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University of Massachusetts Amherst

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A CASE STUDY OF A COLLABORATIVE APPROACH
TO EARLY FIELD EXPERIENCES IN A SYSTEMATIC
TEACHER PREPARATION PROGRAM
IN THE DISTRICT OF COLUMBIA
PUBLIC SCHOOLS
1989-1990

A Dissertation Presented

by

ANNIE LORRAINE HARRIS

Submitted to the Graduate School of the
University of Massachusetts in partial fulfillment
of the requirements for the degree of

DOCTOR OF EDUCATION

February 1992

School of Education

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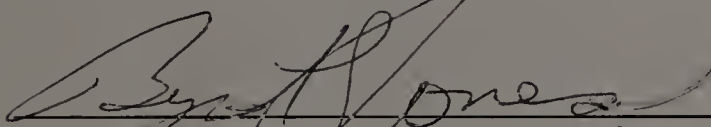
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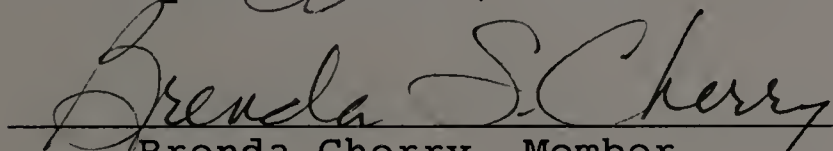
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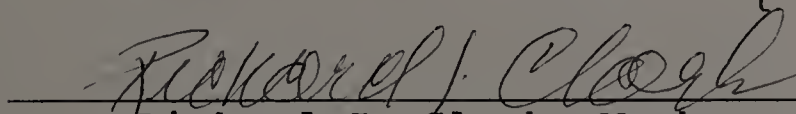
by


ANNIE LORRAINE HARRIS

Approved as to style and content by:


Byrd L. Jones, Chair


Brenda Cherry, Member


Richard J. Clark, Member


Bailey Jackson, Dean
School of Education

Dedication

My study is dedicated to my children, Wendy and Wendell, with the hope that in their educational pursuit they will always strive for excellence.

ACKNOWLEDGMENTS

I would like to express my infinite gratitude to my husband, daughter, and son for their consistent unrelenting support for the completion of this goal.

I thank Dr. Byrd Jones, my adviser, who has been there for me since the beginning of my program and has provided support, encouragement, and assistance throughout my years of pursuing the doctorate.

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This dissertation would have been impossible to complete without the expert processing skills of my nieces, Gailya and Tanya Wright. I thank them for the long hours they devoted to me over the years as I pursued this goal.

A special thanks to my sisters, Garnett and Martina whose encouragement assured me that I would keep a steady pace to completion of the task.

To my mother, my first teacher, I thank you for understanding the limited amount of time there was for me to devote to you. The years ahead will provide me with time to make up for the loss of the last few years.

The fifteen students who graciously participated in my study made it all possible. I thank them for their time, candor, and energy. They provided me with invaluable experiences through their interviews.

Ms. Wilhelmina Ballou was a constant source of encouragement. Without her support and knowledge, I would not have completed this process.

I thank all my family members and friends who supported me in pursuing this goal, but most of all, I thank God for keeping me healthy in body and mind throughout my years in pursuit of the doctorate.

ABSTRACT

A CASE STUDY OF A COLLABORATIVE APPROACH
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TEACHER PREPARATION PROGRAM
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PUBLIC SCHOOLS
1989-1990

FEBRUARY 1992

ANNIE LORRAINE HARRIS, B.S., D.C. TEACHERS COLLEGE

M. Ed., BOWIE STATE UNIVERSITY

Ed. D., UNIVERSITY OF MASSACHUSETTS

Directed by: Professor Byrd L. Jones

This study reported on a teacher training project designed by the District of Columbia Public Schools (D.C.P.S.) to develop a cadre of exemplary teachers from an indigenous population of D.C.P.S. graduates and outstanding educational aides. The context of the study reported on university collaboration with the public school system to improve its teacher training program and described the Systematic Teacher Preparation Program (STPP) based on the perceptions of the teacher trainee toward the program.

Data for the study were collected through two basic tools of qualitative research: interviews and document

analysis. The case study subjects were students who were elementary and secondary majors in the teacher education program at the University of the District of Columbia (UDC) and were participants in the STPP. Case study subjects were randomly selected from first, second, third and fourth year elementary and secondary STPP participants. The sample group consisted of fifteen STPP students.

The design for the study was a single case study action research format. A one hour interview was conducted with each subject based on a general interview guide with an open-ended format. The researcher concentrated on the subject's reason for selecting education as a major, the supports that sustained the subject in the program, and the subject's work experience in education.

The subject was asked to reflect on what teacher training experiences meant to him or her. The impact of the practicum experience over a four year period compared to a twelve week traditional student teaching period was explored.

The findings and conclusions of this study revealed that teacher trainees (1) selected education as a major because of a desire to work with young people, (2) were influenced by a family member to major in education, (3) sustained an interest in education through the STPP staff, the clinical experience, and local school faculty, (4) needed increased involvement of program monitors, (5) were satisfied with STPP, (6) performed excessive non-instructional activities, and (7) were taught a traditional teacher education program at UDC.

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CHAPTER I

INTRODUCTION/BACKGROUND OF THE PROBLEM

Introduction

Public school systems throughout the United States are in jeopardy of becoming understaffed and ineffective. School districts are seeking methods to improve teacher preparation and increase the numbers of available qualified teachers.

Predicted teacher shortages are anticipated throughout the country. Large urban school districts which educate a majority of minority students have a shortage of Black American and Hispanic American teachers. A scarcity of minority teachers means fewer role models for students in urban districts and a lack of awareness of cultural differences.

During the 1970s and early 1980s, Blacks constituted about 14-16 percent of the public school students in America. A prognostication for the year 2000 is that while 6.9 percent of the teachers will be Black or minority, 40 percent of the public school population may be Black or minority (Graham, 1987).

With the decline in the number of minorities entering the field of education, minority students will have fewer role models of their own ethnicity within the public schools.

Role models for students should be found in all racial groups, but Black students have a greater need for role models of their own race because of the many negative statements they hear or read through mass media. "These models, of minorities and their mainstream culture counterparts, will help young children develop an appreciation for diversity and cultural difference. Without visible examples of diversity, broadened thinking and experience are not only out of sight, but unfortunately out of mind" [Martinez 1988, p. 13].

By the year 2010 there will be 62,644,000 school age students in the United States, of whom 32,392,000 will live in the Big Nine states (California, Texas, Florida, New York, New Jersey, Illinois, Michigan, Ohio, Pennsylvania). Of that 32 million, 15 million will be minority. The Big Nine total of 32 million is half of all the children in the United States. Thirteen states plus the District of Columbia will have more than 40 percent of their students from minority backgrounds [Billups, 1989].

With over a third of the students coming from minority backgrounds, there is a critical need to alter belief systems of educators and professionals who historically have supported academic racism (Anderson, 1988). The educational environment for all students should be a source of inspiration, success, and mobility. Instead, for minorities it is a place where thousands of children have been cowed into lower expectations and where they have experienced failure.

What has happened to Black teachers? In 1950, nearly half the Black professional workers were teachers; few other professions were open to Blacks. Most Black teachers had worked in racially segregated schools. With desegregation, few county systems in the South hired Black teachers in large numbers, and the declining school-age population caused a sharp drop in the number of new teachers being hired anywhere.

As job opportunities for Blacks opened in the later years, able students found more attractive professions which provided exciting and lucrative options to a career in teacher education. Black parents, like others, encouraged their children to pursue careers in professions that offered greater monetary rewards. Good students no longer needed to go into teaching in order to obtain a professional status.

Today, most minorities enrolled in universities pursue degrees in business, engineering, and the social sciences. More minority students have undeclared majors than those pursuing studies in education [ACT, 1986]. The number of minority students majoring in education is low when compared to other professional areas or to historical patterns.

American universities confer only 100,000 new bachelor degrees a year on students in all disciplines, less than 10 percent of these students are in teacher education, and not all who graduate make a career in teaching. The number of Black students receiving degrees in teacher education is

less than 7 percent of the graduating education majors [U.S. Department of Education 1988, p. 220].

The number of Blacks earning bachelor's degrees in education declined from 14,209 in 1976 to 9,494 in 1981; over that same interval, the number of Blacks earning master's degrees in education dropped from 12,434 to 8,645 [Hill, 1984]. Yet the total number of first-professional degrees awarded to Blacks during that period rose slightly from 2,694 in 1976 to 2,929 in 1981 [Hill, 1984].

Musemeche and Adams [1978 p. 691] offer other reasons why minorities are not entering the teaching profession after graduating: (1) affirmative action programs have opened up new job opportunities, especially to women and members of minority groups; (2) salaries paid by industry and by certain government agencies are better than those paid to teachers; and (3) the personal and educational background required for success in teaching also equips a person for many non-teaching jobs.

An anticipated shortage of well over a million teachers in the next decade is imminent because many teachers are leaving the profession and fewer students are choosing education as a major. Minorities makeup only 10.3 percent of the current 2.3 million public school teachers (NCES, 1988). Ninety percent of the teachers in the public schools are White, 6.9 percent are Black, and the remaining 3 percent come from non-White backgrounds.

Loudoun County, a suburban jurisdiction in the Washington area, hired 135 public school teachers last summer. Although the county's student population is 8.5 percent Black, none of the teachers hired were Black. The NAACP issued a statement criticizing the Loudoun School Board for failing "to provide its students with an adequate education for living intelligently in our multicultural society. Ignorance is the foundation of racism. . . . The ones who suffer the most . . . are all the students, regardless of race or ethnicity" [Washington Post, 8 October, 1989].

Table 1 reflects hiring of Blacks in other suburban jurisdictions of Washington, D.C. An average of 14 percent of the teachers hired in the nine jurisdictions are Black. Because of the shrinking pool of minority teacher applicants, there is fierce competition among these school systems to recruit minority teachers.

TABLE 1

BLACK TEACHERS IN THE
D.C. METROPOLITAN AREA
POPULATION AT PUBLIC SCHOOLS

Jurisdiction	New Hires			All Teachers		
	Total	#Blacks	%Black	Total	#Blacks	%Black
Loudoun	135	0	0%	1,045	51	5%
Alexandria	71	24	34	780	226	29
Arlington	72	10	14	815	85	10
Fairfax	683	81	12	8,135	744	9
Pr. William	287	26	9	2,502	149	6
Montgomery	507	33	7	7,164	695	10
Pr. George's	503	137	27	6,063	1,819	30
Howard	180	25	14	1,958	258	13
Anne Arundel	227	7	3	3,629	475	13
District	n/a	n/a	n/a	6,669	5,844	88

Some figures do not include new hires
SOURCE: Washington Post

In the District of Columbia Public Schools, 88 percent of the teachers are Black and 92.5 percent of the students are Black. It is anticipated that the percentage of Black teachers in the system will be reduced drastically through attrition and the absence of Black students in teacher

education programs. Recruiting qualified Black teachers who can serve as role models and provide a quality education for the student population may prove quite difficult in future years.

The 1986 five-year survey of the American public school teacher conducted by the National Education Association has indicated the median age of teachers today is forty-one (compared to thirty-seven in 1981 and thirty-three in 1976). Approximately 37 percent of Black and Hispanic teachers have twenty or more years of teaching experience and will retire earlier than their White counterparts, of whom only 30 percent have that much experience [Metropolitan Life Foundation, 1988]. It is projected that by the 1990s, minorities will constitute about 30 percent of the population, but only 5 percent of the K-12 teaching force.

The American Association of Colleges for Teacher Education (AACTE), reported that in forty-seven of the fifty states, the minority teacher shortage is no longer impending, it is here now; and teacher education enrollments indicate that it will not be reversed in the near future [AACTE, 1988]. According to the report, the majority of states have K-12 minority enrollment of 20 percent or more, yet only six states (California, Hawaii, Illinois, Mississippi, New Mexico, Texas) have Schools, Colleges, and Departments of Education (SCDE) with minority enrollments greater than 15 percent.

AACTE figures indicated an average college of education enrolls 400 students, comprised of roughly 362 white, 22 Black, seven Hispanic, three Asian and two American Indian/Alaskan Native and seven "other" students (AACTE, 1988, p. 1).

In a study conducted by the Metropolitan Life Insurance Company, *The American Teacher: 1988*, minority and non-minority teachers were asked--How important is it to increase the number of minority teachers? Two of every three minority teachers responded that it was very important to increase the number of minority teachers. The majority (44 percent) of non-minority teachers felt that it was somewhat important to increase the number of minority teachers (See Table 2).

When asked who may leave the profession during the next five years, nearly twice as many minority teachers said they may leave compared to the number of non-minority teachers who may leave the profession. The majority of the teachers who responded that they may leave the profession during the next five years were at the junior high school level. The schools that would be most affected by the exodus of teachers were in the small towns and inner city. Teachers with less than five years experience and those with twenty years or more experience were most likely to leave the profession during the next five years (See Table 3). The combination of older minority teachers retiring from the profession in large numbers and the reduced rate of entry of new minorities to the profession leaves one with a bleak picture of the future of minorities in education.

TABLE 2

THE AMERICAN TEACHER
1988

How Important is it to Increase the Number
of Minority Teachers?
(Asked of both minority and non-minority teachers)

	Minority Teachers	Non-minority Teachers
Very important	67%	25%
Somewhat important	21	44
Not very important	20	21
Not at all important	7	8
Not sure	1	1

Metropolitan Life Insurance Company, 1988

TABLE 3

TEACHERS WHO MAY LEAVE PROFESSION
DURING THE NEXT FIVE YEARS

Teacher Characteristic	"Very Likely or Fairly Likely" to Leave Teaching	School Level	
Minority	41%	Elementary	25%
Non-minority	25	Jr. High	30
Male	33	High School	27
Female	24		
Years Teaching		School Location	
Less than 5 years	34%	Inner city	28%
5-9 years	30	Suburban	24
10-19 years	19	Small Town	29
20 years or more	34		

Metropolitan Life Insurance Company, 1988

A White middle-class background need not disqualify one to teach Black students. Of course, many White teachers have had great success with Black students, but since America has a diverse population, "all students need the opportunity to experience a realistic representation of America among the teachers who educate and socialize them" [Haberman, 1988, p. 38].

Black teachers and other minorities are needed in the urban school systems because they relate better to minority students who are the majority in many urban areas. The probability of White teachers developing stronger relationships with the students than a teacher of their own minority race is low [Graham, 1987]. Cole [1986], Director of Education for the National Association for the Advancement of Colored People (NAACP), values Black teachers as role models who help Black students to develop self-esteem, to respect Blacks as authority figures, and to receive guidance in a world still alive with racism.

Statement of the Problem

Despite the need for greater participation of minority teachers for an increasingly diverse public school population expected soon, the number of minority teachers has been declining steadily over the past ten years [Graham, 1987]. The number of minority students is increasing, and

simultaneously the number of teachers from minority groups is decreasing.

Twenty-three of our 25 largest school systems are presently dominated by minority students. By the year 2000, one-third of the students in the public schools will be Black or Hispanic.

A series of related problems accompanies the increased number of minority students. In central cities, over one-fourth of the students come from homes far below the identified poverty level. These students have high dropout rates, high rates of school failure, and standardized test scores that decline, relative to norms, as they progress through school.

At the same time that the number of minority students is increasing and the need for specialized programs to enable them to reach their potential is apparent, there is a decrease in the number of minority persons who are becoming teachers. Only 11 percent of all teachers are now minority group persons; only 8 percent of all newly hired full-time teachers are minority group persons. (Bell, 1986, p. 16)

The importance of having minorities represented in the corps of teaching professionals has long been recognized. Barton and Osborne [1978] state that teachers serve as role models for children. There is a justifiable concern that minority students would benefit more directly from a teacher role model when the teacher is a member of the students' own minority group [Graham, 1987]. With a declining number of Blacks and other minorities entering teaching, a minority student may matriculate from K-12 without ever having a minority teacher.

The significance of having Black and other minority teachers as role models for minority students could strengthen them culturally and increase professional aspirations. Regardless of culture or race, a "significant other" frequently referred to in many individuals' lives is a teacher.

