A STUDY OF THE CHANGE OF STUDENT TEACHERS' CONCERNS

THROUGH EARLY FIELD EXPERIENCES

by

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A DISSERTATION

Presented to the Department of Curriculum and Instruction
and the Graduate School of the University of Oregon
in partial fulfillment
of the requirements for the degree of
Doctor of Education

June 1971

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ACKNOWLEDGMENTS

"The researcher has some of the characteristics of the ant,
who brings his single grain of sand to the anthill."

John W. Best

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CHAPTER I

STATEMENT OF THE PROBLEM

The present study examined the change in stated pro-
fessional concerns of education students during a term of
field experience. Three groups of students engaged in dif-
ferent kinds of field experience early in their training
were investigated.

Purposes of the Study

The first purpose of the present study was to examine
the change in stated concerns of education students as they
engaged in one of three field experience programs at the
University of Oregon. The focus of the study was the eleva-
tion of concerns of future teachers from self-survival con-
cerns, such as "What will the teachers think of me" or "Will
I be accepted as a teacher?" toward pupil-centered-teaching
concerns, such as "How do I meet individual needs, specify
objectives, and measure pupil progress?" Three populations
of students were included in the study. Each group was at
a different point in the training program in which they were
enrolled. The groups were not compared. The major purpose
of the study was to examine the change in concerns of each
individual group during one academic term. The training

programs were:

1) PHASE I of the regular elementary teacher education program,

2) TUTORIAL I of the experimental "Early Entry" elementary teacher education program, and

3) TUTORIAL II of the four year experimental "Early Entry" elementary teacher education program.

Phase I

Phase I is the first element of the regular elementary teacher education program. The element offers an integrated approach to the study of the psychological principles of learning and teaching and their manifestation in basic classroom practices. Sophomore education students enroll in three courses for a total credit of nine quarter hours: (1) Human Development and Learning, (2) Introduction to Basic Classroom Procedures, and (3) Field Experience.

Human Development and Learning is a study of children's behavior from birth to 12 years. The course focuses on ascertaining the needs, interests, and experiences of children as the basis for the development of appropriate instructional practices that would lead to social, emotional and academic growth.

Introduction to Basic Classroom Procedures is designed to present an introduction to the elementary teacher's tasks. The focus is on the organization of time, space and

materials in the elementary school classroom.

Field Experience is a practicum designed to help prospective elementary teachers determine the school's role in matching the objectives of instruction with facts related to how children develop and learn. Students observe six hours per week in elementary school classrooms. The observations in the practicum focus on the items in Table I.

TABLE I

ELEMENTS OF THE SCHOOL ENVIRONMENT AS THE
FOCUS OF PHASE I OBSERVATION

Exclusively Observational Activities	Limited Participation Activities
1. Centers of interest 2. Physical properties of room 3. Educational materials 4. Interaction of group 5. Decision-making process 6. Personal responsibility 7. Flexibility 8. Daily planning 9. Class organization 10. Disciplinary procedures 11. Classroom "climate" 12. Anecdotal records and cumulative files 13. Evaluation techniques	1. Assist with bulletin boards and displays 2. Facilitate library services for children. 3. Work with individuals or small groups 4. Involved in playground activities 5. Reading stories 6. Help adjust physical environment

Tutorial I and II

Tutorial I and II are different elements of a new teacher education program at the University of Oregon, the Early Entry Program. The title indicates the intent of the

program, which is to provide classroom experience earlier
than in the regular teacher education program, of which
Phase I is a part. The organization of the Early Entry
Program is shown in Table II.

TABLE II

ORGANIZATION OF THE EARLY ENTRY PROGRAM

	Fall	Winter	Spring
Tutorial I (Freshman year)	Identification of interested freshmen	Practicum in public schools for nine hours per week	Nothing planned
Tutorial II (Sophomore year)	Reading Methods Lang. Arts. Methods Math Methods (three credit hours each; total nine)	Practicum in public schools for nine hours per week	Nothing planned

The purpose of the Tutorial I practicum was for stu-
dents to become confident in working with children and to be
able to conduct the instructional program described in de-
tail in teachers' manuals and guides. After an initial
period of observation, the students assumed some instruc-
tional responsibility and assisted during study periods and
playground activities. Tutorial I was the group's first
contact with a university education activity.

The Tutorial II experience begins in the fall term of
the sophomore year, the term before the present study began.
Students enroll in nine term credit hours of methods courses

in reading, language arts, and mathematics. The purpose of the courses was for students to be able: (1) to diagnose pupil's instructional needs in reading, language arts, and mathematics; and (2) to design and conduct instructional procedures in such a way that a child would be able to demonstrate an ability he could not previously perform. The emphasis in the courses is to move beyond the teacher's manuals and guides, so as to maximize whatever methods of instruction were used. The methods courses were the first education courses per se for the Tutorial II group. However, they had participated in a field experience, Tutorial I, in the freshman year. During winter term, the term the present study was conducted, the Tutorial II students were assigned to field experience in local elementary schools. The students acted as diagnostic teachers. They were assigned pupils needing additional assistance in reading, language arts, and mathematics.

The second purpose of the study was to examine the Concerns Model posited by Dr. Frances Fuller and outlined in Chapter II. According to the Concerns Model (Fuller, 1969a), some maturation of concern could be expected in each of the three groups studied. The model relates teaching experience to the maturation of teaching concerns, and each of the three groups studied had a kind of teaching experience during the study. The Concerns Model did not predict what

degree of concerns maturation could be expected in any of

the groups studied. The present study was a test of the

Concerns Model because it provided teaching experience which

the model predicted would mature concerns.

Significance of the Study

A great deal of work is being done to bring about

changes in teacher education programs at both the university

level and by the U. S. Office of Education. New models for

teacher education are developing, and ways to alter existing

programs are being sought. The need for program changes

has been recognized both by professors and students.

Dwight Allen and Robert Mackin have predicted that

unless teacher educators assume the initiative for re-

structuring their field, the right to set policy in

training programs will be grasped by other hands.

> . . . it is not unlikely to expect that, when a
> sufficient abundance of certified teachers
> appears in the mid 70's, the schools will be
> able to be more discriminating in their choices
> and to demand the type of teachers they desire -
> and if they have out-distanced most teacher
> educators in implementing educational change,
> they will become the policy makers in developing
> personnel training programs to fit their needs
> (Allen and Mackin, 1970, p. 488).

The threat of losing policy making authority is only

one stated reason for the drive to improve teacher educa-

tion. Another more widely expressed motive is that the

education courses required of prospective teachers are many

times seen as uninteresting and irrelevant despite the at-
tention given to the process of preparing teachers (Conant,
1963). This is, perhaps, more true of the beginning edu-
cation course than any other (McPhie, 1967). Education
courses are not regarded as the most interesting on the
campus, and in some quarters are even held in contempt
(Fuller, 1969a). Fuller has said, ". . . the opinion that
many education courses are not relevant to the needs of
teachers is so common in the academic community, in legis-
latures and among the public at large that it requires
little documentation" (1969a, p. 208).

Researchers are reporting a "rather pervasive feeling
in (education) students of frustration at what they per-
ceive to be trivial, fractionalized and irrelevant curri-
cular experiences" (Yamamoto, et al, 1969, p. 474).

In contrast to the opinion that education courses are
truly worthless or irrelevant, there are alternatives. The
problem may lie in the motivation of teacher-education
students. McKeachie says:

> We know that student learning and memory are
> closely tied to motivation. Students usually
> learn what they want to learn but often have
> great difficulty learning material which does
> not interest them. Most of us have to recog-
> nize that not all students are deeply interested
> in everything we want to teach them.
>
> One primary problem, then, is motivating stu-
> dents. Usually the learning psychologist stops
> with this point, but to be useful the principle
> of motivation needs to be accompanied by infor-

mation about dependable motives of college
students (McKeachie, 1963, p. 1119).

When dependable motives are thought of as 'concerns'
of students, it may be that education courses seem irrele-
vant because students do not feel concern for the course
content. Fuller (1969a) has suggested that education
courses may be doing a better job than commonly thought, but
the courses are seen by students as ineffective because the
students are not asking the questions which the courses are
answering. Students may be concerned with self-survival in
the classroom while the content of methods courses deals
with pupil-centered-teaching. If these courses are to be
more interesting to the student, the question may be not so
much what to teach but when to teach what (Sand, 1964).

If Sand is correct, the effectiveness of methods
courses might be increased by creating a match between stu-
dent concern and course content. Either of two approaches
might be used in creating the match. One approach would be
to alter course content to match student concerns. Much of
the work done to operationalize this approach to improving
teacher education has come from the Research and Development
Center, University of Texas at Austin, under the direction
of Fuller. Fuller (1970a, 1970b, 1970c) has described a
process by which the 'answers' or course content and ex-
periences are adapted to the concerns of individual stu-
dents. The second approach would be to change student

concerns to match already established course content. Of prime importance in this approach is the changing of students' concerns from self-survival concerns to pupil-centered-teaching concerns before they take professional education courses. One experience that may bring about a change in concerns is field experience in elementary school classrooms. It is possible that an education student may become concerned about pupil-centered-teaching as he gains experience in a helping-capacity in the elementary school classroom. His concerns will then match the methods course content.

The present study derived its significance from its investigation of the second approach to improving the effectiveness of education courses. No study has examined the possibility of creating a match between methods course content and student concern by maturing the concerns of students before they take the education courses. The Tutorial I group had no education courses prior to the field experience. The Phase I group was taking two introductory education courses concomitant with the field experience. The Tutorial II group had previously taken a term of field experience and three basic methods courses.

Definition of Terms

Concern

A concern is a felt need to change something. Fuller

describes a concern in this way:

> What is a "concern"? The world is not perfect.
> Sometimes we see one of its imperfections and
> try to right the wrong. Perhaps we face a task
> or challenge and attempt to cope with it. When
> our attempt is unsuccessful, we think about ways
> we could achieve our goal. This constructive
> frustration is concern.
>
> Sometimes we anticipate a future situation and
> predict to ourselves that we may not be able
> to cope successfully in that situation. This
> anticipation is concern also (Fuller, 1970b,
> p. 5).

Early Concerns

Early concerns are the perceived problems characteris-

tic of student teachers or beginning in-service teachers.

Questions such as "Where do I stand?, How adequate am I?"

are typical (Fuller, 1969a).

Late or Mature Concerns

Late or mature concerns are the perceived problems

characteristic of experienced superior teachers. Mature

concerns focus on pupil gain and self-evaluation as opposed

to personal gain and evaluations by others (Fuller, 1969a).

Concerns Statement

The Concerns Statement is a free response instrument used to assess the concerns of teachers. The instrument consists of an instruction to the teacher to write in ten minutes or less what she is concerned about.

Limitations of the Study

The present study was conducted under the following limitations:

1. Sufficient numbers of subjects for control groups were not available. Therefore, inferences regarding causes for any maturation in concerns could not be drawn.

2. Subjects were drawn from different populations. Therefore, comparisons between sample groups (Phase I, Tutorial I, and Tutorial II) could not be made. The three groups used in the study constituted three separate studies.

3. Tutorial II and Phase I samples were two separate intact programs with sophomores. In that all were sophomores at the University of Oregon, they were from the same population, but they were not randomly assigned.

CHAPTER II

A SURVEY OF RELATED LITERATURE

Much of the recent work on the concerns of student

teachers has been done at the Research and Development

Center for Teacher Education, The University of Texas at

Austin. Dr. Frances F. Fuller has proposed a developmental

conceptualization of the concerns of teachers. The Con-

cerns Model and supporting research will be presented in

Chapter II.

Concerns of Teachers: A Developmental

Conceptualization

The concerns of teachers, from neonate to master

teacher, seem to fall into three broad categories. The

early phase is concern about self, the middle phase is con-

cern about self as a teacher, and the late phase is concern

about pupils (Fuller, 1970c). Several studies of her own

and the regrouped data of other investigators have led

Fuller to identify regularities in the concerns of education

students and teachers. Fuller posited three phases of con-

cern:

1) The pre-teaching phase is a period of non-
concern with the specifics of teaching, or at
least a period of relatively low involvement

in teaching. A characteristic concern of this
phase might be improving the GPA in order to
student teach.

2) The early teaching phase is characterized by
   teachers' concern over the amount of support
   they can expect from the school principal and
   supervisors, with building working relation-
   ships among school personnel and with deter-
   mining the limits of their acceptance as pro-
   fessionals. Teachers are also concerned about
   their competency during the early teaching
   phase.

3) The late teaching phase is characterized by
   teachers' concern with specifying objectives,
   assessing pupil progress, evaluating one's
   teaching in terms of pupil gain, dynamics of
   child behavior and the like.

In explaining her three phase model, Fuller has said

that it is actually a three population model. Phase One is

characteristic of completely inexperienced students, those

who have never taught. They cannot identify the kinds of

tasks involved in teaching, so they really don't know what

to be concerned about, or even whether they should be con-

cerned about any aspect of teaching at all. They do have

concerns though, which are mostly about themselves (Fuller,

1970b). This phase is called the Phase of Concerns About

Self.

Phase Two is characteristic of undergraduate and

graduate students with very limited teaching experience, or

the anticipation of a teaching experience in the near

future. Education majors in this phase are still concerned

about themselves, but now they are also concerned about

themselves as teachers. They perceive problems related to their ability to survive in the classroom, their content adequacy, with their class discipline. This phase is called the Phase of Concerns About Self as Teacher (Fuller, 1970b).

