Darling-Hammond found that 60% cited low salaries as the primary reason.

There is also research suggesting that preservice students perceive teaching to have low career status and therefore plan to utilize teaching as a stepping stone to other careers (Altenbaugh & Underwood, 1990; Bookhart & Freeman, 1992).

Goodlad (1990) attempted to explain one of the possible reasons why teaching appears to suffer an inferiority complex. He related this problem to the disjointed evolution of teacher training and the current lack of vision and mission found in college and university preservice training programs. He discussed the fact that formal teacher training in the United States has had a relatively short history, with the first normal school being established in Concord, Vermont in 1823. He described these early schools as having a character and morality mission versus a focus on pedagogy and core knowledge. In a historical essay, Altenbaugh and Underwood (1990) chronicled how the teacher training mission has been diverted and diluted at different stages by various constituencies. As an example, they cited how after the second World War, former normal schools became multipurpose institutions in order to satisfy the demand from male students for liberal arts programs.

In a study of more current teacher training programs, The Holmes Group (1986) discovered problems which were similar in nature with the normal schools of the 19th and early 20th century. They found that undergraduate programs lacked an in-depth study of core subject areas (especially for preservice elementary teachers) and that these courses lacked coherency. They also analyzed preservice professional course programs of study and found them to be limited in pedagogical study and practical

experience. This data is supported by Carnegie Report (1986) which documented complaints from graduates regarding their perceived lack of training in the following areas: classroom management, motivation, and conceptual teaching.

Shulman (1986) attempted to clarify the professionalism dilemma by comparing early teacher certification exams which focused on content knowledge (i.e., written arithmetic, mental arithmetic, geography, physiology) with current qualifying exams which focus on pedagogy and educational psychology without a subject matter component. He recommended that teaching credential exams should include a balance of both content and pedagogy.

Other theorists, Saranson, Davidson, and Blatt, (1986) took the criticism of a watered down liberal arts and pedagogical curriculum to another level. They postulated that although a strong subject matter background is essential to teaching, this background does not guarantee the communication of that knowledge unless the teacher has a theoretical and practical grounding in developmental psychology. In their analysis, they indicated that although most professional teacher training programs provide at least one lecture type educational psychology course, the intense theory application is usually not provided or required.

The literature appears to support the theory that teaching has earned low grades due to lack of preparation in both subject matter fields and in pedagogical content knowledge. The reports also indicated that in order for preservice training programs to improve, a clear mission must be developed regarding what skills and knowledge base

a competent teacher should possess when they graduate into the profession. In fact, Goodlad (1990) focused on professionalism as a major concept for preservice teaching reform when he stated:

The conditions necessary to a profession simply have not been a part of either teacher education or the teacher enterprise: a reasonably coherent body of necessary knowledge and skills. . . . With these conditions largely lacking, teacher education and the occupation of school teaching have been at the mercy of supply and demand, pillages from without, and balkanization from within (pp. 70-71).

There is strong consensus regarding Boyer's definition of professionalism in addition to numerous theories as to why teaching has not achieved professional status. Doyle (1990) explored the professionalism concept within the theme of quality control. He dissected the technical knowledge area into two essential and research based components: validated practices and intelligent application, theorizing that teaching has not yet developed the same core of specialized technical knowledge as other professions. In their discussion of professionalism, Tom and Valli (1990) focused on the quality versus quantity issue, postulating that teacher training should include an intense study of valid knowledge that is epistemologically sound.

In a review of the professional education research, Dinham and Stritter (1990) discussed the critical roles theory development and theory to practice play in distinguishing a profession from a trade or craft. They concluded that the education

profession suffers because, unlike other professions, there is little educational theory of action for practical instruction. They described current educational apprenticeship methods ranging from "hero worship to trial and error." Cruickshank and Metcalf (1990) also concentrated on the knowledge to practice component of professionalism. Their model for improving the professional status of teachers included teacher education, where knowledge is gained, and teacher training, where skills are gained through application.

Competent Entry Level Skills and Knowledge Base-Reform Reports

In an effort to move teaching along the professional continuum, numerous reform reports were dedicated to defining the professional knowledge base and developing pedagogical expectations for beginning teachers. Integrity in the College Curriculum (1985) sought to redefine the general scope of all undergraduate education. This report identified and discussed the following nine areas as essential to forming the knowledge and skill base for all degree programs:

- 1) Inquiry, abstract logical thinking, critical analysis-The ability to answer and create the how and why questions.
- 2) Writing, reading, speaking, listening-The ability to command the language and make it come alive to both communicate and create new knowledge.
- 3) Understanding numerical data-The ability to make sense and draw conclusions from statistical data.

- 4) **Historical consciousness**-The ability to understand the complexities and ambiguities of human society.
- 5) **Science**-The ability to understand how theories are formed, tested, and validated.
- 6) **Values**-The ability to understand ethical concerns and social responsibility.
- 7) **Art**-The ability to appreciate and experience fine and performing arts.
- 8) **International and multicultural experiences**- The ability to understand ethnic and global diversity.
- 9) **Study in-depth**-The ability to complete an extended focus inquiry on one concept or theory. (pp. 15-24).

Bennett (1984) also addressed the core undergraduate curriculum with a specific emphasis on the humanities. He recommended that all college students receive a knowledge base to include a background in western civilization, masterworks of literature, history of philosophy and a proficiency in foreign language.

Another report, A Nation Prepared (1986) addressed general pedagogical skills by challenging preservice programs to graduate teachers who:

- 1) **Have an ability to help students discover meaning and patterns from confusion.**
- 2) **Foster creativity and the ability to work with others.**

- 3) Have a comprehensive knowledge and understanding base.

The Holmes Group (1986) added to the ideal teacher profile by identifying the following core characteristics:

- 1) Comprehensive understanding of children.
- 2) Rich background and understanding of their teaching subjects.
- 3) Model critical thinking and inquiry.
- 4) Careful not to bore, confuse or demean students (pp. 28-29).

Project 30 (1989), a national initiative dedicated towards reforming preservice teacher education, mirrored the other reports with an additional emphasis on the need for beginning teachers to have a strong foundation in pedagogical content knowledge.

In a more recent report, the Commission on the Restructuring of the American High School (1996), developed a teacher skill and knowledge profile based on the high school principal's perspective. This report outlined these seven essential instructional strategies:

- 1) Each high school teacher will have a broad base of academic knowledge with depth in at least one subject area.
- 2) Teachers will know and be able to use a variety of strategies and settings that identify and accommodate individual learning styles and engage students.

- 3) Teachers will be adept at acting as coaches and as facilitators of learning to promote more active involvement of students in their own learning.
- 4) Teachers will teach in ways that help students develop into competent problem solvers and critical thinkers.
- 5) Teachers will convey a sense of caring to their students so that their students feel that their teachers share a stake in their learning.
- 6) Teachers will utilize technology in their instruction in ways that improve student learning.
- 7) Teachers will integrate assessment into instruction so that assessment does not merely measure students, but becomes part of the learning process itself. (p.21).

Many of these reform wave reports are based on ideas and notions developed by a number of notable theorists. For example, Shulman (1987) postulates that effective teachers must develop a deep subject matter comprehension and understanding level and then reflect on how this knowledge can be transformed into the minds of learners before they can effectively implement actual instructional strategies in the classroom. His model included other familiar themes such as active instruction, continuous evaluation, critical reflection and new learning (Shulman, 1987). Another philosopher, Mortimer Adler argued that teachers must become

“cooperative artists” and understand that their primary role is that of a learner (Alder, 1988).

As a response to these and other reform reports, the National Board for Professional Teaching Standards was created in 1987. This organization’s mission was to identify core teaching competencies and develop a process for recognizing teachers who meet or exceed these expectations. After a number of years of extensive research and development, the NBPTS (1994) began to certify teachers based on the following competencies:

- 1) Teachers recognize individual differences in their students and adjust their practice accordingly.
- 2) Teachers have an understanding of how students develop and learn.
- 3) Teachers treat students equitably.
- 4) Teachers’ mission extends beyond developing the cognitive capacity of their students.
- 5) Teachers appreciate how knowledge in their subjects is created, organized and linked with other disciplines.
- 6) Teachers command specialized knowledge of how to convey a subject to students.
- 7) Teachers generate multiple paths to knowledge
- 8) Teachers call on multiple methods to meet their goals.
- 9) Teachers orchestrate learning in group settings.

- 10) Teachers place a premium on student engagement.
- 11) Teachers regularly assess student progress.
- 12) Teachers are mindful of their principal objectives.
- 13) Teachers are continually making difficult choices that test their judgment.
- 14) Teachers seek the advice of others and draw on education research and scholarship to improve their practice.
- 15) Teachers contribute to school effectiveness by collaborating with other professionals.
- 16) Teachers work collaboratively with parents.
- 17) Teachers take advantage of community resources. (pp. 7-35).

In a recent report prepared for the Blue Ribbon Schools Program, Office of Educational Research and Improvement, U. S. Department of Education, Wilson and Peterson (1996) attempted to translate current research into new standards for assessing and recognizing highly effective schools. In their model, the following benchmarks were established for accomplished teaching:

- 1) Teaching as intellectual work- Effective teachers think hard and deep about what they want students to learn.
- 2) Teachers as listeners and inquirers- Effective teachers act as scientists, always attempting to discover how a student is constructing their learning.

- 3) Teachers as team coach-Effective teachers create opportunities for student sharing, constructing and testing their knowledge with other learners. (pp. 9-12)

Competent Entry Level Skills and Knowledge Base-Field Research

In a comprehensive synthesis of literature on teaching, Reynolds (1992) provided a research based framework for defining competent entry level teaching skills. She organized these prerequisite skills into three main categories: preactive, interactive, and postactive and she then developed the following findings for each area:

- 1) **Preactive Teaching Tasks-** Competent teachers create lessons that enable students to connect what they know to new information. Teachers must know their subject matter in a way that enables them to teach conceptually. Teachers must also know their students in ways that allow them to tailor the subject matter, curricular materials, and instructional activities to the students. (p.10).
- 2) **Interactive Teaching Tasks-** Competent teachers create classrooms where students want to learn. They develop empathy, rapport, and personal interactions with students. They maximize time spent actively engaged in worthwhile academic activities and minimize time spent waiting for activities to get started, making transitions between activities, sitting with nothing to do or engaging in misconduct. They arrange the physical and social conditions which are conducive to learning and fit

the academic task. They use appropriate ways to represent and present subject matter. They assess students' needs and adapt instruction to meet these needs. They focus attention on the relevant and important aspects of the instructional materials and communicate clear expectations to students. They relate new learning to students' previous experiences. They maintain consistent accountability procedures of all students' progress with interventions to improve student learning. (p.24).

- 3) Postactive Teaching Tasks- Competent teachers evaluate their effectiveness by reflecting on their own actions and student responses in order to improve their practice. (p.25).

Good (1990) also attempted to identify and describe the teaching knowledge base through a research summary. His model involved the following components:

- 1) Teachers need a high level of subject matter understanding including an ability to help students approach the same level of understanding.
- 2) Teachers need to develop student motivation for understanding and synthesizing content.
- 3) Teachers need to understand student development and principles of good pedagogy.
- 4) Teachers need a management system which communicates clear intentions and allows for close monitoring of student progress.

- 5) Teachers need to be able to prevent student misconceptions from forming and bring about conceptual change when misconceptions are preexisting.
- 6) Teachers need to not differentiate their behavior towards high and low achieving students.

Many of the previously cited reports and models have been grounded in field research which attempted to correlate student achievement gains measured on standardized test with observable teacher behaviors. Brophy and Evertson (1976) conducted a landmark process-product study referred to as the Texas Teacher Effectiveness Study. This project involved an original sample of 165 teachers whose class achievement test score gains were statistically measured to determine stability. From this sample, 31 teachers were chosen as a subsample based on their consistency scores and observed for 10 hours during the first and 30 hours during the second year of the research. The researchers utilized event sampling to develop frequency scores which were statistically correlated to student achievement. Based on this study the researchers developed the following conclusions:

Teachers producing the most achievement:

- 1) Were businesslike and task oriented.
- 2) Enjoyed working with students but interacted within a teacher-student relationship.
- 3) Spent most of the classroom time on academic activities.

- 4) Assumed personal responsibility for the gains.

Teachers producing the least achievement:

- 1) Were more concerned with personal relationships and affective objectives.
- 2) Disliked students and were authoritarian in their approach.

Brophy and Evertson (1976) determined that the process variables with the strongest and most consistent correlation with achievement were those which promoted maximum time on academic task. They also discovered that the following specific teacher behaviors were common in high achieving classes: constant monitoring and checking of student behavior and progress, few errors applying discipline, matching of seat work with student ability levels, and movement at a brisk pace and in small steps. In this study the researchers also determined that a number of variables did not significantly correlate with achievement, including: teachers' warmth and enthusiasm, advance organizers, and democratic leadership style which they concluded might be a function of the grade level studied (elementary).

In another process-outcome study, Good and Grouws (1977) examined 18 fourth grade math classes, nine determined to have low achievement and nine determined to have high achievement measured by the Iowa Test of Basic Skills. Based on their results, Good and Grouws (1977) determined that higher achieving teachers' classrooms were better managed evidenced by a faster paced curriculum delivered more clearly and with less time spent on reviewing concepts. The researchers

characterized these teachers as providing immediate, nonjudgmental and task specific feedback throughout the observed lessons. Good and Grouws (1979) also conducted another study with fourth grade math classes, this time using a control and treatment methodology. In this study, the treatment teacher group was instructed in a teaching model which emphasized concept development and review. Good and Grouws (1979) reported substantial achievement gains in the treatment group which they related to the added structure and focus on meaning provided in the development component of the lesson plan.

In the early 1970's, the state of California, in an effort to identify and quantify effective beginning teacher competencies, commissioned a number of field studies using both quantitative and qualitative methodologies. The Beginning Teacher Evaluation Study (BTES) was completed in phases by a variety of researchers. In phase II, McDonald and Elias (1976b) reported that although some observed trends were similar to other process-product studies (gains in teachers who were organized and maximized time on task), they did not discover generic teacher behaviors which were significant success predictors for both subject matters (reading, mathematics) at both grade levels (second, fifth). For example, they found that basic drill and practice methods were positively associated with achievement in second grade while these same techniques were negatively associated in fifth grade (McDonald & Elias, 1976b).

Tikunoff, Berliner, and Rist (1975) reported findings from another phase of the BTES which utilized an ethnographic approach to data collection and analysis. They

discovered that more effective teachers appeared to enjoy teaching evidenced by their positive interactions with students. They also observed these teachers to be more knowledgeable about their subject matter and effective in pacing and adjusting the curriculum based on student needs. Tikunoff, Berliner, and Rist (1975) summarized these findings by suggesting that effective teaching involves creating both an effective and an affective learning environment.

In an effort to develop a richer data base for identifying competent teaching pedagogy, Berliner (1986) developed a methodology that identified expert teachers and then compared their teaching pedagogy with the novice teacher. Berliner's primary goal in these studies was to investigate the nature of knowledge that changes a person from knowing subject matter to being able to teach the subject matter. In one controlled experiment, three groups were provided a brief view of slides of classrooms and then asked to report what they saw. In this case, Berliner (1986) reported that the expert teacher made many more inferences regarding these pictures in contrast to the literal descriptions made by the novice group. He theorized, based on these results, that expert teachers applied their knowledge base to make sense out of the classrooms while the other groups only could provide surface level descriptions. Berliner (1986) also studied and compared the expert teacher's ability to analyze problems using categorization skills. He presented the groups with three brief looks at the same classroom picture and then had each teacher describe what new things they saw with each viewing. Berliner reported that in this experiment, the experts were able to make

correct inferences based on cues observed in the first viewing and reinforced by new cues observed in prior viewings. He also reported that the novices did not usually perceive the same cues and did not develop the same inferences. A number of other expert-novice studies have generated evidence supporting the theory that more effective teachers demonstrate a higher degree of knowledge relative to the complexities of a classroom system (Carter, Cushing, Sabers, Stein, & Berliner, 1988; Peterson & Comeau, 1987).

Grossman, Wilson, and Shulman (1989) conducted expert-novice studies that investigated the role that subject matter knowledge plays in the teaching act. In these studies, they reported that teachers with graduate training in their teaching fields emphasized more conceptual understanding or the why as compared to teachers teaching outside their majors who focused on the how to.

There is another large body of experimental research that explores the effect of specific teaching models on various aspects of learning. Joyce, Showers, and Bennett (1987) conducted extensive work with the concept attainment and inductive models. In a study conducted in India, one group of botany teachers was taught how to utilize the inductive approach while the control group utilized the traditional tutorial and lecture approach. Utilizing effect size as a measure, Joyce, Showers, and Bennett (1987) reported both gains in knowledge acquisition and recall as compared a traditional lecture and tutorial approach. Joyce, Showers, and Bennett (1987) also reported gains in conceptual learning as well as recall in learning experiments utilizing the synectics

teaching through analogy model developed pioneered by Gordon and Poze (1971). Cooperative learning, a model designed to help students study and learn together has been extensively studied by Johnson and Johnson (1975). In their studies, they report that cooperative learning strategies yield higher effects as compared to single student techniques when the tasks are more complex in nature.

The literature also provides rationale for a professional teacher profile by comparing beginning teachers with formal training and teachers who received their credentials through alternative means (ex. baccalaureate degree, work experience). For example, Haberman (1984) addressed the theory supporting supervised student teaching as contrasted with on the job learning (without a professional mentor) by stating:

The problem with self-discovery is that it is wasteful of effort, and it is time-consuming. Other problems with self-discovery include knowing what to try, having criteria for evaluating the outcomes of the trials, and being able to reconstruct exactly what one did that achieved the desired results. (p. 16)

In another effort to define the beginning teacher profile, a survey was conducted which asked all of the education faculty at the 19 campuses of the California State University system to identify what the entry level teacher should know and be able to do. Barnes (1987) reported that the following nine categories of teacher competency emerged from the survey data: foundations, K-12 curriculum,

preinstructional factors, during instruction factors, postinstructional factors, climate factors, multicultural factors, school and community, and professionalism and self growth, and specific behaviors were developed under each category. For example, under the area of preinstructional factors, this study specified that the beginning teacher will:

1. Demonstrate knowledge of the different types of instructional plans and their functions (lesson, unit, daily, weekly, short range, long range, and yearly).
2. Demonstrate the ability to match instructional strategies appropriately to the content being taught. (pp. 23-24)

This report developed a beginning teacher profile that included 77 specific knowledge/skill/attitude competencies.

Studies have also focused on having school leaders identify and rank desired entry level teacher attitudes, skills, and knowledge base. Valentine et al. (1993), in a study of middle school principal's opinions about the skills and characteristics of excellent teachers, reported that 64% of their sample ranked "competence in adjusting instruction to the varying skills of the students" as first, "competence in developing positive relationship with students in the classroom" second, and "competence in use of varied developmentally appropriate methods of instruction" as third. (pp. 91-92)

Competent Entry Level Skills and Knowledge Base-Summary

The literature provides both a philosophical and empirical research foundation for defining what capable teachers should know and be able to do when they enter the profession. The major reports and reformers resonate the following common critical attributes for the new teaching professional:

- 1) Deep subject matter knowledge and understanding
- 2) Strong background in development psychology and good pedagogy
- 3) Ability to help learners discover and understand concepts from facts and information
- 4) Ability to engage students in creative learning activities
- 5) Ability to link learning to the past, present, and future

The experimental research provides additional insight to the complex task of teaching. The process-product studies indicate that competent teachers need to develop and execute techniques that maximize academic on task behavior in students. These specific behaviors include: monitoring progress, task analysis, and effective pacing (Brophy & Good, 1986; Brophy & Evertson, 1986; Good & Grouws, 1987). The expert-novice investigations illustrated the need for competent teachers to be able to collect and analyze data and make correct inferences about student learning based on this process (Berliner, 1986). The literature also makes a strong case for prerequisite entry level skills in pedagogical reasoning (Shulman, 1987) along with the ability to

execute specific models of teaching which promote conceptual learning and creativity (Joyce Showers, & Bennett, 1987).

In a summary of a collection of papers that attempt to define the professional teacher knowledge base, Griffin (1989) theorizes that a complete definition is not possible due to the complex nature of the teaching act. He stated:

We know that what teachers need to know, be sensitive to, and adapt for their own use must be collected sifted, refined, and added to over a career. Learning to teach must be ongoing. It must be a coherent and cumulative growth in understanding and experimentation with ideas and practices. (p. 279).

This literature review, based on reform reports and experimental studies, suggested that a knowledge and skill based framework has been established for defining teaching as a profession which continues to be strengthened and amplified through continued research and scholarly reflection.

Recommendations for Change

The literature often refers to the educational reform movement in term of waves (i.e., first wave, second wave) because the reports and subsequent public attention tend to ebb and flow with time. This section will review the major reports calling for change and improvement in preservice teacher training and link them together in an effort to create one steady wave for future reference and study.

In one of the first wave studies, A Nation Prepared: Teachers For the 21st Century (Carnegie, 1986), the authors recommended a plan for change in preservice teacher education involving the following major components related to this study:

- 1) Create a National Board for Professional Teaching Standards.
- 2) Require a bachelors degree in the arts and sciences as prerequisite for the professional study of teaching.
- 3) Develop a new professional curriculum in graduate schools leading to a Master in Teaching degree, based on systematic knowledge of teaching and including internships and residencies in the schools. (p.55).

Throughout this report, various specific action plans were proposed for each component including student admissions contingent upon an applicants' mastery of basic skills and knowledge and recertification based on Board standards.

In another first wave report, The Holmes Group (1986) also addressed the area of improving subject matter knowledge by recommending the phasing out of the undergraduate teacher major and phasing in a graduate professional program. rationalizing that the student needs a stronger content background prior to taking the traditional teacher education course sequence. In the area of increasing field based theory to practice, The Holmes Group (1986) supported a professional development school concept where university faculty partner with practicing teachers and administrators to create settings where novice teachers are able to share and learn from both the theorist and practitioner. The concept of additional practical experience was

also a focus of two 1985 reports, Educating A Profession and A Call For Change In Teacher Education (Guest, 1993). These groups recommended a paid internship of at least one year after the end of the preservice program along with a differentiated certification program.