Black children have a need to experience the presence of valuable role models of professional Black people who are contributing members of society. Black teachers are vital in satisfying that need. Black teachers are also important role models for non-Black students who need to learn that Black adults can be successful and contributing members of society.

The District of Columbia Public Schools (D.C.P.S.) view Black teachers as an "endangered species." As a result, the Systematic Teacher Preparation Program, an innovative collaborative project between the University of the District of Columbia (UDC) and D.C. Public Schools, was developed to supply the D.C. Public Schools with a well-prepared group of minority teachers committed to the education of the children of the nation's capital.

The D.C. Public Schools would like to recruit competent, highly motivated, well-trained educators. STPP was designed to meet this particular need of D.C. Public Schools. Young people are offered an opportunity to not only become an educator, but to learn through planned experiences.

Local schools became involved in a teacher training project that provided first year college students with direct classroom contact. UDC education majors participating in the Systematic Teacher Preparation Program (STPP) are trained under the guidance of a master teacher during their entire undergraduate experience. Administrators and master teachers in the local schools are charged with training young graduates of D.C.P.S. to become quality teachers in the public schools of the District of Columbia. This indigenous group has the opportunity to experience the thrust of the instructional program for D.C.P.S.

Purpose of the Study

This study describes the Systematic Teacher Preparation Program, a teacher training project designed by the District of Columbia Public Schools (D.C.P.S.) to develop a cadre of exemplary teachers from an indigenous population of D.C.P.S. graduates and outstanding educational aides. The context of this study examines STPP from the perspective of the teacher trainee towards the program.

Because of the uniqueness in design and purpose of the Systematic Teacher Preparation Program, D.C.P.S. high school graduates and paraprofessionals in STPP were provided:

- o financial assistance while seeking a baccalaureate degree in education
- o salaried employment with D.C.P.S.

- o released time from employment with D.C.P.S. to attend educational courses at UDC
- o guaranteed job placement after graduating from UDC
- o counseling assistance as an undergraduate UDC student

Seldom does a district school system finance post-secondary education for its graduates to meet an identified need of the school system. D.C.P.S. showed a tremendous amount of confidence in its ability to prepare D.C. students for post-secondary education.

Uniquely, participants of STPP were allowed to gain four years of practical classroom experience rather than the lesser sixteen week teaching cycle which is the norm for most colleges and universities. Traditional programs lack the incentives of STPP to attract students to teacher education.

The investment D.C.P.S. made in the STPP was not only for the system but also for the students who were involved in the program. Without the incentives offered through STPP, many of the students and paraprofessionals in the program would not have sought a degree in teacher education.

The STPP program trusted and showed a level of confidence in the land-grant university. School districts and universities generally have few ties for a singular purpose. The STPP provided a continuum for teacher training in the District of Columbia. Graduating students from the STPP were educated by the D.C.P.S., attended UDC for professional

training, and returned to D.C.P.S. for professional employment.

By recruiting D.C.P.S. high school graduates, the STPP has thousands of young people to attract to STPP through the secondary education programs. Screening of these students could be accomplished to narrow the number to top students. Recruiting an indigenous group offered familiarity with the background students received in secondary education, and D.C.P.S. personnel knew the quality of teachers educating the students. D.C.P.S. knew that STPP would afford the system the opportunity to become involved with the future teachers for D.C.P.S.

This study examines STPP from the perception of the student because STPP students are the only persons in the STPP directly involved in every aspect of the program. Principals and master teachers could provide insight from the local school, whereas university instructors could provide insight from the university level, but the STPP student could provide perceptions of the local school, the university, and the STPP. It is also anticipated that students in STPP would provide the most unbiased description of the program.

An underlying theme for the research questions is to learn how Black students perceive a teacher preparation program explicitly intended to recruit minority professionals for an urban district. The larger aim is to

learn from all how to improve other district-university collaborations and indirectly how potential minority teachers view a possible career in education.

The research questions for the study seek to examine all aspects of the STPP that impact the final outcome. Research questions 1, 2, 3, and 4 address recruitment of students, questions 6, 7, and 8 provide information on the preparation of students in the teacher education program at UDC, and questions 5, 9, and 10 solicit information on the retention of students in the STPP.

RESEARCH QUESTIONS

This study seeks to answer the following questions:

1. When did the STPP student decide he/she would pursue a degree in education?
2. What or who influenced the STPP participant's decision to pursue a degree in education?
3. Why did the STPP student select education as a major course of study?
4. If the STPP student had not been encouraged to become a participant in STPP, what other course of study would he/she have pursued?
5. What has helped the STPP student to sustain an interest in teacher education?
6. How does the STPP student describe his/her general experience in the teacher education program at the University of the District of Columbia?

- courses in education as preparation for teaching
 - courses in generalized requirements (core requirements)
 - effect of bureaucracy on teacher education program
7. How does the STPP student describe his/her general experience in the local school with
 - cooperating teacher
 - administrator
 - students
 - school climate
 - instructional program
 - neighborhood
 8. How do STPP students describe their experiences with teacher preparation? Specific information was sought on logistics, clarity of purpose, and commitment to teaching.
 9. What changes would students recommend for STPP?
 10. How would the STPP student suggest these changes be implemented?

DEVELOPMENT OF PROGRAMS TO ATTRACT/RETAIN MINORITY

STUDENTS IN TEACHER EDUCATION

Many teachers across the nation are over fifty years old and will seek retirement in the next decade. Several states offer inducements for early retirements as a way to reduce short-term costs. The recruitment of new teachers to replace retirees should occur simultaneously to alleviate a

teacher shortage. Reports on an anticipated teacher shortage combined with reports on schools has led to a renewed concern for teacher preparation.

Across the nation, some programs have been designed to attract qualified minorities into teacher education. A program in Alabama involving two counties and Alabama State University identified high school students interested in a teaching career from questionnaires and visits. An intervention program includes diagnosis of academic deficiencies, test-taking training, individual counseling, and curriculum aid to the high schools. Results of the effectiveness of this program are not yet available, but preliminary ACT scores of participants have been higher than those of non-participating peers.

Minorities are well represented in community college programs; thus universities need to make the connecting structural changes to recruit and prepare such students for teaching. Some of the structural and process changes needed include the following:

- o Help minority students with financial aid packages and/or jobs as teacher assistants in local school systems. There can be no real increase in the number of minorities in teaching if universities ignore the financial needs of these low-income students.
- o Help faculty who come into contact with minorities to serve as role models in their personal and professional behavior.

- o Offer skills sessions and coaching for minorities prior to their taking tests for admission, completion, or state licensure. [Haberman, 1988, p. 42]

Norfolk State University in Virginia has used intervention strategies of tutorial and workshop aid on basic skills, guidance, and test-taking assistance to help raise the passing rate on the NTE Communications Skills test from 28 percent in 1982 to 71 percent in 1985. The successful 71 percent passed all parts of the Core Battery [Whitehurst, Witty, and Wiggins, 1986].

Special support services and the availability of cultural opportunities have been cited in the literature as important factors in the retention of minority students. Efforts directed at retaining minority students include personal advising, tutoring services, and remediation programs. Test-taking workshops were provided by a number of institutions, and some of the institutions were administering diagnostic testing [Case, 1988].

According to Loo and Rolison [1988, p. 72], institutional factors are needed to counter the alienation and attrition of minority students including:

a higher proportion of ethnic minority representation in the student population; the presence of a residential, sociopolitical academic community on campus that provides cultural support; strong student services (such as financial aid, career planning and placement) that effectively serve minority students; increased numbers of ethnic minority faculty to whom minority students can comfortably relate; and supportive and accessible faculty who impart a sense of academic and personal worth to the students.

Colleges and universities should set guidelines for minority recruitment and retention. Bowling Green University recently adopted a six-item policy statement addressing minority student recruitment and retention. It included differential strategies for the recruitment of minorities, financial assistance opportunities for qualified minority applicants, the encouragement of state and federal legislators to develop incentive programs that encourage minority students to enroll in teacher education programs, more minority faculty who can serve as role models, and establishing a standing committee responsible for the recruitment and retention of minority students, faculty and staff [Kortokrax-Clark, 1986-87].

Developing programs to recruit more qualified minorities into teacher education holds promise. Components in successful programs include the following:

- o Identify those interested in becoming teachers through junior high and high school networking, questionnaires and public school visits (coordinated through the counselor and professional development office).
- o Provide opportunities for students to interact with leaders in the field of education.
- o Develop programs that seek to recruit students in the field of education as early as seventh grade.

- o Develop a mentoring system for smooth transition from a community college to a four-year college.
- o Explore the possibilities of educational retirees and private sector volunteers assisting with screening panels for teacher trainee programs, serving as mentors to aspiring teachers, and providing guidance through the baccalaureate program.

History of the University of the
District of Columbia

In 1851, Myrtilla Miner founded a school for colored girls which has grown into the University of the District of Columbia. In 1879, Miner Normal School became part of the public school system. White female students attended the Washington Normal School established in 1873, which was renamed the Wilson Normal School in 1913. Both schools became four-year teachers colleges by an Act of Congress in 1929. They were the only public institutions of higher education in the city. After the long awaited Supreme Court decision, the two schools united in 1955 to become the District of Columbia Teachers College.

The vast majority of teachers within the D.C. Public Schools were trained through the D.C. Teachers College

educational program. This indigenous group reaches from the classroom to the superintendency of D.C. Public Schools. Public schools depended on D.C. Teachers College for its new hires. For many years the number of undergraduates completing the program filled all vacancies that existed in D.C. Public School classrooms.

For many "residents who did not wish to become teachers or who were both Black and poor," the opportunity to receive a liberal arts degree from a public institution was an unattainable goal. A study of the District's needs revealed that (1) there was a definite and compelling need for public higher education in the District of Columbia, (2) there was a demand for affordable instruction, and (3) there was an overwhelming desire for learning that would enable residents to fully participate in the unique life of the city.

The findings from the study resulted in the establishment of two additional schools: Federal City College, and Washington Technical Institute. In 1968, the first students were considered for admission to Federal City College. The response from applicants seeking admission was so overwhelming that a lottery had to be implemented to select the students. Following the establishment of the two new schools in the system, and after granting home rule to the District of Columbia, the mandate for consolidation of the three schools was authorized.

On August 1, 1977, the District of Columbia Teachers College, the Federal City College, and the Washington Technical Institute merged to become the University of the District of Columbia (UDC). With each successive change in the teacher education public institution in the District of Columbia, fewer students entered the teaching program because the opportunity to seek degrees in other areas was now attainable. This trend was in the District of Columbia, reflected national trends. Schools of Education had fewer Black students seeking admission. Black teachers comprised 8.1 percent in 1976, 7.8 percent in 1981, and 6.9 percent in 1986 [NCES, 1988].

Students at the University of the District of Columbia in the teacher education programs with majors in four areas: Early Childhood Education, Elementary Education, Reading, and Special Education total fewer than sixty students for each year 1979-1990. Table 4 indicates the number of students receiving degrees in each area.

Students who major in a secondary discipline are not reflected in the table because data were not available for secondary majors. Secondary educational majors at UDC are enrolled under the College of Liberal and Fine Arts. The College of Education and Human Ecology works cooperatively with other academic departments to prepare secondary school teachers. Secondary teachers seek certification by completing 30 semester hours of identified courses through the College of Education and Human Ecology.

TABLE 4

DEGREES AWARDED BY COLLEGE/SUBJECT AREA
AND LEVEL, UDC, 1979-1990

College/ Department	BACHELORS DEGREES										
	79/80	80/81	81/82	82/83	83/84	84/85	85/86	86/87	87/88	88/89	89/90
Education and Human Ecology	19	24	12	9	12	9	9	9	14	7	6

Early Childhood Education	14	17	10	9	7	5	6	5	2	6	8
Elementary Education	12	-	-	-	-	-	-	-	-	-	-
Reading	14	13	9	10	11	4	4	4	3	7	1
Special Education	59	54	31	28	30	18	19	18	19	20	15
Total											

UNIVERSITY OF D.C. OFFICE OF PLANNING, ASSESSMENT AND EVALUATION

The UDC database for the years 1979-1984 was purged from the university's records thereby preventing this researcher from acquiring data on the ethnic background of students for those years. Presumably a majority of students were Black because the university is located in a predominantly Black city. The ethnicity of students in the teacher education program from 1984-1990 is reflected in Table 5.

TABLE 5

BACHELOR DEGREES AWARDED BY DEPARTMENT/
RACE OR ETHNICITY FOR UDC TEACHER EDUCATION
1984-1990

Year	Department	Black	White	Hispanic	Indian	Asian
1984-1985						
	Special Education	4				
	Elementary Education	5				
	Reading					
	Early Childhood Education	5		4		
1985-1986						
	Early Childhood Education	7				2
	Elementary Education	6				
	Special Education	4				
1986-1987						
	Early Childhood Education	9				
	Elementary Education	5				
	Special Education	4				
1987-1988						
	Early Childhood Education	11				3
	Elementary Education	1	1			
	Special Education	3				
1988-1989						
	Early Childhood Education	7				
	Elementary Education	6				
	Special Education	7				
1989-1990						
	Early Childhood Education	6				
	Elementary Education	8				
	Special Education	1				

University of D.C. Office of Planning
Assessment and Evaluation

Data were available for one year to document the total number of students who received bachelors degrees from the College of Education and Human Ecology. Students were identified by race/ethnicity as follows:

Black	434
White	17
Indian	2
Asian	29
Hispanic	12

[UDC-Office of Planning
Assessment Evaluation 1989/1990)

The number of students graduating from the teacher education program at UDC underscores the need for recruitment of students to the field of education. UDC and other teacher education programs have a challenge before them that will greatly impact minorities throughout the nation.

Definition of Terms

To clarify the use of several terms throughout this study, the following definitions are being provided:

Clinical Experience

In this study clinical experience refers to those activities that permit the prospective teachers to participate in aspects of teaching in active or passive roles with an emphasis on diagnosis and analysis.

Early Field Experiences

In this study early field experiences refer to in-school experience prior to major student teaching semester which will allow students the opportunity to apply newly acquired curricular methods and theories beginning the first year of their teacher training.

Full-Time Student

In this study full-time student refers to a student enrolled in the College of Education and Human Ecology with at least 12 semester hours for the current semester.

Local School

In this study local school refers to an elementary (pre-k through 6), junior high (7-9th grades), or senior high school (10-12th grades) within the District of Columbia Public Schools.

Master Teacher

In this study a master teacher refers to the teacher identified by the principal as being exemplary in providing an instructional program for students that increases student achievement, provides evidences of understanding human growth and development, and supports the basic premises of an effective classroom.

Middle school

In this study middle school refers to a public elementary school program containing grades pre-kindergarten through eighth grade.

Part-time Schedule

In this study a part-time schedule refers to STPP participants who registered for less than 12 semester hours at the University of the District of Columbia.

Program Monitor

In this study program monitor refers to the individual responsible for recruiting D.C.P.S. students for STPP, counseling teacher trainees, and coordinating all aspects of STPP.

Teacher Trainee

In this study teacher trainee refers to a student majoring in elementary or secondary education at the University of the District of Columbia who is a participant in STPP, employed by D.C. Public Schools, and provided practical classroom experience during the entire four year baccalaureate program.

Design of Study

The research design for this study followed a descriptive, qualitative approach, one that encouraged as much richness and depth in order to fully describe teacher trainee reactions to the Systematic Teacher Preparation Program (STPP). This study used two basic tools of qualitative research: interviews and document analysis. The researcher carefully limited the scope of the study to allow for as few parameters and prejudgments, with the limited sample, as possible. By limiting the number of subjects and using several variables as guideposts for the general interview guide, the researcher generated in-depth, descriptive data.