Phase Three is characteristic of superior experienced teachers. After teachers have resolved concerns about themselves and their own adequacy, they become concerned about pupil learning and the facilitation of pupil growth. This is the Phase of Concerns About Pupils.

While the three phases described above generally seem to occur in the sequence presented, they are not entirely distinct stages. In reality they blend. The first and second phases merge as self-concerns continue while concerns about teaching develop. Phase Two and Phase Three concerns merge in that some self-concerns continue beyond the time teachers have become concerned about pupils. Fuller has stated, "Typically . . . teachers express more concerns in one phase or in adjoining phases" (1970b, p. 11).

Fuller's conceptualization was the foundation of the present study. Movement of concern along a continuum from the Phase of Concerns About Self toward the Phase of Concerns About Pupils during an early teaching experience was the focus of the present study.

Supporting Research

Research on concerns per se has not been extensive.
Almost every term except concerns has been used in the
literature. The work on anxiety and motivation is informa-
tive, but does not bear directly on concerns. Some related
studies have been indexed in the literature under the terms
"problems, frustrations, complaints, anxieties and needs"
of teachers and student teachers. Much of what has been
reported is speculation rather than research.

Patterson (1969) has reported two studies done in
England that support Fuller's Model. Phillips (1932) inter-
viewed new teachers in England, and found them most con-
cerned with maintaining discipline and getting along with
their pupils' parents. In a study of 196 teachers in the
London school system, Gabriel (1957) divided them into five
groups according to teaching experience, and found that each
level of experience reported different concerns. The be-
ginning teachers seemed more concerned with evaluations by
their superiors and class control than any of the other four
levels. Overall, there seemed to be a positive relation-
ship between teaching experience and concern with pupils.

Studies in the United States have reported student
teachers concerned with help they got from cooperating
teachers (Ahlering, 1963) and giving and getting grades
(Robinson and Berry, 1965).

Erickson and Ruud (1967) administered a questionnaire to ninety North Dakota State University home economics majors immediately prior to their student teaching. The students were reported to be most concerned with knowing their field well enough to teach and with how they were being evaluated.

Deiulio (1961) asserts that concerns cluster around major problem areas. These are problems of pre-student teaching experiences, communication, orientation, actual content of the student teaching experience, selection of personnel, evaluation, and the problem of limited experience. He suggests that the major concern is the fear of stepping up before a class as a student teacher without having had any previous contact with a group of children in a typical classroom environment.

Several studies of concerns of teachers have restricted what the subjects could report as their concerns. Triplett (1967) asked 95 elementary and high school student teachers to submit items which they felt constituted the teachers professional roles. From these items he developed a self-assessment device with 23 items to be ranked by student teachers according to their needs for more preparation or guidance. Prior to student teaching the elementary group ranked planning for instruction, handling classroom control and evaluating pupil progress at the top. After student

teaching the top three items were: identifying and planning for handicapped pupils, identifying and planning for academically talented pupils, and classroom control.

Thompson (1963) administered a 35-item checklist to 125 student teachers near the end of their experience. The most frequently identified concerns were their cooperating teacher's expectations, knowledge of subject matter, lesson plans, pupil reaction, standards of teacher conduct, and problems of discipline.

Alterman (1965) built a checklist for student teacher evaluation from the diaries they kept. A distribution of the references made by the student teachers follows.

General Category	Percent
Instructional Activities	38.5
Pupils' Work	16.4
Daily Assignments	12.6
Self	10.5
Discipline, Pupil Behavior	8.4
Evaluation of Experience	6.9
Supervisors, Principals, others	6.8
	100.1

A total of 45.2 percent of the reactions were concerns not directly related to teaching.

Other investigators have used less restrictive means of arriving at the concerns of teachers. Travers and others (1952) administered a sentence completion test to a group of 120 female student teachers. Their responses focused on the problem of discipline and on the desire to be liked by the

pupils. The investigators suggested that these two sources of concern when they do exist may produce a state of conflict in the student teacher, since whatever action is likely to relieve one is likely to accentuate the other.

An investigation into the relationship between anxiety and student teachers' classroom behavior was conducted by Petrusich (1967), using the entire senior class in elementary education at the University of Vermont as the sample. Level of characterological or trait anxiety was measured by the Institute for Personality and Ability Testing (IPAT) Anxiety Scale. The crest of anxiety level came at the sixth week of an eight-week student teaching period. At the fourth week the teachers began to talk increasingly about their pupils rather than about themselves or their methods of teaching.

Fuller (1969a) gave teachers an opportunity to voice their concerns by using counseling seminars instead of the weekly student teaching seminar. One counseling psychologist met for two hours each week with six student teachers. The university supervisor was not present, and the teachers were guaranteed confidentiality in being told to discuss anything they wished to talk about. The procedure was followed for three semesters and involved a total of 21 student teachers. Fuller reported that concern with the parameters of the new school situation and with

discipline were the most frequently mentioned topics during

early weeks. Concerns with pupils and pupil learning were

more frequent during later weeks.

In a second study Fuller obtained written statements

in response to a request to write "what you are concerned

about now" from 29 student teachers. Responses were col-

lected at two week intervals during the semester, and were

classified into the following three categories.

1) Where do I stand? How adequate am I?
   How do others think I'm doing?

2) Problem behavior of pupils. Class
   control. Why do they do that?

3) Are pupils learning? How does what
   I do affect their gain?

In summarizing the results of the study Fuller said:

Of these 29 subjects, 22 expressed concerns
classified mainly as (1); six expressed con-
cerns in both (1) and (2); one expressed con-
cern in (2) only. None expressed concerns
classified as (3). In short, they were all
concerned with self adequacy and/or class
control. None was concerned primarily with
what pupils are learning. The overlap be-
tween (1) and (2) and the lack of overlap
between (1) and (3) or (2) and (3) supports
the posited dichotomy between concern with
self and concern with pupils (Fuller, 1969a,
p. 214).

The self-other dichotomy, in part, crystallized the

developmental conceptualization of teachers' concerns re-

ported by Fuller and referred to above as the foundation of

the present study. The Concerns Statement, the instrument

used in the present study, was designed by Fuller as a

result of her extensive research reported in this disserta-
tion.

In a four-year study of the effects of "personaliza-
tion" (some treatments including counseling) on teacher per-
sonality and teaching behavior, Fuller and others (1968)
found that teachers in the experimental group had more
mature concerns than a control group without the treatments.
Concerns can be changed with some experiences.

A study of a "very small sample" of teachers on whom
Fuller (1970a) was able to get principals' ratings, re-
vealed that the teachers rated more effective by the princi-
pal had more mature concerns than those rated less effective
by the principal although the principal was ignorant of the
concerns of the teachers, and did not know that concerns
were being studied.

A final area of research on concerns has investigated
the relationship between student satisfaction with under-
graduate course work and student concerns. Patterson (1969)
found that when the content of a course is relevant to the
students' concerns, that is when the concerns level of the
content and the concerns level of the student are similar,
student satisfaction is greater with both course and in-
structor than when content is not consonant with student
concerns.

Fuller and others (1967) reported that one freshman

education course was labeled completely useless by "well over 90 percent" of all the student teachers in a confidential interview. By a selected subsample the same course was judged "brilliant, deep and enlightening." The subsample was composed of student teachers over thirty-five. Fuller concluded that the young inexperienced majority was unable to formulate the questions the course was designed to answer, and so they found the course irrelevant.

Summary and Conclusions

Research on teacher concerns has not been extensive. The purpose of much of the work done in the past has been to determine the content of teachers' concerns. Fuller (1969b) reviewed the studies which revealed the content of teachers' concerns, and has identified regularities in the concerns of education students and teachers. According to Fuller's Concerns Model, teaching concerns form a continuum from concerns about self through concerns about pupils. Concerns can be changed with experience.

The purpose of the recent work done by Fuller (1967) and Patterson (1969) has been to relate the concerns of students to their satisfaction with course content. The closer the match between course content and student concern, the greater the student satisfaction is with the course. Some work has been done to change course content to match

students' concerns (Fuller, 1969b and Patterson, 1969). A study was needed to determine whether or not students' concerns could be changed to match course content. No studies have been reported which sought to change students' concerns before the subjects took education courses. The present study fills that need. According to the Concerns Model, some change in teaching concerns could be expected in any or all of the three groups examined in the present study.

CHAPTER III

INSTRUMENT AND RESEARCH PROCEDURE

The instrument used in the present study is described
in this chapter. Data on inter-rater consistency, proce-
dures used in scoring the instrument, and the research de-
sign and procedures are made explicit.

The Concerns Statement

The instrument for assessing teacher concerns used in
the present study was the Concerns Statement developed at
the Research and Development Center for Teacher Education,
The University of Texas at Austin (Fuller, 1969b). The
instrument consists of an instruction to the subject to
write in ten minutes or less what she is concerned about
when thinking of her teaching (see Appendix A). The free
response statement (page two of the instrument) is then
coded and scored.

Scoring a Concerns Statement consists of reading the
entire protocol through once, and then enclosing any phrase
that is a statement of concern in parentheses. Each state-
ment of concern within the protocol is numerically coded
with a value of zero through six. Any statement not about
teaching is classified 0. Any statement about teaching is

classified 1, 2, 3, 4, 5, or 6. The codes are numbered according to the depth of concern expressed with outcome of teaching. The dimension is concern of the teacher with herself and the process of teaching versus concern with pupils and the outcome of teaching. Concerns about the outcome of teaching are more mature concerns than are concerns about the process of teaching, according to Fuller's developmental model of teacher concerns (Fuller, 1969a). In general, Codes 1 and 2 are for statements showing concern with how the teacher goes about getting results (process) whereas Codes 4, 5, and 6 are concerned more with the results themselves (outcome). An overview of the concerns codes is included in Appendix B with instructions to the raters.

Once numerical values have been assigned each statement of concern within a protocol, an over-all concerns maturity level may be computed as the mean of the assigned values. Concerns maturity level scores are a measure of the maturity of concern as expressed in Fuller's developmental model of concerns about teaching (Fuller, 1969a). The subject whose protocol was scored 2, 2, 3, 4, 4, 5, 1 would have a concerns maturity level of 3.00. The score of 3.00 means that on a continuum of concerns maturity from 0 to 6, the subject rates 3.00. The score is an expression of the subject's general maturity of concern.

Validity

An instrument such as the Concerns Statement is valid
when it elicits a response which reflects the individual's
true concern on a given topic or issue. Quinn McNemar
(1946) in discussing the validity of a single question
instrument, has said that validity "boils down to whether a
person's opinion or attitude can be safely inferred from
what he says. Or, to state the problem differently, it can
be said that validity is a matter of interpretation,"
(McNemar, 1946, p. 315).

Logical validity of the Concerns Statement was assumed.
It was assumed by the investigator that the subjects would
reveal their true concerns because their names were not
written on the Concerns Statements.

Reliability

The reliability of a measurement device is the degree
to which it can reproduce the same score when the same sub-
jects are measured repeatedly. To assess the reliability of
responses to a single question, it would be necessary to ask
the question in an alternate form or to repeat the question
at a later time. The time interval should be long enough
that the subjects do not give the same response because they
remember their previous one, but the elapsed time should not
be too long or real, nonchance, changes in response may occur.

The investigator felt that the nature of the single question instrument used in the present study would likely elicit a remembered response in a test-retest situation.

McNemar (1946) has suggested some "common sense" ways by which single question reliability can be increased.

> Other things being equal, a question which is stated simply in easily understood words will tend to yield a reliable reply. Ambiguity, double negatives, and long questions tend to produce unreliable replies. Other things being equal, the greater the respondent's familiarity with the given issue, the more reliable the reply. The greater the personal relevance of the issue, the more dependable the response (McNemar, 1946, p. 314).

The Concerns Statement meets the above tests for logical reliability. The question, "When you think of your teaching, what are you concerned about now?" is simply stated in easily understood words. No ambiguity was suggested in questions posed by the subjects during the administration of the Concerns Statement. The subjects' familiarity with their concerns and the personal relevance of concerns are logically evident. The logical reliability of the Concerns Statement was accepted for the purposes of the present study.

Research Procedure

Design

The design used was a modification of Postman's

retention design in verbal learning. Successive reproduc-
tion, test-retest, of the same material by the same indivi-
dual seriously affects the nature of the later test results
(Postman and Egan, 1949). To meet, at least in part, the
methodological objection to the method of successive repro-
duction, Postman has suggested the method of single repro-
duction (single testing). Under this procedure, groups of
different subjects selected randomly from the same sample
take the same test but at different time intervals. Results
obtained at different testing times are then compared with
each other. The homogeneity and randomization of the
testing groups permit the assumption that the results ob-
tained on one group at one testing period would be obtained
by all subjects were they to be tested at that time. The
test-retest effects, which are acute with a single question
instrument of the type used in the present study, are
eliminated with Postman's design.

Random assignment of subjects to testing groups assures
that sampling error will be evenly distributed, since each
particular error has an equal and independent chance of
being positive or negative (Fisher, 1951).

The design was consistent across the three groups of
subjects used in the study. The subjects within each group
(Phase I, Tutorial I, and Tutorial II) were randomly as-
signed to testing groups. A minimum N of 10 per testing

group was established, a priori, and the limited number of available subjects dictated that there were three testing groups within each sample.