In an another effort to redesign preservice training, the Project 30 group developed recommendations for change driven by five themes: subject matter understanding, general and liberal education, pedagogical content knowledge, cultural and other human perspectives, and recruitment (Murray & Fallon, 1989). For example, this reform group proposed a variety of innovative majors and minors which would increase both a teacher's subject matter and pedagogical content knowledge. Murray and Fallon (1989) described the interdisciplinary major for the elementary preservice teacher as a degree that involved 90 credit hours of focused study in mathematics, foreign language, history and social science, English, natural science and fine arts. The pedagogical content knowledge minor is another approach that involves an intense study of how specific content should be taught as versus the completion of generic methods courses (Murray & Fallon, 1989). This degree would involve teaching teachers multiple strategies for explaining complex concepts.

In what might be labeled the third wave, the National Commission on Teaching and America's Future issued a 1996 report based on the premise that problems in teacher training overshadow other more politicized reform issues like school choice

and powerful unions. This commission recommended the following changes in preservice teacher education relevant to this study:

- 1) Organize teacher education and profession development programs around standards for students and teachers. This report calls for National Council for Accreditation of Teacher Education (NCATE) accreditation for all schools of education and National Board Certification for all teachers. According to this report, these new standards will require: stronger disciplinary preparation, greater focus on learning and development, and more knowledge about curriculum and assessment, greater understanding of special-needs students, multicultural competence, preparation for collaboration, technological skills, and an emphasis on reflection and inquiry.
- 2) Develop extended teacher preparation programs that provide a yearlong internship in a professional development school. The commission outlined program attributes including: coherent program of mentoring and instruction school and university faculty, more integrated approaches that combine the attention to learning disciplines and teaching disciplines, and course work and clinical experiences that exhibit 21st-century ways of working. (pp. 76-77).

A number of scholars and researchers who are often immune from the “wave” syndrome, have studied preservice training on a long term basis and developed specific

recommendations for change. Goodlad (1990) conducted a comprehensive inquiry into the nature of preservice teacher training. Along with a research team, he studied colleges of education at a sample of 29 sites throughout the United States. In this study, he utilized a variety of data collection methodologies including: faculty and student survey questionnaires, on site interviews with students, faculty, administrators and field based educators, observations of education classes and student teachers in the field (Goodlad, 1990). Based on his findings, Goodlad (1990) developed 18 postulates for change in preservice teacher education. The two principles most relevant for this study deal with socialization and clinical experience.

In postulate nine, Goodlad stated:

Programs for the education of educators must be characterized by a socialization process through which candidates transcend their self-oriented student preoccupation's to become more other-oriented in identifying with a culture of teaching. (p. 288).

Goodlad (1990) defended this maxim with data indicating that no evidence was found that the education colleges made an effort to have students enter preservice programs in organized cohort groups. He discovered this to be the case even in the small liberal arts colleges where 35% of the students had taken one or more education classes prior to seeking formal admission (Goodlad, 1990). He also found that although preservice candidates demonstrated a positive readiness to teach, few institutions took advantage of this enthusiasm. Instead, his team found programs which

lacked a group focus and where new students rarely knew each other (Goodlad, 1990). He also studied the socialization effect on students at the end of their training and found that only 30% of those surveyed had made only some casual acquaintances with other students in the program (Goodlad, 1990). He summarized this area with some specific recommendations for improving preservice training through professional socialization. For example, Goodlad (1990) supported students entering into formal cohort groups that remain together throughout the two years of course work and clinical experiences.

Goodlad stated in postulate 15:

Programs for the education of educators must assure for each candidate the availability of a wide array of laboratory settings for observation, hands-on experiences, and exemplary schools for internships and residencies; they must admit not more students to their programs than can be assured these quality experiences. (p. 15).

Goodlad (1990) supported this principle with data indicating that preservice teachers rated field experience and student teaching as having the highest perceived contribution to their future success as a teacher (mean scores on a 7 point scale: 6.0-field experience, 6.7-student teaching). He also reported interview data that demonstrated student dissatisfaction with the lack of meaningful field experiences. Goodlad (1990) illustrated this point with the following description of a group interview:

When I met with a cross section of students, rather than just elementary and secondary candidates, those aspiring to be high school teachers listened in virtual awe as the others described their field experiences and recommended improvements. They confessed to not knowing why the other students had any complaints: they would settle, by contrast with field experiences of any kind, and confessed a hunger for them. (pp. 248-249).

Goodlad (1990) also outlined a number of specific recommendations related to this postulate including: establishing close working relationships between colleges and key schools who are willing to open their classrooms, expert teachers for interns and clinical teaching placements, and limited school of education enrollments in order to provide more hands-on experiences.

In a study designed to evaluate public school and post-secondary school cooperation in response to the reform movement, Carpenter (1985) reported that 20% of the principals in the study suggested that preservice teacher training involve more rigorous course work, more emphasis on practice and field work, longer student teaching experiences, and shared supervision of student teachers.

Tom (1987) in a review of the Holmes Group Report, took issue with the lack of emphasis on reform of the professional curriculum and internship. He also believed that rather than eliminating the undergraduate teaching degree, some alternative paths

for achieving professional status should be explored. As an example, Tom (1987) suggested combining undergraduate teacher preparation with an internship experience.

Other scholars, Sarason, Davidson, and Blatt, (1986) recommended restructuring preservice teacher education to include a focus on the observation seminar and clinical experience. They argued for providing early opportunities for students to apply psychological learning and development theory through the observation of real life classroom interactions coupled with seminars lead by theoretical experts. Sarason, Davidson, and Blatt (1986) also supported the systematic selection of a critic teacher based on consistent and valid criteria.

Recommendations for Change-Summary

Based on this summary of the reform wave literature relative to changing preservice teacher training, three common themes emerged. First, the reports and researchers suggested that programs be implemented which strengthen the teacher's content knowledge base and hold the teacher accountable for demonstrating their content knowledge expertise. Second, there is convincing evidence for reinventing and extending the student teaching experience to include a close collaboration between the university supervisor, the cooperating teacher, and the preservice student. Third, the literature supports a focus on redesigning the undergraduate professional curriculum to include a cohort approach and more course work in pedagogical content knowledge.

Preservice Teacher Training in Arizona

This section will provide an overview of preservice teacher training programs in Arizona with a focus on the following areas: school of education profiles, required course work, new and emerging programs, and exit outcomes required for state certification.

Arizona School of Education Profiles

The following seven universities and colleges provide preservice training programs in Arizona: Arizona State University, University of Arizona, Northern Arizona University, Chapman University, Grand Canyon State College, Prescott College and the University of Phoenix. Each school will be profiled based on the following criteria: Carnegie classification, mission statement, entrance requirements and preservice degree programs.

Arizona State University

Carnegie Classification: Research Level I

Mission:

- Prepare professionals for a variety of educational and applied settings.
- Enlarge the professional knowledge base through research and other scholarly activity.
- Foster the use of the educational knowledge base in practice through public service.

In guiding the fulfillment of this mission, the College of Education is committed to focus on the following three themes that have evolved out of faculty deliberation:

- Focus on linguistic and cultural diversity
- Focus on preparing graduates who can provide proactive leadership in response to social issues related to the challenges and problems of a rapidly changing world
- Focus on early and sustained enhancement of human potential (ASU COE Faculty Council, 1991-92)

Entrance Requirements:

- 1) Admission to Arizona State University
- 2) Completion of 56 semester hours by the time of admission
- 3) Minimum 2.5 cumulative GPA
- 4) Scores on the Pre-Professional Skills Test or the American College Test
- 5) Portfolio including written essays in the following areas: previous experience, commitment, diversity, and special strengths.

Preservice Degrees Offered: Arizona State University offers Bachelor of Arts in Education that lead to Arizona state certification in grades 7-12 (in specific subject area) or grades K-8. The B.A. requires a minimum of 120 credit hours with 50 credits in the upper division level. Students begin their teacher preparation course work at the Junior level following formal admission to the Arizona State University College of

Education Professional Teacher Preparation Program. Students complete 35-36 credits in education courses as a requirement for the B.A. in education degree.

University of Arizona

Carnegie Classification: Research Level I

Mission:

The mission of the College of Education is to fulfill a unique and critical role in the creation and preservation of knowledge. We prepare professionals in the following areas: teaching and learning, multicultural and bilingual education, testing and performance assessment, systems and organizations, policy and finance, language and literacy, individuals with exceptionalities, and rehabilitation counseling and case practices. This is accomplished in a context in which rigorous standards of scholarship are applied; the highest of ethical, legal, and professional standards are upheld; students and faculty collaborate to conduct and disseminate research of Arizona and elsewhere; and the leaders of American education and human services emerge and are supported. (UA COE Strategic Planning Committee, 1996)

Entrance Requirements:

- 1) Admission to the University of Arizona
- 2) Completion of 56 semester credit hours by the time of admission
- 3) 2.5 cumulative GPA
- 4) Writing Proficiency Examination

- 5) Additional criteria including: language proficiency, multicultural experience, and commitment to the profession

Preservice Degrees: The University of Arizona School of Education offers Bachelor of Arts in Education degrees that lead to Arizona state certification in grades 7-12 (in specific subject area) or grades K-8. The B.A. requires a minimum of 125 credit hours with 42 credits in the upper division level. Students begin their teacher preparation course work at the junior level following formal admission to the University of Arizona College of Education Professional Teacher Preparation Program. Students complete 35-36 credits in education courses as a requirement for the B.A. in education degree.

The University of Arizona also offers a post-baccalaureate certification that allows a student with a baccalaureate degree to enter the program and complete certification requirements in three semesters (two for professional course work and one semester of student teaching).

Northern Arizona University

Carnegie Classification: Doctoral I

Mission:

Prepare educational professionals to create schools for tomorrow.

This mission is based on fundamental beliefs in the dignity and inherent worth of all people and the central role of education in a democratic society. It is further based upon beliefs that the preparation of educational professionals is an

interdisciplinary, university-wide responsibility (as well as a responsibility of the profession itself) and that learning to be an education professional is developmental, spanning the educator's entire career. Finally, it is based upon the belief that a strong content background and professional competence are essential for the future educator. (NAU CEE, 1993)

Entrance Requirements: Preservice degrees: The NAU Center for Excellence offers Bachelor of Science degrees in Education that lead to Arizona state certification in grades 7-12 (in specific subject area) or grades K-8. The B.S. requires a minimum of 120 credit hours with 50 credits in the upper division level. Students begin their teacher preparation course work at the Junior level following formal admission to the NAU Center for Excellence Professional Teacher Preparation Program. Students complete 35-36 credits in education courses as a requirement for the B.S. in education degree.

Northern Arizona University also offers B.S. in technology education and a B.S. in vocational education.

Grand Canyon University

Carnegie Classification: Baccalaureate II

Mission:

Grand Canyon University is a student focused institution that provides an academically challenging education in a Christian community for students from diverse

backgrounds who live in a constantly changing world. (Grand Canyon University Catalog, 1996)

Entrance Requirements:

- 1) Admission to Grand Canyon University
- 2) Completion of 45 semester hours by the time of admission
- 3) Minimum 2.5 GPA
- 4) Passing scores on basic skills component of the Arizona Teacher Proficiency Examination and the a writing proficiency exam

Preservice degrees: Grand Canyon State University offers Bachelor of Science degrees in Education that lead to Arizona state certification in grades 7-12 (in specific subject area) or grades K-8. The B.S. requires a minimum of 128 credit hours with 48-51 credits in the upper division level. Students complete 47 credits in education courses as a requirement for the B.S. in education degree.

Prescott College

Carnegie Classification: Baccalaureate II

Mission:

It is the mission of Prescott College to educate students of diverse ages and backgrounds to understand, live in, and enhance our world community and environment.

Our goal is to graduate people who demonstrate the following:

- competence in subject matter and its application to real-life situations;

- college-level skills of written communication and essential mathematics:

- the skills necessary to analyze problems, and identify and evaluate

appropriate information resources:

- self-direction in learning, integration of the practical and theoretical aspects of human experience;

- integration of the spiritual, emotional, and intellectual aspects of the human personality;

- sensitivity to, and understanding of, one's own and other cultures:

- commitment to responsible participation in the natural environment and

human community (Prescott College Catalogue, 1996)

Entrance requirements:

- 1) Admission to Prescott College
- 2) Completion of 30 semester credits of prior work from a regionally accredited institution.
- 3) Professional goals essay

Preservice degrees: Prescott offers certification programs for K-8, 9-12, and specialized areas. Elementary certification requires 69 upper-division quarter credits in education. Secondary certification requires 51 upper division quarter credits in education. The Prescott secondary education program required a teaching major consisting of 65 quarter credits, with half of these credits in upper-division work.

Chapman University

Carnegie Classification: Master's I

Mission:

It is important that our graduates feel capable of, and committed to, making a constructive contribution to the improvement of the educational system; and that they are equipped with the skills and knowledge needed to do so. For example, we make a sincere effort to alert our students to the social forces which influence schooling and to the role that school plays in the creation/perpetuation of inequity, so that our students may chose to do what they can to act on the side of social justice, both in the classroom and beyond.

We make a point of practicing what we preach: we are student-centered, placing student needs above our own; and we expect our graduates to be student-centered as they move out of our training program and into classrooms of their own. In addition, we deliberately model in our own classes the wide range of teaching strategies that we expect our graduates to use. Education faculty work to make our students aware of recent research as it relates to educational practice. Whenever possible, we involve our students in research projects and activities designed to help them become independent and critically aware decision-makers.

Finally, we also make an effort to model the kind of supportive collegial relationships which we know contribute to the maintenance of a healthy teaching/learning environment. Cooperative planning, open communication and

constructive problem solving are evidences of this effort. (Chapman University School of Education, 1996)

Admission requirements:

- 1) Completion of BA/BS degree from an accredited institution
- 2) 2.75 GPA in last 60 semester credit courses (Admission Exam required if less than 2.75)
- 3) Personal qualities deemed suitable to teaching

Preservice degrees: Chapman University offers classes leading to a state of Arizona Teacher Certification in Elementary, Secondary and Special Education. The program is designed for students who have successfully completed a BA/BS from another accredited institution. Chapman University Academic Centers do not offer BA/BS degrees in education. Thirty-two credits of education course work are required to meet certification requirements through Chapman University.

University of Phoenix

Carnegie Classification: Business

The goal of the Post Baccalaureate Program is to develop school leaders who can flexibly model and communicate the critical attributes of: creativity, self knowledge and direction, courageous and strategic risk taking, diversity, wellness, authentic product development and presentation, reflective practice, and a commitment to learning and teaching (University of Phoenix, 1996).

Entrance requirements:

- 1) Undergraduate degree from a regionally accredited college or university
- 2) 2.5 cumulative GPA for course work earned toward the bachelor's degree
- 3) Verification of three years of full-time, post-high school professional work experience.

Preservice degrees: The University of Phoenix offers a post baccalaureate program of teacher certification for elementary and secondary education. The University of Phoenix does not offer an undergraduate degree program in education. Forty-eight credit hours of education course work are required for certification through the University of Phoenix.

Arizona Colleges of Education Profiles-Summary

These mission statements of the seven colleges and universities appear to support the Carnegie Classification system, with the Research I university mission statements focusing on research and training while the other colleges emphasize training. Four of the institutions grant baccalaureate degrees in education with content majors and minors. Three of the colleges provide certification programs geared towards students who have completed a baccalaureate degree in a content area outside of education.. Entrance requirements vary somewhat across all colleges with a previous course work GPA of 2.5 as a constant. Baccalaureate granting institutions require comprehensive portfolios that include writing samples and evidence of professional

commitment while certification program schools focus on previous course work and experience.

Preservice Course work

A course study review of the seven preservice programs indicated that the following core areas are provided in all programs: education foundations/psychology, instructional methods, and internship/student teaching.

The foundation and education psychology courses varied in title and course description for all colleges. Courses like Schooling in America (University of Arizona), Role of Education in Society (Northern Arizona University), Educational Foundations (Chapman University), Culture and School (Arizona State University), and Philosophical/Social Issue in Education (Grand Canyon State) were listed as required core courses within the first and second semester of the program. The course descriptions supported the diversity found in the courses titles. For example, the Philosophical/Social Issues in Education course at Grand Canyon State (1996) was described as:

A course designed to acquaint the student with the philosophical basis upon which educational theories and practices are constructed and the societal issues and problems that are involved in the educational system.
(p. 100).

while the foundations course at Northern Arizona University (1996) was listed as:

Consideration, analysis, and evaluation of contemporary education: modern educational ideas viewed as reflections of the cultural matrix in which students are produced as well as tools to influence the direction of further cultural development. (p. 8).

The methods curriculum review revealed consistency in course requirements and course descriptions. All the state colleges provided separate methods courses in core subject areas for elementary certification or degree programs. These included math, science, language arts, reading, and social studies with one college (U of A) providing additional methods course work in fine arts and P.E. The elementary methods course descriptions focused on specific theory and techniques unique to specific content area. For example, the elementary social studies methods course at Northern Arizona University (1996) dealt with role playing and simulation gaming while the elementary math methods course at Grand Canyon (1996) examined the use of manipulatives in teaching theory.

In the secondary programs, all of the colleges required at least one methods course to be completed prior to the student teaching experience. Three colleges, University of Arizona, Arizona State University and Northern Arizona University, offered and required preservice students to take two methods courses, one general and one specific to the students academic major. The other four training programs offered and required only one generic methods course prior to student teaching.

The content specific methods class in some programs and colleges was taught by a professor outside of the education college. For example, at Northern Arizona University, a student seeking a B.A. in secondary education with a major in Spanish, would take Language Teaching Methods 430 taught by a professor in the Modern Language Department. According to the class syllabus (Rivera-Mills, 1994), this specialized methods course would introduce students to methodology in teaching vocabulary, listening and grammar in the context of second language acquisition theories.

The review of the general methods course curriculum indicated a consistent focus in areas like classroom management, lesson planning, dealing with at-risk students, learning theory, assessment, and the models of teaching. For example, the following course competencies were taken from line one of three different college secondary methods syllabuses, with each college having a different Carnegie Classification:

Arizona State University- Principles of Effective Instruction: Students will be able to demonstrate the essential skills needed to work with secondary student to make professional decisions regarding students, curriculum, and methods and techniques of teaching, management, and organization (Smith, 1996).

Northern Arizona University, High School Teaching Methods: Students will be able to recall and apply research findings related to effective instruction and recognize characteristics of an effective/productive environment for learning (Rains, 1994).

Chapman University, Secondary Teaching Strategies II: Students will be able to diagnose classroom situations and make decisions regarding instructional methods, content, grouping, class management, and evaluation of student needs in diverse settings (Chapman University, 1993).

The text selection in general methods course in programs reinforced the common themes found in the course descriptions. Two degree granting programs, University of Arizona and Northern Arizona University utilized the same methods text, Learning to Teach by Richard Arends (1994) while Arizona State requires The Act of Teaching by D.R. Cruickshank, Deborah Bainer, and Kim Metcalf.

When the internship/student teacher programs were examined, a number of differences surfaced. For example, although all programs provided for student teaching (the state of Arizona mandates a minimum of 10 weeks of full time student teaching), the length and breadth of these requirements varied from college to college. The University of Arizona, Arizona State, and Northern Arizona University required 18 weeks (one semester) and grant 12 credits for this experience. Grand Canyon, University of Phoenix, Grand Canyon, Chapman and Prescott required 10 weeks of student teaching. The University of Arizona and Arizona State required field experiences or internships prior to the student teaching semester in addition to offering theory and practice seminars that meet concurrently with the student teaching experience. Arizona State required the highest number of field experience clock hours, 324 hours prior to the 18 weeks of students teaching.

Arizona preservice training programs also differ in the types of classes offered outside of common core areas. Arizona State, Grand Canyon State, and The University of Phoenix required students to complete separate course work in instructional technology and computers while Prescott College, Chapman, Northern Arizona, Arizona State, Grand Canyon and University of Phoenix required a class in assessment. The University of Arizona and Chapman University required completion of a three credit course in teaching in a multicultural classroom.

Preservice Course work- Summary

The seven Arizona preservice teacher training programs provided a four or three semester sequence that included course work in foundations, methods, and field based practice. Each program provided a unique foundations background while the methods curriculums were taught around more common theories and concepts. The colleges differed in the length and number field experiences required, ranging from the 10 week state minimum (Prescott, U of P, Chapman) to three semesters of internship work and 18 weeks of student teaching (ASU). State training programs also varied in expectations regarding related course work in areas like assessment and technology.

New and Emerging Programs

Arizona Colleges of Education have recently developed and implemented a variety of programs that have been directed towards improving preservice training. These programs included a number of joint ventures with local school districts and major revisions in the preservice scope and sequence.

Tamppari, Johnson, and Tanner (1994) summarized the efforts at Northern Arizona University to completely revise the Secondary Science Teacher Training Program with a focus on providing more coherency between the Arts and Science curriculum, the school of education curriculum, and the field work experiences. They reported that a collaborative process between precollege teachers, university scientists, and university educators created a science teacher training program that has the following innovative components:

- 1) **Integrated and Investigative Science Labs-** Preservice science teachers enroll in general lecture sections but are required to take special integrated investigative laboratory sections. Tamppari, Johnson, and Tanner (1990) stated that these sections give students opportunities to learn as they are expected to teach.
- 2) **Early Field Experiences-** NAU preservice science teachers are placed in field experiences during their sophomore year along with discussion seminars.
- 3) **Sequential Training-** Tamppari, Johnson, and Tanner (1990) stressed that the critical change in the program involved the implementation of a prescribed sequence of both content and professional courses, thereby promoting integration of science knowledge and methodology.

The University of Arizona offered a post baccalaureate program that provided preservice students with a year long on site internship/student teaching experience.

This program was designed to help bridge the study of theory and research with field based real classroom teaching (Streitmatter, 1993).