The case study subjects were students who were elementary and secondary majors in the teacher education program at the University of the District of Columbia and participants in STPP. Case study subjects were randomly selected from first, second, third, and fourth year elementary and secondary STPP participants. The sample group consisted of fifteen STPP students:

- 2 First Year Students
- 3 Second Year Students
- 5 Third Year Students
- 5 Fourth Year Students

Majors or anticipated majors of study for the subjects were as follows:

- English (1)
- Elementary Education (8)
- Physical Education (2)

Special Education (3)
Early Childhood Education (1)

Qualitative research enabled the researcher to have a high degree of description and depth. Rist [1982, p. 440] stated:

Rather than presuming that human environments and interactions can be held constant, ... qualitative research posits that the most powerful and parsimonious way to understand human beings is to watch, talk, listen, and participate with them in their own natural settings. Qualitative research focuses on a different way of knowing - one based on experience, empathy, and involvement.

This study enabled themes and patterns to emerge which were thoroughly examined.

Michael Patton [1980, p. 22] discussed the nature of qualitative data:

Qualitative data provide depth and detail. Depth and detail emerge through direct quotation and careful description. The extent of depth and detail will vary depending upon the nature and purpose of a particular study.

In addition to the choice of a qualitative approach, which focused on describing the reactions of teacher trainees to STPP, the issue of presuming as little as possible was important and supported the notion of grounded theory. A 1979 study of six schools confirmed the uniqueness of the process of grounded theory:

As a qualitative researcher planning to develop some kind of theory about what you have been studying, the direction you will travel comes after

you have been collecting the data, after you have spent time with your subjects. You are not putting together a puzzle whose picture you already know. You are constructing a picture which takes shape as you collect and examine the parts. [Bogdan and Biklen, 1982, p. 29]

The concept of grounded theory was appropriate for the study because the nature of the problem was exploratory.

The design selected for the study was a single case study action research format. This format was used because the research topic is a contemporary phenomenon within a real life context [Yin, 1984]. The unit of study was an STPP student and his or her experiences within the program. All students were matriculating at the University of the District of Columbia.

The methodology carried out in this research consisted of individual interviews conducted by this researcher. A one hour interview was conducted with each subject. During the interview, the researcher concentrated on the reason the STPP student selected education as a major and the supports that have sustained the subject in the program. The subject was encouraged to go as far back in life as necessary in order to gain a historical context for his or her interest in teaching as a career.

The researcher also concentrated on the subject's work experience in education. The subject was asked to recreate the concrete details of his/her work experiences, whether positive or negative, and to reflect on what teacher

training experiences meant to him or her. Each interview was held at the convenience of the participants. Patton [1982, p. 166] emphasized the nature and importance of the interview as a method:

The purpose of qualitative interviewing in social science research is to understand how people in a setting view the setting, to learn their terminology and judgments, and to capture the complexities of their individual perceptions and experiences.

Patton discussed three types of interviews, informal conversational, general interview guide approach, and standardized open-ended interview. The general interview guide approach was selected for this study. A general guide with an open-ended format, in which subjects were asked questions when they appeared ready to discuss them, facilitated the subject matter.

Scope and Delimitations

In light of the in-depth data to be sought in this study, the scope of the study was limited in several ways. All subjects were drawn from the University of the District of Columbia's (UDC) teacher training program. Only those students who were education majors and participants in the collaborative teacher training program implemented by UDC and D.C. Public Schools were subjects of the research.

The research was delineated in the following ways: the subjects were of a minority race; and at the time the research subjects were employed by D.C. Public Schools as teacher trainees.

Assumptions

Three assumptions were basic to carrying out the investigation. It was assumed that all of the subjects (1) participated freely in the study; (2) that the subjects answered the survey questions honestly; and (3) that the subjects had the skills needed to participate in the study.

CHAPTER II

REVIEW OF RELATED LITERATURE

Introduction

This chapter summarizes research about training programs available to minority teachers and the participation of minorities in these programs. Numerous descriptive studies have been conducted to determine the involvement and influence of minorities in education. However, few studies have addressed the extent of the impact of programs on actually increasing the number of Black, Hispanic, Asian-American, and Native American teachers available for public schools.

Five areas are directly related to the study: (1) Historical Background of Minorities in Teacher Education; (2) Current Status of Minorities in Education; (3) Recruitment/Retention of Minorities as Teachers; (4) Teacher Education Programs; and (5) the Systematic Teacher Preparation Program (STPP).

Demographic data indicates that non-White children constitute a third of the preschool-age population and nearly 30 percent of the elementary and secondary school-age population. Blacks and Hispanics are growing more rapidly

in number than Whites. As a result, many school systems enroll more minority students than majority White students, yet the teaching force is the reverse.

The following statistics reveal the disproportionate representation of teachers and students from the various racial/ethnic groups:

- o Blacks represent 16.2 percent of the children in public schools, but only 6.9 percent of the teachers.
- o Hispanics represent 9.1 percent of the children in public schools, but only 1.9 percent of the teachers.
- o Asian/Pacific Islanders represent 2.5 percent of the children in public schools, but only 0.9 percent of the teachers.
- o American Indians/Alaskan Natives represent 0.9 percent of the children in public schools, but only 0.6 percent of the teachers.
- o Whites represent 71.2 percent of the children in public schools, but 89.6 percent of the teachers. [AACTE, 1989, p. 1]

Based on the current projections, one in three students in the United States will be minorities while fewer than one in twenty teachers will have minority experience. According to Smith [cited in Rodman, 1985], "An average student who might be exposed to forty teachers during his or her public school career can at best expect to be exposed to only two teachers who are members of a minority group during his entire school career." Witty [1982] noted that social reality is distorted for children, denying them successful

minority role models by not having greater numbers of minority teachers.

Unless the college-going rate for Blacks rapidly increases, neither the number nor the proportion of Blacks enrolled in college may change significantly by the year 2000. During the last ten years, college participation rates of Blacks and Hispanics in the 18 to 24 year-old group has decreased. Black college participation rate as shown in Table 6 peaked at 23 percent in 1976, decreased to 19 percent in 1980, and increased to 22 percent in 1986. Similar rates for Hispanics show a peak at 20 percent in 1976, a decrease to 16 percent in 1980, and an increase to 18 percent in 1986. Whites continue to have the highest college participation rates [NCES, 1988].

A decrease in Black high school graduates continuing on to college can be attributed to several factors. Massive cutbacks in financial aid during Reagan's presidency limited poorer families from pursuing a college degree. An unclear relationship between a college degree and a good job, especially in light of job discriminations, discouraged Black youth. Inadequate high school counseling left students ill-prepared to enter and succeed in college [Lee, 1985]. Witty [1988] attributed the decline in Black high school graduates who go to college to higher education expenses, worsening economic conditions for Black people, high dropout rates for Black high school and college

TABLE 6

COLLEGE ENROLLMENT RATES
UNITED STATES

	White	Percent of 18 to 24 year olds Black	Hispanic <u>1/</u>
1972	26	18	13
1976	27	23	20
1980	26	19	16
1986	28	22	18

1/ Depending on the country of origin and individual identification in response to U.S. Department of Education surveys, Hispanics may be included among the black and white college enrollment figures.

Source: U.S. Department of Education, National Center for Education Statistics, The Condition of Education: Postsecondary Education, 1988 (Volume 2), p. 54.

Note: Participation rates represent the proportion of a given group enrolled in an institution of higher education. For example, the college participation rate for 18-to 24-year old blacks is calculated as a percentage of the total black 18-to 24-year-old population.

students, rigorous testing and strict admissions standards in college programs.

Increasing the pool of Black students is a problem that must be addressed in order to expand Black candidates in teacher education programs. When Black students attend college, 42 percent of them attend two-year colleges where approximately 75 percent of those entering leave and never return. Fewer than 12 percent complete a four-year degree; fewer than 5 percent attend graduate or professional schools [Baratz, 1986; Zwerling, 1976].

To increase the number of Blacks and other minorities attending college, elementary and secondary school programs have to prepare minority students for success in a college program. Minority students need to receive positive expectations from their teachers, placement in college preparatory programs instead of in low-level non-college high school programs, and consistent encouragement from their parent(s) to assure them they can succeed with hard work and continuous study.

Table 7 shows the number of students enrolled in teacher preparation programs by racial/ethnic group at the undergraduate level juxtaposed with the enrollment of minority pupils in public elementary and secondary schools for selected states. For instance, Blacks comprise 18 percent of the public school students enrolled in Wisconsin's elementary and secondary schools but only 1.8 percent of the undergraduate students enrolled in the state's teacher education programs are Black. In Georgia, Blacks comprise 37 percent of the students enrolled in public schools while only 8.8 percent of those in state teacher education programs [AACTE, 1987].

The largest number of Blacks enrolled in undergraduate elementary teacher education programs are in the State of Delaware (31.8%), and the District of Columbia (33.8%). Hispanics in the elementary undergraduate teacher education programs are in greatest numbers in California (10.4%) and

TABLE 7

ENROLLMENT FIGURES FOR UNDERGRADUATE TEACHER PREPARATION PROGRAMS AND K-12 PUBLIC SCHOOLS BY RACE/ETHNICITY FOR SELECTED STATES

Enrollment in Undergraduate Teacher Preparation Programs by Race/Ethnicity*		Enrollment Public Elementary and Secondary Schools by Race/Ethnicity**	
	%		%
Wisconsin			
Black	1.8	Black	18.0
Hispanic	-	Hispanic	3.0
Asian	-	Asian	2.0
N. American	-	N. American	2.0
Other	-	Other	N/A
White	96.0	White	75.0
Indiana			
Black	1.7	Black	18.0
Hispanic	-	Hispanic	2.0
Asian	-	Asian	1.0
N. American	-	N. American	-
Other	-	Other	N/A
White	96.6	White	79.0
Georgia			
Black	8.8	Black	37.0
Hispanic	-	Hispanic	1.0
Asian	-	Asian	1.0
N. American	-	N. American	-
Other	-	Other	N/A
White	89.9	White	62.0
Mississippi			
Black	22.9	Black	51.0
Hispanic	-	Hispanic	-
Asian	-	Asian	1.0
N. American	-	N. American	-
Other	-	Other	N/A
White	76.4	White	48.0

Percentage may not equal 100% due to rounding.

- = less than 1.0%

Sources:
*AACTE Minority Teacher Education Enrollment Survey 1987.

**1986 Elementary and Secondary School Civil Rights Survey, Office of Civil Rights, U.S. Department of Education, Dec. 1987.

Texas (18.6%). Asians are represented mainly in Hawaii (74.5%) in the elementary teacher education programs and Native Americans primarily in North Dakota (4.0%). These percentages are presented in Table 8.

Historical Background of Minorities
in Teacher Education

In the past, as a means of upward mobility, teaching was looked upon as the one profession offering advancement to poor and minority youth. This was particularly true for Black female college graduates. Before other professions were opened to Black college graduates, especially females, teaching, nursing, and social work offered stable positions with a comfortable income and status within the Black community. Segregated schools protected jobs for Blacks. Teaching became a viable, and in some cases the only opportunity for Black females to enter a profession. Yet, even during segregation prior to 1960s there were never enough Black teachers to staff all Black classrooms.

A shortage of Black teachers existed then and exists today. Dilworth [1988, p. 29] states "we have always had a shortage of Black teachers even when education was the only profession to which most colleges, and especially black colleges, catered."

The underlying causes of the shortage of Black teachers sixty years ago are the same causes that exist today. Blacks

TABLE 8

UNDERGRADUATE TEACHER EDUCATION STUDENTS ENROLLED IN ELEMENTARY EDUCATION
BY RACE/ETHNICITY FOR SELECTED STATES

States	White	Black	Hispanic	Asian	N. American	Other
Alabama	90.2	8.7	-	-	-	-
Arkansas	91.8	7.1	-	-	-	**
California	80.7	2.4	10.4	2.7	-	3.0
Colorado	85.3	1.0	8.4	-	3.4	1.3
D. C.	61.4	33.8	2.9	1.9	-	-
Delaware	65.9	31.8	2.3	-	-	-
Georgia	90.7	8.4	-	-	-	-
Hawaii	22.9	-	-	74.5	-	1.7
Idaho	95.8	-	2.4	-	-	-
Indiana	97.4	1.4	-	-	-	-
Iowa	98.4	-	-	-	-	-
Kentucky	96.5	2.2	-	-	-	-
Louisiana	82.5	15.5	-	-	-	**
Maryland	91.4	5.6	1.1	1.2	-	-
Minnesota	97.3	-	-	-	-	-
Mississippi	77.9	-	-	-	-	-
Missouri	80.5	18.2	-	-	-	-
Nebraska	94.9	2.5	-	-	1.9	**
North Dakota	94.6	2.5	-	-	4.0	-
Ohio	94.5	4.0	-	-	-	-
Oklahoma	94.0	2.5	1.2	-	1.6	**
South Dakota	93.9	-	-	-	5.5	-
Tennessee	95.1	4.2	-	-	-	-
Texas	72.0	6.7	18.6	1.9	-	**
Utah	96.6	-	-	-	2.6	-
Washington	94.7	-	1.3	2.2	-	-
Wisconsin	97.4	1.0	-	-	-	-

Percentages may not equal
100% due to rounding.

- = less than 1%

* = States with more than
50% response rate.

** = included in "White"
category.

Sources:
AACTE Minority Teacher
Education Enrollment Survey
1987.

have always been less educated than their White counterparts. During the years 1929-30, higher education was beyond the reach of the majority of Black college-age students, a majority of Black families could not afford college tuition, few resources were available to assist students with tuition. Most students were undereducated.

In 1954 the Supreme Court ruled segregation on the basis of race unconstitutional in the Brown vs. Topeka Board of Education decision. Ironically, this decision indirectly led to declining participation of minorities in education [Webb, 1986]. The seventeen Southern states covered by the Brown decision greatly impacted the control of Black schools that was once left to the discretion of the Black principal. White boards of education fully controlled and dominated desegregated schools.

The 1954 Brown decision allowed White school boards and superintendents to close many Black schools, fire thousands of Black teachers, and transfer hundreds of Black teachers. Ethridge [1979, p. 219] notes that from "1954 to 1965, little integration took place in the vast majority of school districts."

Perceiving Blacks as intellectually inferior, White school boards supported decisions to dismiss Black teachers and principals. They acted so that White principals and teachers had responsibility for Black children's learning.

An NEA Task Force survey on Teacher Displacement documented that there were 668 cases of displacement of Black educators for the year 1965 alone. Researchers and scholars who participated on the task force conducted personal interviews to collect the data. By 1970, in the seventeen southern states, 31,584 Black teaching positions had been lost as a result of desegregation. Two years later, the displacement factor had increased to 39,386 in those states.

Table 9 shows the number of non-minority and Black students and teachers by state and the actual number of Black teachers needed in each of the states in 1972. A comparison of the pupil teacher ratio for non-minority and Black students points out that the pupil teacher ratio for Blacks is two to three times greater in twenty-six states than it is for non-minority students.

In providing equal treatment to the other regions of the nation, Ethridge reports that 210,000 more minority teachers are needed in the nation to bring about equity and parity based on the presence of minorities in public schools.