The testing dates were established after the subjects were assigned to testing groups. Concerns testing began the first week of Winter Quarter, 1971. One-third of the Tutorial II subjects were asked to complete a Concerns Statement on Monday, January 11, 1971. On Friday, January 15, one-third of the Phase I subjects were asked to complete a Concerns Statement. The first testing group of the Tutorial I subjects completed Concerns Statements on Tuesday, January 19. Each time that data were collected throughout the quarter, the Monday, Friday, Tuesday collection pattern was used so that equal distance between testing periods was maintained. The grouping of the three samples studied and the testing intervals are shown in Table III.

Table III shows that each randomly assigned testing group within each sample was tested on the same day of the week at three times during the academic quarter. Testing Group Three of the Tutorial I subjects had to be tested on Friday rather than Tuesday because Friday, March 12, was the last day of classes for the quarter.

TABLE III

TESTING GROUPS AND INTERVALS

Sample	Testing Period One			Testing Period Two			Testing Period Three	
	Mon.	Fri.	Tues.	Mon.	Fri.	Tues.	Mon.	Fri.
Tutorial II	Test Group One			Test Group Two			Test Group Three	
Phase I		Test Group One			Test Group Two			Test Group Three
Tutorial I			Test Group One			Test Group Two		Test Group Three

Samples

Three samples were used in the present study. The Tutorial II sample consisted of all 32 women enrolled in the second year of a four-year experimental teacher education program. The first two testing groups within the Tutorial II sample were 11 women. The third testing group was 10 women.

The Phase I sample of six men and 31 women was randomly drawn from all of the students enrolled in one section of the Phase I course in the regular elementary teacher education program. The first two testing groups within the Phase I sample were 13 subjects. The third group was 11 subjects.

The Tutorial I sample was identified by contacting all freshmen enrolled in education at the University of Oregon. They were informed by letter (see Appendix C) of the opportunity to participate in the "Tutorial I Program." A total of 96 freshmen in education were identified. Two men and 28 women agreed to participate in the program. Each testing group within the Tutorial I sample was 10 subjects. None of the subjects knew they were in an experimental group.

Procedure for Collecting Data

The data from the Phase I and Tutorial II groups were collected during part of three classroom periods through the cooperation of the three college professors involved. The data from the Tutorial I sample were collected at the elementary schools to which the subjects were assigned.

During the testing periods, the subjects were given the Concerns Statement by the investigator. The directions printed on the instrument were self-explanatory. The subjects were told that we were trying to ascertain what concerns students had during their teacher training, so that instructors might be more helpful to them. Assurance was given that the statements made would be kept confidential, because students' names did not appear on the Concerns Statement.

Each data collection period took approximately 20 minutes.

Scoring the Concerns Statements

The Concerns Statements were scored by five raters. The raters were graduate students in the College of Education who volunteered to do the work. The raters were not informed of the purposes of the study.

The original intent in using five raters was that they would work independently. But when a minimal inter-rater consistency coefficient of .75 was not reached after two training sessions, the raters were instructed to work as a total group and to reach concensus on the scoring of each subject's statement. The minimal coefficient of .75 was arbitrarily established by the investigator in consideration that Fuller (1969b) has reported "interjudge reliability" of two judges scoring 40 Concerns Statements at .81. A coefficient of .61 on 20 statements was obtained by the five raters in the present study after the first training session. The coefficient increased to .63 on 50 statements after the second training session. The small gain following the second training session and a difference of .12 from the predetermined minimum of .75 were deemed sufficient cause by the investigator to instruct the raters to employ concensus rather than to work independently.

Statement of Research Hypotheses

The present study was conducted to provide new information on the possibility of changing the concerns of education majors before they took methods courses. Three groups of students, each having a different kind of teaching field experience, were studied. Fuller's Concerns Model (1969a) indicates that teaching experience accompanies maturation of concerns. In effect, the Model was tested by the present study because maturation of concerns was expected in any or all of the groups studied. The present study asked whether or not the concerns of the subjects would significantly mature, as measured by the Concerns Statement, during the quarter they were participating in field experience programs. Hypotheses were stated so that analysis would reveal any significant concerns changes which occurred in less time than the full duration of the study.

In analyzing the data, the following specific hypotheses were formulated and tested:

Phase I

Hypothesis No. 1: There will be a significant increase in concerns maturity level scores of the student teachers in Phase I between the testing of Group One and the testing of Group Three, as measured by the Concerns Statement.

Hypothesis No. 2: There will be a significant increase in concerns maturity level scores of the student teachers in Phase I between the testing of Group One and the testing of Group Two, as measured by the Concerns Statement.

Hypothesis No. 3: There will be a significant increase in concerns maturity level scores of the student teachers in Phase I between the testing of Group Two and the testing of Group Three, as measured by the Concerns Statement.

Tutorial I

Hypothesis No. 4: There will be a significant increase in concerns maturity level scores of the student teachers in Tutorial I between the testing of Group One and the testing of Group Three, as measured by the Concerns Statement.

Hypothesis No. 5: There will be a significant increase in concerns maturity level scores of the student teachers in Tutorial I between the testing of Group One and the testing of Group Two, as measured by the Concerns Statement.

Hypothesis No. 6: There will be a significant increase in concerns maturity level scores of the student teachers in Tutorial I between the testing of Group Two and the testing of Group Three, as measured by the Concerns Statement.

Tutorial II

Hypothesis No. 7: There will be a significant increase
in concerns maturity level scores of the student teachers in
Tutorial II between the testing of Group One and the testing
of Group Three, as measured by the Concerns Statement.

Hypothesis No. 8: There will be a significant increase
in concerns maturity level scores of the student teachers in
Tutorial II between the testing of Group One and the testing
of Group Two, as measured by the Concerns Statement.

Hypothesis No. 9: There will be a significant increase
in concerns maturity level scores of the student teachers in
Tutorial II between the testing of Group Two and the testing
of Group Three, as measured by the Concerns Statement.

CHAPTER IV

ANALYSIS OF THE DATA

The data were analyzed using a one-way analysis of variance (Clarke, 1969). Analysis was done on an IBM 360/50 computer using FØRTRAN IV, level G, language. The investigator key-punched the data cards, and used a job deck (Mini-Stat Pack MSP002) provided by the University of Oregon Computing Center. The data were also analyzed by the investigator using a desk calculator. The statements made by the subjects are included in Appendix D for the interest of the reader.

The data from each of the three groups studied, Phase I, Tutorial I and Tutorial II, were analyzed separately. The mean concerns maturity level score was computed for each testing group within each sample. The difference between the testing group means was tested for significance by the one-way analysis of variance technique. Each trio of hypotheses was tested separately.

Phase I Data Analysis

Hypothesis No. 1

The hypothesis stated that there would be a significant

increase in concerns maturity level scores of the student
teachers in Phase I between the testing of Group One and the
testing of Group Three, as measured by the Concerns
Statement.

Hypothesis No. 2

The hypothesis stated that there would be a significant
increase in concerns maturity level scores of the student
teachers in Phase I between the testing of Group One and
the testing of Group Two, as measured by the Concerns
Statement.

Hypothesis No. 3

The hypothesis stated that there would be a significant
increase in concerns maturity level scores of the student
teachers in Phase I between the testing of Group Two and
the testing of Group Three, as measured by the Concerns
Statement.

The statistical data in Table IV show the concerns
maturity level score means for each of the three testing
groups (numbered 1, 2, 3) within the Phase I sample and the
results of the analysis of variance.

No significant differences appeared among the concerns
maturity level score means for the Phase I sample. Hypo-
theses No. 1, No. 2 and No. 3 were rejected. The students

in the Phase I sample did not significantly change their teaching concerns during the study.

TABLE IV

PHASE I SAMPLE TESTING GROUP MEANS AND ONE-WAY
ANALYSIS OF VARIANCE RESULTS

Means

Group	N	Mean
1	13	2.23
2	13	3.47
3	11	3.19

Analysis of Variance

Source	Sums of Squares (ss)	Degrees of Freedom	Mean SS	F Ratio
Between Groups	10.93	2	5.47	
				2.66 (n.s.)
Within Groups	69.75	34	2.05	
Total	80.68	36		

Tutorial I Data Analysis

Hypothesis No. 4

The hypothesis stated that there would be a significant increase in concerns maturity level scores of the student teachers in Tutorial I between the testing of Group One and the testing of Group Three, as measured by the Concerns Statement.

Hypothesis No. 5

The hypothesis stated that there would be a signifi-
cant increase in concerns maturity level scores of the stu-
dent teachers in Tutorial I between the testing of Group One
and the testing of Group Two, as measured by the Concerns
Statement.

Hypothesis No. 6

The hypothesis stated that there would be a signifi-
cant increase in concerns maturity level scores of the stu-
dent teachers in Tutorial I between the testing of Group
Two and the testing of Group Three, as measured by the
Concerns Statement.

The statistical data in Table V show the concerns
maturity level score means for each of the three testing
groups (numbered 1, 2, 3) within the Tutorial I sample and
the results of the analysis of variance.

TABLE V

TUTORIAL I SAMPLE TESTING GROUP MEANS AND ONE-WAY
ANALYSIS OF VARIANCE RESULTS

Means

Group	N	Mean
1	10	2.11
2	10	2.82
3	10	4.50

Analysis of Variance

Source	Sums of Squares (SS)	Degrees of Freedom	Mean SS	F Ratio
Between Groups	30.10	2	15.10	
				5.63 (p<.01)
Within Groups	72.48	27	2.68	
Total	102.58	29		

A significant difference appeared among the concerns
maturity level score means for the Tutorial I sample. The
data were further analyzed by applying Tukey's HSD
(honestly significant difference) test to the results of
the analysis of variance. The results of the Tukey test
are shown in Table VI.

TABLE VI

TUKEY A POSTERIORI TEST OF SIGNIFICANT
DIFFERENCES AMONG TUTORIAL I MEANS

Differences among Means

	$\overline{X}_1$	$\overline{X}_2$	$\overline{X}_3$
$\overline{X}_1 = 2.11$	---	.71	2.39
$\overline{X}_2 = 2.82$		---	1.68
$\overline{X}_3 = 4.50$			---

Analysis of Mean Differences

Source	q
$(\overline{X}_2 - \overline{X}_1)$	1.37 (n.s.)
$(\overline{X}_3 - \overline{X}_1)$	4.61 (p < .01)
$(\overline{X}_3 - \overline{X}_2)$	3.25 (n.s.)

$$q_{.01; \ 3,27} = 4.50$$

The difference between the concerns maturity level
score means of testing groups one and three was significant
beyond the .01 level. Hypothesis No. 4 was accepted. The
students in the Tutorial I sample did significantly change
their teaching concerns between the testing of Group One and
Group Three.

The Tukey test revealed no other significant differences
among the means compared. Hypotheses No. 5 and No. 6 were
rejected. The students in the Tutorial I sample did not
significantly change their teaching concerns between the

testing of Groups One and Two and the testing of Groups Two
and Three.

The following graph shows the mean concerns maturity
level changes for the Tutorial I sample. The three testing
periods are data points. Data analysis revealed significant
changes between data points one and three. No significant
differences exist between data points one and two or two
and three.

TABLE VII

CONCERNS MATURITY LEVELS ACROSS TIME
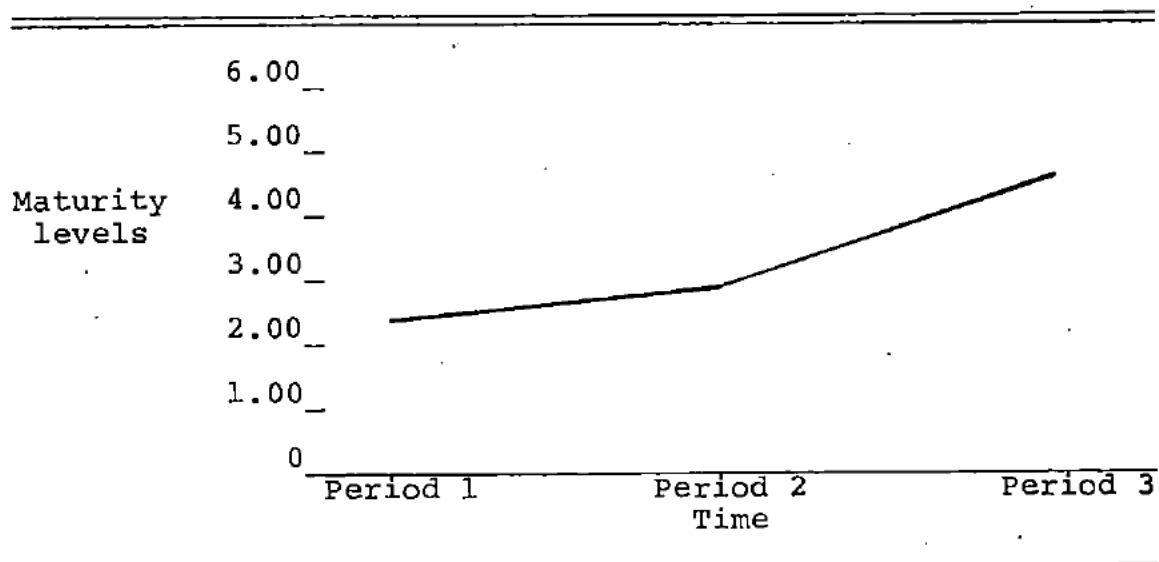
Tutorial II Data Analysis

Hypothesis No. 7

The hypothesis stated that there would be a significant
increase in concerns maturity level scores of the student

teachers in Tutorial II between the testing of Group One and the testing of Group Three, as measured by the Concerns Statement.