In an attempt to maintain a high quality preservice training program, Grand Canyon University guarantees assistance to any graduate who is experiencing difficulty in the first year of teaching. This program began in 1984 and includes the college supporting the new teacher and the school district with faculty consultants in areas like classroom management and curriculum planning at no expense to the school or teacher graduate (Grand Canyon University, 1996).

Teacher Training Exit Requirements for State Certification

The state of Arizona requires the completion of the following requirements for a secondary (7-12) teaching certificate:

1. Bachelor's degree from a regionally accredited institution
2. Major (30 semester hours in course work- Math requires 15 of 30 at calculus level or above)
3. Thirty semester hours of professional preparation including course work in: classroom management, curriculum and instruction, assessment, growing and learning, educational foundations.
4. Eight semester hours of student teaching within grades 7-12
5. Arizona Teacher Proficiency Examination
6. Arizona and U.S. Constitution-Course work or exam

The state of Arizona requires the completion of the following requirements for an elementary (K-6) teaching certificate:

1. Bachelor's degree from a regionally accredited institution
2. Minor of 18 semester hours in a content area
3. Eight semester hours in science content course work
4. Nine semester hours of fine arts
5. Six semester of math content
6. Forty five semester hours of professional preparation including course work in: reading methods, math methods, social studies methods, language arts methods, science methods, assessment and evaluation, philosophical foundations, and psychological foundations
7. Eight semester hours of student teaching within grades K-8
8. Arizona and U.S. Constitution (course work or exam)
9. Reading decoding skills (1 course)
10. Reading practicum (1 course)
11. Arizona Teacher Proficiency Examination

Review of Related Literature-Summary

The literature review outlined the following components related to preservice teacher training programs: competent new teacher skills and knowledge base, recommendations for change, current Arizona Colleges of Education programs, and Arizona teacher certification requirements.

The research defines competent beginning teachers as professionals who are able to:

1. Demonstrate a deep subject matter knowledge and understanding.
2. Demonstrate strong insight regarding student social and emotional development.
3. Demonstrate an ability to help learners discover and understand concepts.
4. Demonstrate an ability to engage all students in relevant learning activities all of the time.

The recent teacher training reform literature recommended that colleges of education strive to improve the competency level of new teachers through systemic programmatic change. The major revisions for improvement included:

1. Develop a course of study that strengthens the teacher's content knowledge base.
2. Reinvent the student teaching experience to provide more extensive and intensive practical experiences.
3. Redesign the professional curriculum to include a cohort approach and a focus on pedagogical content knowledge.

The review of the preservice training programs in Arizona indicated that the seven colleges provide traditional undergraduate courses of study that lead to a baccalaureate degree and/or certification. The programs varied in length of the required

field experience and student teaching experience and shared common requirements related to methodology.

The literature also provided examples of new preservice training programs which are grounded on various reform concepts. These included a science teacher training program that involved collaboration between the Colleges of Education and the Arts and Sciences, and a post baccalaureate site based cohort program.

CHAPTER 3

METHODOLOGY

This chapter outlines the design methodology utilized in this study. The following sections are included: design overview, methodology rationale, data-collection process, and data-analysis process.

Overview

This study relies on qualitative methods in an effort to capture the principal's perspective of preservice teacher training in Arizona. In-depth interviews were conducted during November 1996 through December 1996 with 12 principals representing six school districts in Southern Arizona. These interviews were conducted in single settings at the individual principal's office and ranged in duration from one to one and one half hours. During the first part of the interview, the principals were encouraged to outline and discuss their ideas relative to the attitudes, knowledge and skill base that they believe new teachers should possess at the time when they are hired. The second part was more open ended with the researcher engaging the principal in a discussion regarding the effectiveness of preservice teacher training in Arizona. The third component of the interview involved the principal listing and describing his/her recommendations for improving preservice teacher training.

The data was collected utilizing an audio recording device and researcher written notes. The data was then analyzed utilizing an inductive model.

Methodology Rationale

The research indicated that teaching is a complex task involving thousands of interrelated decisions. Studies also suggested that effective teachers must possess both a deep knowledge base and an ability to translate this knowledge into student meaning. Based on this notion, it makes sense to study teacher training using a method that will allow for analyzing data in a manner that reflects teaching as a holistic act as versus a number of separate tasks. This study, therefore, will utilize qualitative methodologies in an attempt to provide findings that are more three dimensional in nature.

Berg (1995) defined qualitative research as research which “refers to the meanings, concepts, definitions, characteristics, metaphors, symbols, and description of things” (p. 3). This definition provides a closer fit for exploring answers to the research questions posed by this study than a quantitative approach. For example, it would be difficult to develop a paper and pencil survey that could adequately measure the inflection in the principal’s voice when he/she reacts to the concept of student teaching. Another rationale for developing a qualitative methodology is based on Goodlad’s major study on preservice teacher training. Throughout this research, Goodlad and his team found the need to follow up their structured surveys with additional questions in order to discover the elusive yet revealing reasons why the students, faculty members or college administrators answered certain questions in certain ways (Goodlad, 1990).

This study will adopt the following critical attributes of qualitative methodology as outlined by Taylor and Bogdan (1984):

1. Qualitative research is inductive. Researchers develop concepts and understanding from patterns in data rather than collecting data to assess preconceived hypotheses.
2. Qualitative methodology looks at settings and people as a whole; people, settings or groups are not reduced to variables.
3. Qualitative researchers are sensitive to their effects on the people they study. Researchers interact with informants in a natural and unobtrusive manner.
4. Qualitative researchers try to understand people from their own frame or reference. Qualitative researchers empathize and identify with the people they study in order to understand how they see things.
5. Qualitative researchers suspend or set aside their own beliefs, perspectives and predispositions.
6. All perspectives are valuable for the qualitative researcher.
7. Qualitative researchers emphasize validity in their research. Qualitative methods allow us to stay close to the empirical world. (pp. 5-8).

This study utilized in-depth interviews with high school, middle school, and elementary principals as a primary data gathering device. This technique is well documented as an accepted tool in social science research. Taylor and Bogdan (1984)

make a case for in-depth interviewing by stating "in stark contrast to structured interviewing, qualitative interviewing is flexible and dynamic." Qualitative interviewing has been referred to as "nondirective, unstructured, nonstandardized and open-ended interviewing" (p. 77).

This technique was utilized to allow the informant and researcher the freedom to explore various aspects of teacher training that were limited by initial attempts to develop structured survey questions. For example, in an effort to assess the principal's perspective on entry level skills, the following structured question was posed to a principal during the pilot phase of this study: List five skills you believe a teacher should possess prior to entering the profession? This question generated short answers like: classroom management, able to keep students on task, forms good relationships with students, and knows subject matter. This surface level data did not satisfy the researcher's desire to compare the principal's perspective with the research. Further research questions arose like: Give me an example of what an effective new teacher does to keep students on task? or How do you assess a perspective new teacher's subject matter knowledge level? It was determined then that a more effective method for generating this type of data would be through a verbal interchange where the researcher could gain expressions of opinions and beliefs regarding the various research questions.

Principals were chosen as the respondents for this study because of their active role in validating the training of new teachers. In the selected districts, principals have

the primary responsibility for selecting qualified candidates and conducting ongoing evaluations of the new teachers' performance (Arizona law requires a minimum of two written evaluations during the first three years). These districts had also hired a significant number of new teachers who received their preservice training in Arizona thereby exposing the respondents with a large sample on which to base their perceptions. In addition to formal evaluations, the selected principals had the opportunity to observe new teachers in settings outside the classroom like coaching, curriculum planning, and informal collegial interaction. The principal as a primary end user of preservice teacher training provides a perspective that has not been extensively explored through other research.

The data in this study were analyzed using the following inductive process developed for qualitative analysis by Taylor and Bogdan (1984):

1. Data was read and reread by the researcher. The researcher did not begin an intensive analysis until he was completely familiar with the data.
2. Themes, ideas, and interpretations were recorded in a log during each interaction with the data. These notes were developed into memos to the researcher and organized by critical attributes.
3. Emerging themes and patterns were developed based on the data analysis. The researcher utilized various classification schemes to identify these themes.

4. Concepts and theories were constructed from the analysis of themes and patterns.

Data-Collection Process

This study was centered on data collection strategies that could produce credible findings and interpretations. According to Lincoln and Guba (1985), credibility is the naturalists' equivalent to internal validity and represents the degree to which the findings of a study adequately represent the realities of the respondents.

In order to achieve this goal, a semi-structured interview format was utilized in this study. Twelve principals, (four high school, four middle school, and four elementary school), representing six different school districts in southern Arizona were selected as respondents for this study. Two principals from each school category were males and two were females.

These principals were selected as respondents based on the following criteria and rationale:

1. Each principal had a minimum of three years experience in school administration. This criterion was selected so that respondents had a strong contextual background in which to make observations.
2. Each principal had worked in the same school for the last two years. This criterion was selected in order for the principal to have experience with observing and interacting with the new teachers over an extended period of time.

3. Each principal worked in a school where they had an opportunity to hire a high percentage of new teachers over the last three years due to growth or turnover. This criterion was selected to provide the respondent with a large and diverse sample to strengthen the validity of their perception.
4. The researcher had a previously established working professional relationship with each principal selected. This criterion was selected based on the trust necessary to strengthen the credibility of the data gathering process.
5. Principals from each grade group were selected in order to study any similarities or differences that emerged from the data.
6. Equal numbers of males and females were selected in order to study any similarities or differences that emerged from the data.
7. Principals from different districts in Southern Arizona were selected in order to account for possible institutional cultural factors that could influence the respondents' answers.

Each principal was contacted by phone and asked if he/she would agree to participate in this study. During this initial conversation, the principals were given the following information:

- 1) The researcher was conducting a dissertation study.

- 2) The study was centered on the principal's perception of preservice teacher training in Arizona.
- 3) The study involved an interview with the principal which would last approximately one hour and that the researcher would conduct this interview at the principal's office at a convenient time.
- 4) The interview would be taped along with written notes.
- 5) The principal's name and or any identifying background data would not be included in the study.
- 6) The principal's school or school district would not be identified in the study.

Following the initial phone conversation, a letter was sent to each principal thanking him/her for agreeing to participate in the study and indicating that the researcher would be contacting him/her by phone to set up an interview. This letter also outlined the purpose of the study and asked each principal to provide the researcher with the number of new teachers who were hired within the last three years at his/her school and had received their preservice training in Arizona.

The following questions were asked of each of the 12 principals and provided the data for analysis:

1. What attitudes do you want new teachers to demonstrate after they are hired?

2. What type of knowledge base do you want new teachers to have when they are hired?
3. What instructional skills do you want new teachers to demonstrate when they are hired?

Rationale: These questions encouraged the principals to share their perception of the competent new teacher profile.

4. If you were designing the ideal course of study for training teachers, what courses would you offer?

Rationale: This question encouraged the principals to share their perception of the type of courses that should be offered in a preservice teacher training program.

5. During the last three years, what strengths have you observed in the new teachers you have hired?
6. Which of these strengths do you attribute to the new teachers' preservice training?
7. During the last three years, what weaknesses have you observed in new teachers you have hired?
8. Which of these weaknesses do you attribute to the new teachers' preservice training?

Rationale: These questions encouraged the principals to share their perceptions regarding the effectiveness of current preservice teacher training programs.

9. If you were in a room with the Deans from all of the Arizona Colleges of Education and they asked you to give them recommendations for improving their preservice teacher training, what would you tell them?

Rationale: This question encouraged the principals to share their perceptions regarding improving teacher training in Arizona.

In developing and implementing the interview scenario, the researcher engaged in the following field work techniques:

- 1) **Prolonged engagement-** The researcher has been a practitioner in the field for 20 years and an active principal in Arizona for 10 years. This experience allowed the researcher to understand and appreciate the context of the data collected from the respondents (Lincoln & Guba, 1985).
- 2) **Establishing Trust-** The researcher has had a professional relationship with all of the 12 potential principal respondents, ranging in time from one to 14 years. This trust strengthened the credibility of the data gathered because the respondents had less of a reason to distort their perceptions or to think that the researcher had a hidden agenda behind his work.
- 3) **Semi-structured Interview -** The interview technique utilized in this study falls in the middle of the structured/unstructured continuum. The researcher developed lead questions in the broad topic areas of:

competent entry level skills, preservice teacher training strengths and weakness, and recommendations for change. The researcher encouraged the respondents to be spontaneous with their responses. During these interviews, the researcher used strategies that helped avoid yes or no responses. The researcher attempted to probe the respondents' thinking with questions like "Tell me about how you know if a candidate is really prepared in their subject matter" or "Could you further explain what you mean by an internship? (Bogdan & Biklen, 1982).

- 4) Interview schedule- The researcher worked closely with the principals to schedule interview times which would allow for as much uninterrupted time as possible. The researcher practiced effective listening skills with each respondent and was sensitive to the non-verbal cues which might indicate that the respondent was becoming distracted with a work related issue. When this occurred, the researcher asked the respondent if they would like to take a break and complete their pressing business and then returned to the interview. Every effort was made to complete the interview in one setting in order to minimize the disruption to the principal's schedule and maintain coherency in the dialogue.
- 5) Interview atmosphere- The researcher followed accepted qualitative research guidelines for interviewing including: being nonjudgmental, allowing people to talk without interruption, keeping eye contact and

listening, and being sensitive to when to probe and when to move on (Taylor & Bogdan, 1984).

- 6) **Tape recording and written journal-** The researcher audio tape recorded the interviews and kept written journal notes during each interview. The researcher discussed the need to tape record the dialog and assured each respondent that the tape could be returned to him/her after the study and that no copies will be made of the tape. A small high quality recording device was used in order to minimize the impact a more visible device would have on the respondents' ability to relax. Journal notes were also taken as a method of keeping the track of data that the tape recorder was unable to detect. These included non-verbal cues like body gestures and voice levels.
- 7) **Post interview journal-** The researcher developed journal entries directly after each interview and throughout the entire study in order to keep track of important ideas which were considered during the formal data analysis stage.

Data-Analysis Process

The analysis process began with gathering and organizing all of the data collected during the interviews and in the research journal. Each interview tape was professionally transcribed within three days after the interview.

After all of the interviews were completed and transcribed, the data was analyzed utilizing the coding method outlined by Taylor and Bogdan (1984). This involved the following processes:

- 1) **Initial coding categories-** Each theme, concept and theory that was identified during the interviews and the ongoing journal process was listed and described in specific detail. These ideas were then identified as major coding categories and given a word or word phrase title.
- 2) **Coding-** All the data was then carefully read and reread in order to begin developing the initial categories. During this phase, refinements were made in the categories based on the researcher's intense interaction with the data.
- 3) **Sorting-** The data was sorted by hand, with transcripts and field notes being cut up and placed folders representing each category.
- 4) **Review data which were left out-** The left out data were reviewed and analyzed to see if they fit into any of the existing categories.
- 5) **Analysis-** The pieces of data in each category were reviewed and compared to other data resulting in the reinforcement of some vague concepts and discarding of some theories which initially appeared to have supporting data. This analysis included the interpretation of the data that appeared to contradict certain concepts or theories created by the coding process.

The data analysis also involved three additional techniques designed to increase the credibility of the findings.

First, at the end of each interview, the researcher summarized and reviewed the responses with the principal and asked for their reaction and comment. In some cases, the tape was played back for the respondent. These reactions provided the researcher an opportunity to further clarify and verify the accuracy of the respondents' ideas.

Secondly, the interview responses were cross checked in order to "sort out the difference between purposeful distortions and gross exaggerations" (Taylor & Bogdan, 1984, p. 99). This process involved reviewing the consistency of the responses throughout the interview and making a determination if the responses were a truthful representation of the respondent's reality.

Third, the researcher conducted a formal member check in order to test the trustworthiness of the data. Lincoln and Guba (1984) suggested that member checks are critical in establishing the credibility of quantitative data because they allow for the researcher's reconstructions to be validated by knowledgeable members of the source group. This member check was conducted by having three principals (one from each school age group), who were not respondents in the study, critique the preliminary findings. Each member was provided a preliminary research summary that included the categories, interpretations, and conclusions and then they were brought together as a group to provide the researcher with feedback. During this focus group

meeting, each principal was encouraged to comment on the credibility of the research findings. This feedback was considered in a further analysis of the data prior to publishing the findings.

Methodology-Summary

This study utilized qualitative methods to explore and discover the principal's perception of the effectiveness of preservice teacher training in Arizona. Twelve principals representing six different school districts in Southern Arizona were interviewed during November 1996 through December 1996. These in-depth interviews were based on questions related to the major questions outlined in this study: new teacher profile, course of study, new teacher strengths, new teacher weaknesses, and recommendations for improvement.

The response data collected in this study were analyzed based on the inductive process outlined by Taylor and Bogdan (1984). This process involved the forming of categories based on emerging themes and concepts. Once the categories were formed, the response data were coded and sorted into individual file folders. The final stage of the analysis process involved a review, comparison and synthesis of the categories.

This study relied on methodologies which promoted the credibility of the findings. These techniques included an emphasis on respondent anonymity and the employment of a member check.

CHAPTER 4

PRESENTATION OF DATA AND DATA ANALYSIS

This chapter includes a description of the background characteristics of the principals selected as respondents for this study, a description of the data-collection process, a description of the data-analysis process, and the results of the data analysis.

Background Characteristics of the Principals

and Schools Selected for the Study

The following section includes a description of the principals who were interviewed for this study based on the following attributes: gender, years of experience in teaching and administration, years of experience in their principalship, education, size and location of their school, and the number of Arizona trained teachers hired in the last three years. These data are reported in general terms in an effort to maintain the anonymity of the respondents.

Gender - Six males and six females were interviewed in this study.

Years of experience in teaching - The principals interviewed in this study had a total of 120 years of public school teaching experience. The group ranged from three years to 15 years with an average of 10 years of teaching experience.

Years of experience in administration - The principals interviewed in this study had a total of 116 years of experience in public school administration. The group ranged from three years to 14 years with an average of 9.6 years of experience.

Years of experience in the principalship - The principals interviewed in this study had a total of 85 years of experience in the principalship. The group ranged from three years to 12 years of experience with an average of 7.1 years of experience.

Experience - Ten of the respondents currently serve as principal in the school where they received their first principalship appointment. The other two respondents had served in one other principalship prior to their current appointment. All of the high school principals interviewed had received all of their experience (teaching and administration) in a high school setting. Three of the elementary principals had received all of their experience in an elementary setting and one of the elementary principals had experience in both the elementary and middle school settings. Two of the middle school principals had experiences in both high school and middle school settings and two had experiences in high school settings prior to their appointment.

Education - Four of the principals interviewed had earned Ed. D. degrees in Educational Administration/ Leadership from the University of Arizona. One of the principals earned an Ed. D. degree from Northern Arizona University in Educational Administration. Eleven of the principal respondents received their Masters in Education from the University of Arizona and one received a Masters in Education from Northern Arizona University. Nine of the principals earned B.A. degrees in Education from the University of Arizona. One received a B.A. in Education from Northern Arizona University and two earned their B.A. in Education from out of state colleges.

School size and location - The principals interviewed were from six different school districts in southern Arizona. Their schools ranged in size from approximately 500 to 2000 students.

New teachers hired in the last three years - The principals interviewed in this study reported that they were actively involved in hiring a total of 207 new teachers in the last three years. When asked to break down the new hire total by schools of education in Arizona, the principals indicated that 101 of the new teacher hires were trained and received their degrees from the University of Arizona, 41 of the new teacher hires were trained and received their degrees from Northern Arizona University, three of the new teacher hires were trained and received their degrees from Arizona State University, three of the new teacher hires were trained and received their degrees from University of Phoenix, and one of the new teacher hires was trained and received their degree from Chapman University. Overall, 72% of the new teachers hired at the respondents' schools in the last three years were trained in Arizona.

Data-Collection Process

The 12 principals were contacted by phone between November and December of 1996 and asked to participate in the study. All of the 12 originally selected principals agreed to participate and the in-depth interviews were held within one week of the phone request. Eleven of the interviews were held in the respondents' offices and one interview took place in a restaurant. The times for these interviews varied based on the principal's schedule. Two of the interviews were rescheduled due to

unexpected conflicts. Nine of the interviews were conducted at times outside the normal school day (early morning, late afternoon, early release days). The average interview lasted approximately one hour and ranged from 45 minutes to one hour and 30 minutes.

The interviews began with some unstructured conversation that usually centered on various events of the day. Prior to the questioning, the researcher summarized the purpose of the study with an emphasis on the anonymity of the principals' responses. Every principal who had a round table in their office (8 of the 11) invited the researcher to sit at the table for the interview. One principal who did not have a table positioned her desk chair so it was directly facing the researcher throughout the interview.

Prior to beginning the actual in-depth interview, the small audio recording device was set up and tested. All of the respondents except for one seemed to be comfortable having the discussion taped. One principal was bothered by the device and indicated this prior and during the interview. In addition to the recording device, the researcher took written notes throughout the interview process.

The audio tapes were professionally transcribed verbatim and these transcripts along, with the written interview notes, provided the data utilized in this study. The following section summarizes the data-analysis process.

Data-Analysis Process

All of the interview transcripts and companion notes were read and each individual interview was analyzed based on the categories, themes and concepts that emerged from the responses. A list comprised of short phrases that described the critical attributes of each category were developed for each interview and these lists were color coded based on the age group of the principal's school (elementary, middle school, high school). These categories were separated by the major themes driven by the research questions. These major themes were: competent entry level teacher profile, preservice course of study, new teacher strengths attributed to preservice training, new teacher weakness attributed to preservice training, and recommendations to the schools of education for improvement.

All 12 category lists were then combined to make one category list that included all of the themes, concepts and dimensions representing the respondents' perception of the effectiveness of preservice teacher training. This list was placed on a grid that included a column for each respondent and row for each category.

These grids were then completed by placing an X in each cell matching a category with a respondent. For example, in the area of teacher profile, the initial category list contained 26 different themes that emerged from the interview transcripts. One of these themes was labeled, Kid Centered. In analyzing the data, seven respondents had given responses that were classified as Kid Centered and an X was placed under each respondent's name in the Kid Centered cell. These grids were

developed for each of the five research questions and listed categories that emerged in each area.