Summary

A shortage of minority teachers has been a problem confronting Blacks and other minorities as well as the nation for many years. Many Blacks who had teaching certificates, but were placed outside the teaching profession because of the disproportionate hiring of White

TABLE 9

1972 IMPACT ON DESEGREGATION ON BLACK TEACHING POSITIONS 1954-1972

STATE	STATE TOTALS				NON-MINORITY				BLACK				PROJECTION + OR -	
	Students	Teachers	Pupil Teacher Ratio	Students Number %	Teachers Number %	Pupil Teacher Ratio	Students Number %	Teachers Number %	Students Number %	Teachers Number %	Pupil Teacher Ratio	Pupil Teacher Ratio	Pupil Teacher Ratio	Actual # of Black Teacher Needed
Alabama	761,502	30,806	25	508,964 66.8	22,058 71.6	24	251,578 33.0	8,721 28.3	29	10,063	1,342			
Alaska	83,233	3,862	22	64,970 78.1	3,657 97.7	17	2,410 2.9	88 2.3	27	110	22			
Arizona	468,446	19,663	24	332,008 70.9	18,160 92.4	18	18,327 3.9	381 1.9	48	764	363			
Arkansas	417,390	18,510	23	315,697 75.6	15,596 84.3	20	100,291 24.0	2,883 15.6	35	4,361	1,476			
California	4,441,309	175,599	25	3,145,657 70.8	156,719 89.2	20	429,731 9.7	9,029 5.1	46	17,189	6,160			
Colorado	556,679	24,362	23	452,920 81.4	22,961 94.2	20	22,204 4.0	503 2.1	44	956	453			
Connecticut	673,769	33,813	20	588,131 87.3	32,388 95.8	18	60,856 9.0	1,173 3.5	52	3,043	1,870			
Delaware	133,516	5,949	23	103,943 77.9	5,031 84.6	21	28,113 21.1	885 14.9	32	1,222	337			
D. C.	140,000	5,902	24	4,928 3.5	875 14.8	6	133,638 95.5	4,995 84.6	27	5,568	573			
Florida	1,494,729	63,614	23	1,065,050 71.3	50,881 80.0	21	344,865 23.1	11,533 18.1	30	14,994	3,461			
Georgia	1,084,830	45,546	24	710,619 65.5	33,242 73.0	22	371,034 34.2	12,224 26.8	30	15,460	3,236			
Idaho	172,869	7,625	23	164,421 95.1	7,569 99.3	22	448 0.3	10 0.1	45	19	9			
Illinois	2,262,463	99,630	23	1,738,909 76.9	88,056 88.4	20	423,707 18.7	10,765 10.8	39	18,422	7,655			
Indiana	1,206,942	50,113	24	1,074,610 89.0	47,114 94.0	23	113,762 9.4	2,782 5.6	41	4,740	1,958			
Iowa	632,638	30,821	21	617,154 97.6	30,551 99.1	20	10,741 1.7	182 0.6	59	511	329			
Kansas	502,975	24,311	21	456,287 90.7	23,440 96.4	19	32,691 6.5	677 2.8	48	1,557	880			
Kentucky	722,125	30,466	24	658,706 91.2	28,925 94.9	23	62,587 8.7	1,519 5.0	41	2,608	1,089			

Source: Ethridge, Samuel B., "Impact of the 1954 Brown vs. Topeka Board of Education Decision on Black Educators,"

The Negro Educational Review 30, no. 4 (October 1979): 225.

continued next page

Table 9 continued

1972 IMPACT ON DESEGREGATION ON BLACK TEACHING POSITIONS 1954-1972

STATE	STATE TOTALS				NON-MINORITY				BLACK				PROJECTION + OR -
	Students	Teachers	Pupil Teacher Ratio	Students Number %	Teachers Number %	Pupil Teacher Ratio	Students Number %	Teachers Number %	Students Number %	Teachers Number %	Pupil Teacher Ratio	Pupll Teacher Ratio	
Louisiana	851,018	36,797	23	499,875 58.7	24,578 66.8	20	345,467 4.7	12,165 33.1	28	15,042	2,877		
Maine	207,402	9,487	22	206,055 99.4	9,470 99.8	27	406 0.2	6 0.1	68	18	12		
Maryland	921,090	38,385	24	679,450 73.8	30,469 79.4	22	232,033 25.2	7,731 20.1	30	9,668	1,937		
Massachusetts	1,178,237	59,473	20	1,098,248 93.2	58,353 98.1	19	57,584 4.9	873 1.5	66	2,879	2,006		
Michigan	2,173,211	86,234	25	1,825,724 84.0	78,158 90.6	23	304,852 14.0	7,529 8.7	41	12,194	4,665		
Minnesota	926,446	43,315	21	898,059 26.9	42,853 98.9	21	11,132 1.2	293 0.7	38	530	237		
Mississippi	523,723	23,529	22	257,887 49.2	14,048 59.7	18	264,952 50.6	9,436 40.1	28	12,043	2,607		
Missouri	1,004,810	44,201	23	849,197 84.5	39,932 90.3	21	149,028 14.8	4,049 9.2	37	6,479	2,430		
Montana	136,458	6,284	22	128,458 94.1	6,237 99.3	21	338 0.2	6 0.1	56	15	9		
Nebraska	262,168	12,613	21	243,043 92.7	12,344 97.9	20	13,495 5.1	226 1.8	60	643	417		
Nevada	130,751	5,290	25	111,341 85.2	4,938 93.4	23	11,109 8.5	241 4.6	46	444	203		
New Hampshire	161,988	7,641	21	160,799 99.3	7,613 99.6	21	630 0.4	17 0.2	37	30	13		
New Jersey	1,468,859	73,402	20	1,155,924 78.7	67,232 91.6	17	231,324 15.7	5,467 7.4	42	11,566	6,099		
New Mexico	281,823	11,960	24	141,771 50.3	9,536 79.7	15	6,221 2.2	136 1.2	45	259	120		
New York	3,456,980	171,926	20	2,536,389 73.4	162,317 94.4	16	956,187 16.1	7,461 4.3	128	47,809	40,346		
N. Carolina	1,180,050	48,065	25	815,393 69.1	36,788 76.5	22	347,783 29.5	10,748 20.4	32	14,491	3,743		
N. Dakota	118,484	5,844	20	113,350 95.7	5,802 99.3	20	526 0.4	4 0.1	132	26	22		

Source: Ethridge, Samuel B., "Impact of the 1954 Brown vs. Topeka Board of Education Decision on Black Educators,"

The Negro Educational Review 30, no. 4 (October 1979): 226.

continued next page

Table 9 continued

1972 IMPACT ON DESEGREGATION ON BLACK TEACHING POSITIONS 1954-1972

STATE	STATE TOTALS				NON-MINORITY				BLACK				PROJECTION + OR -		
	Students	Teachers	Puppl Teacher Ratio	Students Number %	Teachers Number %	Puppl Teacher Ratio	Students Number %	Teachers Number %	Students Number %	Teachers Number %	Puppl Teacher Ratio	Teachers Number %	Puppl Teacher Ratio	Projection	Actual # of Black Teacher Needed
Ohio	2,404,743	99,323	24	2,085,602	86.7	92,873	93.5	22	293,877	12.2	6,176	6.2	48	12,245	6,069
Oklahoma	544,495	23,978	23	448,589	82.4	21,580	90.0	21	55,345	10.2	1,514	6.3	37	2,406	892
Oregon	468,698	22,129	21	446,422	95.2	21,672	97.9	21	8,518	1.8	152	0.7	56	406	252
Pennsylvania	2,305,858	101,624	23	2,014,527	87.4	96,006	94.5	21	269,579	11.7	5,462	5.4	49	11,721	6,259
Rhode Island	185,786	9,049	21	176,148	94.8	8,903	98.4	20	7,753	4.2	118	1.3	66	369	251
S. Carolina	629,893	26,880	23	366,935	58.3	18,521	68.9	20	261,346	41.5	8,321	31.0	31	11,363	3,042
S. Dakota	153,624	7,493	21	143,470	93.4	7,445	99.4	19	439	0.3	17	0.2	26	21	4
Tennessee	896,942	35,952	25	702,924	78.4	30,082	83.7	23	192,485	21.5	5,844	16.3	33	7,699	1,855
Texas	2,611,177	117,341	22	1,595,365	61.1	96,378	82.1	17	418,298	16.0	13,118	11.2	32	19,014	5,896
Utah	312,417	12,032	26	292,874	93.7	11,882	98.8	25	1,581	0.5	26	0.2	61	61	35
Vermont	72,054	3,995	18	71,757	99.6	3,982	99.7	18	149	0.2	7	0.2	21	9	2
Virginia	1,060,147	47,474	22	791,602	74.7	38,451	81.0	21	260,956	24.6	8,903	18.8	29	11,862	2,959
Washington	786,926	31,795	25	725,001	92.1	30,856	97.0	23	20,937	2.7	387	1.2	54	873	486
W. Virginia	410,184	17,500	23	391,015	95.3	16,891	96.5	23	18,197	4.4	591	3.4	31	391	200
Wisconsin	984,326	44,761	22	920,412	93.5	43,620	97.5	21	45,445	4.6	958	2.1	47	2,066	1,103
Wyoming	80,431	4,267	19	73,670	91.6	4,201	98.5	18	784	1.0	4	0.1	196	41	37

Source: Ethridge, Samuel B., "Impact of the 1954 Brown vs. Topeka Board of Education Decision on Black Educators,"
The Negro Educational Review 30, no. 4 (October 1979): 227.

teachers, may have settled into outside positions [Webb, 1986]. Because White male and female teachers were hired before Black teachers, seniority rules led to the disproportionate impact on minority teachers. Evidences of professional instability signaled to potential Black teachers that there would be little or no opportunity for professional growth and the career ladder for administrative positions would be beyond their reach.

Today, Blacks and other minorities are still underrepresented in the teaching profession when compared to the number of minority students in the public schools. One would think that a nation that has been knowledgeable about these problems for over a half century would have resolved the problem, yet the devastation of Black teachers continues in the South.

Ethridge [1979, p. 221] commented that many of the same individuals who discriminated in 1954 were still in charge twenty-five years later--"The foxes are in charge of the chickens." In spite of federal guidelines and court decisions issued in 1955, Black teachers in the South are still being impacted negatively. Ethridge points out that "the foxes have learned to hide their displacements. They know that they can't overtly discriminate; so they have new ways of displacement."

Covert displacement strategies used are:

(1) evaluation or screening out of teachers through standardized tests; (2) placement of tenured Black teachers

in federal programs with contracts that indicate their rehiring is dependent on refunding; (3) entrance/exit exams for teacher education programs; (4) reduction of Black recruits who can find teaching positions in either rural or city systems in the South; (5) reduction of financial aid; (6) placement of some Black teachers out of their field so that their dismissal can be justified on the basis of poor performance; (7) replacement by Whites of Black teachers who retire or move away; and (8) elimination of positions vacated by Black teachers.

Current Status of Minorities in Education

Today, close to 70 percent of the more than two million teachers are female, close to 90 percent are White and their median age is forty-one [Garibaldi:, 1988]. During the 1990s, the number of minority teachers will drastically decline, reflecting the scarcity of Black teachers hired in the 1970s and 1980s.

As the minority student population increases fewer minority teachers will be in the classroom. Some commentators have referred to Black teachers and principals as an "endangered species" [Cole, 1986; Rodman, 1985].

By the turn of the century, one-third of all public school children will be minorities [Irvine, 1988]. These are the students who are most likely to be labeled "at risk"

by their teachers, and least likely to work with teachers who understand their situation, life style, and "culture." The National Black Child Development Institute reported half of the nation's Black children live in neighborhoods where there are high concentrations of poverty. About a third of the Black children live with both parents and about half live in female-headed households. The economically disadvantaged households are headed by adults who are either unemployed or underemployed. One fourth of the Black children repeated a grade. In 1986, more than 15 percent of Black Americans ages 14-34 had dropped out of school before completing high school. Few went on to college. Less than eight percent had satisfied designated credits for the college bound.

Minority teachers in the classrooms of America with "at risk" and other students should be of grave concern to all persons truly interested in today's youth. Minority teachers play a critical role as empathetic mentors for minority students and as nonstereotypical examples for majority students.

Today's graying teaching force is consistent with the national demographic trend of an older American. As minority teachers age and prepare for retirement thereby decreasing in numbers, greater numbers of minority children are being born. Replacements for the aging teaching force have drastically declined in number also. Table 10 shows

TABLE 10

NUMBER AND PERCENT OF BACHELOR'S DEGREES CONFERRED IN EDUCATION
BY RACE/ETHNICITY
1977-1985

	1977		1979		1981		1985		CHANGE
	N	%	N	%	N	%	N	%	
White, non-Hispanic	125148	87.2	108949	86.6	93724	86.6	77531	88.3	-38.0
Black, non-Hispanic	12992	9.1	11509	9.1	9494	8.8	5456	6.2	-58.0
Hispanic	3050	2.1	3029	2.4	2847	2.6	2533	2.9	-17.0
American Indian/Alaskan Native	707	-	645	-	569	-	483	-	-31.6
Asian/Pacific Islander	894	-	785	-	723	-	770	-	-13.9
Nonresident Alien	741	-	869	-	908	-	1015	1.2	+36.9
TOTALS	143532		125786		108265		87788		-38.8

Source: The Condition of Education, Vol 2, Postsecondary Education. Washington: USED/OERI (1989), pp.78-80.

that degrees in education earned by minorities declined precipitously from 1977 to 1985, with the greatest proportionate decrease being from Black graduates (58 percent). Degrees awarded in education also declined for Asians (14 percent) and American Indians (32 percent) during this seven year period. The number of degrees increased and subsequently decreased (17 percent) for Hispanics [Dilworth, 1990].

Females consistently earn more degrees in education than males do. Although opportunities for careers in many other areas have become open to them, women are dominant in the field. The "ecology of school" matches the circumstances of women who teach and are also the primary person responsible for child-rearing. Hours of a school day, five day work weeks, numerous holidays, long summer vacations, and short distances to work provide more time for household duties and attention to family [Lortie, 1975].

Lortie [1975, p. 18] suggests that motivation for pursuing teaching is gender related. He noted that:

...what an individual thinks is required for success in a given role [teaching], comes closer to matching feminine than masculine ideals as defined by our society, and it emphasizes qualities that are more widely reinforced for girls than for boys.

The nation's school system continues to employ a significant proportion (24 percent) of all adult females with college degrees and 23 percent of all minorities with

college degrees [Darling-Hammond et al., 1987] Currently minority teacher attainment of a masters degree is on par with that of majority teachers.

Differences in the academic preparation of teachers are evident in a study conducted by the National Education Association [NEA, 1985-86]. This study titled "Status of the American Public School Teacher" shows that there has been a significant downward trend in the percentage of teachers who have less than a bachelor's degree (from 14.6 percent in 1961 to 0.3 percent in 1986). The percentage of teachers with master's degrees or higher has been just the reverse, an upward trend (from 23.5 percent in 1961 to 51.4 percent in 1986).

Fewer students, Black or White, choose to major in education, but the decline in the number of teacher education graduates in historically Black colleges and universities is notable [SREB, 1989]. Until the mid-1970s, Historically Black Institutions (HBIs) supplied nearly half of all Black teachers. Two thirds (9325) of all education degrees awarded to Blacks in 1976 and 69 percent (6518) in 1981 were awarded by institutions located in the South. Almost three-fourths (74 percent) in 1976 and 63 percent in 1981 were awarded by HBIs [Trent cited in Garibaldi, 1988]. Black colleges accounted for more than half (55 percent) of all Black baccalaureate degrees in education in 1976 and 48 percent in 1981.

These institutions play a major role in the educational goals of young Black students in our nation. Within Black institutions, Black students feel a sense of belonging and nurturing. HBIs succeed in retaining students to graduation. Fleming [1984] concluded that although White colleges have the ability to prepare Black students adequately, the patterns of intellectual development of Black students are consistently more positive during their tenure at Black institutions. Fleming's study compared the effects of both Black and White colleges on Black students. The data from her research points out that Black students attending Black colleges exhibit stronger personal attachment to faculty, enhanced involvement in the career process, greater satisfaction with their academic performance, and greater insight on their occupational and vocational aspirations.

Why has the number of Black students enrolled in teacher education programs in HBIs diminished over the past ten years? Many black students who may have considered education as a major have been discouraged because of the state and national certification exams. Although several public and private historically Black colleges have radically improved the passing performance of students on the National Teachers Examination (NTE) over the last three years, students and the public seem to only remember the low passing rates of a few years ago [Garibaldi, 1988].

Two Educational Testing Service (ETS) researchers conducted a study of students who took the NTE in seven states. The researchers found that only 13 percent of Black students and 2 percent of Hispanic students had achieved the qualifying scores, compared to 79 percent of White students who took the test [Geortz and Pitcher cited in Garibaldi, 1988]. In a Louisiana Board of Regents study, similar results were shown. The study indicated that 20 percent of the Blacks and 80 percent of the Whites who took the test between 1978 and 1982 passed [Garibaldi, 1988].

The greatest threat to the survival of Black teachers seems to be the institutionalization of teacher competency tests. The severity of the problem is illustrated through the results of the tests in several states [Anrig, 1986, p. 214]:

In California, the passing rate for White test takers was 76% but 26% for Blacks; in Georgia 87% of Whites passed the test on the first try, while only 34% of the Blacks did; in Oklahoma, there was a 79% pass rate for Whites and 48% for Blacks; in Florida an 83% pass rate for Whites, 35% for Blacks; in Louisiana, 78% for Whites, 15% for Blacks; on the NTE Core Battery, 94% of Whites passed, compared to 48% for Blacks.