Hypothesis No. 8

The hypothesis stated that there would be a significant increase in concerns maturity level scores of the student teachers in Tutorial II between the testing of Group One and the testing of Group Two, as measured by the Concerns Statement.

Hypothesis No. 9

The hypothesis stated that there would be a significant increase in concerns maturity level scores of the student teachers in Tutorial II between the testing of Group Two and the testing of Group Three, as measured by the Concerns Statement.

The statistical data in Table VIII show the concerns maturity level score means for each of the three groups (numbered 1, 2, 3) within the Tutorial II sample and the results of the analysis of variance.

No significant differences appeared among the concerns maturity level score means for the Tutorial II sample. Hypotheses No. 7, No. 8, and No. 9 were rejected. The

students in the Tutorial II sample did not significantly change their teaching concerns during the study.

TABLE VIII

TUTORIAL II SAMPLE TESTING GROUP MEANS AND
ONE-WAY ANALYSIS OF VARIANCE RESULTS

Means

Group	N	Mean
1	11	2.81
2	11	3.15
3	10	3.78

Analysis of Variance

Source	Sums of Squares (SS)	Degrees of Freedom	Mean SS	F Ratio
Between Groups	5.07	2	2.54	
				1.32 (n.s.)
Within Groups	55.84	29	1.93	
Total	60.91	31		

CHAPTER V

CONCLUSIONS AND DISCUSSION

Summary

The first purpose of the present study was to examine the change in stated concerns of education students as they engaged in one of three field experience programs at the University of Oregon. The focus of the study was the maturation of concerns of future teachers along a continuum from self-survival concerns, such as "What will the teachers think of me" toward pupil-centered-teaching concerns, such as "How do I meet individual needs?" The concerns continuum is presented in a developmental conceptualization of teacher concerns posited by Fuller (1969a), and referred to as the Concerns Model.

A second purpose of the study was to test Fuller's Concerns Model. The study was a test of the Model because it provided subjects with teaching experiences, and the Model states that concerns maturation accompanies teaching experience. The Concerns Model did not predict what degree of concerns maturation could be expected.

The significance of the study was based on the premise that teacher education might be improved by creating a match

between the concerns of students and course content. A
number of writers (Conant, 1963; McPhie, 1967; Fuller,
1969a; Yamamoto, et al, 1969) have reported student dis-
satisfaction with education courses. Fuller (1969a) has
suggested that education courses may be doing a better job
than commonly thought, but the courses are seen by students
as ineffective because the concerns of the students and the
questions they ask are not consonant with the content of the
course.

Either of two approaches might be used in creating a
match between student concern and course content. One ap-
proach would be to alter course content to match student
concerns. Work on this approach has been reported by
Fuller (1970a, 1970b, 1970c). The second approach would be
to change student concerns to match already established
course content. The present study derived its significance
from its investigation of the second approach to improving
the effectiveness of education courses. No studies have
been reported which sought to change students' concerns
before the subjects took education courses. The present
study fills that need.

Three samples of subjects were used in the study. Each
group was at a different point in the training program in
which they were enrolled. The groups, Phase I, Tutorial I,
and Tutorial II were not compared. The changes in concerns

of each individual group were studied. The Phase I sample
was six men and 31 women randomly drawn from all of the
students enrolled in one section of the Phase I sophomore
course in the regular elementary teacher education program.
The Tutorial I sample was two freshmen men and 28 freshmen
women who agreed to participate in the Tutorial I program.
All freshmen in education were informed by letter of the
opportunity to participate in the Tutorial I experience.
The Tutorial II sample consisted of 32 sophomore women
enrolled in the second year of a four-year experimental
teacher education program.

The instrument for assessing teacher concerns used in
the present study was the Concerns Statement developed at
the Research and Development Center for Teacher Education,
The University of Texas at Austin (Fuller, 1969b). The
instrument consists of an instruction to the subjects to
write what they are concerned about when thinking of their
teaching. The instrument was scored by five education
graduate students who volunteered to do the work. The
raters reached concensus on the scoring of each statement.
Scoring the Concerns Statement generates an over-all con-
cerns maturity level score. The scores are a measure of
the maturity of concern as expressed in Fuller's Concerns
Model (Fuller, 1969a).

Logical validity of the Concerns Statement was assumed

in that subjects were thought to reveal their true concerns
because their names were not written on the instrument. The
logical reliability of the Concerns Statement was accepted
because the instrument passed a number of tests for logical
reliability suggested by McNemar (1946).

The research design employed in the present study was
a modification of Postman's retention design in verbal
learning (Postman and Egan, 1949). Under this procedure,
groups of different subjects selected randomly from the same
sample took the same test but at different time intervals.
Results obtained at different testing times were then com-
pared with each other. The homogeneity and randomization of
the testing groups permitted the assumption that the results
obtained on one group at one testing period would be ob-
tained by all subjects were they to be tested at that time.
The data were collected at three times evenly spaced
throughout the quarter.

Nine hypotheses were formulated and tested using a one-
way analysis of variance technique. Significant differences
were further analyzed using a Tukey test. Hypotheses were
stated so that concerns changes occurring in less time than
the full duration of the study would be revealed under
analysis. Each sample was analyzed separately.

Phase I

Hypothesis No. 1 was rejected. No significant increase was found in concerns maturity level scores of the students in Phase I between the testing of Group One and the testing of Group Three.

Hypothesis No. 2 was rejected. No significant increase was found in concerns maturity level scores of the students in Phase I between the testing of Group One and the testing of Group Two.

Hypothesis No. 3 was rejected. No significant increase was found in concerns maturity level scores of the students in Phase I between the testing of Group Two and the testing of Group Three.

Tutorial I

Hypothesis No. 4 was accepted beyond the .01 level. There was a significant increase in concerns maturity level scores of the students in Tutorial I between the testing of Group One and the testing of Group Three.

Hypothesis No. 5 was rejected. No significant increase was found in concerns maturity level scores of the students in Tutorial I between the testing of Group One and the testing of Group Two.

Hypothesis No. 6 was rejected. No significant increase was found in concerns maturity level scores of the students in Tutorial I between the testing of Group Two and the testing of Group Three.

Tutorial II

Hypothesis No. 7 was rejected. No significant increase was found in concerns maturity level scores of the students in Tutorial II between the testing of Group One and the testing of Group Three.

Hypothesis No. 8 was rejected. No significant increase was found in concerns maturity level scores of the students in Tutorial II between the testing of Group One and the testing of Group Two.

Hypothesis No. 9 was rejected. No significant increase was found in concerns maturity level scores of the students in Tutorial II between the testing of Group Two and the testing of Group Three.

Conclusions

The results of the study indicate that the teaching concerns of the subjects in the Tutorial I sample did significantly mature during the full quarter of field experience. Whatever the reasons may have been, the concerns of

the Phase I and Tutorial II subjects did not significantly
change. It is possible to effect a maturation of teaching
concerns in students before they take methods courses. The
Concerns Model was supported by the results of the present
study. Concerns maturation did accompany teaching
experience.

Implications for Further Research

Implications for further research may be drawn from two
results of the study. One, the subjects in the Tutorial I
sample changed their concerns between the time of the first
testing and the time of the third testing. Speculation on
the causes of this result creates the need for a number of
future studies. Two, there was no concerns change in
either the Phase I or Tutorial II groups. This result taken
alone is not particularly fertile in terms of generating
implications for further research. When the significant
concerns change in Tutorial I is considered along with the
lack of change in either of the other groups, a considerable
number of questions arise.

The significant change in concerns among the Tutorial
I subjects suggests research questions in two areas: (1)
the causes of change, and (2) the impact of the change on
the students' performance in and reaction to education

courses, and on the students' teaching behavior following training.

Causes of Change

The causes of the concerns change found in the Tutorial I sample could be investigated in future studies employing a control group and one or more experimental groups. The over-all question must ask what it is, in that global activity called "field experience," that causes concerns to change. Perhaps the potent force is the content of the field experience. The content of the experience is the actual work the subject does with children. The Tutorial I subjects had close, intense contact with children in real teaching situations. Content of the field experience could be the independent variable in a future study.

The teachers to whom the Tutorial I subjects were assigned had requested "instructional assistants" for their classes. Perhaps the contact with interested teachers was the change agent with the Tutorial I subjects. The hypothesis that concerns of education students can be matured by watching teachers work, planning with them, teaching before them, visiting in faculty lounges, just being with teachers could be tested in future studies.

The Tutorial I subjects were in their second quarter of university work. They had identified an interest in

teaching at a very early point in their training. The
effect on concerns of the point in training at which the
Tutorial I experience came could be tested by giving
several experimental groups drawn from the same population
the Tutorial I experience at various points in their
training.

The Tutorial I subjects agreed to participate in the
field experience. The experience was not a mandatory part
of their training. It is possible that students who agree
to participate in an optional education experience are more
likely than others to change concerns.

Any or all of the studies suggested by the above hypo-
thetical causes of concerns maturation would add new know-
ledge to the field of teacher education. The investigator
feels that these future studies should be done.

Impact of Change

The need for creating a match between student concerns
and course content was presented in Chapter I. The case was
made that perhaps the effectiveness of education courses
could be improved, that courses could be seen as "relevant"
by education students, if the students' concerns could be
matured before they took the courses. The results of the
present study indicate that the concerns of education stu-
dents can be matured before the students take methods

courses. Given the change in concerns, the question might be asked whether or not the maturation of concerns has an impact on the students' performance in and reaction to education courses. The question could be researched using a control and experimental group drawn randomly from the same freshmen population. The experimental group could undergo a Tutorial I-like experience before the two groups take the same methods course. The subjects' performance in and attitudes toward the courses could be compared.

Study of the impact of concerns maturation early in the training of students could be carried into post-baccalaureate teaching behavior. Perhaps it would be helpful to know, through a longitudinal study, whether or not certified teachers whose teaching concerns matured early in training, behave differently in the classroom than controls without similar concerns change.

The combination of no change in the concerns of the Phase I and Tutorial II subjects while change did occur in Tutorial I generates a number of hypotheses for future study. Future studies should avoid the limitations placed on the present study by the three samples being drawn from different populations. Differences in the components of the field experience programs studied could be independent variables in a study which would draw all subjects from one population. If the three groups could be compared the

following questions might be answered in future studies:

1. Was the lack of concerns maturation in the Phase I subjects due to the low intensity of their involvement with children? The Phase I subjects were in elementary classrooms for the purpose of observation. Perhaps a more intense involvement with the teaching act is required if concerns are to significantly mature.

2. Was the lack of concerns maturation in the Phase I subjects a result of the time they spent in elementary classrooms? The Phase I subjects observed a total of six hours per week, whereas the Tutorial I subjects taught for nine hours per week. Perhaps a longer period of treatment would arouse more mature concerns in the Phase I subjects.

3. Was the year in school of the subjects a factor in the nonsignificant change in concerns of the Phase I group? The Phase I subjects were sophomores. The Tutorial I subjects were freshmen. Perhaps the lack of opportunity for the Phase I subjects to be involved as freshmen in a teaching-related role had an impact on the "changability" of their concerns.

4. Was the lack of concerns maturation in the Tutorial II students a result of their Tutorial I experience the year before? Perhaps all possible concerns maturation that a para-professional role will elicit had occurred during the subjects' Tutorial I experience. It could be that more

time in an instructional assistant capacity will not
further concerns maturation.

5. Was the absence of significant concerns change in
the Tutorial II subjects due to concerns aroused by the
methods course work they took the quarter before the present
study was done? Perhaps concerns were aroused by the
methods courses in reading, math and language arts that the
Tutorial II subjects took in the fall quarter, and the field
experience was not rich enough to resolve the new concerns
of the subjects.

The results of the present study, which revealed a
significant maturation of concerns in the Tutorial I sub-
jects, and the lack of change in the other groups studied
have generated many more questions than have been answered.
In the opinion of the investigator, this is good. The pre-
sent study has opened the door to many future investiga-
tions.

APPENDIX A

CONCERNS ABOUT TEACHING

NAME_____   DATE_____

TIME: 10 minutes

     The purpose of this form is to discover what teachers are concerned about at different points in their careers. With this information teacher educators can include in teacher education what teachers feel they need.

TEACHING EXPERIENCE: Have you taught? _____   If so, what and how long? (Include Sunday School, summer camp, tutoring, etc.)

WHEN YOU THINK ABOUT YOUR TEACHING, WHAT ARE YOU CONCERNED
ABOUT?   (Do not say what you think others are concerned
about, but only what concerns you now.)   Please be frank.
Your answer is confidential.

APPENDIX B

INSTRUCTIONS TO SCORERS

Teachers describe their concerns in such different ways that they are difficult to summarize. Some method is necessary to boil down this diversity and to summarize statements. This manual describes a system for classifying teachers' statements about their teaching concerns and scoring such concerns.

This system consists of six categories of concern about teaching (Codes 1 through 6) and one category for all other concerns (Code 0). The 0 category is self explanatory: any statement not about teaching is classified 0. Any statement about teaching is classified 1, 2, 3, 4, 5 or 6. Each of these codes is described in detail on the following pages.