These grids provided a visual aid in determining the intensity of the categories and provided direction for establishing the clusters for intensive analysis. The next step involved developing a set of file folders labeled with each category for each of the five areas. The written transcripts and notes were then reviewed and responses were cut out and placed in the corresponding folder. Following the clustering of all of the response data, including non verbal observations, the folders were reviewed to refine the categories. For example, in the first data review, the category of Big Picture was established in the profile section and after the grid and folder process were completed, this category was combined with another category that presented a clearer picture of the concept.

The synthesis and analysis of these categories are discussed in detail throughout the remainder of this chapter and represent the perceptions of the 12 principals interviewed in this study. Each major research question will be analyzed followed by a summary of the findings.

For the purpose of maintaining the anonymity of the respondents, the dialog will be identified using the these fictitious initials followed by the principal's gender and school setting:

- A. J.: Female, High School
- B. R.: Female, High School
- C. M.: Male, High School
- D. O.: Male, High School
- E. N.: Female, Middle School
- F. S.: Female, Middle School
- G. P.: Male, Middle School
- H. W.: Male, Middle School
- I. Y.: Female, Elementary School
- J. U.: Female, Elementary School
- K. Z.: Male, Elementary School
- L. Q.: Male, Elementary School

Results of Data Analysis

The data was organized and analyzed based on a model framed by the five research questions related to the principal's perceptions of preservice teacher training. The analysis section follows the model as summarized in Table 1. Each section describes the major categories, themes, and attributes that emerged from the analysis and provides examples of supporting response data for each area.

Table 1

A Model of Preservice Teacher Training

Characteristics	Research Questions	Related in-depth interview questions
New Teacher Profile	What attitudes, skills, and knowledge competencies do principals want new teachers to demonstrate and how do these perceptions compare with profiles developed in the literature?	<ol style="list-style-type: none"> 1. What attitudes do you want new teachers to demonstrate after they are hired? 2. What type of knowledge base do you want new teachers to have when they are hired? 3. What instructional skills do you want new teachers to demonstrate when they are hired?
Course of Study	What type of course work do principals want in preservice training programs and how do these perceptions compare with those currently offered in Arizona Colleges of Education?	<ol style="list-style-type: none"> 4. If you were designing the ideal course of study for training teachers, what courses would you offer?
Strengths	What strengths have principals observed in new teachers and which of these strengths do they attribute to directly to preservice training programs in Arizona Colleges of Education?	<ol style="list-style-type: none"> 5. During the last three years, what strengths have you observed in new teachers you have hired? 6. Which of these strengths do you attribute to preservice training?
Weaknesses	What weaknesses have principals observed in new teachers and which of these weaknesses do they attribute directly to preservice training programs in Arizona Colleges of Education?	<ol style="list-style-type: none"> 7. During the last three years, what weaknesses have you observed in new teachers you have hired? 8. Which of these weaknesses do you attribute to preservice training?
Program Improvement	What recommendations do principals have for improving preservice training programs in Arizona Colleges of Education?	<ol style="list-style-type: none"> 9. If you were in a room with the Deans from all of the Arizona Colleges of Education and they asked you to give them recommendations for improving their preservice teacher training, what would you tell them?

New Teacher Profile -Attitudes, Knowledge Base, and Skills

Attitudes

Four major themes emerged regarding the attitudes the principals wanted to observe in new teachers. These characteristics were a positive enthusiasm for the profession, a willingness and desire to be on a team, student centeredness, and an eagerness to be involved in all aspects of the school culture. These attributes were similar to the teacher prototypes described in a number of reform reports, ranging from the early A Nation Prepared to the more recent Breaking Ranks: Changing an American Institution. In the Breaking Ranks (1996) report, the authors called for teachers who can become “Personal adult advocates for students to help them personalize their educational experience” (p.29). The importance of teaming was stressed by National Board for Professional Teaching Standards. One of the NBPTS (1994) competencies states, “Teachers contribute to school effectiveness by collaborating with other professionals” (p.31). Field research also indicated that these perceived teacher attitudinal attributes have a positive impact on learning. Tikunoff, Berliner, and Rist (1995) reported that teachers who appeared to enjoy teaching and created a positive class climate were more effective. In a quantitative study that measured the middle level principal’s perception of desired teacher characteristics, Valentine et al. (1993) reported high rankings for characteristics similar to those emerging in this study. For example, they found that 97 percent of the surveyed

principals ranked “ability to interact constructively with students and peers” as one of the most important teacher attributes. (p.91)

The characteristic of a positive enthusiasm for the profession was one of the strongest themes emerging from this research. All 12 principal respondents discussed this concept at length and many verbalized these feelings and perceptions as the first response to the researchers question, “What attitudes do you want new teachers to demonstrate after they are hired?” For example, A.J. in a first response, described her ideal new teacher as someone who, “has a strong grasp of the subject matter, someone who has the enthusiasm and the classroom presence, that has good communication skills with kids and has a rapport with students yet still maintains that teacher student boundary. Somebody that has intentions of kids being involved from the minute they walk into the classroom to the minute they dismiss the class.” In another first response belief, F.S. exclaimed with animated hand gestures, “I want people who are enthusiastic learners who are risk takers who are positive role models, who want to teach kids and are not so worried about the bottom line, how good you are at your subject matter but how good are you at working with kids.” I.Y. expressed her opinion regarding new teacher attitudes when she said, “I want them [pause] I want them to just enjoy it. I want them to enjoy their teaching career and their choice as a professional and I want them to show that they’re willing to learn.” In another example, D.O. stated that he wanted, “Enthusiasm, open mindedness and people who

want to work with youngsters who have a way to connect with them, just that spark. You can sense that they really love to be around adolescents.”

In an effort to operationalize the concept of enthusiasm, many of the principals were probed as to how they determined if a new teacher possessed the positive enthusiasm attribute. Many of the responses in this area dealt with subjective assessments. For example, when F.S. was asked how she evaluated someone's attitude, she described her interview process by stating, “Someone needs to be with it [she made quote signs with her hands] and you can tell even in an interview. . . . You can tell whether they are on stage or whether they are sincere. I don't know if that is something that everybody sees. I think it is a personality thing that I have, a gut feeling about when I am talking with somebody, when I connect and what I see in their eyes and what I hear when they are talking, not necessarily all their jargon, but what they want to bring and what they want to give to kids.” In another example of the principal's perception of how subtle yet powerful the indicators of positive enthusiasm seem to be, D.O., when discussing his new teacher interview process stated, “A lot of it is their reaction that they have when I ask them about themselves and what they want to do and when I ask them what makes them feel good about wanting to work in the high school level, what things do you want to see occur, I like answers like, ‘I want my kids to achieve and to be successful and to be able to like coming to my class.’ I hope they are not saying ‘It's me, I am going to do this and that’ I look for them to say ‘That when I am done with students that they have been

able to get out of my class something that is worthwhile.' . . . The answers that they give me and just their tone of voice." I.Y. also seemed to evaluate the new teacher's attitude through affective means. When asked, "How do you get at whether that have that kind of attitude or not?" she replied, "Well, I don't know, and you know, sometimes, you sort of feel sometimes when somebody comes into an interview or that you kind of have this gut little feeling about people, just their whole personality can kind of shine through or pieces of it in an interview."

G.P. described the concept of positive attitude for the profession as "a sense of purpose." When asked to explain this concept, G.P. paused and appeared to become very serious as he explained his idea through the use of a negative example. He expressed his concern when he stated, "The hiring of personnel I take extremely serious and probably more so now than ever before. For the first time in my career, I have had three new teachers leave during the first semester and I have never ever had that in my life and I know that the person who works at the high school who we feed into is having exactly the same situation. But the sense of purpose as I look at it now, is a person who is number one, happy with themselves . . . when we looked at it we had every district support in place for those folks, but what we finally realized was that their personal lives were such that they were in a disarray and that they were not happy people."

Another strong theme that emerged from the principals' discussion regarding desired new teacher attitudes was the concept of student centeredness. This characteristic

was also suggested by all 12 principals during the interviews. Further, they utilized very similar vocabulary to describe this attribute. For example, K.Z. in a first response stated, "First thing I look for is answers which reflect kid centeredness rather than personal goals. I look for flexibility, teachers who can adjust to different situations. I also look for someone who has a wide range of interest that can connect with a wide range of children." This idea of flexibility as a critical attribute of student centeredness was also addressed by A.J. when she replied, "I am looking for a high level of enthusiasm and flexibility, a sincerity about working with kids. I want to see new teachers really kid oriented first and subject oriented second which is sort of hard to find on the high school level because it is more of an elementary thing ." A further example of the principal's perception of the relationship between flexibility and student centeredness came when C.M. made the following statement, "I am looking for teachers who like to work with kids". " When asked to elaborate, C.M. explained, "I think we are trying to determine the flexibility of the person, their attitude toward different backgrounds temperaments, just the diversity of the students that we have in our classrooms and their feeling towards the diversity and can they teach student of different learning styles."

The interview data in the student centeredness category also produced a theme within a theme relative to the perceptions of the middle school principal. All four middle school principals discussed the need for new teachers to accept and embrace the middle school child. For example, G.P. stated, "Particularly for the middle level

learner. I want people that are left to center and by that I mean I am looking for people who enjoy middle level children. I look for people who are enthusiastic about education: enthusiastic about young people and quite frankly, I look strongly at K-8 endorsed first. I want a person who likes middle level children and doesn't call them wacky and doesn't say that their chromosomes and hormones are bouncing off the wall." E.N. gave an additional middle school perspective when she responded to the attitude question by stating, "Because we have a middle school and middle school students seem to be a little more unique in their characteristics, they are sort of on a roller coaster ride, we ask questions dealing with their understanding of the adolescent and ask them how are some of the ways they would deal with an adolescent if there was a behavior problem. How would they handle it? We would look to see if they were going to be confrontational or do they know how to diffuse the situation, do they know how to sift through to find out what is important?" H.W. also stressed the importance of new teachers demonstrating a middle school attitude by stating, "I want teachers that care about kids, an attitude that they are teachers of students and not teachers of subjects and I think that is extremely important on our level and we try to get a balance between secondary and elementary certified teachers."

I.Y. seemed to capture the essence of the student centered theme when she stated, "I want them to like kids and to think that kids deserve every chance, chances everyday to start over, to make mistakes, to learn from their mistakes. I want them to want their class to have fun in the learning process."

The team player attitude characteristic emerged strongest in the conversations with the elementary principals. All four elementary principals discussed the importance of having new teachers demonstrate a desire to become part of the school team. For example, L.Q. explained, "O.K., I would say that one of the most important things to me is that they have a bigger perspective in their own little world; that they understand that they are part of an organization; part of a team; that they represent the school and the school district and that they are not just on their own in their own little world in their own classroom but they are part of a bigger team and the we are interdependent in this team and that I need them and they need me. We all work together. I think that is real important." J.U. was more specific when she discussed the elementary team concept. In a discussion regarding specific skills a new teacher should process, J.U. added that teachers need to, "Work with parents and be able to communicate with them, work with the teachers special area teachers. The whole school you know. . . being able to work with special education teachers; being able to work with reading teachers; being able to work with people on your staff because you have to cooperate in all our special areas; be able to communicate with people and work together with them."

The elementary principals also discussed how they expect a new teacher to grow professionally from the teaming concept. I.Y. described her commitment to experienced teachers assisting new teachers when she stated, "I'm not expecting them to come in knowing everything because I know they don't and we are going to work

with them so I want them to show that they are willing to be mentored, be taught by their colleagues around them in the building. I wouldn't want to see somebody just go in, close the door and try to figure it all out themselves, or tell themselves that they have to do that." In an additional elementary example regarding the need for new teachers to become part of the school synergy, K.Z. stressed the importance of interconnecting disciplines. He stated, "Many times new teachers just don't know there are resources out there that can help them. They have no conceptual understanding about how a school is integrated. They want to be in isolation. Sometimes I hear that 'well once I get in my own room, I can shut the door and I do it my way.' That to me shows a lack of understanding of how the school works together."

The fourth major attitudinal theme dealt with the principal's desire to have new teachers who demonstrate an eagerness to be engaged in all aspects of the school culture. Principals expressed the importance of having teachers who want to be involved in activities outside the classroom walls and committed to working beyond typical eight to three time schedule. This theme was a common perception from principals at all grade levels. For example, C.M., in a probe asking him if there were any other qualities he looked for in a high school teacher, stated, "Well, we also look for things they can do outside the classroom. I want to know what kind of involvement they are willing to have in the community, in their school community, not necessarily the community outside, but the school community itself. I try not to hire teachers that are going to be here right before class starts and soon as it is over, leave.

I know that we can't always expect much more than that and their primary function is during that time, but I try to get as many people as I can that are interested in other activities outside the classroom." C.H. also expressed a similar perception when he described the ideal middle school teachers as, "People who are willing to become involved in extra curricular activities, just like I don't want my children just coming here and going home on a bus. I want them involved in music, sports, and when I can find a teacher that is willing to coach, to do drama, debate, volunteer to do anything. I had a teacher who didn't know a lot about it but she volunteered to be my chess sponsor. Chess is as big as can be here now because she is a middle level teacher and she just said kids need it. She learns by going to the tournaments with the kids."

L.Q. seemed to capture the nature of this theme when, during a discussion regarding what kind of attitudes he wanted teachers to demonstrate when they walk into their first classroom, he stated emphatically, "I want them to feel like they don't have a job description per se. It is whatever it takes to get the job done."

Knowledge Base

Principal perceptions in this area were clustered around two closely related concepts, a high degree of content knowledge and the ability to help students reach a meaningful understanding of this knowledge. The research supports these concepts as characteristics of competent novice teachers. Reynolds (1992) described this type of knowledge base as a prerequisite for developing lesson plans that connect student knowledge to new information. Wilson and Petersen (1996), described one of their

benchmarks for effective schools as having teachers who are constantly attempting to dissect how students are developing meaning as they learn. Shulman (1987) also made a strong case for developing pedagogical reasoning skills in teachers in an effort to promote conceptual learning.

I.Y. illustrated her perception of how important it is for a new teacher to have both strong content knowledge and an ability to impart that knowledge when she stated, "I want them to know their content, and you know even at elementary, I guess just because somebody graduated from a college program doesn't necessarily mean that they have a real understanding of say elementary math concepts and how to teach that. You can know it but that doesn't mean you have an understanding of how to teach it to a kid and have them understand it and know the meaning behind it."

Another principal, D.O. communicated his belief that expert content knowledge alone does not guarantee that the new teacher will be effective by relating the following specific example, "If you are looking for a mathematics teacher, they better know mathematics. That is very important. This was probably one of my mistakes; which I learned from; that I hired some folks that had quite a bit of knowledge and I am thinking about a physics teacher who is very knowledgeable in physics, but when it came to getting his content across to the youngsters, that individual could not do it. They faltered badly [raised his voice on the word badly] and so I became aware, you know, to be very knowledgeable in a content area doesn't necessarily mean that you are a good teacher. You also have to be able to communicate that content to

youngsters and you have got to put it into their terms. not way over their head. [D.O. raised his hand and moved it across his head twice and made the sound "wew. wew"] The teacher should gauge to see how, maybe I am going too far over, do I need to put it more into new words so you can see what I am trying to do."

Two of the principals, one from a high school and one from a middle school, provided responses that demonstrated a difference in perception of the desired content knowledge level for new teachers. For example, B.R. exuded confidence in the content knowledge level of her new high school teachers when she stated, "Content knowledge is the least of my worries about any teacher that comes out of the university for two reasons. Number one, most of the teachers we hire have been excellent students themselves and they have done well in all of those content classes at the university. But even if they have gaps in that, they are conscientious teachers, they are going to reteach themselves that information. They are going to acquire that content on the job, and number two, we are going to make sure we have done our homework in checking their transcripts and making sure that they are content knowledgeable." This response was contrasted by a H.W. who described his desired knowledge level for the new middle school teacher as, "I think I would rather see instead of a great amount of knowledge, I would rather see much more flexibility to vary instructional strategies and techniques more than the knowledge base because anyone who is a good teacher who has had a good preparation can teach sixth, seventh grade math, [states researcher's name], you could teach seventh grade math. It would take some

curriculum preparation but you could stay ahead. When it gets to eighth grade it changes a little bit; that is why I think we need a good mixture [elementary and secondary] but I don't need someone necessarily who has a major in math whereas you couldn't take any teacher and have them teach AP calculus."

In follow-up questioning regarding how principals assess the new teacher's knowledge base, the responses clustered around the interview process. Many discussed the importance of having the new teacher teach a lesson as part of the interview process. E.N. appeared to be one of the most passionate respondents regarding this area. She talked at length about the importance of having teachers demonstrate a strong knowledge base and at one point appeared to feel that she might be spending too much time talking about this issue when she noted, "Does that make sense, it seems like I have bouncing around here for awhile." For example, E.N. described in detail the process she utilizes in the interview in order to assess the new teacher's command of their content. She explained that "One of the biggest things we ask them to do is present a lesson and we look at what means they used to evaluate the students' understanding of the lesson." E.N. went on to discuss the process they follow after the new teacher candidate has completed the lesson. "We ask them questions like 'What would be your next step if students don't understand your lesson?' Some would go well they would reteach it again. Well, reteaching, if they didn't understand it the first time, reteaching isn't necessarily going to help them . . . we look for people who have more of an answer like 'I'll ask them to write out an explanation for me about the

process they went through to get to the answer.’ ”During this discussion, she gave two examples of prospective new teachers who gave “warning signals” regarding their content knowledge. “We had a great person who did a wonderful lesson with students in the area of writing literature and in the handout had some major grammatical mistakes. . . . We had a math candidate who made a major mistake with a concept of division of fractions.” E.N. reflected on her approach to assessing new teachers’ level of knowledge by posing these questions, “Do they really know what they are doing or are they just memorizing a rule that they are trying to apply and not applying correctly?”

Two elementary principals, I.Y. and K.Z., also communicated their perception of the magnitude teacher content knowledge plays in their selection of new teachers. I.Y. discussed an interview lesson scenario where teachers would present a 15 minute lesson on subtraction with regrouping. She described that she wanted to see, “What activities they would use to help children develop an understanding of the whole place value system ”I.Y. then went on to imitate a new teacher who she perceived as just having “procedural knowledge” when she said, “Well you`re going to put this little mark up here, carry that.” I.Y. also expressed her concern with the ability of new teachers to teach to an understanding level when she stated, “I think beginning level teachers often know a lot of process, process strategies or procedural kind of things but it don` t go much deeper than that so they are pretty much confined to teaching the kids how to do it and not necessarily what it really means.”

K.Z. also expressed his belief that new teachers must demonstrate a deep understanding of the content. During a discussion of strategies for evaluating new teacher knowledge, he talked about how new teachers have a tendency in interviews to use terms that they do not fully understand. For example, he stated, "When they make the statement, 'I use manipulatives in math.', which is really the trend word right now, that doesn't mean anything if they can't explain to me what they use with the unifix cubes. . . . Can they tell me what is behind it because I find they know words not concepts." K.Z. went on to discuss his technique of assessing this knowledge by putting the new teacher "finalists" in a teaching situation with kids where he scripts and evaluates the lesson. He referred to this component as "my greatest contribution to the school."

Another principal, D.O., shared her questioning approach for evaluating a teacher knowledge level. She referred to this as "putting them through their paces" and gave sample questions like, "What is the most successful lesson that you have had? . . . How do you approach the teaching of grammar? . . . Do you approach history from the standpoint of chronological or themes and why?" In this same discussion, D.O. expressed her delight with the knowledge level of the new teacher candidates she has hired by stating, "You have to keep in mind that I only hire content area majors so that is another reason it is not a problem with me. We are fortunate enough because we are in a metropolitan area and we have a good enough selection in the applicant pool that I can pretty much say that I won't hire anyone outside of the content major."

Skills

The themes of classroom management, variety of instructional strategies and a variety of previous experiences clearly emerged from the interview data in the area of competent new teacher skills. The literature provides strong support for a competent new teacher profile that includes skills in these areas. For example, Barnes (1987) includes the following skills as a component of new teacher profile:

1. Preinstructional-Understand when and how to use various activity structures (e.g., direction instruction, lecture, discussion, recitation, drill and practice, cooperative learning, inquiry teaching, independent study, seat-work) and know their effects on learning. (p.25)
2. During instruction-Motivate students: direct attention, demonstrate clarity in teaching, provide anticipatory set, stimulate interest and enjoyment, communicate the value of content and its purpose. (p.32)

The product-process research also produced findings correlating effective classroom management skills with high student achievement. Brophy and Evertson (1976) reported a positive correlation between gains on standardized test scores and teachers who maintained a high degree of student time on task.

The principals' responses in the classroom management category clustered around the concept of increasing both the amount and quality of classroom instructional time through positive student-teacher relationships. For example, E.N. described the skilled classroom manager as a teacher, "Who has respect for the

students and treats the students with dignity.” She went on to describe what that looks like by explaining, “The classroom is set up where the students feel that they are active participants in the classroom and that they are involved in establishing routines and the expectations for the classroom and if there are any problems, the teacher is able to approach that student on a one on one basis and say here were the established expectations, what is going wrong, why isn’t this working for us, between the student and teacher.” Some principals used master teachers as prototypes for the types of classroom management skills they wanted new teacher to possess. D.O. referred to his master teachers as “flyers” and proudly painted a picture of how they, “Greet their kids at the door and say, these are the things that I expect from you, these are my boundaries and they are flexible and you can see they have empathy for the youngsters, they don’t back them up into the corner, they give them options.” L.Q. also expressed the need for new teachers to be fair and consistent in their relationships with students. He wanted teachers to “have a well thought out classroom discipline package that has logical consequences and procedures so that kids aren’t dealt with arbitrarily.”

The connection between discipline and time on task was also expressed by principals at all levels. The respondents wanted to have new teachers who are able to maximize both the time they spend with students in their classroom and the time they spend planning lessons and activities. B. R. expressed her frustration with teacher planning skills by stating, “Our new teachers don’t have a real clue about planning a

semester or a quarter's block of time. They spend an exorbitant amount of time just trying to stay a couple days ahead on lesson plans." She went on to give specific examples like "We have teachers who are spending 17 hours a week planning time. I have got teachers in this building that sometimes get here at 4:00 a.m. trying to plan and get things ready for their classrooms."