The relationship between a parent's education level/income and student achievement has been well documented [Coleman, 1966]. The existence of such a relationship suggests that as long as the American society encourages a great disparity between Black/White income levels and

educational attainment there will be a vast difference in the test results of Blacks as compared to Whites. The existence of this relationship also suggests some limitations on standardized tests as measures of an applicant's "quality" [Bell, 1986]. Denmark [1984] points out that "we must explore ways to avoid having such measures become inhibitors to potentially competent teachers entering the profession".

Other causes for the decline of Blacks and other minorities entering teacher education programs include:

- o more career opportunities for minority students,
- o a preference by students for other fields with higher salaries and prestige,
- o lack of public and parental support for students interested in teaching as a career,
- o college enrollment and graduation rates have not kept pace with minorities percentages in their respective 18-to-24 year old cohorts,
- o 43 percent of Blacks are enrolled in two-year colleges,
- o over half of all Hispanic and Native American students are enrolled in community colleges,
- o only 15 percent of Blacks enrolled in two-year colleges transfer to four-year institutions, and
- o graduation rates for minorities are disproportionate to their undergraduate enrollment in college [Garibaldi, 1988, p. 9].

Summary

Adequate numbers of minority educators depend on the ability of local schools, communities, government agencies, and colleges of education to convince minorities that education is an important career option. Provisions need to be made to provide the minority students with financial aid to ensure them that tuition will not be a problem. Minority students need to be convinced that the rewards of teaching are great and the salary associated with education can provide a comfortable lifestyle for them.

Society has to make education a priority and seek to continuously improve the socioeconomic levels of minorities in America. Academic success for all students, especially minorities, is needed throughout the educational pipeline. Effective instructional programs on all levels of school throughout the nation would greatly increase the number of minorities academically prepared for college success. Inadequate educational programs have placed minority students in a position where they do not believe that education is the instrument that will provide them with greater changes for seeking the "American Dream."

Minorities are needed in education if the reality of public schools is to match the promise of democracy. A multicultural student body needs a multicultural teaching force to which they can continuously turn for strength, understanding, and support.

Recruitment/Retention of Minorities as Teachers

Minority teachers are needed to ensure that all schools are truly multicultural in perspective and that minority students have appropriate role models. One of the first and strongest images is that of the teacher, and if minority students do not see someone with whom they can identify succeeding in the teaching profession, that is an early and powerful loss. Minority teachers reinforce the viability of education as an accessible career path and as a route to upward mobility for lower socioeconomic level children.

Missing minority teachers affect White as well as minority students. Witty [1989, p. 39] contended:

The shortage of minority teachers and advocates, and the inaccessibility of adequate minority role models add to the difficulties minority students experience in schools. Further, white pupils are denied the support and encouragement that they may need in order to learn racial tolerance, understanding, and respect for authority figures whose racial/ethnic backgrounds are different from their own. In a global world with a nonwhite majority, this failure can prove disastrous.

Low-income and minority students are more teacher-dependent and are more likely than middle-class students to hold teachers in high-esteem [Cole et al., 1966 cited in Levine, 1988]. Minority students perceive teachers as a significant other and their self-concepts are to a large extent determined by how they perceive the teachers' perception of them [Kash and Borich, 1978]. Children who

feel unliked by the teacher are less likely to perform well in school and frequently do not like themselves. Many of them develop acting out behaviors and become constant disruptions to the instructional program. They feel discouraged, alienated and eventually fail.

White teachers have different classroom relationships with Black students than do Black teachers. Studies documented that Black teachers significantly had higher expectations for Black students than White teachers had for Black students in either high or low-achieving Black schools.

Nicklos and Brown [1989] state that students in low-income urban areas do not always meet the image and acculturation expectations of middle-class majority teachers. Therefore, school districts should "... aim at producing teachers who can cope effectively with the problems of teaching this group and not, by their reactions to class differences, perpetuate the existing inequities" [Becker, 1952 p. 455].

In an attempt to alleviate the problem of a minority teacher shortage, many of the states have initiated efforts to assure success for a larger portion of minority college students who enroll in teacher education programs. Some states have targeted a larger number of minority high school students to prepare and recruit into teacher education. These students are young adolescents still in the middle grades. Programs seek to raise aspirations and to

provide academic assistance for students. Other states provide students with early exposure to teaching experiences in order to recruit them into the profession. Still others have started by "opening doors" to higher education by providing financial aid or other incentives. The importance of historically Black colleges in the preparation of Black teachers has been a focus in some southern states. As a result, states have committed additional resources to historically Black colleges.

National education organizations, local school jurisdictions, and School, Colleges, and Departments of Education (SCDEs) recognized the severity of the problem of declining numbers of minority teachers and have instituted programs to recruit minorities into education. The American Association of Colleges for Teacher Education (AACTE) conducted a study "Teacher Education Policy in the States: A 50 State Survey of Legislative and Administrative Actions." Of the states reporting:

- o Eleven states report efforts to recruit minorities at the high school level into teacher education programs (Alabama, District of Columbia, Florida, Hawaii, Indiana, Kansas, New York, North Carolina, South Carolina, Tennessee, and Wisconsin).
- o One state, Montana, received a Mellon grant to recruit minority (American Indian) teachers in school year 1989-90.
- o States with recruiting programs at the collegiate level include Hawaii, Massachusetts, Michigan, and Tennessee.

- o Three states have programs to recruit para-professionals (California, Connecticut, and the District of Columbia).
- o New York offers a job-bank clearinghouse with a minority recruitment component.
- o In Oklahoma legislation that requires the establishment of a minority teacher recruitment center passed in 1990; in Kansas, legislation for a recruitment program did not.
- o Minority teacher recruitment legislation is pending in Delaware and Missouri. [AACTE, 1990, p. ix]

AACTE released a policy statement which reflects the views and recommendations of AACTE and other national organizations pledging their support to reduce the minority teacher shortage. It proposed ten specific programs, each aimed at increasing the number of minority candidates preparing to become teachers [AACTE, 1988, p. 14].

1. National Scholarship Program
2. State Scholarship Program
3. Targeted High School Work-Study Program
4. Targeted College Work-Study Program
5. Two-year/Four-year Articulation Program
6. Assistantships and Grants Program
7. Entry Incentive Program
8. Support Program for Reentry and Career Change
9. Targeted Teacher Induction Program
10. Assessment Demonstration Grants Program

The Association believes that both government and private initiatives are needed to recruit minorities into teaching. Through its survey of state action in teacher education, AACTE found few state activities and no federal programs to assist the member institutions in the

recruitment and retention of minority students into teaching. Although eighty-five percent of the nation's teachers are prepared through the public and private colleges and universities that are members in AACTE, two years after the release of its policy statement the recommendations have not been implemented [Witty, 1989].

In its report "New Strategies for Producing Minority Teachers," the Education Commission of the States recommends strategies for solving the problems that have created and continue to exacerbate the minority teacher shortage. Case studies of five states (Arizona, Iowa, Minnesota, New York, North Carolina) were conducted. These states were selected because "their school-age population is nearly one-third or more minority in at least two school districts and because state and institutional officials already had begun to examine the problem" [ECS, 1990, p. 21].

Recommendations from the study address policy development by states, institutions of higher education, and local districts and schools. The study recommends that:

State Leaders:

- should develop and put into place a comprehensive plan that views post-secondary and elementary/secondary education as one system.
- should collect information about all factors affecting the minority teacher shortage - from demographic trends to student performance and participation to career preferences.

- should examine policies and practices for their effect on the production of minority teachers.
- should work with colleges, districts, schools, teachers and the public to elevate the status of teaching.

College and University Leaders:

- should collect and report participation and graduation rates by race and by program. Institutions, like states, could benefit from preparation of comprehensive, institutional plans for developing minority teachers.
- should make their commitment to minority student success obvious to faculty members.
- should collaborate with public schools and community colleges on ways to ease the transition from high school to college and community college to four-year institutions.
- should prepare prospective teachers to teach students with different learning styles, abilities and backgrounds.

District and School Leaders:

- should acknowledge the importance of having a multicultural teaching force and foster the environment necessary to achieve one.
- should examine their instructional practices and curriculum for discriminatory elements.
- should ensure that managerial, administrative and compensation policies do not hamper minority recruitment and retention.
- should strengthen ties with the community to see that all sectors are aware of the issues involving minority students and teachers.

Minority students must receive appropriate education early, so that they will be able to take on the responsibilities and challenges that higher education presents. State, institutional and local policy have the potential to alleviate the minority teacher shortage in the long term [Holmes, 1989]. The problem does not begin at the college level but at the elementary and secondary levels where minority students are under prepared in their education programs.

To accomplish the goal of recruiting and retaining minority teachers, The ECS study recommends systematic data collection effort. It was noted in the study that states (1) lack information about the minority student populations in their schools, (2) know little about minority students academic participation and performance or their career choices, (3) lack information about minority teachers hired by their school districts, their preparation, their assignments and (4) know little about the choices minorities make if they leave teaching. Having access to specific information on minorities could impact the decision that may result in an increased number of minority teachers for the future.

The attention given the teacher supply issue resulted in the formation of programs to convince young minority students of the importance of becoming teachers. North Carolina's Project Teach encourages Black and American Indian high school students to consider teaching as a career

and to apply for a North Carolina Teaching Fellowship. Students who receive the fellowship are provided finances of \$5000 per year up to four years of college in exchange for up to four years of teaching after graduation. Community-based teams disseminate information to prospective candidates and expose them to standardized test-taking skills and guidance counseling.

Auburn University at Montgomery (AUM) is also actively recruiting students at the high school level. School of Education recruiters offer exceptional high school students an opportunity to earn five quarter hours of credit in teacher education coursework before graduating from high school [Willard and Gordon, 1989]. The course, Introduction to Professional Education, is designed for college students and later modified for high school students. The course provides instruction on campus and a laboratory experience of observation and participation in actual elementary and secondary school settings.

Graham [1988, p. 63] states that Dr. Ernest Boyer argued in High School 1983 that:

We cannot adequately prepare the coming generation if the least able students enter the (teaching) profession. Teaching must become a top priority and gifted students must be recruited. every high school should establish a cadet teacher program.

In South Carolina, the teacher cadet program has succeeded in attracting academically able students into teacher education. At its inception, 1985-86, the program

was piloted at four South Carolina high schools. Having been adopted by the South Carolina Center for Teacher Recruitment in 1986-87, the program expanded to twenty-eight high school sites, supported by fifteen colleges and universities, and served 400 honor students [Graham, 1988]. The number of colleges and students involved in the program continued to increase the following year. In 1987-88, fifty-five high schools, nineteen colleges and 1,000 high school honors students took part in the Teacher Cadet Program [Graham, 1988].

Thirty percent of the 400 students who participated in the Teacher Cadet Program in 1986-87 reported at the end of the year that they intended to become teachers, and thirty-four percent were undecided about a teaching career but were considering it [Graham, 1988]. A combined score of 955 on the Scholastic Aptitude Test was average for the thirty percent who said they planned to teach.

Another state that has initiated a program to encourage high school students to develop an interest in the teaching profession is California. In San Diego, "Campaign Future Teachers" generated enthusiasm for the teaching profession by personalizing the intrinsic rewards for students. Seventy-five highly motivated teachers visited high schools and community colleges and universities to talk with groups of students about the teaching profession [Rice, 1988].

Holmes [1988] states that "Programs can be designed to reach into the local school districts and provide incentive,

role models, mentors, tutors and motivation for Black and other minority youth as early as junior high school". Early intervention directed at the middle or junior high school student could greatly impact the task of colleges of education recruiting and retaining minority students.

Colleges of education across the nation are reaching out to minority students in the local school districts to encourage them to attend college [Holmes, 1988, p. 107]. Of the programs described:

- The University of Southern California, California State University and UCLA have joined together with the Los Angeles School District to create a joint program at Crenshaw High School. This program is aimed at recruiting minority students for the teaching profession.
- The University of Syracuse has pledged financial assistance to any Syracuse high school students who meet its admissions criteria. To participate in this program, students must sign up in the eighth grade. Students enrolled in the University of Syracuse then help these high school students prepare for college.
- Jersey City State College will be identifying 25 high school juniors who belong to minority groups and are interested in becoming teachers. These 25 students will be given special help and financial incentives to enable them to prepare academically for teacher education courses at Jersey City State.

The number of Black high school students who chose to go to college decreased seven percent in seven years, from thirty-four percent in 1976 to twenty-seven percent by 1983 [Holmes, 1988]. Blacks receiving bachelor's degrees in education declined fifty-two percent from 1975 to 1983.

The leadership role of colleges of education is of vital importance to the recruitment of minorities in education and the role of the predominantly Black institutions is even greater. A recent trend of Black students across the nation has been to return to predominately Black institutions for their college training. This trend places a challenge on Black institutions to turn out more Black teachers. These institutions of higher education "Must carefully monitor the academic performance of all minority students and provide effective support systems to facilitate their successful matriculations, retention, and eventual graduation" [Garibaldi, 1988].

Financial support for historically Black colleges and universities in South Carolina was provided by the 1987 legislature to cultivate qualified teacher candidates. High school minority students with average and below-average grades, primarily from small and rural school districts were the targeted population [Alston et al, 1989].

Norfolk State University has been actively involved in the "twin challenges of attracting a large number of students and assisting a larger percentage of those enrolled to graduate" [Witty, 1989, p. 43].

The university has:

- initiated, in 1983, the Harrison B. Wilson Honors in Teaching Program, which provides full scholarships for 20 teacher education students.

- established a system of tutorial workshops, seminars, and a special class to help students prepare for the NTE.
- established a system of academic support for junior and senior students that includes university professors as tutors for students requiring special help in preparing for NTE.
- initiated in 1984, an annual recruitment activity targeted at sophomores, juniors, and seniors already enrolled at the university.
- installed a special comprehensive computer assisted curriculum laboratory through which teacher education students can upgrade their basic skills and fill in gaps they may have developed prior to college.

In Louisville, Jefferson County Public Schools' lack of minority teachers mirrored the national picture's decline of minority teachers. The solution to their problem was a "grow your own" approach that was titled the Minority Teacher Recruitment Project (MTRP). The first phase of the program was the Post High School Participant Program (PHSPP).

Since the 1985 inception of PHSPP, the program has received more than 600 inquiries and identified 236 individuals who are willing to pursue coursework needed for teacher certification. As of June 1989, PHSPP has produced thirty-nine certified graduates, and 115 participants are currently enrolled in a local college or university taking courses needed for certification [Green and Husk, 1989].

The second phase of MTRP was to generate interest in teaching as a career among high school students.

The next phase of the program was the Middle School Teaching Awareness Program (MSTAP). This program was piloted in twelve of the twenty-three Jefferson County middle schools.

The strengths of MTRP included (1) strong collaboration among the school district, public schools, and university, (2) commitment and demonstrated leadership from school district and university, (3) comprehensive recruitment approach including awareness, recruitment, and retention strategies, and (4) successful solicitation of internal funding sources [AACTE, 1989].

At Xavier University of Louisiana, the most successful effort in recruiting high school students for teacher education programs has been through personal contact. In conjunction with the university admission office, the education department obtained the names of high school students interested in attending the university and in becoming education majors. The students were contacted by the department through letters and telephone calls. Personnel in the education department informed students about the program and answered questions. The result provided three times as many education students in 1987 and 1988 as in previous years.

Xavier was also successful in recruiting many of its students who were already enrolled at the university and had decided to become education majors. The university was

instrumental in assisting students to significantly improve their performance on the NTE.

Grambling State University teacher education students are prepared for the NTE through two years of foundation or general education courses. Faculty teams of the university prepare general education tests, as well as tests in reading and language to be administered to students during their freshman and sophomore years. Students improve their test-taking skills through attendance at seminars and individual study utilizing computer software programs on testing. "Institution-wide commitment to teacher education, massive involvement, curriculum/course revision, meaningful testing, joint accountability and identifiable results are capstones of the Grambling University State Model" for the recruitment and retention of minority students in teacher education [Jones, 1988, p. 17].