It may help you to know that the codes are numbered according to the depth of concern expressed with outcome of teaching. The dimension is concern of the teacher with herself and the process of teaching versus concern with pupils and the outcome of teaching. In general Codes 1 and 2 are for statements showing concern with how the teacher goes about getting results (process) whereas Codes 4, 5 and 6 are concerned more with the results themselves (outcome). This may help you if you are undecided about some statement which may seem to fit equally well in two major categories.

Read the whole statement through once.

With a colored pencil place parentheses around statements or content units that express a concern. Continue until all content units are separated.

Assign one of the seven concern categories to each content unit by writing a number 0 to 6 outside of each parenthesis.

Disregard tenses of verbs.

Codes 1 and 2 are process concerns and are usually self-oriented. Codes 4, 5, and 6 are outcome concerns and are other (usually student-task) oriented.

Example

("Actually, I am concerned with my actual

classroom situation.)[1] (Like how well I handle

myself in front of the students?)[1] (How can I

act?)[1] (How outgoing and friendly can I be?)[3]

(And what relationship can exist to get the

best atmosphere for learning?")[3]

Some statements will express a concern that cannot be coded. These statements may sound outcome oriented but are too general in nature for the coder to know if the person actually is concerned about outcome or if the person has just heard that a teacher should be concerned about outcome. For example:

"My main concern and goal as a teacher is to
make my students enjoy school and enjoy learning."

"I am concerned with inspiring creativity,
interest and motivation."

"I am concerned with making the school day as
creative and interesting an experience as
possible."

In such cases, the coder should not try to code the statement.

Overview of Concerns Codes

Code 0. Non-teaching Concerns

> Statement contains irrelevant information or personal concerns which are unrelated to teaching. Codes 1 through 6 are always concerns with teaching. Any other statements are coded 0.

Code 1. Orientation to Teaching

> Concern with orienting oneself to a teaching situation. Inadequacies or uncertainties

related to:
a. education and/or teaching generally
b. content and/or situation, i.e. psychological, social and physical environment of the class-room, school and/or community
c. supervisors, cooperating teacher, principal, parents, evaluation, rules or administrative policy, i.e. concerns with authority figures and/or their acceptance
d. teaching procedure
e. general student acceptance

Code 2. Control

Concern about class discipline and control of students (one student, a small group or the whole class). Concern about students' misbehavior. Concern about authority as a teacher. Concern with alienating students. Concern about student ac-ceptance as an authority figure.

Code 3. Student Relationship

Concern about personal, social or emotional relationships with students. Concern about students as individuals. Concern about the feelings of students. Concern about student acceptance as a friend.

Code 4. Student Gain: Cognitive

Concern with student gain in knowledge, comprehension, application, synthesis and evaluation and/or with teaching methods or procedures for achieving it.

Code 5. Student Gain: Affective

Concern with student gain in awareness, interest in learning, receptivity to experiences and growth in values and character or with teaching procedures for achieving it.

Code 6. Personal Growth and Professional Issues

Concern with personal and professional development, ethics, educational issues, resources, community problems and other events in or outside the class-room which influence student gain.

APPENDIX C

UNIVERSITY OF OREGON

October 22, 1970

I want to inform you of an opportunity for freshmen in elementary education to participate as instructional assistants in the public schools in the Eugene area. As Instructional Assistants, you will tutor in local elementary school classrooms during winter term, and possibly spring term this year.

For many years students have complained about the relevance of the educational program as it relates to classroom teaching. Through cooperative effort, students, public school personnel, and University faculty have arranged a program to more adequately meet the needs of pre-service teachers.

A distinctive feature of this opportunity is the provision for early contact with children in elementary school classrooms. This will not only give you an opportunity to see first hand what teaching is, but it will allow you to begin making some decisions about whether a teaching carrer is for you - early in your training.

A meeting to discuss the program, credit, and obligations will be held on Wednesday, October 28th, 3:30 p.m. in Education 151. If you wish to participate in the program you must attend this meeting, or if you cannot attend the meeting because of a time conflict, contact me at 343-0703.

Sincerely,

M. William Harp
Graduate Teaching Fellow
Curriculum and Instruction

APPENDIX D

PHASE I

I am concerned about whether I will be able to actually
teach an individual, or in other terms, how I am going to
guide an individual to learning. I am also concerned about
what I should teach to my students and if what I choose is
going to be meaningful to them or not. Another concern is
how to make teaching or being taught a fun and enjoyable
process for the children and not a drudgery as it can so
easily be. I would like to know if what the students got in
my classroom is going to be remembered by them so that they
will be able to apply it outside of the classroom. I am
concerned about how I will be able to effectively teach a
classroom full of children from all types of background and
intellect.

The most important thing to me is motivation of the
students. I want the whole class to listen to what I have
to say and respond accordingly. I want to be able to shape
my students so that they will work efficiently and want to
work that way. I'm also concerned about being too emotional.
Children pick up moodiness in adults very quickly. I'm a
rather moody person and I don't want this to inhibit a re-
lationship between me and my students. I'm concerned about
parental cooperation with each student. I have seen parents
stand against teachers in matters concerning "problem
children." If parents would cooperate more with the
teacher there might be fewer problems. I'm also concerned
about discipline. I don't think I'd know what to do with an
obnoxious class which constantly needed to be disciplined.
I think teachers in training need to experience this and
find out the things to do and not to do to avoid further
trouble of that nature.

I am mostly concerned about the lack of concern shown
by many teachers insofar as the individual is concerned. I
became concerned as I watched my younger brother and sister
stifled in grades 1-4. Their teachers failed to recognize
any individualism whatsoever. I was superintendent of the
Primary Department for a Lutheran Sunday School in my home
town and always found that the so called "problem child"
sent to me for disrupting class really wanted attention or
needed to express some feeling. Of course, there were in-
stances of real problems, but not generally. I saw it as
an inability on the part of most teachers to see things in
a child's perspective. My younger brother encountered

similar problems at school. He never had an honest teacher.
Being very bright his questions were often set aside as
foolish--and our family saw the results of this at home.
His grade 1 teacher wanted to hold him back--he is now in
the 7th grade in 8th grade math, 9th grade general science
and getting straight A's--I hope I have made my point. I
believe in the individual, the exceptionally slow or bright
and the middle of the roader. I believe all children de-
serve the teacher's honesty. And though I believe in strict
discipline, I feel many problem children are caused by the
teachers themselves.

The mass grouping of children in subjects which they
are not capable of doing. Doing assorted work in class that
is a total waste of time for the student. The ways that
teachers treat there students as if they were never a child.
The failure to see that a child is "one" of a kind so he is
special in many ways and so he or she should be treated as
an individual and not one of a mass grouping. The ways that
teachers are treated as though if, as always being there to
teach as if there will always be teachers and if there is
not anything special in being teachers. The way parents
expect to see miracles out of teachers as to the training of
their child. I believe that education is started in the
home and is just continued in the school with special
adaptation to different subjects.

I am concerned at becoming a "good" teacher. By "good"
I mean a person who has cultivated and developed certain de-
sirable characteristics which will help the children not
only learn the necessary skills to be able to come to grips
with their world, present and future, and function ade-
quately, but also characteristics which will more impor-
tantly help them to realize their value as human beings, the
contributions they can make to themselves, their own lives,
and the lives of others, but also the beauty that is
inherent in the world around them, in spite of the human
condition, the finiteness which they partake of--and the
enjoyment and "awe" they cannot only develop, but the con-
tribution they can make to others' enjoyment by just being
appreciative of the world themselves. As a potential
teacher I want to open up their eyes--one cannot obliterate
undesirable backgrounds but one can green up new worlds to
take the place of a part of the old--I am not so idealistic
as to believe that I as a teacher can do this for every stu-
dent. But I know that the world is a hard place to be
right now, a difficult place to come to some sort of posi-
tive self-realization. There are no longer set standards,
values upon which to rely--like good old fashioned
religion--kids see the vacuums--they need to have them

filled--to me art, literature, music and nature are good
beginnings--timeless human producing that give one a sense
of the ultimate reality that underlies this mass confusion
of "world" in which we live--I believe it's there and kids
can learn about it and incorporate it into their beings--
and come out with a more positive understanding of how they
can "enjoy" what they've got and develop it even more.

When thinking about teaching I'm concerned about whether
or not I'll get a job. If I do get a job I want to be ade-
quate to meet the needs of the children. If I'm placed in
a school with minority groups I want to be able to under-
stand that they in a sense are different. I'm concerned
about the fact that other kids might not realize the social
and cultural situations these minority groups are raised in.
I'm concerned about getting the children to accept people
as they are. When teaching, it's most important to me that
I be able to reach the individual child so that he can ac-
quire knowledge of skills. I also feel that my classes have
to be exciting and stimulating and that all the courses I
teach are just important as any other to all children. I
want my class to want to come to school to learn. As far
as discipline and trust go, I won't teach unless the children
can trust me and look up to me as someone who can help them
on their quest through life. I want to be able to maintain
discipline in such a way that children feel it's for their
own good.

I'm extremely interested in finding out effective ways
to determine what is going on in a child's mind. His re-
sponses to things. I want to learn ways of analyzing his
responses so I can lead him with as little guidance as
necessary to become a creative, responsible, effective human
being. I want to know more about characteristics of chil-
dren or for that matter people, at specific levels of
maturity. I want to find ways of setting up an environment
that will lead to creative and effective learning. I want
to find ways I as a teacher can become increasingly more
effective as a human being in my relations with all people
so I can help bring them to a responsible understanding of
this unique world and themselves. People must be able to
do their own thinking to make their own choices and be re-
sponsible for them. I hope they will find stimulation in
every facet of life they meet.

My biggest concern when I think about teaching is will
I be able to have the respect of my class. If there is no
respect, the children will not have the motivation to learn.
I'm also concerned about my ability to make creative and

imaginative lesson format--this would lead toward the child's motivation. Also, will I be able to teach someone? Will I be able to get the main points across and will the children remember their knowledge? Another concern is will my teaching methods be approved by others? Will I have the support of the other faculty members and the parents to teach as I want to--not as it has been done before? And if I don't have their support--will I concede to their methods?

I am concerned about discipline and being able to control my class. Concerned about whether I'll be able to carry out a lesson smoothly and say everything I intend to say. To be able to express myself precisely without using a lot of words and boring the students. I want to know my subjects fairly well to be able to answer most of the questions the students may ask (and to know all the answers that I should know--like in the area of math). I am concerned about how the children will accept me as a teacher and as a friend. I am concerned about how others will see my classroom. I am concerned about being creative in my classroom to keep the students interested in school and learning. I want to develop some good programs so my students may learn some things that may be of real value to them and that they may feel are valuable. I am concerned about the respect children should learn for teacher and peers.

Teaching is doing anything that will help a child toward his maximum capabilities whether it be a nuclear physicist or janitor. I am concerned with finding out what a child's capabilities are, or could be, and doing whatever is necessary to fulfill those capabilities. I worry that I am too rigid in the way I have taught--or will teach. I am afraid I will not use new methods and new ideas to the fullest. I hope to be able to individualize my teaching and control my emotional responses to the point where no child will be tuned off by what I do. Because I will be working with t.m.r. children my main concern will be daily living skills. Helping them to independent living. If possible a manual type job in society and then efficient work in a sheltered workshop. One of the most important things is to keep the material relevant to the potential.

I am concerned with doing the best possible job I can in that I want to be able to have helped shape young children's minds for the better. So many teachers today, I feel, aren't doing their best. They are mediocre. I am interested in special education also MR's to be exact. I feel that to know you've helped someone is a very rewarding

experience. I want to teach them because for another
reason, someone has to do it, and I think I've got enough
love and patience to do it. Sometimes, quite honestly, the
money in teaching is quite a pull. For a single girl it's
not a bad salary. Also, teachers have good benefits and
people trust them. I don't think that those reasons are
selfish, although some people would. Mainly though, when
I think of teaching I think of the reward of satisfaction
I'll get because I'm helping the world and her future
leaders.

I am concerned about whether I'm getting through to
the children; whether they understand me or not. I worry
that they don't know what I'm talking about. I am also
concerned with whether I'm boring to them, and if they think,
"Ah, she's a pushover . . . we'll just ignore her. . . ."
If there is another teacher in the room I am concerned with
their opinion of me. I don't want a teacher to think I'm
doing a poor job and that I'll fail. However, I usually get
over this feeling after a few minutes. Sometimes I'm afraid
I don't have control over the group of children I'm
teaching; that if they began to be troublesome I wouldn't
know what to do. When I think of teaching, I am concerned
over the amount of busywork I'll have to do and how much
of my time will be spent in this area. I hope I can devote
more time to teaching.

One of my greatest concerns is that I will be able to
help the children who are not grasping the ideas or the
children who have records of failing to understand and want
to learn. In other words, I want to reach all of my stu-
dents in a way that they won't be just memorizing for tests,
etc. but that they will learn to apply what they learn in
order to retain more and make learning a good experience.
I am also concerned that I will be able to help the parents
of my students understand and assist their children in ways
that will help their classroom experience--carry over to
learning at home, i.e. if I am reinforcing a child for a
certain behavior--I hope to be able to help the parent
understand why I am doing so and help them understand how
they can help me by reinforcing the same behavior at home.