C.M. also demonstrated a frustration with teacher classroom management. He appeared to perceive these problems as more systemic versus a new teacher weakness. In a discussion centered around his perception of the ideal new teacher, C.M. reflected, "I think we have very skilled people that have a lot of content. Where we sometimes struggle is, being able to deal with the student disruptions that prevent them from delivering the content." C.M. went on in this discussion to express some concern as to how to accurately assess the new teacher's ability to effectively deal with these disruptions when he said, "It is hard to determine that in an interview because they are not put in an actual live situation. You can create a scenario and ask them how would you deal with this, they may tell you, but when they are faced with it in a real live situation, their reaction may not be that way."

The principals also appeared to express the feeling that although knowledge of the "package plans" (Assertive Discipline and Discipline with Dignity were a few that were mentioned) was important, they want new teachers to understand that many times these plans need to be "personalized" for certain students and situations. I.Y. illustrated this point when she explained, "Teachers need to have a plan, a whole

management plan, designed ahead of time rather than think they're going to go in there and just because you say it is the classroom rule or your class makes it up, assume that they're all going to follow it. . . . It seems that often time they don't have a clue about the difference between real life and the book."

Another common skill theme that emerged from the interview data was the concept of varied instructional strategies. All 12 principals addressed this area with a high degree of intensity. A number of respondents described what they believed was a complete package of instructional skills. For example, E.N. in rapid fire fashion, created the following profile, "Do they get the students focused? Do they have a clear understanding of the objective? Are the activities congruent with the objective?, Do they have some sort of imbedded assessment throughout the lesson? Do they know where to progress and when they need to stop and go back or slow down and then at the end of the lesson? Do they have some sort of closure, pulling it all together and giving the students an opportunity one more time to sort of summarize their learning for that session?" Another principal, D.O. did not hesitate when he discussed his idea of the type of instructional skills a new high school teacher should be able to demonstrate. In a conversation regarding strategies, he explained, "The more methodology they have under their belt, the better it is going to be. . . . The downfall of a young teacher, most of the time is classroom management; managing the class to be interesting." D.O. went on to give the student's perspective when he said, "You ask a youngster, what turns you off from a teacher? They often answer, 'Because they are

boring and they lecture all the time.” D.O. indicated that he was looking for teachers who, “Have knowledge of doing hands-on type activities where youngsters can take ownership for their own learning. Not just the teacher lecturing, but the youngster is given the opportunity to explore and do.”

The principals also expressed the necessity for new teachers to be able to effectively teach and manage students with a wide range of abilities and learning styles. They also discussed the diversity issue and their desire to have new teachers who were sensitive to the needs of students from different socio-economic backgrounds. Respondents used adjectives like “patience, understanding, and flexible” to describe the model new teacher. For example, J.U. quickly responded to the skills question by stating, “The ability to manage a whole class. The ability to make individual adaptations for kids with learning problems. Any L.D. student or students that are having emotional problems, to be able to modify what they are doing and meet those individual needs.” H.W. also provided a middle school perspective regarding this issue when he noted, “I see the gap widening between kids that have good skills and those who don’t, I think we are going in this direction [he held his hands apart] instead of coming together. I just see an ever increasing variance in skills level of kids that come to us.”

A number of elementary principals asserted that they were seeking new teachers who were flexible in their approach to teaching reading and math. For example, K.Z. stated that in an interview situation, “I look for teachers who are

flexible to different reading styles, phonics or whole language.” He went on to state, “I want them to have a broad understanding of the two concepts so they can take the concepts and put together different programs. L.Q. also stated that he wanted “flexible teachers” who did not approach teaching as, “This is the only way we do it, this is how I teach math, this is how I teach reading.” He wanted teachers in an interview to “show me that they can do it a number of different ways.”

The third teacher skill theme centered on the concept of prior and varied experience. The principals interviewed perceived this area as an important classroom teaching prerequisite and expressed the opinion that this experience helped promote “maturity” in the new teacher. K.Z. indicated that he was looking for “someone with a wide scope of abilities, someone who had traveled, volunteered to be in a preschool, worked day care.” F.S. was passionate about wanting someone with previous experience dealing with middle level students. He raved about one of his teachers whom he had hired partly because of her prior experience working as a youth director for a 12-14 year old group in a church. F.S. called her a “consummate middle level school teacher” and indicated, “She lived middle level education and had become a confidant and counselor to a lot of her students.”

F.S. also demonstrated a bias towards experienced new teachers when she explained, “I would like to see people have a passion for their subject and have the background, even outside the education realm. For example, a physical education teacher, I hope they come to me after they have taught classes or after they have been

a camp counselor, or after they have been a swimming instructor. Somewhere along the line, working with kids so that student teaching is not the first time they are going to be introduced to students.”

In another example, M.S. talked about new teachers he had hired who had had previous careers or had been exposed at an early age to the profession. He stated, “I think some of the more successful teachers I have seen are those who don’t necessarily come straight through the university system and begin to teach at 21 or 22 years old. Sometimes the more successful people are a little bit more mature, maybe they have worked in business for a couple of years and then come back to teaching or a teacher who has really wanted to be a teacher for a long time, maybe their parent was a teacher and they decided from day one in college that that is what they wanted to do. They really want to be a career teacher and be the best teacher that they can be and they know a lot about it.”

Summary of Findings Regarding Principal’s Perceived New Teacher Profile

This section provides a summary of the findings regarding the principals’ perception of desired new teacher attitudes, knowledge base, and skills as revealed through data analysis.

The response data in the area of attitude revolved around the concepts of positive enthusiasm, teaming, student centeredness, and engagement in the school culture. This attitude profile developed through response clustering closely mirrored various profiles found in both major reform reports and field research literature. The data

suggested that although the principals articulated a clear and objective definition of the attitudes they wanted new teachers to demonstrate, their methods for assessing these attitudes were somewhat subjective in nature. The data also indicated that the principals were inclined to utilize descriptions of master teachers currently on their staffs to describe the attitude or characteristic.

The analysis of the knowledge base response data also demonstrated an alignment with the literature. The data created a persuasive pattern grounded in the concept of pedagogical reasoning. The respondents in this study perceive the need for new teachers to have the ability to transform their content knowledge to a high degree of understanding level in students. The data did suggest a possible difference in the level of content knowledge which principals' perceive as necessary to help students construct meaning from their learning.

The skill area response data clustered into the research validated categories of classroom management, varied instructional strategies, and previous experience. The data suggest that the principals highly value teachers who can create long term positive work environments for all students. The research findings in the desired new teacher profile are condensed in Table 2.

Desired Preservice Course of Study

Five major themes emerged in the area of desired preservice course of study. The data clustered around courses in field experience, methodology, classroom management, communication, and student teaching/internship.

Table 2

New Teacher Profile Research Findings

Area	Categories	Sample Supporting Response Data
Attitude	Positive enthusiasm	"I want people who are enthusiastic learners, who are risk takers, who are positive role models."
	Student centered	"I want them to like kids and to think that kids deserve every chance, chances everyday to start over, to make mistakes, to learn from their mistakes."
	Team player	"One of the most important things to me is that they have a bigger perspective in their own little world, that they understand that they are part of an organization, part of a team. . . that we are interdependent in this team. I need them and they need me. We all work together."
	Engaged in school culture	"I try not to hire teachers that are going to be here right before class starts and soon as it is over, leave."
Knowledge	High degree of content knowledge	"Do they really know what they are doing or are they just memorizing a rule that they are trying to apply and not applying correctly?"
	Meaningful understanding	"To be very knowledgeable in a content area doesn't necessarily mean that you a good teacher. You also have to be able to communicate that content to youngsters and you have got to put it into their terms, not way over their heads."
Skills	Classroom management	"Teachers need to have a well thought out classroom discipline package that has logical consequences and procedures so that kids aren't dealt with arbitrarily."

Table 2--Continued

Area	Categories	Sample Supporting Response Data
	Variety of instructional strategies	"You ask a youngster, what turns you off from a teacher? They often answer, 'Because they are boring and they lecture all the time.'"
	Prior and varied experience	"I hope they come to me after they have taught classes or after they have been a camp counselor, or after they have been a swimming instructor."

Field Experience

The response data from which the field service category constructed was rich in detail and discovered in all 12 interview transcripts. Some common critical attributes that emerged in the data analysis included: early exposures to the school setting, varied experiences at different levels and different socio-economic settings, and follow up mentoring and coaching with an expert practitioner.

The course and curriculum guides for the Arizona Colleges of Education list field service as a degree requirement. For example, the University of Arizona requires a course titled Classroom Process and Instruction that includes a classroom observation component. In contrast, the state of Arizona does not require a specific field service course for qualifying for a teaching certificate.

There appeared to be strong consensus in the data supporting the theme of prospective teachers gaining exposure to real life classrooms early in their preservice training. For example, H.W. indicated that he wanted to see teachers, “do a lot of observation, field type stuff in schools . . . to be able to see students of today in action and what teachers are dealing with on a daily basis. Because at our level, to get someone who has been through the university system, it has been a minimum of eight years since they have been in a middle school and the middle school of today is different than it was eight years ago.” D.S. gave a elementary perspective in a first response to the question of what course of study she would create for undergraduates when she stated, “I would want them to spend a lot more time in a school at the

beginning, working maybe as a volunteer, but on a regular and consistent basis [raised her voice and slowed the pronunciation of regular and consistent]. I think they need more every day, see what happens in school experience so they get a broader view of what happens in the halls and on the playground and in the cafeteria and in the office." A.J. gave a wider perspective of the field service concept when she talked about the advice she gives to people who are interesting in entering the high school teaching field, "I suggest they go to the mall and sit and watch kids for a couple of hours and then ask themselves if they really want to spend their lives with these kinds of people. . . . Watch that social interaction of kids and see what their comfort level is."

The data also indicated a perception that the field service experience should be a varied and not isolated to one grade level or culture. H.W. discussed at length his perception that field service should include, "visits to all different type of schools...if a student comes from a background similar to [named a high socio-economic area] and they have come through that district they need to understand what it is like to grow up in the [named a lower socio-economic area] . . . there are a variety of cultures out there and they need to maybe even have some experiences in the rural areas." G.P. also expressed a desire to have teachers experience a well rounded and early field service experience when he explained, "The first course that would have would be a one year inclusion of observation. I would include a course with all teachers spending

one year looking at the different levels of education, elementary, middle school, and secondary to see which specific teaching are they wanted to go into.”

Another response cluster provided insight into specific activities the principals wanted to see students involved in during the field service course. The data indicated that principals wanted the students to be able to connect their observation experience with theory through the mentorship of expert teachers. In a discussion of field service course design, L.Q. described his idea of a companion discussion course which would “just be open, give and take at least at the beginning. I am talking about freshmen, right from the beginning. I think it should allow them to talk about and share their experiences. Maybe do a couple papers about it and you might improve teaching.” G.P. added to this dimension with a discussion of having the field service include some actual teaching experience. He stated, “It would be a micro-teaching experience with observation by a professional. It could even be a type of mentor situation or master teacher situation or supervisor from the university who would give specific feedback to the person.” F.S. appeared to express some of the strongest perceptions in the area of field service. She shared her vision that began, “I would love to see a freshman that wanted to be a teacher [pause]. You have people out in high school, junior high, and elementary who say, I want to be a teacher when I grow up. You get a hold of a kid like that their freshman year; you bring them into the college of education; you give them a mentor teacher that is on staff and you also tie into a school district. . . . I would love see those kids connected to a school.” During this

conversation, F.S. provided specific details regarding a four year preservice plan which included, “The first year, all they do is go out and just wander around, get a sense of what that school is about, maybe pick four or five things out of the year that they are going to do, like go to a faculty meeting, shadow a teacher, being in a classroom. . . . The second year I would like to see the mentorship developed. . . . The third year, let them be in the classroom where they are out with [named three different master teachers] and let them be a part of that culture. Let them be a part of that teacher sitting down and doing lesson plans and figuring out how they want to do the beginning of the years.”

Another principal, B.R., perceived the field service course as an opportunity for new teachers to acquire valuable experience in the area of planning. During a follow up question regarding the timing of field service, B.R. interrupted the researcher and shared, “Not the last year, as soon as they enter the college of education . . . early on I think the teachers should be out in the classrooms, having an awareness about how much time teachers spend planning. . . . I think teachers ought to be exposed and acutely aware of how critical good planning is. . . good planning just doesn’t mean staying a day ahead of time.”

Three principals shared field experiences they had in their own training in an effort to explain their perception of how the course should be configured. F.S. enthusiastically shared her experience of being able to gain extensive exposure to the classroom beginning in her second year of college along with being mentored by both

on-site faculty and university faculty in her specific content area. L.Q. demonstrated similar feelings as he heaped praise on his experience that included two to three hours a week of experience at different school sites beginning in his freshman year and continuing until his student teaching experience. In another example, C.M. described his experience with an on campus lab school when he explained, "I don't know if they still have it or not, but they had an elementary school on campus. I recall in the second year I was in college, my first year at NAU, we had required observation time at this school. . . what I did is go sit in the class and watch and I would be given a group that was a fourth grade class and sit and read and work and do math."

Although during this phase of the data collection, the researcher did not pose questions asking for the principals to discuss the field service program of Arizona colleges, a number of respondents included their perceptions within the course of study discussion. This data cluster reflected a range of perceptions. On a more positive end of the continuum, A.J. stated, "I think the U of A, for example, requires some volunteer kind of classroom things before they are even admitted to the college of education which is a step in the right direction." H.W. reflected a similar perception when he explained, "I see things changing with my workings with the University of Arizona, there is now a 30 hour volunteer requirement in schools in order to get into the school of education. . . . We have had those students volunteering in our classrooms, tutoring, doing classroom observations, coaching. This experience is extremely important because I have seen students go all the way through the college of

education and get to their student teaching and decide that they are not real sure they want to do this.” On a more negative side, F.S. express some dissatisfaction with lack of structure and mentorship attached to the volunteer requirement. She explained, “The kids [school of education students] are playing games when they volunteer for you just because they have to get it on their program to get in school. I would like to see more of a mentorship program rather than just have a requirement without more specific parameters.”

Methodology

The data analysis revealed methodology as a powerful cluster in the desired course work area. After closer study, this cluster produced the following sub categories: variety of teaching methods with practical experience, special education procedures and methods, and lesson planning and assessment.

A review of the Arizona Colleges of Education course guides and selected syllabi suggested that these areas are part of the core curriculum either as separate classes or as a component of a general methods class.

The response data suggest that the principals perceive a need for a strong focus on methods courses which balance theory with multiple strategies and mentored practical experience. For example, C.M. stated, “I would like to see courses in methods be expanded some so that a student could take courses in different teaching models and strategies. I would like to see those as much as possible, if not taught by practitioners, at least have practitioners involved. . . . Have current teachers in teaching

young teachers.” When asked to expand on this idea, C.M. described a course design that would require practical application of specific models that were being taught in the methods course. He explained, “While taking this course, the student would be given a listing of different teachers that are using the model and different schools that are open for you to come into and observe. You will observe them using the model and then you will practice the model even if it is in the setting of this room in this class.” K.Z. also discussed a methods model that included a wide range of research supported methodology paired with practical application. He laid out a methods course outline that included, “Courses that offer teachers a wide range of different styles. Hunter should be taught but so should cooperative learning. . . . Once students enter the college of education and they should be immediately introduced and begin processing different styles.” In this same discussion, K.Z. also related his opinion regarding his assessment of current university methods classes. He stated, “What I find is that universities get certain methods that they want to teach, say whole language at the University of Arizona and then everyone is tracked into that same thought pattern. Maybe it is manipulative math, math their way becomes popular, or someone is doing their research and everyone is then exposed to that particular style. I think there should be an honest discussion of different styles and student should have to explore those different styles and apply them.” In another discussion of methodology, F.S. indicated that she felt she had an advantage in entering the teaching field because her undergraduate physical education program required her to teach units and lessons in all

of her activity classes. She explained, "Everybody needed to learn how to teach it because the philosophy of the physical education department was the you can be a great athlete and you can be a great physiologist, but you have to know how to be able to get that information out to others. . . . We all had to develop units and teach but that was outside the education department. . . . We didn't sit and get lectures all of the time."

A number of principals stressed the importance not having the teaching methods class taught in isolation and having methods students practice the methods with age appropriate kids versus practice with other college students acting as students.

A second strong data cluster in the methodology area dealt with special education issues. Principals perceived a need for new teachers to have a comprehensive knowledge of both special education laws, due process and strategies for adapting their teaching to meet the special needs student. L.Q. demonstrated some frustration when he stated, "I think that the thing I see and I have expressed this to many people at the university level, I see lacking the most right now, the most right now, is the understanding of special education, special education students and their needs. I think have a very quick exposure to the big area of special education and then when they get kids who are L.D. or A.D.D. in some cases, I think a lot of teachers are ill prepared at the beginning of their careers to teach anywhere but down the middle. . . . I think they even have a hard time with the gifted students. I would like to see a great exposure to what is really a very diversified population." K.Z. seemed to echo

this perspective when he added this statement to his list of course work he wanted to see in preservice teacher education “I think it has grown to the point at least at the elementary level with inclusion that they need to become very aware of the law, they need to become very aware of what an individualized educational plan means and they need to become very aware of modifications of students' programs and expectations. . . . Children being mainstreamed are posing significant difficulties in certain areas and they don't have the training to deal with it.”

The data analysis in the methodology cluster generated a category dealing with lesson planning and assessment. This category seemed to include critical attributes dealing with the practical aspect of long range and short range planning combined with congruent assessments. For example, A.J. expressed, “Teachers need to be able to write lesson plans which focus on objectives and matching assessments to objectives.” She went on to explain why this is such a critical attribute for methods courses, “It is amazing how many new teachers you ask to give you weekly lesson plans and they still have difficulty writing learner objectives, daily objectives with a daily assessment and matching the result.” B.R. forcefully expressed her perception when she exclaimed, “There is an urgency for teachers to understand about needing to map courses of study to fit into a block of time. . . . There is just not a connection in their mind between the amount to time you spend on an activity and how important it is for kids.” B.R. also shared her perception regarding assessment when she said, “I feel test and measurements, educational psychology; [pause] I would say get rid of them. If you

want teachers to have that type of background, let them go back and work on it in their masters program, those are not the most critical courses in my opinion to have. . . Teachers need training in how to develop good tests, how you actually formulate questions and the point system that you work out for primary objectives that you are covering on the test.”

Classroom Management

Classroom management surfaced as a course of study category with examples of responses from all grade level groups. This category included attributes like, classroom design, discipline, and time management.

A review of Arizona Colleges of Education course guides indicated that Grand Canyon State offers classroom management as a separate course (the respondents in this study had not hired any teachers from this college) and the other Arizona colleges did not offer a separate course in classroom management. A review of selected syllabi indicated that classroom management is integrated into a number of courses in the required preservice scope and sequence.

The principals appeared to place a high priority on classroom management as a separate required course in preservice teacher education. In a first response to the course of study question, A.J. shared this unique perspective due to her dual role as a principal and a adjunct professor at one of the state colleges of education, “I think this is really interesting because I teach at [name of the college] and some of those courses I think are just ridiculous and others are beneficial. I think one major class is sort of

an organizational, time on task, nitty gritty, practical kind of thing that teachers need, [pause] classroom management. . . . They sort of have to learn as they are doing it in student teaching and that is too late, I think there is some practical application learning that can take place before they jump in.” In another example, H.W. stated, “I guess there is never enough training in classroom management and I think you can talk theoretical about how you manage classrooms but until you are in that situation it is difficult because you are dealing with people and every circumstance is going to be a little different.”

A number of respondents also discussed the serious need to have discipline techniques as part of the classroom management scope and sequence. The principals identified establishing positive student relationships as an important skill for managing student behavior. For example, K.Z. stated, “I think a major course we are missing is classroom management. I think that is tied directly into how do they establish rapport with kids.” K.Z. went on to explain his rationale for this belief, “I think at the university level they work with adult learners and they never learn how to get kids to behave appropriately. . . . I think maybe we are expecting them to develop it during student teaching or acquire it sort of through osmosis.” R.H. also placed classroom management high on her course of study list when she stated, “Classroom management is a big piece because it is the weakest part for new teachers. . . it takes about three years before they get classroom management under control.” She went on to describe the type of new teacher who seems to be able establish this management piece early as

“someone who can establish a nice warm environment where students feel willing to take risks but also know where the lines are.”

Communication

The fourth major theme to emerge in the analysis of the course of study data was communication. The response data in this area clustered around the ability of a new teacher to effectively communicate with parents, students, and other teachers.

The college course guides did not include separate courses in the area of communication and the review of selected syllabi did not indicate that this area is a major focus of any of the required course work.

The response data suggested that principals share common perceptions regarding the importance of providing a course in communication skills for the new teacher. The principals perceived this course to include an emphasis on writing, speaking, listening, and basic interpersonal counseling. For example, I.Y., in a discussion about changing the current teacher training course of study, quickly clicked of this list, “I think there should be a class on communication, how do you communicate in writing, how do you write a parent letter, how do you give feedback to kids, what do you cover in an open house. . . something about parents and strategies for conferencing with parents, what do you do on the phone.”

M.S. seemed to capture this dimension when he discussed certain classes he wanted specifically for the middle level educator. He explained his rationale by indicating, “I think teachers more and more have to have some counseling skills and I

think teachers are asked to do a lot more counseling, they are asked to do a lot more public relations. . . . We are continually communicating with kids and parents and outside agencies, [pause] counseling and communication.” L.Q. expressed a similar need for elementary teachers. He explained, “Teachers often wind up as mediators not only with students but adults. . . we seem to have a lot of neighborhood disputes which wind up in school.” When asked to explain this thought, L.Q. providing the following student perspective. “I might be your best buddy today, but at night my mother hates your mother [pause] you are out [pause] you are not my friend in the morning.”