A somewhat different model can be found at Hood College in Maryland. Their Adopt a Student Program matches Black students with local families and thus have tripled their Black student enrollment in two years [Jones, 1988].

To address the Black teacher shortage problem in Georgia, the School of Education at Georgia Southern College instituted a Recruitment, Incentive, and Retention Program for Minority Preservice Teachers. the School of Education cooperates with the local school district to recruit Black high school juniors and seniors for teaching careers,

provides financial incentives for each student, and assesses students to provide appropriate academic support and remediation for admission to and graduation from a program of study in teacher education [Alexander and Miller, 1989].

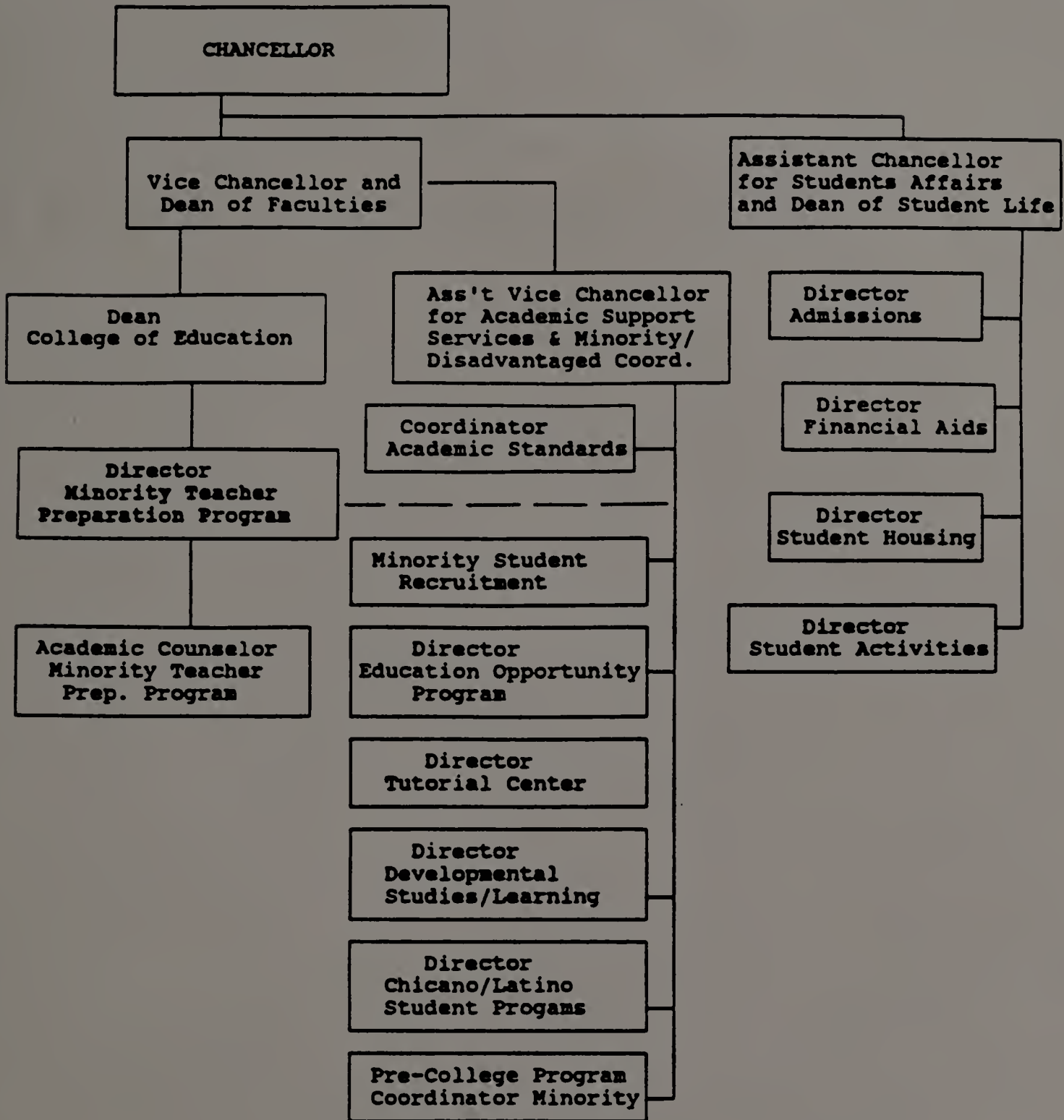
The Minority Teacher Preparation Program (MTP) on the University of Wisconsin-Whitewater campus was the first of its kind in the University of Wisconsin System. The program was "designed to provide improved assistance and academic support to ethnic minority undergraduate students with declared majors in education" [Berhow and Knoles, 1989]. Minorities in education served through MTP include Black, Asian-American, Hispanic and American Indian students. In the fall of 1987, the total minority population was 393 out of the 10,000 students enrolled at the university. Of the 393 minority students, only six juniors and seniors held a declared major in education [Berhow and Knowles, 1989, p. 51].

As an institution with a small number of minority students entering teacher education and a major emphasis in teacher education, UW-Whitewater was an ideal demonstration effort in the recruitment and retention of minority students majoring in education.

The model designed for MTP is perceived as having potential for replication at other institutions. Figure 1 summarizes the administrative organization and shows the relationship between offices and programs that are primarily involved in MTP. Partnerships involved in the cooperative venture of MTP are between the College of Education and

Figure 1.

UW-WHITEWATER MINORITY PREPARATION PROGRAM
ADMINISTRATIVE ORGANIZATION SUMMARY



secondary schools, two-year institutions, and campus Academic Support Programs at UW-Whitewater. The goals of MTP are to "attract and recruit more academically talented undergraduate minority students into teacher education and to retain, graduate, and license more talented minority students" [Berhow and Knowles, 1989, p. 52].

Recruitment efforts of some colleges of education, states and local school districts have targeted teacher aides as potential candidates for teacher education programs. Every major metropolitan population area has a population of teacher aides who are minorities. Some of these teacher aides have college training. School districts throughout the nation have an opportunity to establish a career ladder for teacher aides. These aides are usually employed at a minimal salary and would welcome a chance to increase their salaries as a result of their returning to school. Low income women and racial minorities working primarily in day-care and as teacher aides earning minimum wages could be encouraged to pursue educational degrees that would help in reducing the shortage of minority teachers. Various means to support the continuation of their educational programs have been proposed.

Heritage College in Toppenish, Washington, and the local school district collaborated to increase the supply of teachers who speak both Spanish and English. A career ladder program, "Project Future", was established by the

collaborative group for the district's teacher aides. While matriculating at Heritage College, the aides continue to receive their salaries from the school district, and the college provides reduced tuition rates. "Project Future" teachers are guaranteed employment with the school district upon completion of the education programs [Kauffmann, 1990].

California, Connecticut, and the District of Columbia have programs to recruit paraprofessionals. In California, Teacher Diversity Grants are partially funded through the state lottery. The program works similar to a teacher aide program, whereby students receive stipends and work in districts while completing their degrees [AACTE, 1990]. Teaching Opportunities for Professionals (TOP) has just begun implementation in Connecticut. This program is a career ladder for currently employed paraprofessionals who wish to become teachers. Paraprofessional's salaries are paid by the district as they work half the year in the local schools and the other half of the year taking courses toward a bachelor's degree until completion of the program. During the six months absence of the paraprofessional, the state pays a substitute paraprofessional to work. The program is not geared specifically for minorities, but over eighty percent of those participating in the program are minorities.

The District of Columbia offers teacher aides a career ladder also. In collaboration with the University of the District of Columbia (UDC), paraprofessionals are encouraged

to enter the teacher preparation program. The District pays one semester's tuition for paraprofessionals who attend UDC part-time and work in a District of Columbia Public School classroom for laboratory experience.

Summary

Minority teacher recruitment is a national problem that must be addressed by local, state and federal agencies to increase the number of minorities in education. The short-term strategies implemented by school districts and colleges of education are intended to make a difference, but the true effect of these strategies will not be known for several years. An aggressive effort must continue to ensure that Black, Hispanic, Asian-American, and American Indian students receive a quality education as they progress through the educational pipeline. Local school districts in collaboration with colleges of education must continue to aggressively pursue efforts for success in post-secondary programs in general and teacher education programs in particular. The success of comprehensive long-term programs to recruit minorities will depend on the careful organization of programs, adequate funding, and the effective integration of university and public school programs. The education community and the nation have the charge to identify creative solutions to this very complex problem.

Retention

Colleges of education across the nation are charged with the responsibility of developing activities for the retention of students who have been identified and recruited by them. Shakir [1988] states Bethune-Cookman's strategies include: (1) working to change student attitudes; (2) offering advice to students using a team-approach of three advisors for each student (one from the Education Department, one from the Psychology Department who is called the student's mentor, and one from the student's area of specialty); (3) exposing students to value clarification workshops and seminars; (4) improving students' self-esteem; (5) organizing professional seminars and workshops to change the negative image of teaching students' perceived through the media; and (6) providing students with retention scholarships.

It is difficult for some students to make a smooth adjustment from home to campus where they become a part of a student body ten times greater than their high school's student population. Colleges and universities must put in motion programs that can ease this transition for students.

At the University of Florida, a Recruitment and Outreach Program was organized. This program was designed to meet the needs of a targeted population consisting of :

(1) students who are admitted to the College of education on

special waiver; (2) students who are referred by professors or other students; (3) prospective students who wish to improve test scores (SAT, GRE) in order to be admitted to the college; (4) high school students who wish to improve their basic skills; and (5) graduate students preparing to take the Florida Teaching Certification Examination [Johnson, 1988, p. 83].

To ensure the retention of minority students in the university program, the general goals of the Recruitment and Outreach Program are to:

1. recruit and assist in graduating minority students.
2. assist minority students in the development of survival skills.
3. aid minority students in passing the Florida Teaching Certification Examination.
4. recruit extensively at the undergraduate level and prepare students to become graduate students in the College.
5. make other professors aware of the plight of minority students and to solicit their help for students with tutorial and personal problems.

In the southeastern United States, particularly Georgia and its bordering states, Black and other minorities are under-represented in all teacher education fields [Miller, 1989]. Minority undergraduate participation in SCDEs is most evident in Mississippi and Louisiana. Georgia and other states need qualified minorities to be graduated from their teacher education programs. The recruitment efforts

articulate a collaboration between local school districts, community resources, and colleges of education. Retaining these students for completion of the baccalaureate program is of critical importance to Georgia's minority teacher shortage problem.

At Georgia Southern College the School of Education has implemented the Academic Intervention Program and the Learning Analysis Center. These programs assess learning strengths and weaknesses of students and provide instructional help [Miller, 1989]. An additional support for students is provided through the Developmental Studies program. Students who are identified as having high potential for being a teacher but lack adequate academic preparation are assisted through the Developmental Studies. When strengthening has occurred in the areas of deficiency, the student returns to the regular program of study.

Other universities have developed retention programs that impact minority students. The teacher education program at the University of Cincinnati has given top priority to financial aid for Black and other minority students. Retention activities include: a College of Education Minority Scholarship Endowment Fund, an orientation program for entering minority students, a Minority Mentor Program which matches graduate minority students with entering undergraduate and graduate minority students, quarterly/semester socials which encourage informal

interactions among college faculty and minority students, and a matching of minority students with campus minority faculty who have expertise in the subject area of the student's deficiency [James, 1989].

Varied strategies and programs have been implemented by colleges/universities across the nation to retain minority students in teacher education programs. The continued commitment of time and resources by schools of education and other college departments can impact the retention of minorities. Isaac [1988, p. 76] states:

Retention affects recruitment. For example, it is much easier to recruit if minority students are already enrolled and having good experiences. Furthermore, it is unfair to recruit students just to ensure a large enough first year class, and then to let them sink or swim on their own.

Gayles [1989] contends that "educators who are seriously interested in improving the quality of student learning must design a systematic program for the recruitment and retention of good teachers." Since forty-one percent of minorities stated they are very likely or fairly likely to leave teaching during the next five years, school systems will have to aggressively pursue programs of support and assistance to first year teachers as well as tenured teachers in order to promote retention.

In San Diego, a collaborative project was developed between the San Diego State University and the San Diego Unified School District to develop a practical model of support and assistance to new teachers. The Retention

Project provided assistance to new teachers who worked with students from culturally diverse backgrounds. The project is funded by a four-year grant and contributions of the two collaborating institutions.

Three major components of assistance are provided for the new teachers: (1) professional development; (2) psychological and collegial support; and (3) scholarships and materials stipends.

Summary

Banks [1988, p. 72] concluded that the letter "C" is the first letter in the elements of a good retention program. The strategies he implemented at the University of Wisconsin encompassed twenty things institutions must do for successful minority recruitment and retention in programs. As the list of actions progress from beginning to end, the ultimate goal is to support and assist the student through a baccalaureate program to assure the success of the student receiving a baccalaureate degree. The actions are suggested below:

1. Contact should be made with the school, students, and the parents.
2. Communication should be established with neighborhood groups.
3. Casa, or housing refers to whether the student will have an appropriate and affordable place to live.

4. **Capital**, a most important consideration includes financial aid, grants, scholarships, etc...
5. **Continuity**, coalitions, civil rights.
6. **Control** - Do you have control over the destiny of your students, or do you let change determine whether they will succeed?
7. **Commitment** - Are you personally committed to the cause of helping minority students become teachers and is the administration committed to the cause of minorities in higher education?
8. **Counseling** - What does it take to counsel a student?
9. **Courtroom** - How far are you willing to go to defend your students?
10. **Corrections** - Are you willing to recognize your own mistakes in a manner that does not jeopardize your position and credibility?
11. **Clinical internships and externships.**
12. **Campus indoctrination** - understanding that most minorities come from traditional areas, how do you sensitize them to the atmosphere of the University?
13. **Consistency** is one of the most important things in dealing with Black students.
14. **Career advice** - Does the teacher preparation program provide enough flexibility so that a student who wishes to do so can work in fields other than education?

15. Commencement. If all the other C's have been done correctly at your college, your minority students, should reach commencement.

Teacher Education Programs

The literature review on teacher education programs dealt with improving the preparation of teachers, preservice education, improving teacher education programs and student teaching programs.

Splaine [1973] investigated the characteristics of effective teachers of high school students who are from low-income families. From his findings, he made recommendations for a model teacher education program for teachers of low-income high school students, grades 8 through 12. One recommendation stated that field experiences should be an integral part of the entire model and should begin in the first year and continue to the fourth year.

Kies [1974] examined Pennsylvania's teacher education programs. He found that during the four year period from 1968-1972, these programs changed in a number of ways. For example, nearly all student teaching was now on a full time basis; placement of student teachers was more varied; denial of applicants was increasing; and supervisors generally had few student teachers assigned to them.

The controversy surrounding the ways in which teachers have been and are prepared to teach is still a focus for many educational organizations and SCDEs. One of the components of teacher education, early field experiences, traditionally has been considered valuable in preservice training. Kenyon [1976] conducted a study of the graduating classes of Oregon College of Education (OCE) for the years 1978 and 1970. The purpose of the study was to determine whether the specific objectives developed by OCE for its teacher education program had been met. The elementary and secondary education graduates expressed similar needs: (1) a need for earlier experiences in the classroom; and (2) the need for more adequate supervision during the student teaching experience.

Recommendations from the study included: (a) adding courses to the elementary education curriculum which will provide a better background for the teaching and reading and for the development of reading programs; (2) increasing the opportunity for students to gain experience with classroom situations at an early stage in the program; (3) strengthening the curriculum in the area of research; (4) providing courses which allow the student to develop greater competency in handling the needs of exceptional children; and (5) developing a more effective screening process for selecting supervising teachers.

A study of perceptions of graduates from the Elementary and Early Childhood Teacher Education Program at Xavier

University was conducted by Smith [1976]. He examined graduates perception of their preservice undergraduate training and selected variables representing academic and teaching performance and conditions. To improve the teacher education program, graduates suggested: (1) reexamining pre-student teaching field experiences to assure that students are exposed to a variety of instructional classroom organizations; (2) introducing education courses in the freshman years; and (3) reexamining the methods courses in elementary and early childhood education in an effort to develop a more practical approach to methodology.