What concerns me now is the question of discipline. I
feel there should be no discipline in a classroom, but I
suppose it is a necessary measure. It seems too authori-
tarian to ask kids to stop talking and walking around when
this is natural for them. I hate to restrict kids and make
them learn in a rigid (or semi-rigid) situation. I would
want learning to be an enjoyable experience for them. I
also feel younger grades should be taught government as it

really is. Why try to force patriotism on them when the
system has so many faults. Too idealistic a view of
government is presented to the children.

I'm concerned with each child as an individual. I want
very much to be able to see each child growing and de-
veloping, both physically and mentally, with the least
amount of emotional strain possible. I want to be able to
help each child not only to learn his assignments and the
required "area" for the particular grade that I'm teaching,
but I want to be able to help each child grow and interact
with the others that he is constantly in contact with. I
have been helping a student now who is having very definite
social adjustment problems, and it has really shown me how
this sort of problem can affect the child's capacity and
ability to learn. It has definitely hampered him, and in
seeing XXX, I would like to be able to help others to see
that they can overcome problems such as this.

I am concerned with teaching kids some basics which are
essential to living in this day and age--for instance not
all basics will strictly be in world of academia, but also
in social and emotional realm, e.g. how to get along with
others and maintain happiness within yourself. I'd also
like to try and teach children to be free and independent
thinkers, to be highly critical of "all encompassing facts."
I hope the children will be able to think on their own, and
not be crowd followers, merely for the sake of being in the
group. Primarily I want the child to be able to live with
himself, necessitating I think a peaceful and happy co-
existence with classmates, parents, etc.

The only thing that really concerns me is I want to be
an enthusiastic teacher, not a boring one as many were in
my past career. I not only want to be enthusiastic, but I
want to be able to inspire enthusiasm (for learning) in my
future students. I am also concerned about the fact that
there are so many "systems" for teaching so many "programs"
that are supposed to allow the student to progress at his
own rate (which is fine if there is progress) but from my
observation in one school in the XXX District, there is an
enthusiasm on charts and "programs" but not much learning
going on--I don't want to be a glorified graph and chart
maker. I want to teach!

Will I be able to organize my classroom well enough to
spend ALL my time working with individuals. How can you be
SURE that a child is really learning a concept? They play
the game "Now let's play school," so well. How can carry-
over be achieved. What happens if your principal will not

allow you to teach using your methods? He feels they are
too loose. Will I know enough more (in one year) to be able
to handle reading. The other subjects seem logical in the
solutions. Reading scares me right now. I'm afraid I'll
blow it. Surely it MUST be individualized.

I'm concerned about: 1. doing an adequate and accept-
able job; 2. reaction of students towards teachers, es-
pecially in high school; 3. drug problem in schools; 4.
juvenile delinquency in general; 5. general disrespect for
any and all types of authority among young people; 6. low
pay scale of teachers compared to cost and time it takes to
get the education required to teach; 7. the almost impossi-
bility of getting rid of poor teachers because of tenure;
8. lack of demand for teachers as compared to a few years
ago; 9. no chance (second) on any criminal or moral situa-
tion that could occur sometime in the future.

1. Gaining enough self confidence to really feel I am
teaching the children something--not just facts, etc. but
about all aspects of life. 2. I'm concerned about the
stress and need of more individualized help for the chil-
dren. I'm worried and concerned about this major topic
greatly! I look back to my past education and I only hope
I can and also others will be able to spend more time helping
each child cope with his individual difficulties as well as
his strengths. 3. I'm also concerned about teaching a child
more about the existing world at hand as ecology, etc. This
could be drawn into No. 1, but the child must be able to
live and thrive in our world today which is greatly dif-
ferent than yesterday. 4. I believe I'm basically concerned
(as all future teachers) just about things like having
enough knowledge and being able to retain it and the use it
as a tool in the classroom. I'm always afraid of not
knowing enough here again the stress of the need for self-
confidence. Its a must and I have 2 more years to build
this up to a strong structure and then add to it.

I am concerned about my being able to find ways of
helping the students learn in interesting ways. I want
their learning processes interesting so they will retain
their knowledge and be challenged to search for more know-
ledge. I am also concerned about my ability of awareness
of all my students' needs and abilities. Will I be able to
fulfill their needs.

I think what I am most concerned about now is being
able to teach and motivate a class so that they will enjoy
what they are learning and want to develop an understanding
and broadened interest in many areas. I think it is

important to concentrate on reading, math, English, etc. but
I think it is equally important to provide experimentation
and creative experiences in the arts (music, art, litera-
ture). I do not believe in using patterns or definite
concise lessons--I feel the child must learn what he can do
as an individual not what he can copy from the teacher so
that he impresses his parents. I would hope that I could
create a trusting relationship with my class so that a
free-flowing, uninhibited discussion could result so that I
know what the children are really thinking and what they
are really concerned about. Because in this type of atmo-
sphere learning the basics is so much easier and more
enhanced. I am also interested in special education. I am
not very experienced or knowledgable in this area but I am
concerned with what is being done in the field--I want to
know what results will come from the various programs such
as integrated classrooms, that are being implemented now.

My concerns when I'm teaching are: 1. getting material
that is at the comprehension level of the children, yet
still challenging. 2. trying to make whatever I'm teaching
as fun and interesting as possible. This calls for
enthusiasm on my part, being prepared, and doing things
that the children can participate in and find some degrees
of success. 3. It's very important to try and teach each
child's individual needs, and be aware of any time when I
think I'm not reaching a child, so that I can use some
other method of helping him understand the material. 4.
Success in learning is very important, and so every oppor-
tunity I get to encourage the children in what they're doing
I do so. 5. Variety is also important. Having a mixture of
hard and easier classes throughout the day, makes it easier
on the children and will help with their attention spans
and attitudes.

I am concerned about working under a principal (like
the one I'm under now), who rigidly structures the school,
doing such wonderful things as requiring a normal distribu-
tion curve for grades, so that those "dummies" always con-
tinue to fail. In like manner, I am concerned about
stultified colleagues who are unable or unwilling to inno-
vate themselves, and suspicious of those who try. I
worry about being diplomatic and subtly convincing. I
am now in contact with a woman who goes from "syruppy
sweet" in her interactions with fellow teachers to a raging,
buffoon as she finds a child "sharpening his pencil incor-
rectly." I honestly feel that the teaching profession
attracts some "egomanical goons" who are delighted at that
potential for creating a rigid authoritarian regime. My
concerns for myself are whether I will be able to maintain

a high productivity level; i.e. will I be able to willingly
contribute the long hours that are necessary for good
progressive teaching. Too, as I observe in the classroom I
realize how much more I misunderstand about child-child
interactions. I have a tendency to rush forward and want
to help with things the child is perfectly capable of
handling himself. Another concern is that I don't have
enough of the academics in science. But this is a require-
ment more easily fulfilled. I think the method courses
should go. They're just not as valuable as other areas.

Under-achieving kids and their development. Making
learning a happy experience for the average and less than
average child. Promoting self-directed learning and inde-
pendent thinking. Identify in mass classroom situations.
The improvement of inflexible and obsolete educational
bureaucracy. Using the best methods possible, but the
difficulty is finding out which are best. Improvement of
teacher education.

I'm concerned with children learning at their own
rates--so that they aren't shuttled along with the mass,
nor precluded from working beyond the norm. I also truly
believe in individual expression and creation. Music and
art are the most obvious studies for allowing this creati-
vity to flourish. I'm so against authoritarian teachers
who have preconceived ideas about what a child should pro-
duce. I'm secure enough not to feel a child's own creati-
vity would be a threat, rather it might be a good firm
foundation in life. A child depends on his own resources
then and will be able to think out problems creatively
rather than retell old facts as taught by the teacher.
Another way of clarifying this idea is that I believe in a
more divergent thinking approach to teaching. I would try
to eliminate the idea of teacher saying "I'm thinking of
one thing . . ." this makes equally correct answers from
children appear below standard when the teacher replies
"that's good but . . . ." I feel everyone can and should
make his own contributions in a classroom situation as well
as life outside the classroom. I'm also concerned with
children learning to read well, since this is a major tool
for everything one must do. I want to be fair in
discipline and provide a warm and secure learning and
playing environment.

I think "teaching" is vastly overrated per se. One
cannot "teach" anything. If a student is to learn, then
the student must have a desire (motivation) to learn. Pri-
marily what the teaching profession does is to do its best
to dam the tide of creative learning with its emphasis on

immediate education, i.e. learning concepts and skills as they are presented without the necessary background or desire. Teachers must learn to encourage learning and forget about "teaching."

My greatest concern is my ability as a teacher. Will I be able to teach necessary skills in a coherent manner to thirty different children. The knowledge I need to have I know I can dig out by extra study. My ability as a teacher is questionable for me. I'm also faced with the fear my classroom will be too structured or too unstructured for children to develop any positive deep feelings for learning. I understand myself to know that from a teaching standpoint I will feel more comfortable in a structured classroom with thirty shining faces watching every move I make. I remember my own experiences as a student clearly enough to know I hated teachers that demanded such perfection. I hated them because of the feelings of insecurity they produced in me. I guess that's it.

I don't intend to continue in teaching, I like it but I think that I'll like counseling better. My main worry is discipline: how to handle various situations, how to establish my authority, how to gain respect of the students. My second worry was how to successfully apply behavior modification techniques. I wonder if I could successfully reach a problem child.

My major concern is that children both bright and slow are being slighted in our public school system. I hope I never fall into this pattern--I feel confident in being able to reach these types of children. I hope I will be able to offer proper motivation in order to stimulate these children to work up to their capacity. Another area of concern is discipline. I see this as a problem as it is used to punish the child not to help him. Too often the child becomes turned off to the system by harsh discipline problems. I realize that I'm idealistic, but I hope I never have to "manage" my classroom. I would rather be able to spend that valuable time personalizing the instruction. Another goal I hope that I am able to achieve is making the learning meaningful. I want my students to see relationships among different content areas--art, music, science, math, reading and P.E. I want them from the beginning to see concrete relationships that are relevant to them NOW.

I'm concerned about the individual child, how he learns, his receptiveness and his attitude about himself and others. I'm concerned with the child's attitude toward learning and his desire to acquire more knowledge. Learning

should be made a pleasurable experience. The child should
be satisfied with himself and even after school years de-
sire to self educate himself further. The child is the
most important thing.

I am concerned most about how I am affecting the
child's growth in the area I'm attempting to teach. From
experience (since I've spent all my life as far as I can
remember in school), I realize how influential a teacher can
be in a child's life, not only at that particular period,
but for the rest of his life. Some children are badly
scarred by teachers lacking totally in perception and sensi-
tivity, not to mention bad teaching skills. In short, I
feel that far more is important also besides teaching the
child to read, for example. Teachers too often forget to be
human beings instead of an ominous mechanical device
grinding out the chore of teaching. I'm also concerned
about motivating instead of stifling children. If motiva-
tion occurs strongly and early enough, a child will be far
more likely to have a positive reaction to learning. I
think every child comes to school initially with that posi-
tive attitude and it is rarely his fault if he loses it.
I think thongs such as tardiness, and other such trivia
should not hold the foremost position in the minds of so
many educators that it does.

Set motivation--give the desire to want to learn. Good
personal relations with children. Be flexible--patient--
understanding. Install positive feelings about the class-
room--never reflect negative views or feelings. Understand
that each child is a person--very individual with his own
likes and needs. These must be met on an individual basis.
He is not merely a student but a person like myself and
each of the others.

Most of all I would be concerned with the children in
relating to them the learning process of education. The
areas of reading, writing, math, science, and soc. science
would be most important. To begin with I would have to
choose a reading program written and set up for the students
who are using that program. Testing would be necessary to
group the children for each level of learning. Math would
also be set up on this order. Where as soc. studies would
deal with more things in the county and state wide level,
not over at South America.

How to hold on to the love for learning when they
enter 1st grade. I've noticed how they in the fifth grade
don't really care to learn--they just have to. So I really
feel it is important to make it fun to learn without it

being work. Also I am concerned about the slower children
in a class who aren't picking up a certain skill and are
still being pushed on. I am concerned if having to know
this skill is that important or if pushing him on is going
to hurt him more. I am also concerned about how a curri-
culum doesn't allow for individual differences or for dif-
ferent minorities. I feel a need to establish something so
it is a good learning situation.

I want to be able to teach at a creative level at which
the kids will want to progress, and I am concerned that I
do this effectively. I want a discipline that is not an
imposition on the students, but a reciprocal attitude of
respect.

How much I have to offer and how I can transmit that
knowledge and skill. I know that it is so important to be
able to relate and communicate with your students. Patients
is perhaps my greatest virtue I have to offer when teaching.
Sometimes I wish that I could be a little more perceptive
and especially that my students would be fully aware of my
putting each one on an individual basis. I want to
eventually arouse my students to seek level three learning.
Not only am I concerned about how and what my students
learn, but I'm concerned with their reactions to what I'm
presenting. Student's opinions are so very important they
can contribute as much to the teacher as she can perhaps to
them. Teaching must be rewarding, because when you can
identify with the youth and they can grasp the associations
and form conceptualizations toward becoming self-directed
that's quite a thing.

TUTORIAL I

I worry that I will become impatient with a slower child or with a noisy one. I would like to have all the children like me as a teacher, and as a friend. I know that grade school is the "formative" time--and I'm afraid I will teach the children some wrong things--and that these things will influence their behavior. I think the most important thing in teaching is not so much that the children learn their "ABC's," but that they learn to think and reason for themselves, and learn to communicate with others.