In another discussion , E.N. asserted her support for a communication course by sharing her frustration with having to mediate simple problems between teachers and students. She sarcastically reenacted one of these conferences by stating, “Say now [repeated researchers name], please share with us how do you perceive this and what was your perception of what happen in the classroom, now Mr. [stated researchers last name], share with us what was your perception of what went on in the classroom. . . . That should be something they should be able to do but it is surprising how many can’t do that.”

Collegial communication was another cluster that surfaced from an analysis of the course work data. D.O. discussed his goal of developing more interdisciplinary teams and how communication between teachers was critical to the success of this program. He reflected, “I want to get a math teacher, a science teacher, language arts

teacher and social studies teacher together and have the teachers work together with a group of kids, kind of a school within a school.” I.Y. gave a similar perspective with an elementary twist when she stated, “A course about working and communicating with all of the school people, the resource teachers ,speech teachers, the reading teacher, and there are all of those other adults in the schools that the teacher finds out they have to work with or connect with.”

Student Teaching/Internship

The fifth major course of study cluster centered on the student teaching curriculum. The response data seemed to indicate that principals wanted new teachers to undergo a rigorous student teacher experience, including practice in real life classroom settings combined with follow up coaching and mentoring.

A survey of current degree requirements from Arizona Colleges of Education indicated a range of time requirements related to the student teaching course. University of Arizona, Arizona State, and Northern Arizona University require a semester of student teaching, while Chapman, Grand Canyon, Prescott, and University of Phoenix require a nine week course. The state of Arizona requires a minimum of nine weeks of student teaching for a standard teaching certificate in addition to an alternative certificate that can be earned without a formal student teaching course.

The concept of creating a student teaching course that prepares the preservice student for a variety of different teaching situations was articulated by H.W. in a discussion about how he felt the middle school unfortunately lived up to its name

when it comes to teacher training. In an effort to provide his positive vision for change, H.W. stated, "I would really like to see students have an opportunity to come to middle school because we are caught in the middle and a lot of people don't student teach in middle school. They either want to student teach in high school or they want to student teach in elementary. The middle schools have received a bad rap in many ways." When asked to expand on his feelings in this area, H.W. replied, "Teaching in the middle school is not for everybody, not everybody can take the emotionality and the movement but yet a lot of teachers graduate with a secondary degree and some jobs are at the middle school and they really haven't had any training. I think teacher preparation in middle level education is extremely lacking, in addition to sometimes not even student teaching in the middle school, there are really few classes about middle level adolescents and some of those secondary and elementary people are going to end up teaching in the middle level."

Principals in all three age groups expressed some opinions that converged into the mentoring and coaching paradigm. For example, D.O. indicated the ideal student teacher mentor relationship would be where, "the person would take the practice teacher under their wing and they would observe and there would be a lot of dialogue . . . back and forth questioning about in depth classroom situations." In this same discussion, D.O., offered this perception of the lack of intensive coaching which is currently afforded student teachers when he stated, "right now student teaching seems to very superficial, it doesn't allow for the dialogue to take place, [pause] all of a

sudden they have graduated and boom [pause] you throw them into a real situation and [pause] sink or swim buddy.”

D.B. added another dimension to this concept of in-depth mentoring when he discussed his bias for a student teacher feedback system focusing on student actions and outcomes. He indicated, “The mentor should look for: How do the student teachers interact with kids? Do kids respond to them? because kids pick up on the right people very quickly . . . we need to give them honest feedback. I think we miss it at the collegiate level in that we diagnose the teacher’s skills but we don’t diagnose if they can work with kids. . . . I think we need to develop qualitative assessments that ask questions like, did you notice if kids asked you questions? and answers like, That is a possible sign that they trust you and feel safe with you.”

G.P. also shared his desire to enhance the student teaching experience with additional mentoring support from a master teacher. He illustrated his point by stating, “The way the program is designed now, the assumption is that by the time they get to the student teaching course, they are ready to go into a classroom and in a half of a semester with a teacher, they are going to be fine and that is not the case and that is why they get out there and flounder for the first couple of years, [pause] that shouldn’t happen.” When asked to expand on this idea, he explained, “The first year should be an internship working with a master teacher and there should be peer coaching provided to them from qualified experts from the university in not only classroom

techniques and strategies but also in their content area. . . . The internship would be a bridge between their university program and teaching.”

In another discussion, C.M. seemed to capture the essence the importance the respondents placed on student teaching when he shifted the conversation from listing things like “longer student teaching” and “earlier field study” to describing an actual problem he was facing with some new teachers. He explained, “In the last two years, I have hired three teachers on alternative certifications that are in the process of gaining a teacher certificate through alternative methods. I have two on campus right now. They are struggling with classroom management. . . they have great backgrounds, phenomenal content knowledge. . . . They do not have student teaching and they haven’t had a lot of field experience. . . at least that student teaching experience would have put them in front of the classroom and given them some sense as to how to manage a classroom. They don’t have the experience and they are learning on the job and all three have struggled. . . one thing I have noticed with all three, one of their first lines of defense is, [pause] ‘sit outside the door’[raised his voice].” C.M. summarized his strong feelings regarding this situation when he stated, “It is really going to be hard for me to seriously look at another teacher that is coming in on alternative certification unless I have some evidence that they have been charged with large groups of 20 to 35 teenagers and if you have not had that experience, it is very difficult to learn it on the fly.”

Summary of Findings Regarding Principal's Perceived Ideal Course of Study

This section provides a summary of the findings regarding the principal's perception of an ideal preservice course of study as revealed through the data analysis.

The data clusters in this area were attached to five preservice courses: field experience, methodology, classroom management, communication, and student teaching. The principals expressed persuasive arguments regarding the need to provide course work that is grounded in practical experience and correlated to the everyday reality of the current school setting.

The analysis of the responses in this category uncovered attributes that appeared to have surfaced in all of the different courses. For example, the theory to practice continuum seemed to form a thread connecting the principals' perceptions of an ideal preservice course of study. The response data presented a high degree of specificity describing how practical experience could be incorporated into the preservice curriculum, including early field service, classroom observation correlated with theory and methodology, and mentioned student teaching.

The response data also revealed separate course categories that varied from the course descriptions and program guides provided by the Arizona Colleges of Education. The principals in this study appear to support more course work in classroom management, and communication in addition to a more structured field service component.

There were also some grade level clusters that indicated the need to differentiate courses for different age groups, particularly in the middle school group. The response data seemed to call for course work and student teaching experiences that are constructed around age specific learning and development theories. The findings in the course of study characteristic are summarized in Table 3.

Teacher Strengths Attributed to Teacher Training

The data analysis in this area generated three characteristic clusters: enthusiasm, content knowledge and cultural awareness. In addition to the characteristics, the response data indicated an imbedded dimension that represented the principals' perception that many of the strengths that teachers bring to the school are more a function of their natural personality and talent than a result of their training.

Enthusiasm

Many of the principals discussed this characteristic as a first response to the researcher's question, "Which strengths do you observed teachers bringing to the school which can be attributed to preservice training?" For example, C.M. described some of the teachers he had interviewed as "real enthusiastic, self confident, they feel like they have a mission. . . they were a pretty dynamic group." L.Q. also echoed this perception when he described his last group of new teacher candidates as "very polished . . . they know how to interview, how to write a resume, and how to respond in an interview." In another discussion regarding new teacher strengths, G.P. paused and stated, "the U of A folks stand out in my own mind . . . they seem to have a good

Table 3

Course of Study Research Findings

Area	Category	Sample supporting response data
Desired Course Study	Field experience	"I would want them to spend a lot more of time in a school at the beginning, working maybe as a volunteer, but on a regular and consistent basis. I think they need more every day, see what happens in school experience so they get a broader view of what happens in the halls and on the playground and in the cafeteria and in the office."
	Methodology	"I would like to see course work in methods be expanded some so that a student could take courses in different teaching models and strategies. I would like to see those as much as possible, if not taught by practitioners, at least have practitioners involved. . . .Have current teachers in teaching young teachers."
	Classroom management	"I think a major course we are missing is classroom management. . . . I think at the university level they work with adult learners and they never learn how to get kids to behave appropriately. . . .I think maybe we are expecting them to develop it during student teaching or acquire it sort of through osmosis."
	Communication	"I think there should be a class on communication: how do you communicate in writing; how do you write a parent letter; how do you give feedback to kids; what do you cover in an open house."

Table 3--Continued

Area	Category	Sample supporting response data
	Student teaching	"The way the program is designed now, the assumption is that by time they get to the student teaching course, they are ready to go into a classroom and in a half of a semester with a teacher, they are going to be fine and that is not the case and that is why they get out there and flounder for the first couple of years. . . . The first year should be an internship working with a master teacher and there should be peer coaching provided to them from qualified experts."

sense of who they are, confident and have the ability to relate well to the middle level learner.”

Other respondents discussed enthusiasm as a strength and qualified their answers by indicating their belief that this trait was not necessarily a result of the teacher’s training. This question generated immediate laughter from E.N. followed by, “I was going to say their enthusiasm but that is not a function of their training. I mean enthusiasm is just something because they are young [more laughter]. She went on to illustrate her perception of this type of enthusiasm when she imitating a new teacher saying, “wow this is easy, we will have a good time [pause], until that first conflict with a student or parent and they are like I don’t know what to do.” In another example, K.Z. made the statement, “The greatest strength I cannot attribute to training is enthusiasm, motivated to do the job, I think it is personal motivation.”

Content Knowledge

The teacher strength response data generated a content knowledge cluster in the middle and high school group. They discussed their perception of how teachers appear to have a better content knowledge background. They also described new teachers as being more competent in the area of technology.

For example, C.M. continued to provide his rationale as to why he described his new hires as “dynamic” when he stated, “They have great background of content and they know how to access information. They don’t feel that they can settle back and say, ‘O.K. then I’ll just begin a lecture series on Western civilization.’ They want

to have the internet so they can have their kids watch Martin Luther King give his address as opposed to having them read about it in a book. . . . They are not willing to settle for it.” D.O. echoed these perceptions when he described the teachers he had recently hired as a “new breed of cat”. He rapidly listed these examples of questions new teachers pose in the interview and after they are hired, “Do I have access to the internet? How many computers do I get? Where are the computers? Do you have a lab? What is the software?” D.O. went on to contrast his new teacher hires with some of his more experienced teachers by explaining, “We have a lot of veteran teachers that still think that the number one source of information in the classroom is me, [pause] I [raised voice] am going to give out information. [pause] I am going to use the text and this is the body of knowledge. [pause] I will test you periodically to see how you are keeping up but I [raised voice] am the body of knowledge.” He then summarized this discussion by describing new teachers as people who. “don’t pretend that they know everything and they do their very best to give kids the chance to access information that no one could know.”

Cultural Awareness

The response data also centered on the concept of cultural awareness. Principals perceived new teachers bringing more knowledge and sensitivity regarding cultural differences. In a probe regarding what helped him form this opinion, G.P. stated, “I see it in their lesson plans, in the types of materials they bring into the classroom. . . . One of my teachers has brought posters, writings and text materials

that are very multicultural in nature.” J.U. also shared a description of a recent new hire who she perceived as bringing a heightened awareness of cultural diversity into the classroom when she stated, “ He knew how to integrate a multiculture program, materials, thematic instruction, guest speakers; a complete package.”

Natural Strengths

The response data and some non-verbal cues observed by the researcher observations formed a natural strength dimension. For example, at the point the researcher repeated the word “strength” in the question, A.J. began to shake her head from side to side. When the question was completed, A.J. continued to shake her head, paused and then stated, “I think the last few that I have hired are natural teachers. I really believe that some people have that gift. . . . I think that most of what they have learned has been from being in the classroom and then through the evaluation process, listening and talking about different way of doing things, that is where they actually learn.” She went on to describe these teachers as, “really strong in the personality, strong in their feeling for the student. . . what they have is a classroom presence.” She ended this answer by posing this reflective response, “I am not sure their training has prepared them to be teachers. Some teachers are just weak and I think they could have all the wonderful training in the world but they don’t have that presence in the classroom. . . . I don’t think the training is going to help all those people all that much.”

G.P. also expressed a similar perception when he related the following feelings “I have some old stereotypes that have been around for 30 years and one of them is that I believe that good teachers are born and not made. . . . I don’t know of a lot of people who weren’t fit for education and then went to the college of education and came back and have been successful.”

Summary of Findings Regarding Strengths Attributed to Training

This section provides a summary of the findings regarding the principal’s perception of the strengths new teachers demonstrate which could be attributed to preservice training as revealed through the data analysis.

The data in this area surfaced three characteristics which principals perceived as being new teacher strengths. Enthusiasm emerged as a strong category with responses revolving around descriptors like confident and motivated. Principals appeared to indicate that they formed their perceptions based on interview encounters and classroom observations.

The strength responses also indicate that principals perceived new teachers as being competent in their content knowledge. The data provided a cluster within this content knowledge category suggesting that principals perceive new teachers as viewing themselves as a guide on the side versus a sage on the stage related to the source of knowledge provided in the classroom. The response analysis also suggested that principals perceive the new teachers to have high skill levels in the area of technology and use of the internet.

The response data analysis uncovered cultural awareness as an additional strength characteristic and implies that some principals perceive new teachers integrating multicultural activities into their classroom.

A cross check and analysis of the response data generated in the strength category surfaced a shared perception that many of the strengths new teachers bring to the school are natural and not necessarily a result of preservice training. It appears that this is a strong feeling evidenced by the intensity of the words used by different principals, representing different age groups, to illustrate this point ("gift," "born and not made," and "born with it".) The non verbal data (laughing and head shaking) also seemed to support this analysis.

Table 4 provides a condensed summary of the study findings relative to principal's perception of the new teacher strengths.

New Teacher Weaknesses Attributed to Preservice Training

The analysis of the data in this area produced two themes pivoting around the concept of classroom management and delivery of instruction. The response data generated from all 12 principal respondents contained critical attributes relating to these categories. Another category in the weakness area emerged from the middle school data relative to the ability to work in a teaming circumstance.

Classroom Management

The new teacher weakness response data formed a solid cluster in the area of effective discipline and time management. The principals interviewed in this study

Table 4

New Teacher Strengths Attributed to Training

Area	Category	Sample supporting response data
New Teacher Strengths	Enthusiasm	"They are real enthusiastic, self confident, they feel like they have a mission.... they were a pretty dynamic group."
	Content knowledge	"They have a great background of content and they know how to access information.. They don't feel that they can settle back and say, 'O.K. then I'll just begin a lecture series on Western civilization.' They want to have the internet so they can have their kids watch Martin Luther King give his address as opposed to having them read about it in a book."
	Cultural awareness	"He knew how to integrate a multicultural program, using materials, thematic instruction, and guest speakers: it was a complete package."
	Natural strengths	"I have some old stereotypes that have been around for 30 years and one of them is that I believe good teachers are born and not made."

perceived new teachers having difficulty, especially in their first year, in managing large groups of students and maximizing their instructional time. For example, J.U. indicated that “they have a hard time with the entire class, meeting those individual needs. They know generally how to handle small groups but seem to falter when it is a large group.” When probed as to why that might be the case, J.U. explained, “I think most of them have had experience working with small groups but it isn’t the same as controlling and motivating all of the kids together. . . . I don’t think they have been taught a lot of strategies for handling students with behavior problems or minor disruptions, [pause] so they think if they just provide an interesting lesson that the kids will pay attention, we know that is not always true.” Another elementary principal, L.Q., appeared to mirror this perception when he gave this first response to the weakness questions, “I would have to say classroom management of the unusual behaviors of kids that are going to school. Kids are displaying more unusual behaviors that they have in the past. . . . Dealing with the generally disruptive student and strategies for classroom management.” He went on to illustrate his point when he stated, “I think this is the one area I work most with the teachers, not as much of the academics but the behavioral side of things.” C.M. also communicated the depth of his perception regarding classroom management at the high school level when he replied, “I don’t like to sound like I am harping on this same thing, but in the last two years we have had new teachers resign by the end of their first semester and their resignation came from the daily frustration of students preventing them from teaching.”

He went on to pose a possible action plan for preventing this situation from occurring which included, "you need to create a scenario where they can have some first hand practical experience with the disruptive student, the student that just says 'No I am not going to do it, and you can go jump straight in the lake, I will do what I darn well please.'" C.M. summarized this discussion by referring back to the teachers who had resigned when he reflected, "I think they would have been more successful had they had a greater anticipation that it is going to happen and be prepared with some sort of strategy." D.O. attributed classroom management problems to the fact that, "the new teachers haven't grown the eyes in the back of their head." He went on to use a race car driver analogy which he had learned about in graduate school. D.O. recalled, "I mean anybody can drive to the store and back but when you get to the Indianapolis 500, you have to have very special skills, they need to be very in tune. they become like one with the car, and I think a master teacher becomes one with a class. They know how to settle something down just by walking over or by saying a certain thing. . . . A young teacher [pause] it gets away from them and sometimes they don't react or they overreact."

In addition to effective discipline, the data analysis depicted a number of other weak skills which the principals related to classroom management. For example, F.S. illustrated how new teachers sometimes become frustrated because when they do the "right thing" and get the "wrong result". She related a physical education example, "You tell kids to do something and they will the very best they can for you. If you

have told them to run over and do something, they all run over there, they want to please and sometimes they do what you have told them to do but not what you meant for them to do and you find out real quick [pause] ‘Oh my god, I can’t believe that is what they did, that is not what I want them to do.’” She went on to describe how this miscommunication “kills you because you have just set the kids up for failure when you thought you were doing this wonderful activity.” Another middle school principal reflected the responses of other principals regarding the new teacher’s lack of knowledge regarding legal liability and proper student supervision. E.N. talked about a second year teacher who had left all of her students unattended in a room while she worked one on one with individual students. E.N. related that during this time, a fight broke out and the teachers response was to just send the kids to the office. E.N. captured the essence of this problem when she stated, “what do I say to the parent when I have to say that the teacher is the only one who didn’t have a clue as to what happened?”

Delivery of Instruction

The analysis of the response data formed a multi-dimensional category dealing with reading instruction. This appeared to be a elementary and middle school perception with response samples being generated in all of the elementary transcripts.

These principals discussed at length their perception that new teachers lack the necessary knowledge base and technical expertise needed to teach reading to students with a wide range of skills and learning styles. L.Q. illustrated this concept when he

stated, "They don't know how to teach the beginning nonreader how to read. They know about reading in general. They know about books and literature, but they don't have the actual skills to teach a child how to read. A lot of them are into whole language so they just have this philosophy that most kids pick up reading, if they introduce them to good literature and the kid will learn how to read." He went on to further explain his assessment of the new teachers ability to teach reading, "They don't know how to do phonics, they don't know how to do structural analysis, they don't know any of the strategies to teach kids how to read, they don't know how to teach any comprehension skills. . . . They are really lacking in that area." K.Z also discussed the need to have new teachers coming into the profession with comprehensive knowledge of how students learn to read and how to develop strategies to promote that learning. For example, he expressed his concern that new teachers did not appear to fully understand the theory behind the different approaches to reading instruction when he stated, "I don't think they understand why it works or why it doesn't work, I don't think they understand why people moved from phonics. I don't think they understand what is really involved in reading, I think they have learned this philosophy but there are a lot of components to it that they haven't been exposed to . . . whole language doesn't work for some kids and I think it is made out to be a panacea." This category was further strengthened by I.Y. when she explained, "they come to the interview talking that they know about whole language or that whole language is the way to teach reading . . . but you know they can't even really explain whole language. They

know all the names of whole language people and trade book things but I am not sure it is much more than a class. . . they need reading methods.”

H.W. provided a middle school perspective regarding the lack of skills which his new teachers have demonstrated in reading instruction. He noted, “I don’t think the secondary teachers have anything in reading. . . for sure secondary certified math teachers, [pause] I don’t think they are taught anything about how to teach reading and yet all of our testing is process oriented based on the ability to read in the context of math.” H.W. also expressed some concern about elementary trained teachers who teach at the middle school when he explained, “There doesn’t seem to be enough emphasis on diagnostics and identification of where kids are with different reading levels and how you remediate those deficiencies.”

The response data also generated delivery of instruction attributes which were more general in nature. For example, A.J. spoke about how new teachers tended to not utilize strategies which would promote active student engagement in the lesson. She specifically discussed the more passive student and how “new teachers don’t seem to have a sense of what to do about those kids, too many new teachers come in and have a tendency to teach like the teacher in their last class in college.” When asked to talk about what she thought that last experience was like, A.J. explained, “lecture, way too much lecture, I have a brand new health teacher, he is a wonderful teacher, he has that presence in the classroom, you know you need good expertise to discuss STDs with 16 and 17 year olds. . . . In my first round of evaluation I caught him getting into that

lecture mode. They have to deliberately keep themselves from getting into the lecture and more into the discussion and projects.” She completed her thought by saying, “They are modeling their college classes.”

Textbook teaching was another attribute which surfaced in the delivery of instruction category. B.R. called this characteristic “an umbilical tie” which she perceived as blocking the teacher from bringing in other primary resource materials and promoting a quantity versus quality mentality. I.Y. gave an elementary viewpoint regarding this concept when she stated, “If they don’t have a book they don’t know what to do. That is an issue with new teachers and old teachers, if they don’t have a book they don’t know what to do. If they don’t have a workbook to rip out the pages to give to the kids the teachers don’t know what to do.” I.Y. gave this poignant example summarizing her perception, “If everything in their room burned, I don’t know what they would do.”

An analysis of the response data surfaced teamwork as a middle school theme in the delivery of instruction category. H.W. ranked this area as “our number one priority” and defined it as, “the idea of being able to work with four or five teachers planning instructional activities and planning thematic units.” He went on to further explain that he wanted teachers who could work together, “to identify skills that are needed in language arts, social science and math and integrate these skills into a thematic unit that might be around say [pause] voting.” In another discussion, E.N. gave a negative example regarding the teaming attribute. She described a situation

involving a second year teacher who was selected to serve on a K-12 math alignment committee. During the first meeting, E.N. related that the math teacher came in with the attitude that she was going to “tell” the elementary teachers what they needed in “their” math curriculum. E.N. indicated that the outcome was less than successful and that “I had to talk to her about the fact that we are a team here, we work together, there is no such thing as going down to the elementary or up to the high school. . . . We are going to work together to come up with solution and that is the kind of an attitude I don’t think they get at the university, [pause] a team effort.”