The middle school concept became very popular during the 70s. In a study to design a model education curriculum for preparation of middle school teachers, Payne [1977] selected four population groups that had an interest in middle school teacher preparation. Selected to participate were teachers and principals of the middle schools in the state of Tennessee; teacher educators who had participated in special sessions and seminars on the middle schools; teacher educators who had written articles in current periodicals about teacher preparation for the middle school and local, state, and national educational associations which had some concern with teacher preparation, certification, and accreditation.

The findings indicated some consensus among the four groups about essential components for a preservice program

for the middle school teacher. Highest priority was placed on (1) student teaching, (2) discipline and class control, (3) specific methods, (4) foundations of reading, and (5) early field experiences.

Yates [1981] obtained data from the directors of student teaching programs in teacher training institutions throughout the United States. The data were collected through mail survey instruments sent to one thousand one hundred seventy-three institutions throughout the United States identified as having teacher training programs. Completed returns were received from nine hundred and two institutions, giving an overall return rate of 77.2 percent.

The study revealed great diversity among student teaching programs in the United States. Examples of such diversity included:

- o size of teaching program,
- o length of the student teaching assignments,
- o frequency of visits to students by supervisors,
- o range of payments to cooperating teachers, and
- o amount of time spent by directors of student teaching in administering student teaching programs.

Those areas in which student teaching programs were similar included:

- o placement of student teachers in the public school system for student teaching assignments,

- o emphasis on the supervisor of student teachers, and
- o low denial rates for admission to student teaching programs.

A number of ways in which the quality of student teaching programs could be improved was identified. These included: increasing the number of institutions receiving national accreditation; reducing the diversity that exists in the length of student teaching placements; raising the entry standards for student teaching programs and establishing a minimum size at which a student teaching program can effectively function.

The Southern Regional Education Board [1986] studied recommendations from major reports on teacher education such as the American Association of Colleges for Teacher Education, the Carnegie Forum on Education on the Economy, and the Holmes Group. Issues discussed included: (1) four years versus five years for teacher preparation; (2) the revitalization of undergraduate education; (3) school involvement; (4) costs; (5) credentials and teacher performance; (6) state and national roles; (7) effect on teacher supply; and (8) several alternatives versus a single approach. Among the conclusions was the fact that all reports agreed that a change in teacher education is needed and that these changes should be monitored and evaluated closely to ensure that the appropriate direction is taken.

The Holmes Group [1986] recognized its responsibility to help create a profession representative of the larger

society. At the very time when the proportion of minority students in urban schools is increasing, the minority undergraduate enrollments at teacher training institutions is decreasing. If some method is not devised to reverse this trend and attract minorities into education, we will soon have a teacher force composed overwhelmingly of White teachers who will be responsible for the education program of low-income Black students and other minorities in the urban schools.

It should be noted that the Holmes Group propositions are aimed at member institutions only and only one historically Black institution, Howard University, was invited to membership [Witty, 1989, p. 40].

In an attempt to improve teacher competency and to avert a crisis situation with the anticipated teacher shortage predicted to occur in the next 4-5 years, colleges of education have begun to focus on recruitment of minority students. Johnson [1986] researched the strategies used by the University of Florida's College of Education to increase Black student enrollment and persistence in the education field. Strategies used included: (1) organizing an Office of Recruitment and Outreach; (2) contacting various fraternities, sororities, clubs, and church organizations and requesting their assistance in getting students interested in education; (3) contacting appropriate educators at community colleges and high schools who can help identify students interested in enrolling in the College of Education and

assist them with meeting requirements; (4) conducting follow-up activities for non-education majors who come for tutorial assistance; and (5) organizing Future Educators of America clubs at various universities, colleges, and secondary schools. Efforts were made to evaluate the effectiveness of the strategies and to help Black teacher education students remain in the program and complete the necessary requirements for certification.

Systematic Teacher Preparation Program (STPP)

Ninety-six percent of the students attending District of Columbia Public Schools (D.C.P.S.) are minorities (Black 90.7 percent, Asian under 1.0 percent, American Indian .03 percent, and Hispanic 4.63 percent). In addition, at least half of the present cadre of teachers will have reached retirement age in the early 1990s. Providing qualified minority teachers for the large minority student population in D.C.P.S. is viewed as an impending problem. The problem of teacher recruitment and attribution is most acute in inner city school districts like the District of Columbia. Both short range and long range solutions are needed to alleviate the problem.

The D.C.P.S. designed a program with a "grow your own" philosophy. The Systematic Teacher Preparation Program (STPP), an innovative preservice educational program, was

implemented in the Fall 1986. This innovative teacher education program was a collaborative effort between D.C.P.S. and the University of the District of Columbia (UDC), College of Education and Human Ecology (COEHE). The partnership program, STPP, was formed to prepare for the predicted shortage of teachers in the 90s, especially minority teachers. The program was simultaneously designed to alleviate the teacher shortage crisis as well as produce excellent educators for the District of Columbia Public Schools. STPP provided students with four years of practical classroom experiences rather than eighteen weeks which is the norm for most colleges and universities.

Area high school graduates with sound academic records (GPA 2.5 or better) who wished to attend college, are offered salaried employment, guaranteed job placement and financial and counseling assistance while they prepare for a teaching career as a teacher trainee in the STPP. The students are hired as part-time educational aides for the first two years of their program and simultaneously enrolled as students at UDC in the COEHE. During the third year in the program, STPP, participants work as teaching assistants, and the fourth year of the program, seniors in STPP are hired as substitute teachers.

STPP students are assigned to D.C.P.S. classrooms on pre-school, elementary, or secondary levels in accordance with the students selected organizational level. As teacher

trainees, the students responsibilities with the master teacher are: (1) assisting with instruction; (2) assisting with recordkeeping; (3) learning classroom management skills; (4) becoming computer literate; (5) becoming a viable component of the school community; and (6) becoming a component implementer of school systems programs.

Students remain with their assigned master teacher for a full year. The master teacher is identified by the local school principal using the following criteria:

1. Minimum of five years teaching experience
2. Outstanding rating for the previous two years
3. Teaching demonstration or experience
4. Willingness to work with students for a full year to provide program continuity.

Principals and master teachers with whom the STPP student is assigned are required to evaluate the teacher trainee at the end of each semester. The evaluations are used to determine if additional support is needed in the areas of classroom environment, management, instructional performance, academic preparation, communication skills, or with personal characteristics.

D.C.P.S. provides teacher trainees with part-time employment (20 hours per week) during the school year and full-time employment (40 hours per week) during the spring, summer, and winter breaks. Teacher trainees are hired as part-time EG-4s (\$15,761 per year). Half of their tuition is

payroll deducted, and the other half is paid through tuition grants or scholarships. Program organizers believe that when students have a vested financial interest in their education it often proves to be a motivating factor.

STPP students can only attend classes at UDC after 1:00 P.M. This time limitation has to be considered by COEHE in developing the STPP student's schedule of classes. The Council of Deans for COEHE was made cognizant of the scheduling necessity for STPP students. In a cooperative gesture, the Council of Deans arranged special scheduling and accommodated the specified time requirement for STPP students.

STPP organizers and COEHE work as a team to assure the success of the program. Communication lines remain open between the two groups, and all activities are conducted through a joint effort.

A four year program of classes is developed for the STPP students, and classes are arranged so that university requirements for graduation can be met within a four year span. A full-time student is enrolled for a minimum of twelve semester hours per semester.

COEHE personnel and STPP organizers collaborate and provide a series of workshops covering material on learning theory, instructional methods and materials, and other pertinent issues. The workshops are intended to strengthen the STPP students development toward becoming teaching professionals. COEHE can maintain continued academic and

professional contact with the STPP students before they graduate.

Students in STPP sign a contractual agreement to teach in the District of Columbia Public Schools after completing their degree. Their signed contract is for a two year commitment.

In addition, the D.C.P.S. system provides a career incentive through STPP for paraprofessionals identified as educational aides. These employees are considered to be in "dead end" positions. Many have exemplary performance in the classroom and excellent potential to become outstanding teachers.

D.C.P.S. recognized that educational aides could be vital to the continued presence of minority teachers in the school system. As members of the D.C. community, they are enabled to embark upon a viable career in teacher education at UDC in the STPP. One hundred and seventy-eight aides applied for the twenty advertised positions in STPP. The screening process narrowed the group of twenty select individuals.

Tuition for the aides is provided through grants from private foundations. Educational aides who become STPP students follow the same guidelines as the STPP students who come directly from high school. Seventy percent (14 out of 20) of the aides came into the program with college credits earned in previous years.

1986/1987 Initiation of STPP

In 1986, D.C.P.S. high school graduates had an opportunity to enter the teaching profession with training and a college education provided through a joint effort of D.C.P.S. and UDC. Twenty-four high school graduates were recruited from Eastern Senior High School (SHS), Ballou SHS, McKinley SHS, Roosevelt SHS and Bishop McNamara SHS. These students were identified by their principals and teachers as high scholastic achievers. Thirteen students listed elementary education as a potential major, five students listed early childhood as a potential major, and six students listed secondary education as a potential major. Specific disciplines in secondary education were physical education, special education, and English.

Twenty-four students received financial aid through UDC programs and private foundation funds, and a portion of the students' salaries was payroll deducted and applied toward their tuition. Semester tuition and fees totaled \$332.00 for each student.

First year students were assigned as teacher trainees to elementary and secondary schools throughout Washington, D.C. Principals eagerly accepted STPP teacher trainees in seventeen elementary schools, three junior high schools, and four senior high schools. School assignments were made in each of the four sections of the city (northeast, southeast, northwest and southwest).

Professional staff members involved in the program's day-to-day operation included the acting dean of COEHE, one professor in the office of the Associate Dean of Academic Affairs, a program monitor, a program supervisor, and a program coordinator. The Acting Dean apprised the STPP participants of UDC activities/seminars related to professional organizations that supported the students' matriculation in their intended degree area, and advised them on the importance of scholarly application.

The liaison person in the Office of the Associate Dean of Academic Affairs was responsible for the STPP students college related concerns: enrollment into the college, maintaining close personal contact with instructors of each student, receiving grade reports on each participant, and planning monthly workshops/activities to vigorously involve students in the program.

The duties of the program monitor included recruitment of high school seniors, and continuous interfacing with the local school principal to observe the teacher-trainee in the school setting. The program monitor arranged to visit each of the participants at the local school periodically. Conferences with the master teacher and principal were held at least twice during the semester.

The responsibilities of the program supervisor entailed the selection of participants for the program, inter-

pretation of program guidelines for the principals, and the acquisition of funding from private foundations and organizations to support the program's tuition component. The program supervisor also arranged workshops for participants .

The program coordinator addressed various audiences to promulgate the teacher trainee program, and appeared before educational organizations that impacted teaching to stress the importance of the program. Through the urging of the program coordinator, a "Future Educators" program was initiated at the Coolidge Senior High School to act as a feeder program for STPP.

Support for the students was also provided through the COEHE academic advisor. COEHE assigned a professor from the college to work closely with the students to continuously monitor their progress, and report the data to the dean of COEHE. Additionally, the assistance of other COEHE personnel was solicited to provide a series of workshops on learning theory, instructional methods and materials, and other pertinent issues while the students matriculated through their university wide requirements. Workshops included topics that provided information for students to strengthen their potential for being retained in the program.

The careful screening of participating principals, teacher trainees, and master teachers provided a stable foundation for the first year of the program. At the close of the second semester, all twenty-four students were still matriculating in the program.

1987-1988 Second Class of STPP

In the fall 1987, fifteen high schools were visited by the program monitors to recruit students for STPP. As a result of the visitations, seventy-seven applications were received from potential STPP enrollees. Twenty-one of the applicants were accepted in the program increasing the total to forty-five participating students. The number accepted was limited to twenty-one because the monies solicited for tuition grants provided tuition for an additional twenty-one students.

In January at the end of the first semester, two students were dropped from the program. One of the students decided she had made the wrong career choice and the other student transferred to another university within the metropolitan area. At the request of several students, two school assignment changes occurred. With this change, two additional schools within the northwest section of the city were added. Chairpersons of each department within COEHE were requested to assign a mentor to each new STPP participant. Students were introduced to their mentors at a social gathering where the mentors encouraged students to contact them at their offices and at home. Mentors and Master Teachers with whom the teacher trainees would be associated offered to provide academic, personal, and professional support for the students.

Orientation for new participants was held in August, 1988. Positions for the next school year 1988/89 were requested from the Director of Personnel and the Director of Finance in D.C.P.S. New principals joining the program participated in an orientation in September. Principals were informed about the responsibilities of the teacher trainees and the responsibilities of the Master Teacher. An explanation of program documents was given, and the evaluation process for teacher trainees was explained.

Workshops for program participants began in October. September was omitted to allow time for the students to adjust to a new schedule of classes and their role as a teacher trainee. Each succeeding month, a workshop for teacher trainees was held to provide professional growth and an opportunity for peers to communicate, collaborate, and resolve school or job related problems.

Recruitment of new participants for SY 1988/89 continued through the month of December and candidates were screened in January. A final selection of new participants was conducted during the following month, and financial aid packets were submitted for all students. Continuous monitoring of students' grades was a major focus of COEHE and STPP personnel. The support systems were available to assist any student with a concern.

Students received teacher trainee assignments in sixteen elementary schools, twenty-three junior high schools, and six

senior high schools. At the inception of the program, students were informed that they would be given assignments as teacher trainees in each of the divisions: elementary, junior high, and senior high to enable the STPP student to learn which level of education he/she preferred to teach.

Six STPP students were assigned to three senior high schools, twenty-three STPP students were assigned to thirteen junior high schools, and sixteen STPP students were assigned to nine elementary schools. Of the twenty-five schools with teacher trainees assigned, eight were located in northeast, nine in northwest, seven in southeast, and one in southwest. The location of the STPP student's home was considered in making school assignments so it is assumed that very few STPP students resided in the southwest area of the city.

STPP was designed to assist the students with locating funding for tuition. Two of the participants who qualified for the D.C. Congressional Paul Douglas scholarship were encouraged to apply and became the recipients of a \$5,000 scholarship grant. Nine other students were also encouraged to apply because they had the qualifications, but this investigator was unable to document their receipt of the scholarship grant.

1988/1989 Third Class of STPP

Twenty-nine additional students were recruited for STPP in September of 1988. This increased the number of participants to seventy-four. Each of the seventy-four

participants received full payment of his/her tuition for the spring semester through a contribution to the program from the Office of Employment Services for the District of Columbia. The agency worked collaboratively with D.C.P.S. and COEHE to support the STPP. Students could register for fifteen hours or less.

During 1988, recruitment efforts for STPP expanded to include the pool of potential applicants that had not been tapped within D.C. Public Schools. Educational aides were identified in schools throughout the city. Applications for STPP were mailed to the schools to open twenty STPP positions to educational aides who had been employed with D.C. Public Schools at least five years. The educational aide component of STPP represented a career incentive for employees of D.C. Public Schools. Over one hundred educational aides applied for the twenty positions available to them through STPP. The twenty educational aides selected through the screening process began matriculating at UDC during the fall semester of 1988. Funding for the aides tuition was obtained from four private foundations: Helen Sperry, Agnes and Eugene Meyer, Philip Graham, and Hechinger.

Academic support was provided for students who were not functioning up to their maximum potential or meeting University requirements. The instructors of STPP students were notified through a formal letter that a STPP student was enrolled in his/her course. Each instructor was asked to

notify the program monitor in the Office of the Associate Dean of Academic Affairs, if the STPP student was not academically successful. A deficiency report form was provided for each student, and arrangements for academic support for the student was provided upon receipt of the deficiency report from the student's instructor. The quality of the academic and professional preparation of the students was vital to the success of the program.