When I think about teaching the 4th grade class, I am concerned about not taking too much responsibility into my own hands and trying to help some of the children without having the qualifications of a teacher. I think about getting the kids respect without being cruel or overruling. I want to help the teacher and try to do the things she asks without too many mistakes.

In most classrooms the teacher sets a certain example. When drawing a pumpkin they use the stereotype face and the child sees the same pumpkin for association with Halloween. Sometimes if the child will vary in his drawing and the teacher will correct him and say he's wrong. I don't think children are allowed to create they are told what to do. Now, I'd like to be able to make a child ask why and use his imagination.

I feel a little ill at ease sometimes when I'm talking to the kids so in a way I'm worried about what they think of me, and how it effects what I want them to learn and understand. I want them to like and respect me, understand me. Right now, because of the way I felt when I was in grade school about student teachers, I'm kinda of worried that the reason they seem to listen is only because I'm a novelty, and novelties soon become old and boring and are no longer interesting--I wonder if I will. I would like to get to know these kids, but I'm afraid that I'd get really attached and over protective and become more of a mother image than a teacher. So I feel I must "keep my distance" if I can, and it's awful hard because they're so cute. I find myself, in a way partial to the slower kids and I don't think it's pity--but rather "maternal" instincts.

Disciplining the kids. I want them to like me, but I know I can't let them run wild. How do you enforce rules yet keep their respect? Being able to teach so they learn. There are kids I'm observing now who are clear behind the

class. How do you make the not-so-bright kids learn? How do you teach 2nd and 3rd graders, or any elementary level, something like math or history, and keep them interested enough so they learn? I've noticed they cannot keep on one project for long--15-20 min. wears them out, but that time seems so short to get anything done. Favoring kids. This is a little concerning me. I think I could be fair, but what about the especially "bad" kid, who won't do a thing you say and talks back to you. How do you treat him as even as the "perfect angel," so the class doesn't think you are favoring. Why having to do something--like read a story in front of class--I'm afraid they won't listen to me.

Understanding what sixth graders are able to do. How a teacher plans for the day's lessons. Ways of controlling children. Being able to spot problems that children have in their work and how to help them. Finding what children want to know, and what they are most interested in.

I am mainly concerned with being able to make an honest contribution to the class and not just observe. Also how to deal with a question from a student that I cannot answer. Also, whether I will be able to lead and conduct a class in a lesson well, instead of helping individual students.

I am concerned with learning how to be effective in controlling children. Discipline enforcement I have found in earlier experiences (cadet teaching) has been a problem with me. I would like to learn how to work with the exceptionally fast learner also.

Teacher role in making decision about 1. groups--reading--spelling; 2. seating arrangements; 3. language in classroom; 4. flag salute; 5. grades. Telling students what's right or wrong vs. discussion with student in a manner that they come up with own judgment. Techniques in spelling and how well student remember or correlate words. Technique of evaluation or can this be done on a classroom basis. To what extent should a public school teacher involve herself (himself) with students. Should classroom be used to track students into certain roles? or define the role. I am concerned about the tracking and how with the number of students in classrooms can the procedure be altered to allow each person to gain tools he needs to develop in himself and group. I've decided that I want very much to be a teacher. The only thing that concerns me is the availability of jobs. I've thought about speech therapy but that isn't really what I want. Mr. XXX, the

principal here at XXXX, said that last year in XXXX alone, there were 30,000 applicants for 60 openings, and that things weren't going to get any better by the time I graduate.

I am afraid I don't enjoy teaching as much as I thought I would. Therefore I might change my major. My main concern is I am having difficulty in discipline and pupil respect for me. I'm afraid that this might prevent me from presenting all the materials necessary to a class. At times I feel that correcting dozens of papers and sounding out words is not challenging enough and a little boring.

I'm concerned about my ability to be able to carry out the ideas I have without letting the teachers I've had in school influence my methods. By observing other teachers, I hope I can teach without favorites. I'm concerned about the discipline methods since I totally disagree with some teachers punishments which don't even relate to what happened. I'm quite concerned about being able to find a job since the teaching field is quite narrowed. I'm concerned about being able to teach the students on a teaching level, but also to be able to be not just a teacher image.

1. Methods that would get a lesson across but which the students enjoy participating in. 2. What types of information needs the most emphasis and time. 3. The psychology of the student. How to feel out the individual needs of the student. What will give him the best attitude towards learning and himself. 4. What preparations we needed to begin teaching, e.g. teaching aids, time users, research, media.

It is most important to me for the students to learn general behavior such as tolerance, independence, awareness, etc. To me this is as important as scholastic learning. Reading is utmost important also. This is the basic point of all future learning.

Right now I feel that I really want to work with younger children, around 6 and 7, maybe 8. My main concern now is the lack of confidence; I begin to feel uneasy when I think that a child's whole school career is dependent upon my teaching him to read well and to enjoy it. Maybe if I had second-grade for a few years it would be easier. I have, occasionally, a lack of patience with children around 5th and 6th grades. This worries me because I realize that sometime in my career I may be called upon to teach this grade level. I want to teach; but I am afraid of going through 4 or 5 years of school and not being able to find a

job. Also, a lot of teachers I have come in contact with are just glorified baby-sitters. I don't want this. For this reason I have been thinking about entering VISTA or a special education program, where the results will be easier to see. Almost anyone can teach average kids, but I want to teach to help someone, and I'm afraid I won't be given the opportunity.

When I think about my teaching I hope that I'm presenting it the best way I can and a way that the children will understand. Also that my ideas will not only convey what I mean but also that the children will enjoy what ever it is they're told to do. Right now discipline is a hard problem for me but I'm progressing pretty well. Also when a child doesn't want to do something but should because its important, you can't make them do it, so you should use a type of technique that's one of my problems I really don't know how to or what to do.

When I teach I am concerned with a lot of things. Teaching is so broad and if you don't relate to each student you have lost one pupil, and you have failed your responsibility to him. When I teach I'm very concerned about whether the student is comprehending what I say or do. I'm concerned about his interest in the subject I teach. I'm concerned if he doesn't ask questions about what I teach. I'm concerned over the fact if he doesn't like me for a teacher or another person. Teaching is a very heavy responsibility. I want to teach what I know. I want to learn from the student. I also get worried if he doesn't relate to anything or anyone. I would be most concerned if he didn't relate to fellow classmates. I wouldn't want to "lose" any student. I wouldn't want to hinder his education if I caused him not to ask questions about what is bothering him about the subject or me. I want the student to feel free to question me, to question what I teach, and I want to give him the satisfaction that he learned the subject, or something. I want to help the student all I can, and if I do something wrong I want to be corrected. I want the student to realize that school is not a "pain." I want the student to develop an interest in school, I want to be valuable to each and every pupil, and I want to teach them that life isn't so bad. I would be most concerned if the student had a problem outside of school that hindered his education ability. I want that pupil to realize that the teacher is not an ogre, but somebody you can learn from, understand with and someone you can trust. I love to teach kids and I would be concerned over anything that would cause that student to not want to learn.

I'm concerned about being able to further the development of a student. Out of an entire classroom situation I feel as if I've accomplished something if one student totally understands what I was presenting to them. I'm also very concerned about being able to understand a child and his individual problems first, then to work cautiously in academic areas keeping in mind limits that the individual child may have.

The youngest children are my concern as I've encountered instructors who are opinionated to such an extreme that they influence their children in this way. The smallest are the most impressionable and by poor instructors they may carry on to upper levels their problems, be they academic or mental.

My biggest concern related to my teaching is discipline. Most of the time this happens in the classroom when the students are bickering among themselves. I can't get their attention or get them to stop without making them think I'm getting angry. Even that means of stopping them wouldn't be bad, except that I can't get angry when they're bickering; all I can feel is an overwhelming inadequacy. I've never experienced this before. In the very large groups I've worked with such as Brownies, the girls were young enough to be controlled and involved in Brownies because it was what they wanted to do. In the 4-H clubs I've worked with such a range of age that the grade school and jr. high age members looked up to the high school students which foiled any discipline problem. Until this year, the only problem I'd had to overcome related to discipline with little girls who couldn't stop giggling. Now this loss of control really makes me wonder whether I'll ever become a good teacher.

I suppose one of my largest concerns in teaching is involving every member of the class in doing something worthwhile. It's very difficult to hold the attention of the whole class, and in trying to include the stragglers I fear that I loose the original participants. The actual presentation and classwork gives me little trouble, it's the inter-personal relationships and discipline that need to be understood better and worked with. As far as my teaching education, I think that this actual class experience has far more to offer than an artificial lecture situation.

The most important thing I am concerned about is being cheerful, interesting and still informative. I hate grouchy people, and I hate to be bored, so I don't want to disappoint anyone I am teaching by being this way. No

matter how rough things get I want to try to smile. And of course, to be an effective teacher, you must know what you're talking about. I hate to listen to someone who is just faking his way through a subject. So I never want to go into a situation uninformed. Idealistic--yes. But these three are my real concerns. I feel that I can handle the people involved. I want to present myself well. And behind that I want the knowledge and the information to do it.

I felt throughout the entire term that I couldn't really relate to the children in the class--I had so much to tell them and hopefully so much to teach them (I felt), that I was very disappointed when I realized I couldn't really talk to those kids. I felt (and feel now) that the teachers play games with one another--e.g. surface friendships, etc. and with their classes. I sat in that classroom and listened to the bunch of bull the teachers taught the kids until I felt frustrated. Why can't those kids be taught what's really happening in the world. I noticed I had to watch what I said or it would get back to "Mother"--grade school should be the most important period of a child's early development and the schools are not performing up to par--at least not XXXXX. Hmm.

My biggest concern when I observe classes now is how well a student receives and understands what the teacher presents to them. I have seen very little enthusiasm from teachers in presenting their material and therefore the students' attention is lost before the teacher begins. The little teaching I have done has been somewhat difficult be-cause I was given a worksheet on dissection and was im-mediately asked to demonstrate it to the students showing them how to do it themselves. I haven't had courses on presentations and so I found this worksheet a rather dif-ficult one. I am also concerned with education ability and unity within the classrooms and each grade level. I like to see excelling students but I would like to see more time spent with the slower students. Slower students are placed in slower groups but little help is available for each student. This is where cadets, assistants, etc. should help out instead of with the better students. Most of all, I am concerned with each student's enthusiasm and encourage-ment.

When I think about teaching I am concerned with many things. First of all are the children learning anything from their lessons. If not, why not? I think many teachers today have fallen into a rut and their lessons are boring for the kids as well as the teachers. Teaching isn't a

straight desk job. Each day should be a new adventure. If the children enjoy your lessons they will also enjoy learning. Discipline is a big question in my mind. I have seen so many different techniques, some work some do not. I think the discipline in a school should be consistent. If not, things will never work out.

I am very concerned about current problems such as pollution, prejudice, cancer, etc. I think it is an essential part of a child's education to learn much more about these topics. They need to be concerned with problems because as they grow into adults, these problems will lie in their hands. I am also very concerned with the curriculum. I think there is a low of irrelevant topics. More time should be devoted to the previously mentioned areas. I am concerned that children are not having enough opportunity to be creative and imaginative. This is very important especially in adapting to their environment. A good majority of their studies are dull and they quickly lose the interest of the child. Better methods are needed to arouse enthusiasm in the child. The subjects could be so much more interesting.

I really feel this is a great experience. It has helped me to decide that I really want to become a teacher. I think that everyone should have a chance to see what teaching is really like early enough to decide whether or not it is for them. I think you should have more than one chance for tutoring in a school so that you can try out different grade levels to see which one best suits you, but you should also be in the classroom a long enough period to be able to get to know the class and how it functions.

I mostly think about the teachers that use little or no preparation before they enter the classroom. They feel their only duty is from 8-4 and they needn't spend any early mornings or late nights. I can't imagine! I certainly plan to give those kids the education, care and time they deserve. If it takes extra time to accomplish that, I'll use it. I also wonder if all the new methods and aids are as important as a little love and time. It seems that all the junk schools are equipped with is obsolete if love doesn't accompany it. I hope that the love out weighs the matter in importance. I personally feel I have plenty of that to give. I at least hope so! I think of the smiling faces and joys, the sorrows and tears of the children's faces . . . how could I give anything but time and attention?

The important thing in teaching elementary school is not what they are learning, that is curriculum, but rather how they are learning. At this stage of development getting the child to enjoy learning is actually more important than teaching them "things." I feel that classes for elementary educators such as teaching teachers how to teach social studies is more or less worthless. If a teacher is a teacher he will be able to get the student to understand what he presents. Courses concerned with child development and children's emotional problems and how to handle various types of "exceptional" children are more important. More practical experience is better than a veteran teacher telling a room full of prospective teachers his experiences.

I'm really concerned about how many of the teachers are turning off their kids. One example of this was at XXXX where one child was sent to XXXX because of being dis-ruptive in class. From what I could tell the only reason that the child was disruptive was because he wasn't getting any attention from the teacher. I noticed this at once and was able to really reach the child, I believe. When I noticed that he knew the answer in math I called on him. That one time gave the child enough attention that for the rest of the time that I was there he behaved wonderfully. Another thing which concerns me is that there are not enough teaching for the children who are behind the rest of the class in math and reading. An example of this again I saw at XXXX. A little third grader was behind the rest of the class in math. She was working in a first grade book. Before I came into the class this girl was almost completely working alone. By my being there I was able to get this girl far enough to get her into a second grade book. All she needed was a little more attention.