Summary of Findings Regarding Weaknesses Attributed to Training

This section provides a summary of the findings regarding the principal’s perception of new teacher weaknesses which could be attributed to preservice training as revealed through the data analysis.

During the interviews regarding teacher weaknesses, principals made statements that tended to fall into two main categories: classroom management and delivery of instruction. The data also surfaced a middle school specific category in the area of team work.

Principals identified ineffective discipline practices as a skill area in need of refinement and provided both real life examples and suggestions for improvement. They seem to communicate a perception that although student behavior problems have progressively become more severe, preservice education programs have not responded to this change. Principals indicate a need for training in areas like developing effective

policies and procedures, conflict resolution, and prevention along with practical experience in real life scenarios. The data also indicated a sense that the new teachers lack of training and skill development in this area may be a major influence as to why new teachers leave the profession within the first two years of their career.

Delivery of instruction also emerged as a perceived weakness by the principals in this study. The lack of knowledge and technical expertise in the teaching of reading surfaced as dominate theme with the elementary group. The principals expressed a feeling that new teachers entered the profession with more of a surface level knowledge of reading methodology as compared to the desired deep understanding of reading theory leading to the effective matching of different techniques to different learner needs. A number of other instructional weaknesses were discussed including “passive versus active” teaching techniques. The principals perceived the new teacher demonstrating too much reliance on delivery systems which kept them in their comfort zone (i.e. lecture) and at the expense of engaging the learner.

The middle school principals perceived the new teacher entering the field with a lack of knowledge and experience in the area of interdisciplinary teaming. The data seems to suggest that this characteristic is an important aspect of the middle school culture and that new teachers may not have had the adequate exposure to the complex and unique nature of middle school learning theory. Table 5 provides a concise overview of the study findings in the weaknesses dimension.

Table 5

New Teacher Weaknesses Attributed to Training

Area	Category	Sample supporting response data
New Teacher	Classroom management	<p>“They know generally how to Weaknesses handle small groups but seem to falter when it is a large group. . . . I don’t think they have been taught a lot of strategies for handling students with behavior problems or minor disruptions, so they think if they just provide an interesting lesson that the kids will pay attention; we know that is not always true.”</p>
		<p>“I don’t like to sound like I am harping on this same thing, but in the last two years we have had new teachers resign by the end of the first semester and their resignation came from the daily frustration of students preventing them from teacher.”</p>
	Delivery of instruction	<p>“They don’t know how to teach the beginning nonreader how to read. They know about reading in general. They know about books and literature, but they don’t have the actual skills to teach a child to read. A lot of them are into whole language so they just have this philosophy that most kids pick up reading; if they introduce them to good literature.”</p>
		<p>“If they don’t have a book, they don’t know what to do. . . . If they don’t have a workbook to rip out the pages to give to the kids; the teachers don’t know what to do.”</p>

Table 5--Continued

Area	Category	Sample supporting response data
	Teaming	"Our number one priority. . . the idea of being able to work with four or five teachers planning instructional activities and planning thematic units."

Recommendations for Improving Preservice Teacher Training

The analysis of response data in the area of recommendations for improvement revealed the following six major themes:

1. The colleges of education faculties should become more practitioner focused.
2. The preservice program should include earlier and longer mentored field service.
3. The student teaching experience should immerse the preservice student into the entire school culture.
4. The student teaching experience should involve more consistent and intense coaching and evaluation from the university supervisor.
5. The elementary reading methods courses should provide a broader theory base and an emphasis on application of different strategies.
6. The university should make more of an effort to promote an interdependent relationship with the schools.

Recommendation for Improvement- Practitioner Focused

The practitioner focused category contained the highest number of response examples as compared to all of the categories which emerged from the data set. All the principals interviewed in this study shared their perceptions regarding the qualifications and effectiveness of college faculty involved in preservice teacher training. The theme of having colleges become more “teacher driven” versus “research

bound” resounded across the transcripts and researcher notes. For example, when asked the question, “If you were in a room with the Deans from all of the Arizona Colleges of Education and they asked you for recommendations for improving preservice teacher education, what would you tell them?”, J.U.’s immediate response was laughter followed by, “I have talked to Dean [named a dean from one of the schools] and I think they need to get practitioners in there that have worked with kids. [pause] In the last few years, colleges have hired professors that have either never taught or taught so long ago that they don’t know what reality is. They are developing knowledge in their idealistic world and they don’t know what the day to day kinds of things that teachers deal with are like.” In another example, E.N. also responded with laughter to this question and then responded, “I would give them all early retirement and start over again!” Without a response from the researcher, E.N. then explained, “I would tell them first that before they made any changes in their program: they need to go back and touch base; they need to get back into classrooms; they need to update their own skills.” E.N. emphasized her perception when she asserted “See [pause] it is so bizarre; [pause] they are in there teaching young teachers how to teach but they don’t go out to schools to find out what teachers are dealing with.” In a probe regarding when the last time she could recall having a professor from a school of education program visit her school, E.N. stated, “They don’t, [pause] the only time we have had a visit is if they are interested in our [named a program unique to her school]. They are interested it in isolation, not so much as how it impacts students.”

B.R. added dimension to this category when discussing who should be teaching a methods class she wanted to have attached to field service, she stated, “Not a professor, but it should be someone who really understands how absolutely ineffective you are not matter how brilliant you are or how content knowledgeable you are if you can’t manage the discipline.”

Further support for strengthening the practitioner component in new teacher training came from a F. S. when she shared some feedback received from a support group she facilitates as part of her new teacher induction program. F.S. presented the following teacher perspective, “The biggest thing we get is the fact that when they went through the university level, [pause] a lot of their instructors had not been in the classroom and so they were not given a lot of suggestions as to how to handle real life situations. . . . They feel that they were weak in knowing how to deal with this kind of kid or how to deal with an angry parent call. They don’t feel confident in their classroom management or dealing with problem students.”

The data analysis in the this area also surfaced a cluster around specific steps the schools of education could take to improve the practitioner - researcher balance. For example, K.Z. suggested that education professors should, “go back and spend time in a real school at their level after every five years and teach something at the public school so that they know what it is really like.” K.Z. also added , “I am not sure how much time some of them ever spent in a classroom situation, [pause] being the one responsible for dealing with discipline issues at a high school level or

controlling today's kindergarten kids." C.M., K.Z., and J.U. postulated another solution which involved the hiring of master teachers from the schools to become part time or temporary full time adjuncts to assist in both teaching education courses and mentoring preservice students. C.M. recommend that, "schools of education develop an association with local schools where they could offer a stipend for a say a high school algebra teacher to teach a seminar type class on what his or her daily life is like."

E.N. surfaced another possible answer to the perception that colleges do not place as much value on effective teaching as they do on scholarly research. She explained, "at the university, there are people who were born to research and they should be hired to do just that, but don't penalize, [pause] encourage those who strictly love to teach."

Recommendation for Improvement-Field Service

The data analysis indicated a consensus pattern in the recommendation that preservice field experience be implemented earlier in the students' training sequence and in a variety of different settings. The principals also called for a more structured experience involving close mentoring, coaching feedback, and a variety of settings.

F.S. described this phase of the new teachers' development as "getting them out into the trenches" which she explained as putting preservice students in a situation where they can "experience those things that go on a daily basis. . . give them an opportunity to become active learners while they are taking their methods classes."

In addition to earlier field encounters, K.Z. illustrated the importance of integrating diversity into this experience. He explained the fact that many preservice students, "go into education thinking they are going to do one thing and wind up doing something else." He went on to recommend that the preservice students, "get a real look at different schools in different areas and at different level." When probed as to why, K.Z. rationalized, "the dialogue is not always there between grade levels and I think it would give them an idea of what they are trying to prepare their kids for." L.Q. shared a similar thought when he explained that one of his first recommendations to the Dean would be to provide the preservice student, "earlier direct involvement in schools with monitoring by a seasoned master teacher so as to give early feedback in reference to the candidates strengths and weaknesses."

The data analysis generated a number of other responses which reinforced this concept of field service mentoring. Many of the principals implied that field service without a link to theory and expert coaching would not necessarily add to the candidate's professional development. In a review of her responses in a field service discussion , B.R. interrupted the researcher and added "teachers should have field analysis too." When probed as to her thoughts behind this concept, B.R. explained, "It should be an interactive process, it is concept development and theory reinforcement and that requires reflection and dialog with colleagues and master teachers." She went on to give a example involving a seminar which would involve new teachers having the opportunity to analyze teaching videos of a variety of different teachers and age

groups and real life classroom observations. B.R. indicated that the observations would be coupled with analysis facilitated by an experience master teacher. B.R. posed these questions as possible seminar discussion points, “why did that strategy work? . . . Why did half the class put their hands up after the teacher spent 30 minutes explaining the assignment?”

Another principal gave a field service example from her own teacher training which she perceived as being a positive experience. A.J. explained, “when I did my undergraduate work at [named a Arizona college], our advisor took all of the students that had declared themselves as English education majors and placed them into the same freshman English class so the minute we started first semester my freshman year in college, [pause] the program was focused on whatever we learned in freshman English could be applicable to a classroom. This occurred in all of my English courses so there was an intense focus on your learning your content and how to teach this content throughout the entire four years.”

Recommendation for Improvement - Student Teaching:

Immersion in School Culture

The data analysis indicated general agreement in the school culture immersion concept. A particularly strong cluster formed around the words “beginning, middle and end” with principals expressing a need for the education colleges to revise the duration of student teaching to more closely match the school calendars. J.U. seem to capture the essence of this recommendation when she explained, “I think you have to do the

student teaching earlier. . . you need to be there in the classroom in the fall to see how all of the set up is done, how to teach the rules, procedures.” She went on to describe her perception of what happens when the student teaching occurs only during the spring semester, “they just walk into the classroom and it has already been set up and the class culture is set, [pause] so they just go with the flow and continue on what the teacher is doing. . . . They then get to their first job and they don’t know how to create that atmosphere. teach those rules and procedures. The student teaching span definitely needs to be longer, [pause] a total of a year.” In another discussion regarding student teaching, I.Y. reinforced the need for modifying the length and depth of the experience, when she stated, “typically they don’t even see the beginning and end of something. They come in, and the year is already started because the calendars are so different. . . . It is not magic that creates the bulletin boards and class list or seating arrangements. or end of year grades and filing of academic work samples.”

B.R. also provided a high school perspective as to why student teachers should be required to spend a longer period of time practicing and perfecting their craft. She discussed the evolution in student achievement which occurs during the year with high school students and the importance of having first hand experience dealing with these issues. For example, B.R. explained, “They need to understanding the dynamics of effort with kids from one quarter to the next, [pause] I mean, our failure rate for the first quarter is much higher than it is second quarter. . . they know that if they don’t pull off a really good grade second quarter, then they are going to end up with an F or

D on their report card.” In another example, A.J. referred to the practice of some colleges requiring only the nine week minimum for student teaching [Arizona state certification requires a minimum of nine weeks student teaching course] as “a crime” and she further explained that she counsels students in this situation to volunteer to continue student teaching for at least nine additional weeks.

G.P. appeared to summarize and clarify the respondents’ desire to have the college Deans reevaluate the current student teaching requirement when he described his own student teaching in a Southern Arizona high school as “a great experience. . . . I observed full time one semester and taught full time the next. . . . I did the grades, handled the grade appeals, and everything like that.”

The analysis of the response data in the student teaching recommendation category revealed specific strategies for addressing the immersion notion. A number of principals described site based teacher training programs which they either had direct experience with [their school was a partner school] or had hired graduates from these programs. For example, A.J. related, “we were involved with [named the university professor supervisor and site coordinator] and the University of Arizona cohort program is probably a real strong beginning of doing what we need to do because it is field based.” She went on to explain her rationale, “they were in the classrooms with the teachers prior to student teaching and there was a lot of field work and application way ahead of time.” A.J. also discussed her concern that this type of training was utilized for only a select number of students. When probed as to her perceptions to the

difference between a cohort trained student teacher and a student teacher who had received the more traditional experience, A.J. explained, “because they have been with a cooperating teacher and a mentor teacher for longer than just jumping in as a student teacher, there is already a comfort level.”

In another conversation revolving around the connection between the university and the school site, G.P. provided this assessment of the cohort program, “I have seen an increased level of teacher-advisor-student teacher relationship. . . . A lot of that has to do the University of Arizona and the post baccalaureate program. I used to host these students at another larger school that I use to work at, where I would take them for a day and teach them about the school I was at. . . .I think that is a great program.” He went on to contrast his perception of how the state of Arizona may be going in a different direction with teacher certification when he explained, “my biggest concern is what the state department of education is going to do to the teaching profession, [pause] it might get to the point that it is going to be a baccalaureate degree, two classes and go out there and do it, [pause] I am frightened of that.”

In another example, E.N. interrupted the researcher during the response review section of the interview and shared an additional thought she had regarding teacher training improvement. She indicated, “ideally, [pause] the education department should be dismantled and it should be held at the school sites, it would be healthy for the professors and to have a class and to watch a class.” E.N. went on to state, “The NAU Block program is a good example; if it could get more support and be done more

extensively; [pause]the problem is that you have to find university instructors who are willing to leave the campus and go out and work in schools and you have to have schools that will support the program with resources like rooms and mentor teachers.”

Recommendation for Improvement- Consistent and Intense

Coaching and Evaluation from University Supervisor

The analysis of the response data generated a cluster describing the follow up mentoring and evaluation from the university supervisor to be generally inconsistent and inadequate. This category contained response samples from all 12 principal respondents.

The individual responses to follow up questions regarding the principal's perceived relationship with the university supervisor ranged from, “some of them are excellent and some aren't. . . it just depends on the person.” to “never see him, never see him, I sure he must come but they never stop in with us and ask how things are going.” B.R. indicated that “they never really have contact with me, they come by and wave.” In another discussion, K.Z. described his contact with the student teacher supervisor as, “zero, [pause] and I think that is inappropriate.” A.J. provided some specific examples relative to the frequency issue when she shared, “Some through [named college] have been really good but I know them and I know what they are doing and they are here every week. When I get student teachers from [named college] they may come down for only once a month. At the [named college] it depends on the load the university supervisor has.”

Another principal expressed a contrasting perception regarding a university supervisor that supported the apparent wide response range surfacing in the data analysis. J. U. indicated, “we had a supervisor that just came up from being a high school principal. . . even though he hadn’t been in elementary school, he was great because he knew what good teaching was...he worked with us rather than against us.”

The data analysis also uncovered a cluster describing the principals' rationale as to why the student teaching supervisor role should be reevaluated and changed. For example, K.Z. indicated his perception that intensive communication between the supervisor and himself regarding specific skills or programs that the student teacher had been trained in would benefit both the student teacher and his students. He explained, “they could add it to the classroom and it would be a great experience for our teachers to hear about new thinking and strategies. The student teachers should apply these techniques rather than coming in and fitting into what the teacher has established.” L.Q. illustrated how he could utilize the supervisor's feedback of the student teacher to validate a formal evaluation he conducts for student teachers. He indicated, “when the supervisor comes out they let us know. . . they do their observation but I never know what the supervisor saw or what were some of the things they talked to the student teacher about. I have not set down and discussed any evaluation. I have not had any coordination with the supervisor.”

B.R. also discussed her perception that the lack of support and coaching from the university supervisor has resulted in the cooperating teacher becoming the primary

mentoring source. She illustrated this pointed by stating, "You are really dependent on the effectiveness of the teacher on your staff to train them. . . . My sense is that the real training of a teacher occurs in during their student teaching." In another discussion regarding the relationship between the cooperating teacher and the university supervisor, A.J. suggested that the lack of clarity in the two roles provides distracts from the training mission for student teaching. She summarized this discussion by stating, "I would do a lot more work with the cooperating teachers and years ago they tried at the U of A under [named a professor]. . . . This program trained cooperating teachers to be mentors. . . I think some people are by nature good mentors and others are just doing it so they don't have such a heavy teaching load."

Recommendation for Improvement- Broader Theory Base and
Emphasis on Different Strategies in Reading Methodology

The analysis of response data surfaced a category that described the need for new elementary teachers to have a more extensive background in reading theory and pedagogy. All four of the elementary principals expressed a perception that new teachers they have interviewed or hired were limited in their knowledge and application of reading theories. For example, L.Q. explained, "I think some of the universities are a little too slanted as far as teaching impressionable young people that there is only one way to teach reading, [pause] whole language or nothing." He went on to indicate, "I think is has been a disservice to put down one approach, [pause] to promote one approach at the expense of another, I don't see any logic in it." J.U.

echoed this perception, when, in response to a summary question regarding the changes he would tell the Deans of Schools of Education, he replied, "I think we have to look at more of a rounded approach to teaching reading, [pause] I think more exposure to different types of philosophies." J.U. went on to suggest. "You have to have professors on your staff who can provide instruction in different approaches. . . we tend to get some new teachers with a real bias feeling that one approach is the only way to teach reading."

I.Y. seem to solidify the reading methodology cluster when she stated, "I wish new teachers would have a balance or a bigger bag of instructional tricks when they come in the classroom door."

Recommendation for Improvement-Effort to Promote an Interdependent Relationship with Schools

The analysis of the response data uncovered what appeared to be a theme related to the type of relationship that may exist between the colleges of education and the schools. The data suggests that the principals in this study perceived university faculty to view their schools as "separate and not equal" in regard to the mission of improving education.

For example, immediately following the researcher's question, "You are in a room with the Deans of all of the Arizona colleges of education and they have asked you to come in to give them recommendations to improve preservice teacher education, what would you tell them?", K.Z. grabbed the recording device, turned it

off and replied, "Why do you want to know this?" The researcher then explained the purpose of the research and reemphasized the confidential nature of this study. The researcher then asked K.Z. if the recording device could be turned back on and he said "O.K." As the conversation continued, the researcher probed K.Z. as to why he responded to the Dean recommendation question in such a manner. The researcher asked, "Would there be a difference in your answers if you were being identified in the study versus having anonymity?" K.Z. replied, "Absolutely, there would also be a difference if I didn't know you because I know who you are and there is a certain trust that if you say I am not going to be identified, then I am not going to be identified." K.Z. went on to explain his reluctance to provide recommendations to the college of education by stating, "One of my concerns I have in the education world is that people don't deal with criticism too well. They get into camps or on bandwagons and if you start criticizing them: [pause] they ostracize you from them." When asked to give an example, K.Z. noted, "when I have been at university seminars and people start raising their hand asking questions, challenging theories or methods, I have seen how people become defensive and instead of answering it, sometimes, they move on and you are out of that loop." D.O. and L.Q. also seemed to echo this perception of trying "not to rock the boat" when during their discussion regarding recommendations for change, D.O. noted, "I am glad this is anonymous." and L.Q. questioned, "Are you sure this is anonymous?"

In another discussion centering on the recommendation category, J.U. reflected on how she had previously discussed her thoughts for teacher training improvement with a Dean from an Arizona college of education and summarized her “walk away” perception. “I think they are making changes, I see it, they are trying to make changes but I think it is hard because there are people in the college who feel they know it all, that they are better. . . . They resent the Dean because he is more of a practical guy. . . . I think they are a bunch of intellectuals and they look down on somebody that is not an intellectual: [pause] a practitioner.”

C.M., in a discussion regarding his views on the school and college of education partnership indicated, “I don’t know that there is a great link between the two and the people we speak with are mostly the people assigning student teachers.” Later in this conversation he reflected, “As far as the college courses, the content, the direction that they are headed, I don’t know that the public schools are consulted along those lines. The questions that you have asked me have never been asked of me before. No one has ever wanted my opinion, maybe I should have gone and volunteered, maybe it is too easy for me to create this monster named ‘they’. . . . I am a part of ‘they’ and maybe I need to open up some dialogue with the people you have just mentioned.” F.S. also related the need for schools and universities to open lines of communication and cooperation in order to achieve common goals. F.S. explained, “I think schools have to outreach to universities. . . we need good candidates and want to be partner with you. I think the university has to reach out and say we need to have

good places for our education students to able to grow and develop and become fine educators. . . . The university has to reach out and we have to reach out as well and come together.”

Summary of Findings Regarding Recommendations for Improving Preservice Teacher Training

This section provides a summary of the study findings relative to the principal’s recommendations for improving preservice teacher training programs as revealed through the data analysis.

The transcripts provided response data characterizing six primary recommendation categories. These recommendations included: more practitioner focused, earlier and longer field service, student teaching immersion into the school culture, more consistent and intense coaching and evaluation from the university student teacher supervisor, broader based reading methods and theory, and promotion of an interdependent relationship with K-12 schools.

Principals expressed consistent and persuasive views as to why the schools of education need to equal the perceived imbalance between the "creation and preservation of knowledge" and the "prepare professionals in teaching and learning" missions. The data surfaced a sense that one of the primary reasons new teachers may struggle in areas like classroom management is because of the wide discrepancy between the college classroom and school classroom cultures. Principals interviewed in this study recommended a number of strategies designed to close this gap including:

rotating college professors into schools and school practitioners into colleges, rewarding effective college teachers, and more general contact from college of education faculty into the schools.

The examination of the data in the recommendation category generated two strong clusters in the area of revising the student teaching experience. One data group revolved around the need for student teaching to be longer and more closely mirror the school calendar. The principals in this study perceived the student teaching experience to be one of the most critical and beneficial components to the preservice training program. Their perceptions also suggested that the preservice training could be enhanced if the student teacher could receive more exposure to the day to day decision making which occurs in the school and classroom setting. The response data illustrated a number of specific action steps that the colleges could implement to accomplish this change. These recommendations included: extending student teaching to one year, requiring student teachers to follow the school calendar, and encouraging student teachers to participate in all aspects of the school culture. Some of the respondents described current site based colleges of education programs that they perceived as being positive efforts in the area of cultural immersion because they were practitioner based.