TUTORIAL II

I feel that what I'm most concerned about is organizing and figuring out how to present the proper material for or to the children. I guess I'd really like to know what's really important to them and how do I do it so that they (the children) will learn it--not memorize but learn. I want to know like if when I give them a book to read that's say on their level if they will learn independently--or how do I help them learn independently. I guess what I really am most concerned about is curriculum--what's good--what's bad. How do I handle a whole classroom in one area when they are all on different levels of reading, etc.--maybe practical application will help me sort out this more than anything else. But I do feel that some of the elementary classes I'm taking aren't teaching me what to teach but what he the instructor likes--not like my methods last term but like Math 121.

I'm concerned about being able to open the student's mind without hurting or misusing it. I would like to be able to reach every child and to use opportunity to the best of my ability. I don't want to warp the child's mind. I want to help stimulate it to learning so that he will have a genuine interest in it. I want him to be willing to keep learning long after I have finished teaching him, so it is vitally important to me to have the capability of sparking interest instead of snuffing it out.

In regard to teaching, I am concerned with the way of teaching and the success I achieve. Success for myself, I feel will mean success for the students. Specifically, I am concerned with reading and math, the way these subjects are taught: for through these two studies and the use of the knowledge of these two studies, a child will be able to expand his interests and broaden his understanding. I am also concerned about the methods to be used in teaching and the reaction of the student. For if a child does not respond the cause may be, in many instances, the method of teaching on behalf of the students. I am concerned that many times a teacher does not adapt herself to her students. I am concerned that in many cases, the teacher is more or less told what to teach. Yes, guidelines should be present but not to the extent that the instructor is dictated what and how to teach. I am concerned for the student.

I am concerned with the child learning in an atmosphere which is both conducive to learning and to enjoyment. For I feel the child must enjoy the experience of learning, not just tolerate it. I want my class to be a fun experience for both myself and the children. Also I feel children should be allowed to work at their own pace but not be put into groups of ability. This can be very damaging to their personality by causing an inferiority complex and also by grouping children in slow groups they might just accept that they are slow and "coop-out." Why should they try--they're in the slow group. Also other children are cruel to the "slow children" if their ability is pointed out.

I am most concerned about my own teaching abilities. I hope to teach 1st grade and consider this one of the most vital grades, and because of this I either want to be a damn good 1st grade teacher or an ok good 3rd grade teacher. I am not yet confident in my most recently attained but untried skills. I feel that I have a lot to give but am not sure that when it comes time I will be able to put across all that I am trying to let the kid know. I know it, but can I teach it. I'll soon find out, and hope I am as good as my potential will allow.

When teaching, I am basically concerned about getting the idea or concept across to the learner. I don't think I have achieved this very well yet but hopefully with this fall's training I will be able to. I do think I can tell when a child has grasped the idea conveyed and I feel my attitude plays a major part in the child's ability to grasp it. My attitude should be one adaptable to the child's needs and also the child's attitude toward his needs.

My main concern or problem facing me now is the weight of the responsibility placed upon me. To be responsible for 25 or 30 questioning little minds for a whole year is really kind of scary. I think or at least I hope, time and more learning will give me the confidence and knowledge to carry this weight and enjoy my work. If the challenge wasn't here, I guess I wouldn't be here either but at this stage right now, it seems a little awesome. Concern that I won't be able to meet all the problems and interests of future pupils.

I don't really think I can say honestly what I think about my teaching because of the fact that the only experience I've had is tutoring. From that brief introduction I am concerned that I will truly be able to advance all children both the smart and the slower ones. I hope I will

never give up on a child, like I saw happen to a few. I am
also concerned that I won't become stagnant with my
teaching ideas but advance with time.

In addition to teaching the children the basic ele-
mentary school curriculum, I am concerned with teaching them
the importance of themselves as individuals. School is not
an intelligence mill. To children, school is a major part
of their lives. The things that happen to them there will
affect them during all of their lives. Kids will learn to
read and write and count by one way or another, but the way
they feel about themselves is never developed in any way,
except accidentally. I am concerned that they are going
through school developing bad feelings about themselves, and
I want them to feel good.

When I'm teaching I'm concerned with really getting my
subject across to the students I am working with in a way
they will remember. I try hard to create an enthusiasm for
what I'm teaching to the child and want him to understand
why he should be learning what I am teaching. I want the
children I'm working with to really want to learn--therefore
I think mostly about presenting my material with this goal
in mind.

1. teaching children the right things in the right way.
2. helping children with any problems or maladjustments that
they have that are making them unhappy (learning to do this).
3. correcting any misconceptions on my part about teaching
also concerns me. 4. I want to be able to do the right
things without having to refer to a type of authority all
the time, that is know my work thoroughly.

I'm concerned with the kids, their well being and any-
thing I can do to help them in their future life. I really
don't give a damn if they can visually discriminate th from
z. I care if they can get along with each other, if they
are developing self-confidence and ambition. Many of my
students are from a poor socio-economic area with broken
homes. Anything I can do to prevent them from perpetuating
this type of life is what I want. Education, I feel is the
tool, but not always in the middle-class way we are in-
structed. Exploratory methods and lab approach help de-
velop creative thinking. These kids need love, and personal
attention.

I feel at this point--being sure that teaching is what
I actually want to do--I enjoy people--children of course in
that group--I enjoy helping people, but don't like to
inflict myself on others if they don't want it. I hope that

if I finish in education, which is most probable, that I
make a better teacher than the ones I have ever encountered
in my years as a student--I could say only perhaps 10% of
all the teachers, instructors, professors that I have ever
encountered were of a whole lot of merit--I only hope that
I can do better than that.

I'm concerned about giving the children the very best
possible education. I'm afraid teaching is becoming too
modern and there is no longer the close relationship be-
tween grade schoolers and their teachers. I want to teach
new ideas but still give the children the things he must
know basic to life. I'm afraid that the art culture pro-
grams are ridiculous and teachers should be more concerned
about whether a child can read or add a simple math
problem or write a sentence. Not be so concerned with
whether he can act or draw or dance.

I am concerned about being sensitive to the needs of
the child being taught. In a class of so many (20-30) I.
feel it might be easy to neglect a child in an area you
could help him just because you are more focused on the
class as a whole rather than on individuals. I am working
at XXXXXXXXX school for the retarded. I am putting really
concentrated effort on teaching 6 individuals. I don't see
how it is possible to do a sufficient job with 20-30, (even
considering that retarded children do require more atten-
tion). I would like to see class sizes cut down to about
15 so that the teacher could teach more to a few rather
than a little to many.

When I am teaching, I'm concerned about getting my
ideas across. I believe discipline is very important and
I want the best for each student. Their welfare can bene-
fit highly from me if I prove to be an understanding,
capable teacher. If I can accomplish this, and if other
teachers could, too--we just might have the right idea of
teaching.

When I think of teaching, I am concerned about if I
will really feel that I am helping the children. I don't
want to fall into the daily-workbook routine, but sometimes
I get the feeling that I might. I remember in grammar
school how I just hated some of my teachers because of the
busywork they'd give us. Maybe that was because they were
up against the wall with no new or fresh ideas. With
classes like I'm taking now (general phy. sci., his., etc.),
I feel that they aren't helping much. I hope I can take
classes that will help me to be creative in class and make
it interesting.

I am concerned about what knowledge I am able to convey
to the children for their individual needs. I want the
children I teach to learn and be stimulated to their fullest
capabilities. I want to be able to recognize their indivi-
dual needs and to help them overcome difficulties and or
strive ahead of others. Since my interest lies in the first
grade, I hope to be able to give them the basic fundamentals
they will need to continue in school.

I am concerned about the individual and what he is
learning. It bothers me that teachers do not spend more
time on individual help with children. I feel that the child
should be taught basic reading and math skills. Then ad-
vance on his pace with guidance. I think he should dis-
cover mathematics whenever possible. I am also concerned
about the education of teachers. I think they should have
longer instructional periods, especially in reading,
language, and math areas. I don't feel that one term of
each is adequate.

I am concerned with teaching the children in my experi-
ence some of the things that are needed to get along in this
world. I'm concerned about the individual child and what he
is learning. I feel that there should be more time teaching
individuals and teaching them well rather than teaching a
group and just having a few understand the lesson. With this
individual help every child will learn better and be able to
adapt better in this world.

I'm concerned with having the children grasp certain
concepts. I'm concerned about their knowing more when they
go out of my classroom than they knew coming in. I'm
changing my major, however--I've found trying to relate to
young children isn't my strong point. I can't get across
what I want and they end up driving me bananas. So I
suppose my answer won't matter too much.

Mostly I'm concerned whether or not I'll be able to
give individuals attention. I don't know if I'm capable of
giving so many kids individual attention, yet still be able
to hold the class together. I'm afraid I won't be able to
teach adequately. I'm afraid I won't be able to make them
understand what they're suppose to understand. Basically,
I'm afraid I won't be able to teach!

When I think about teaching, I think about experiences
that will benefit a child's mental and physical development.
It should be the teacher's job to teach the basic skills
(reading, math, etc.). But a teacher should not just be
concerned with these superficial tasks, she should take into

consideration the child's awareness of life itself and the role their own development will play in it. In other words, the teacher should treat each child as an equal, sharing the same position as all other persons do. She should not look at a child and think that because he is a child ("who doesn't know much about anything") he doesn't deserve to know more than just the basic, superficial skills. I have come to this conclusion because of some of the observations I have made of teachers who refuse to treat the child as a real human being. I think this is the biggest crime a teacher could make and this is what concerns me most about teaching.

When I think about my teaching my main concern is with the students--that they take in what they should and comprehend it. A lot of times I feel unsure of my ability and how much I can actually help or teach them. At this point, I don't really consider myself a teacher, but more or less a person they can come to. Another concern of mine is that I don't stand out over the children. I want to be just as they are and make them well aware of the fact that I'm there to help, not hinder.

My first and main concern is whether I will be able to treat all children as individuals. With this is the facit of meeting each child's individual needs not only emotionally but also on the intellectual basis. It seems very easy to have favorites and ignore the problem children--who are actually probably the ones who need the most help. Next something which also comes along with the above, is to make material stimulating for the child. Any teacher can teach strictly from a manual, but not everyone can be creative enough to make math, reading, etc. interesting for the child. This is of utmost importance for if one can stimulate the child at an early age, he will most likely carry it through; unless of course somewhere along the line he again stumbles upon traditional, boring teachers. With creative material we should make material which is relevant to each child that is give each child what he personally needs improvement on and wants to do. This is hard because not everyone is willing to spend the time and more important, how do you go about it? Would not the class be a mess and you a nervous mess?

Lack of personalization between teachers and students. Lack of individual interest and work with children who need help--I'm particularly stunned by children of borderline intelligence being labeled as having learned all they can, according to such and such psychology and IQ testing--Too much busy work given children rather than authentic experiences in math and science. Lack of some teachers to modernize.

I am very concerned about the state of the public education system today, and considerably depressed. As the majority (by far) of teachers seem to be perpetrating age-old discipline methods, rather than focusing their concern on self-discovery educational opportunities of their students, it seems impossible to expect that "my" viewpoints and teaching method preferences will have any effect at all on students who have come from and are returning to a discipline-oriented classroom. For that reason, my concern for the development of each child at a challenging level, (discovery oriented), if I proceed to teach at all, it would undoubtedly be in an "experimental school," whose objectives more closely resembled my own, rather than in a public school where I would be seemingly making a futile attempt to save the world.

I would like to conduct my own class in such a way that learning is more fun. For example, in math give them some kind of manipulative object to work with when learning concepts instead of just doing everything with numbers on the board or with pencil and paper. My concern here is discipline under these conditions. It may just be an immediate problem for I am sure that I could control my own class. The problem is that the children won't be used to it since more than likely their previous teachers will have "stuck to the book," and their later teachers may not do it, so they might not like school because they've been where it wasn't so rigorous. This is part of a general concern: theories in education are beginning to develop more and more, yet so many of the older teachers either won't accept them or just don't want to have to change their lesson plans that they've been doing for 20 years! Also, some of these theories I don't agree with and I'd hate to see them get too much popularity. Another area of concern is in the subject of P.E. I don't feel it's as structured as it should be--I think children need specific instruction 2 or 3 times a week to develop themselves. This is a problem too because of lack of facilities and equipment in the grade schools. I'm hoping there will be enough money later to provide the schools with things that are just as important to child's education as books.

That the kids are enjoying what they are doing but also that they are learning something. I want to make it interesting for them to learn.

Meeting the individual needs of all students, and creating a situation where all students are willing to learn.

Planning whole group instruction including help for lower students and enrichment for above students as well as the regular lesson. Disciplinary problems--how to handle children. Whether there will be a job for me after graduation. If my classes, by the time I'm through, will teach me all I need to know.

Whether or not all the theories I have about teaching could ever be put into a realistic teaching situation. For instance, I believe children should be given more freedom, even to the point of whether they want to learn. Children in public schools don't know what to do with freedom. If you let them decide for themselves what they want to do, they take advantage of the situation in the worst ways they can think of (like hitting each other). I'm beginning to think that guidance is necessary, especially for the older children who have been guided all through school. I am also wondering if the teachers themselves are free to teach what and how they want. I'm beginning to think not. Principals, parents, and fellow teachers seem to have a lot to say. Is a teacher just the means between the student and the system?

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Typed by Joann Brady