The data analysis in the recommendation to improve student teaching category revealed the additional dimension of improving the university supervisor role. The principals expressed a perception of inconsistency and general lack of meaningful

contact with the university supervisor. The descriptions of the principal - supervisor relationship ranged from non-existent to frequent, positive and productive. The principals interviewed in this study demonstrated a desire for the university to strengthen and clarify the role of the university supervisor. The data indicated a willingness on the part of the principals to become an active partner with the supervisor in an effort to improve the student teachers professional development.

The response data produced an age specific theme in the recommendation for improvement in preservice teacher training category. The elementary principals communicated a perception that the colleges need to diversify and intensify their approach to teaching teachers how to teach reading. Data analysis uncovered a perception that some new teachers enter the field with a narrow repertoire in regard to reading theory and methodology. The principals asserted a request that colleges of education consider providing the new teacher with an exposure to different reading approaches in order to meet different student learning styles.

A sixth recommendation theme emerged from the data analysis that described the principal's perception of the general nature of the relationship which exists between the colleges of education and the schools. The data suggested that the principals interviewed in this study perceive the colleges of education to be an isolated system that is somewhat insulated from the realities of the K-12 classroom teaching. This concept was intensified by the non-verbal and verbal responses referencing the anonymity of the research report. This data could be interpreted as an indication that

the principals were sharing their true perceptions regarding the school and college of education relationship. The principals also provided responses indicating a willingness to be an active partner with the university in an effort to enhance preservice training. The response data seems to imply that the principals interviewed in this study want to help change the “us and them” paradigm to a “we” relationship where schools and the colleges of education forge more of a common mission.

The findings in the recommendations for improvement section are summarized in Table 6.

Table 6

Recommendations for Improvement Findings

Area	Category	Sample supporting response data
Recommendations for Improving Preservice Teacher Training	Practitioner focused	"I would tell them first that before they make any changes in their program: they need to go back and touch base: they need to get back into the classrooms: they need to update their own skills."
	Field service	"New teachers need to get out into the trenches...give them an opportunity to become active learners while they are taking their methods classes."
	Student Teaching	"I think you have to do the student teaching earlier...you need to be there in the classroom in the fall to see how all of the set up is done: how to teach the rules and procedures."
	Coaching and Evaluation	"When the supervisor comes out they let us know...they do their observation but I never know what the supervisor saw or what were some of the things they talked to the student teacher about. I have not set down and discussed any evaluation. I have not had any coordination with the supervisor."
	Reading methods	"I think we have to look at more of a rounded approach to teaching reading. . . You have to have professors on your staff who can provide instruction in different approaches. . . . we tend to get some new teachers with a real bias feeling that one approach is the only way to teach reading."

Table 6--Continued

Area	Category	Sample supporting response data
	Interdependent relationship with schools	"I think they are making changes; I see it; they are trying to make changes but I think it is hard because there are people in the college who feel they know it all; that they are better. . . . I think they are a bunch of intellectuals and they look down on somebody that is not an intellectual: a practitioner."

CHAPTER 5

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This chapter includes a summary of the study, conclusions, and recommendations. The recommendation section is divided into two sections: recommendations to improve preservice teacher education and training in Arizona and recommendations for future research. The first section provides a summary of the study.

Summary of the Study

This study investigated, described, and analyzed the principal's perception of the effectiveness of preservice teacher training in Arizona. An in-depth interview methodology was utilized in an effort to acquire a multi-dimensional understanding of the principal's perception of all aspects of teacher preparation. This study was designed to help develop insights that could facilitate positive change in how teachers are trained and educated in the state of Arizona.

Qualitative data were collected for this study through in-depth interviews conducted by the researcher with 12 active principals. These principals represented six different districts in Southern Arizona, with four principals serving as elementary principals, four serving as middle school principals and four serving as high school principals. The principal respondents in this study were chosen based on the a number of factors that would contribute to the credibility of the study. The principals selected

and interviewed for this research had a combined total of 85 years experience in the principalship and, in the last three years, had hired and evaluated a total of 101 Arizona trained new teachers. The principal respondents in this study were also chosen based on a previously established collegial relationship with the researcher. The principals participating in this study were provided complete anonymity in an effort to increase the internal validity of the response data.

In an effort to gather data that was a true representation of the individual principal perceptions and not subject to peer influence, each principal was interviewed separately over a six week period. These interviews followed a semi-structured format and the entire discussions were audio tape recorded. All principals were asked the following set of questions that were developed based on the research questions which guided this study:

1. What attitudes do you want new teachers to demonstrate after they are hired?
2. What type of knowledge base do you want teachers to have when they are hired?
3. What instructional skills do you want new teachers to demonstrate when they are hired?
4. If you were designing the ideal course of study for training teachers, what courses would you offer?

5. During the last three years what strengths have you observed in new teachers that you would attribute to preservice training?
6. During the last three years what weaknesses have you observed in new teachers that you would attribute to preservice training?
7. If you were in a room with the Deans from all of the Arizona Colleges of Education and they asked you to give them recommendations for improving their preservice teacher training, what would you tell them?

During the interview process, the researcher often encouraged the principals to expand and clarify their answers through probing questions like, "Tell me more about your thinking" and "Why do you say that." The researcher also took written notes during the interviews in an effort to capture non verbal response data. The duration of the interviews in this study ranged in duration from 45 minutes to one hour and 30 minutes.

The interview tapes were professionally transcribed and these transcripts and the researchers written notes formed the response data base for this study. These response data were analyzed utilizing an inductive approach. Each individual interview transcript and corresponding set of researcher notes were separately analyzed resulting in categories being formed under each major question. All 12 category sets were then collectively analyzed to develop the themes, categories, and concepts that represented the findings of this research.

This intensive analysis of response data revealed significant categories in each of the areas selected to frame the principal's perspective of the effectiveness of preservice training. Although these findings represent the perspectives of the 12 principals selected for the study, the nature and strength of the categories may warrant further investigation in future research studies.

The data analysis produced the following characteristic categories in the attitude component of the competent new teacher profile section: positive enthusiasm for the profession, willingness and desire to be on a team, student centeredness, and an eagerness to be involved in the school culture. The data clustered in the following two characteristic areas under the knowledge base component of the profile section: high degree of content knowledge and an ability to help students reach a meaningful understanding of concepts. In the skill component of the new teacher profile section, three characteristics emerged: classroom management, varied instructional strategies, and varied previous experience.

The study surfaced the following categories in the desired preservice course of study: field experience and study, methodology, classroom management, communication and student teaching. Data analysis also produced specific categories describing the critical attributes of some of these courses. In the field study course category, the data clustered around the following attributes: early exposure to the school setting, varied experiences at different levels and different socio-economic settings, and follow up mentoring and coaching. The methodology course category, the

data was grouped around the following attributes: variety of teaching methods with practical experience, special education procedures and methods, and lesson planning and assessment.

The data revealed four clusters describing the principal's perception of the new teacher strengths that could be attributed to training. Content knowledge with a emphasis on accessing new knowledge and cultural awareness was analyzed as a category attributed to training. Enthusiasm and other natural strengths were analyzed as characteristics independent of training.

In the area of teacher weaknesses that could be attributed to teacher training, the data revealed the two major categories of classroom management and delivery of instruction. The data also revealed the area of teaming as a middle school specific attribute.

Six dominate themes emerged from the data analyzed under the recommendations for improving preservice teacher training category. The following five of these themes contained response data from all principal respondents: colleges should become more practitioner focused, preservice program should provide earlier and longer field service, student teaching experience should immerse the preservice student into the entire school culture, student teacher experience should involve more consistent and intense coaching and evaluation from the university supervisor, and university should make more on an effort to promote an interdependent relationship with the schools. The sixth theme was an elementary cluster and involved a

recommendation that reading methods courses provide a broader theory base and an emphasis on application of different strategies.

Conclusions

The purpose of this study was to examine the principal's perceived effectiveness of Arizona Colleges of Education preservice teaching training programs. An in-depth interview approach was utilized to gather and analyze response data quantitatively. The following questions guided this study:

1. What attitudes, skills and knowledge competencies do principals want new teachers to demonstrate, and how do these perceptions compare with profiles developed in the literature?
2. What type of course work do principals want in teacher preservice training programs and how do these perceptions compare with current Arizona Colleges of Education programs?
3. What strengths have principals observed in new teachers that they would attribute directly to preservice training programs in Arizona Colleges of Education?
4. What weakness have principals observed in new teachers that they would attribute directly to preservice training programs in Arizona Colleges of Education?
5. What recommendations do principals have for improving preservice training programs in Arizona Colleges of Education?

Principals appeared to have an established definite profile that described the attitudes, skills and knowledge base that they desired in new teachers. The data analysis suggested that principals perceived the competent new teacher as someone who is enthusiastic, student centered and has a desire to be a team player in all aspects of the school culture. In addition to specific attitudes, the data implied that principals, interviewed in this study, put a value on subject matter knowledge and a high value on the new teacher's ability to have students create their own meaning from the knowledge. The data also indicated that the principals placed a premium on classroom management skills, with a particular emphasis on being able to maintain good discipline and time on task through positive student interaction and varied instructional strategies.

The new teacher profile emerging from the data analysis in this study closely mirrored the characteristics outlined in the research literature. For example, in a comprehensive literature review, Reynolds (1992) included these competencies in her profile of the beginning teacher: develop rapport with students; knowledge of strategies for creating a learning community; and enables student to relate new learning to prior understanding.

In the area of preservice course work, the analysis of the data indicated that the principals interviewed in this study identified five courses as having being a priority for preservice teacher training. These courses included field experience, instructional methodology, classroom management, communication and student teaching. Upon

close analysis, the data suggested that the principals interviewed in this study perceive theory to practice as critical attribute that should be integrated into all five courses. The response data provided specific examples of how these courses could be structured in order to increase the probability that the new teacher would receive intensive exposure to real life classroom teaching. For example, G.P. described a field service course taken prior to the junior year where “there would be micro-teaching with observation by a professional, either a master teacher or supervisor from the university.”

The data analysis in the course of study category surfaced a perceived desire of the middle school principals interviewed in study to have course work and field experience based on the unique characteristics of the middle level learner.

The response data in the course of study area suggested that the principals’ perception of the ideal course of study somewhat mirrors, in general terms, the current course of study described in the university course guides. For example, field service, methodology, and student teaching were listed as course requirements for most of the Arizona Colleges of Education whereas communication and classroom management were not consistently described as curriculum components in the course guides. The limited review of the college of education course guides presented in this study precluded any further specific comparisons between the category clusters generated in this study and the course of study provided by the Arizona Colleges of Education.

The analysis of the response data indicated that the study respondents perceived new teachers as bringing a high level of enthusiasm and confidence to their first job. The data further suggested that the principals in this study perceived new teachers to be competent in their content field and willing to utilize a variety of resources to enhance student learning. Cultural awareness also appeared to be an identified strength of new teachers.

Further analysis of the data generated in this category indicated that the principals interviewed perceived that the attitudinal strengths that the new teacher demonstrated are more a function of their natural personality than training.

The question regarding teacher weaknesses attributed to preservice training generated strong response clusters in the area of classroom management and delivery of instruction. There was a perception, among the principals participating in this study, that new teachers were particularly weak in their ability to create a structured learning environment where distractions were minimized. The data revealed specific weaknesses in skill areas like developing and implementing effective procedures, and conflict resolution. Analysis of response data in the classroom management strain also suggested that one of the reasons new teachers may leave the field is due to their lack of preparation in classroom management.

In the delivery of instruction category, the analysis of the response data indicated that elementary principals perceived new teachers to be limited in their ability to teach reading. The data suggested that many new teachers entering the

profession in Southern Arizona had only a surface level knowledge of reading theory and may have been exposed solely to the whole language approach.

The response data generated in this study also asserted that new teachers may rely too heavily on teaching techniques that minimize student engagement and creativity. For example, lecture and textbook reliance were two specific examples cited in the response data.

The interview transcripts under the weakness question surfaced responses specific to the middle school principals participating in the study. This data suggested that new middle school teachers are weak in their ability to participate in interdisciplinary teaming.

The final question for principals during the in depth interviews elicited their perceptions regarding recommendations for improving the Arizona Colleges of Education. The analysis of response data for this question generated persuasive clusters describing six major themes. The nature of the non verbal and verbal data in this category also supported the credibility of the response data. For example, two of the respondents made a verbal reference to the anonymity of the study and one respondent turned the recording device off until he was given added assurance that his responses would be confidential.

The data analysis in the recommendation section surfaced a perception that the faculty at the schools of education should become more practitioner focused. The data were rich with both rationale and specific methods for facilitating this change. The

principals expressed a collective view that faculty engaged in the teaching of teachers need to have a firm understanding of the day to day reality of the classroom and school culture. The data seemed to indicate that the principals, interviewed in this study, perceived the Arizona Colleges of Education to have a culture that rewards research at the expense of practical experience.

Strategies emerging from the data for improving the perceived heavy focus on research versus practice included: rotating college professors into schools for classroom assignments, rotating classroom teachers into colleges of education for teaching and mentoring assignments, and restructuring college reward systems in order to recognize effective teaching.

When principals in this study were asked to provide recommendations for improving preservice teacher education, cogent responses were generated which pivoted around the student teaching concept. Upon further analysis, the data describing changes in the student teaching experience clustered into two main categories. First, the data seemed to indicate that principals favor lengthening the student teaching experience and requiring the student experience to model the actual school calendar and culture. The response data analysis also surfaced a sense that principals view the student teaching experience as one of the most critical and beneficial aspects of the preservice teacher training program.

Secondly, the data analysis in the student teaching recommendation category created a theme describing a need to evaluate and refine the role of the university

student teacher supervisor. The data analysis in this area indicated inconsistent response patterns relative to the principals' perception of the effectiveness of the university supervisors. Responses in this category generally described the university supervisor as someone who rarely established any meaningful contact with the principal. The data analysis did provide some exceptions to this definition. Some principals shared positive descriptions of the experience with some university supervisors. The analysis of the response data in this area also indicated willingness and desire on behalf of the principals to form an active and positive working relationship with the university student teacher supervisor.

The final question in the in depth interview with the principal respondents asked, "If you were in a room with all of the Deans from the Arizona Colleges of Education and they asked you to give them recommendations for improving their preservice teacher training, what would you tell them?" The analysis of the response data generated by this question created a theme suggesting that the principals, interviewed in this study, have a general perception that the Arizona Colleges of Education are isolated systems that appear to be somewhat insulated from the realities of the K-12 school system. The data also suggested that this relationship is perceived by the principals to be a barrier to the development of highly trained and competent new teachers.

Recommendations to Improve Preservice Teacher

Education and Training in Arizona

The recommendations for improving preservice teacher education and training in Arizona are based on a synthesis of the literature review and the findings of this exploratory research.

Recommendation 1

The Arizona Colleges of Education, K-12 schools, and the Arizona State Department of Education should jointly develop a competent beginning teacher profile. This profile should provide specific descriptions of the attitudes, skills, and knowledge base a new teacher should possess prior to entering the profession.

The findings of this study suggested that principals desire certain specific competencies in new teachers and that these competencies are supported by the research literature. The findings of this study also suggested a lack of clarity in the definition of the competent new teacher profile utilized by the Arizona Colleges of Education for granting degrees. The findings further indicated that the Arizona Department of Education bases certification requirements primarily on completion of college credits as versus demonstration of competency based on standards.

This profile could serve as a guide for articulation between the K-12 schools and the colleges of education and subsequent curriculum and program realignment in the teacher training programs.

A professional beginning teacher profile, utilized as a training guide and a competency assessment instrument, could increase the effectiveness of new teachers entering the field. New teachers who could demonstrate competency in these areas would be less likely to be overwhelmed by the vast number of correct decisions that need to be made in the course of teaching a class of students.

Recommendation 2

Professional educators should continue to identify potential new teachers who possess the natural talent and enthusiasm for teaching and encourage those individuals to enter the profession. Arizona Colleges of Education should continue to develop strategies to attract and recruit these types of individuals to apply for entrance into the college of education. The Arizona Colleges of Education should continue to refine their selection process in an effort to screen out teachers who do not demonstrate the attitudes compatible with the teaching mission.

The findings from this study suggested that the competent new teacher profile includes critical attributes that appear to be personality traits not attributed to preservice training. It therefore seems logical that these qualities be utilized as a predictor of future success for the pre-education college student.

Recommendation 3

The Arizona Colleges of Education should review their entire preservice course of study and consider developing and requiring new courses in the areas of classroom management, communication and the middle level learners. The colleges should also

consider incorporating more of an emphasis on the practical application of theories in all preservice courses.

The findings of this study indicated a possibility that certain new teacher competencies, which principals value and are research supported, are not taught in depth in the preservice course of study. Furthermore, the principals perceived frustration with new teacher weaknesses in areas like classroom management may be more of a function of the absence of exposure to certain teaching theories than ineffective application of previously learned skills and concepts.

An increased emphasis on correlating the preservice course of study with the professional teacher profile paired with an infusion of practical field experience in every course could possibly shorten the novice to expert transformation.

Recommendation 4

The Arizona Colleges of Education should consider meeting with a focus group of principals, master teachers, students, and parents to discuss the issue of reading instruction. The colleges should take this data and develop an improvement plan for teaching reading theory and methods

The findings of this study suggested a perception that new teachers have a limited knowledge base and a narrow methodology focus in the area of teaching reading at the elementary level.

The focus group approach could provide the colleges with important insight into improving the teaching of a core learning skill.

Recommendation 5

The Arizona Colleges of Education should develop a plan to provide all college faculty with practical experience in the K-12 school setting. This grounding should be ongoing and should include all aspects of the K-12 school culture.

Findings of this study indicate that intense perceptions exist regarding a connection between the new teacher's apparent lack of readiness to handle the complicated nature of the real life classroom and the education colleges' strong focus on research.

This recommendation could intensify the theory to practice experience for preservice students thereby improving the efficiency of their teaching.

Recommendation 6

The Arizona Colleges of Education should consider appointing master practitioners to assist in teaching and mentoring preservice teachers. These positions should be either part time or full time adjunct appointments and the colleges should work closely with the local school districts in the selection and recruitment of these teachers.

Recommendation 7

The Arizona Colleges of Education should consider creating or expanding current site based teacher training programs. These programs should include the following critical components: extensive classroom observation and field service (minimum of one semester), comprehensive coaching and evaluation from an on site

expert, course work taken on site taught by university professors and practicing master teachers, and full time student teaching (minimum of one semester).

The findings of this study suggested that on site training programs could address a number of weak links in the preservice training sequence. The data surfaced perceptions indicating that the student teaching experience did not have the rigor necessary to adequately prepare the student to be an effective professional. The study findings also implied that student teachers were not provided the extensive coaching and evaluation necessary for growth and improvement.

This study suggests that on site training programs could have a powerful impact on improving the effectiveness of teaching training.

Recommendation 8

The Arizona Colleges of Education and the K-12 schools should develop a formal partnership for the purpose of improving the effectiveness of preservice teacher training. The relationship should be built on a foundation of reliance and cooperation and share a common mission.

Principals interviewed in this study characterized their relationship with the Arizona Colleges of Education as separate and independent. The data further suggested that the principals in this study indicated a willingness to work together with the colleges to improve the effectiveness of the new teacher.

Recommendations for Future Research

The recommendations for future research are based on the questions, dilemmas, and issues that were revealed during the course of this exploratory study.

Recommendation 1

Further investigate the effectiveness of preservice teacher education by conducting a study of new teacher perceptions. A study utilizing similar qualitative methodologies could provide valuable insight confirming or contrasting the findings of this study. This type of study could also provide added dimension to the categories emerging from this study.

Recommendation 2

Conduct a confirmatory study to determine if the principal perceptions surfacing from this study can be generalized. A quantitative study utilizing a representative sample would provide valuable insight into the priority principals place on the various categories that emerged from this study.

Recommendation 3

Investigate if training received through school site based preservice training programs has different long term effects as compared to training received in more traditional preservice training programs. This research would be important to either verify or refute the findings of this study that supported site based training as a more effective preservice training approach.

Recommendation 4

Investigate the perceptions of university faculty regarding the effectiveness of preservice training. This type of study would provide further understanding of the themes, categories, and concepts surfacing in this study. For example, the relationship theme deserves further study in order to fully comprehend the underpinning dynamics of this perception.

Summary

This chapter presented a summary of the findings in this study, conclusions, recommendations for improving preservice teacher education, and recommendations for future research related to the questions raised by this study.

This study set forth to explore and identify the principal's perception of the effectiveness preservice teacher training. Research suggests that improved teacher preparation may be the most important strategy for creating "world class" schools. The purpose of this study was therefore intended to produce knowledge that could advance the effort to improve teaching and learning.

Findings of this study appear to indicate the following conclusions relative to the question of the effectiveness of teacher training:

1. Principals have developed a specific profile of the competent new teacher and this profile parallels the research.
2. Principals want to have teachers take preservice course work in classroom management, communication, and methodology Principals

also want new teachers to have course work that has a strong practical experience focus along with extensive mentored field experiences.

3. Principals characterized new teachers as being enthusiastic and strong in their content knowledge. Principals also characterized new teachers as being weak in their classroom management skills and their ability to deliver instruction.
4. Principals recommended that Arizona Schools of Education improve their delivery of service by: becoming more practitioner focused, providing earlier and longer mentored field service, providing an immersion type student teacher experience with intensive expert coaching and evaluation, and making an effort to form a less isolated and more interdependent relationship with the schools.

The study surfaced recommendations to enhance preservice teacher training and these recommendations closely mirror the conclusions of this research. The findings indicate that improvements should be considered in the following six areas:

development of a common new teacher profile, recruitment and selection of teachers with natural enthusiasm for teaching, review and realignment of college course of study to reflect an emphasis on a practical knowledge and skill base, review and evaluate the reading methods and theory training, periodic immersion of education faculty in classroom experience and school culture, create and expand site based

teacher training programs, and develop a more cooperative and interdependent relationship between the schools the universities.

This study also generated a number of questions and issues that warrant further research. These recommendations are intended to increase the understanding of the preservice teacher training phenomenon and how this understanding can increase the effectiveness and efficiency of the new teacher.

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