A survey of STPP students was conducted in the Spring 1988. This survey provided data from the perception of the student regarding the effectiveness of STPP. Twenty-six of the seventy-four participants responded to the survey. Two-thirds of the students in the program did not respond to the survey questionnaire. Results of the survey were as follows:

- 84 percent of the students stated STPP was what they expected it to be
- 50 percent had a present assignment related to their major
- 73 percent felt their program monitor was helpful
- 50 percent stated the College of Education was helpful to them

1989/1990 Fourth Class of STPP

During the 1989/90 school year, an additional twenty high school students were recruited to increase the total number of STPP students to ninety-four. The STPP enrollment was steadily increasing each year. Inquiries to participate in the program came from inside and outside the school system. It appeared the D.C. Schools had found

a perpetual process to address the teacher shortage and had found an avenue to provide early commitment by high school students to teacher education.

Educational aides who became a part of the STPP in 1988, performed commendably at both the university and local school levels. Because of their enthusiasm for the program, inquiries were received from principals and other educational aides. The program's capability for longevity and expansion was well established. As of November, 1989, the STPP was officially placed under the Division of Professional Development of the D.C. Public School system. A new program supervisor was assigned, and the institutionalization of the program added to its stability as well as adding to an increase in educational resources.

Because of the demand from large numbers of educational aides to become participants in STPP, the educational aide component of the program was expanded to include an additional seven participants. This increased the number of educational aides matriculating in the program at UDC to twenty-seven. Of the twenty-seven participants, nine were male.

The number of educational aides recruited during the second year was drastically reduced because of limited private foundation funds. The absence of monetary support from foundations placed the educational aide component "at risk" of being terminated by the close of the second semester for the 1990/91 school year.

Since the program was institutionalized under the Division of Instructional Support and Professional Development and Training (two divisions merged), the assistant superintendent for the division appropriated funds to pay the tuition of the seven new aides to the program and requested the screening of ten additional aides for the 1991/92 school year. In future years part of the funds from the regular division budget will be ear-marked especially for the STPP.

Three of the STPP participants received the Paul Douglas \$5,000 scholarship increasing STPP recipients of the scholarship to five. Each year students were encouraged to apply for scholarships and some were rewarded by their efforts.

STPP students were assigned as teacher trainees at eleven elementary schools, eighteen junior high schools, and six senior high schools. The majority of the schools were located in northeast and northwest. The northwest area of the city is considered to have the most effective instructional programs.

Seven STPP students who were among the original twenty students at the inception of the program received baccalaureate degrees in the spring of 1989. One student was an early childhood major, two were elementary majors, and four were special education majors. Four of the students graduated with a grade point average of 3.4 or

higher. These students names were submitted to the DCPS personnel office for certification and placement in the fall. All of the students were placed in a D.C. Public School classroom as the original STPP contract had stated.

Fourteen students discontinued the program. Reasons cited for discontinuing the program included: relocation, academic difficulty, unsatisfactory job performance, and no explanation. Each of the twenty-one vacancies (7 graduated, 14 discontinued) was easily filled at the beginning of the next semester because there was a waiting list of potential candidates for the program.

The Department of Employment Services agreed to provide tuition support for one hundred teacher trainees; therefore an additional six students were permitted to enter the program. There were one hundred high school students matriculating in the program during the 1989/90 school year. One hundred students was the ceiling program organizers had set for STPP. Recruitment for the program continued for the 1990/91 school year and funding for tuition was provided by the Division of Instructional Support and Professional Development and Training of D.C. Public Schools.

Since STPP has the full support and endorsement of the superintendent of D.C. Public Schools, it is applauded because of the inter-agency collaboration, and is heartily received by UDC and D.C.P.S. personnel. It is anticipated that the program will function for years to come.

CHAPTER III

METHODS AND PROCEDURES

This study aims to assess the Systematic Teacher Preparation Program (STPP) based on the perceptions of teacher-trainees. The major focusing questions posed to students related to the following topics: background information, experiences at the University of the District of Columbia, local school experiences as a teacher-trainee, and experiences in the Systematic Teacher Preparation Program. This chapter discusses the methods and procedures used to conduct this study. Specifically this chapter will include descriptions of: (1) Subjects; (2) Methodology; (3) Data Collection Procedures, and (4) Data Reduction, Interpretation and Analysis.

Subjects

The subjects for this study were students matriculating at the University of the District of Columbia (UDC) who were participants in the Systematic Teacher Preparation Program. Participants were randomly selected from first, second, third, and fourth year STPP elementary and secondary students. Table 11 shows the classification of each subject, major course of study, number of schools assigned as a teacher-trainee, gender, and ethnicity. Subjects were

TABLE 11

STPP PARTICIPANTS CLASSIFICATION, MAJOR,
NUMBER SCHOOLS ASSIGNED, GENDER, AND ETHNICITY

<u>Subject</u>	<u>Classification</u> <u>(Year)</u>	<u>Major</u>	<u>No. Schools</u> <u>Assigned</u>	<u>Gender</u>	<u>Ethnicity</u>
A	Second	Elem. Ed.	2	F	Hispanic
B	Fourth	Sp. Ed.	1	M	Black
C	Third	Elem. Ed.	1	F	Black
D	Third	Elem. Ed.	1	F	Black
E	Fourth	Elem. Ed.	2	M	Black
F	First	Elem. Ed.	1	F	Black
G	Third	Elem. Ed.	2	F	Black
H	Second	Phy. Ed.	2	M	Black
J	Second	Elem. Ed.	2	M	Hispanic
K	First	Elem. Ed.	1	M	Black
L	Third	English	2	F	Hispanic
M	Third	Sp. Ed.	4	M	Black
N	Fourth	Phy. Ed.	3	F	Black
O	Fourth	Sp. Ed.	7	F	Black
P	Fourth	Early Child- hood Ed.	4	F	Black

assigned to various instructional, levels as teacher-trainees. Table 12 shows the various levels where teacher trainees received experiences while supervised by a master teacher.

Eleven of the subjects were single, two were married, one was divorced, and one was a widow. Four of the subjects

TABLE 12
TEACHER TRAINEES LEVELS OF
INSTRUCTIONAL EXPERIENCES

Grades:	Pre/K kgn.	1	2	3	4	5	6	7	8	9	10	11	12
Elem. (no. of Trainee Experiences	3	1	2	5	3	5	6						
Jr. High (no. of Trainee Experiences								5	6	6			
Sr. High (no. of Trainee Experiences											2	1	

were parents and one subject was a grandparent. Three of the subjects were indigenous to D.C.P.S. and were recruited into the program from the group of paraprofessionals.

The fifteen individual case study profiles, which are presented in narrative form, are identified as Case Study of A, B, C, D, E, F, G, H, J, K, L, M, N, O, and P. This was done to maintain the anonymity of the participants in the study. The students who participated in this study were enrolled in the teacher education program at UDC and were teacher trainees in the Systematic Teacher Preparation Program (STPP).

The subjects were employed in the D.C.P.S. and agreed to participate in this study only if both anonymity and confidentiality were assured. Though all fifteen interviews were scheduled for an hour, some of the interviews terminated at the end of the hour, while others lasted for a half hour or forty-five minutes.

The length of the interview was not relevant to the substantive data generated. That reality was reflected in the individual case study profile, whose length and depth were not directly proportional to the length of the time spent in the interview. Each individual case study profile stands alone.

Methodology

The selected method for this study was a qualitative approach. That research paradigm encouraged in-depth, open-ended interviewing. The current study clearly dictated the need for a descriptive, qualitative approach. The researcher chose to carefully limit the scope of the study to allow for as few parameters and prejudgments, with the limited sample, as possible.

Individual interviews tapped student's perceptions of the STPP and offered insights into how prospective minority teachers view their training and introduction to schools. Each individual interview was conducted by the researcher.

Best [1981, p. 164] describes the nature and importance of the interview as a method:

With a skillful interviewer, the interview is often superior to other data-gathering devices. One reason is that people are usually more willing to talk than to write. After the interviewer gains rapport, or establishes a friendly, secure relationship... If the subject misinterprets the question, the interviewer may follow it with a clarifying question.

Interviews were conducted at the convenience of the subjects. The audio taped interviews were conducted at the teacher-trainee's assigned local school site, at the UDC, or at a District of Columbia Public Library. Teacher-trainees were interviewed during their lunch hour, after school hours, and on Saturdays. "In addition to increasing the accuracy of data collection, the use of a tape recorder permits the interviewer to be more attentive to the interviewee" [Patton, 1987, p. 137].

An interview guide was used consisting of ten questions to be explored by each teacher-trainee. Patton [1980, p. 200] states:

The interview guide helps make interviewing across a number of different people more systematic and comprehensive by delimiting the issues to be discussed in the interview.

Each taped interview was transcribed by a typist who understood the importance of confidentiality for each interview. "False starts" were omitted from the "write-ups" in order to enhance the clear meaning of the speaker. After reviewing the typed protocols, the researcher began a process of data reduction, which Miles and Huberman [1986] explained as "the process of selecting, transforming," and

making choices of which data to summarize, to code, to look for themes, or form patterns.

In describing data analysis, Patton [1980, p. 246] states:

Data interpretation and analysis involve making sense out of what people have said, looking for patterns, putting together what is said in one place with what is said in another place, and integrating what different people have said.

The next phase of data analysis was a cross-case analysis. The cross-case analysis was done to determine if any patterns or contradictions emerged. Patton [1980] refers to these patterns, which he defines "as relationships and linkages."

In the cross-case analysis the data were organized and examined inductively, which involved a thematic analysis. Rist [1982, p. 446] describes the analytic frameworks available for the organization and presentation of qualitative data, one of which is: "Thematic analysis: The clustering and presentation of key themes found in the study." In this study, as themes emerged, they were organized by headings. Each case was examined individually for evidence which confirmed or disconfirmed the themes.

The researcher examined documents from the STPP in the form of correspondence from and to program staff, budget records, organizational rules, inter-office memoranda, calendars of yearly activities, enrollment records, and notes to the file. Document analysis provided the

researcher important insights into the management of STPP. Patton [1980, p. 152] stresses the importance of using program records and documents as a rich source of information:

It is important at the very beginning of the evaluation to negotiate access to program documents and records. The evaluator should attempt to anticipate as many different sources of information as possible. The ideal situation would include access to all routine records on clients, all correspondence from and to program staff, financial and budget records, organizational rules, regulations, memoranda, charts, and any other official or unofficial documents generated by or for the program.

Program documents provided the researcher with information about many things that had taken place before the research began. The confidentiality of the program records particularly the teacher trainee records was respected by the researcher.

Data Collection Procedures

Telephone contact and a visit to the coordinator of STPP was made to explain the nature of the study to be conducted by this researcher. The coordinator of STPP granted permission for program information to be released to the researcher, and directed a program monitor to respond to requests from the researcher. The program monitor provided the researcher a current roster of STPP participants and made available to the researcher all pertinent program documents.

The process used to select STPP participants included the following: (1) a current roster of STPP participants was requested from the program monitor, (2) STPP participants were divided according to classification at the UDC, (3) the researcher then separated the STPP participants by classification and gender, (4) from these two groups, the participants were then randomly selected.

A telephone call from the researcher was made to each of fifteen randomly selected STPP participants. The researcher followed the telephone transcript prepared for contacting each subject (See Appendix A). When a potential subject rejected an invitation to participate in the study, another STPP participant was randomly selected.

Subjects who accepted the invitation to participate in the study were asked to select a convenient date/time for them to be interviewed. Additional identifying information was recorded on each subject. Each subject was again contacted the evening prior to the scheduled interview session to confirm the place and time of the interview was still convenient for him/her.

Each subject signed a Written Consent Form (See Appendix B) prior to the interview. The following condition was adhered to in order to conduct the study: Individual names as well as responses would remain absolutely confidential and anonymous.

An interview guide was developed by the researcher that contained two parts. Part I of the interview guide consisted of eight questions, which were designed to elicit information on a personal basis from the subject thereby establishing rapport with the subject and increasing his/her comfort level (See Appendix C). Part II of the interview guide consisted of ten questions designed to elicit information in four categories: background information, experiences at the UDC, local school experiences, and Systematic Teacher Preparation Program thoughts and recommendations (See Appendix D).

A tape-recorded interview was held with each subject for an hour or less. Each subject responded to questions in Part I and Part II of the interview guide. Questions for the subjects were focused and open-ended.

Data Reduction, Interpretation and Analysis

This study yielded qualitative data in the form of interviews and document analysis. The interviews were tape-recorded, and after each interview was conducted in the field, the researcher had the data transcribed. This process in qualitative analysis is called "converting" raw data into "write-ups" [Miles and Huberman, 1986]. Miles and Huberman explain a "write-up" as a product which is intelligible to anyone, not just the field worker. "False starts" were omitted from the "write-ups" in order to enhance the clear meaning of the speaker.

After each protocol was typed, the researcher assigned a code of A, B, C, D, E, F, G, H, J, K, L, M, N, O, and P. The researcher omitted the letter I for easier reading of the case study. The letters A-H and J-P represented the code used to identify each of the fifteen STPP participants in the study.

After reviewing the typed protocols, the researcher began the process of data reduction. In reducing the data in this study, the researcher organized all of the participant's responses in Part I of the interview guide, which elicited information on a personal basis from the subject. The remaining data collected in the interviews was organized according to the categories investigated in the interview: experiences at the UDC, local school experiences, and Systematic Teacher Preparation Program.

The first phase of data analysis consisted of developing narrative case study profiles of each subject. The second phase of data analysis was a cross-case analysis. The cross-case analysis was done to determine if any pattern or contradictions emerged. Patton [1980] refers to these patterns, which he defines "as relationships and linkages."

The professional preparation of STPP students should include psychological preparation also. These future teachers were eager to assume the role of classroom teachers, and because of their four years of clinical experience, students anticipated being very successful.

Realistically, they must be prepared for some successes and some failures. A few of the students addressed having experienced problems and discussed how the program monitor intervened and removed them from the problem. STPP students did not address the strategies they would have used to cope with problems, but students needed to be prepared to accept the "true picture" of the average classroom.

Although a STPP student has a strong "desire to work with young people", as a teacher, the STPP student will discover that wanting to work with young people is not reason enough to sustain on-going development as a teacher or to survive in today's classrooms. When consistently bombarded with problems that are not instructionally related, the new teacher is faced with many frustrations. There has to be in place a repertoire of support strategies that will lessen the frustrations and seek to uphold the self-esteem of the teacher. Without these supports, "burnout" could occur in the early years of professional service.

STPP students worked with master teachers who utilized effective instructional strategies over a period of years. These teachers should let the STPP students know that a combination of effective planning, long work hours, hard work, dedication, sweat, tears, and a love of children impacted the successes STPP students observed. This is not to say that STPP students will not be successful from the

beginning. Rather, they should be mentally and emotionally prepared in the event successes are minimal during their early years of teaching because today's children are often troubled. As teachers, STPP students will have to stay flexible and adjust themselves as their situation dictates.

In her study of teacher preparation at another university, Deborah Britzman [1991, p. 11] noted the absence of agreed on subject matter:

When it comes to learning to teach, there is no single-minded conception of success, of competence, of conduct, or of survival. There are no common agreements as to the desirable teacher's stance, the constitution of good pedagogy, or the relationship between theory and practice.

As an experienced minority teacher familiar with D.C. Public Schools and the work that is conducted with beginning teachers, the writer brought with her an awareness of the possible range of problems and potentials for success. The writer listened and pondered STPP responses in the context of her awareness of how hard good teaching is--also how rewarding were one's successes.

The writer also pondered responses in context of the review of literature suggesting a national shortfall of minority teachers for schools and studies that showed Black teachers could make a difference as role models and as teachers who display less impatience with minority students. All of these issues were incorporated in the development of the categories.

CHAPTER IV

ANALYSIS AND INTERPRETATION OF DATA

Introduction

The fifteen case study profiles are presented in narrative form. Information elicited from the subjects explored four categories: background information, experiences at UDC, local school experiences, and Systematic Teacher Preparation Program experiences.

The second section of Chapter IV presents a cross-case analysis of the data collected from the fifteen subjects as a group. The cross-case analysis compared the content from each interview on each topic.

Case Study of "A"

Background Information

Case Study "A" is single with no children and has been in STPP for two years. She has worked with seventh, eighth, and ninth grades in two schools. Prior to entering STPP, "A" was employed in an early childhood program and thus has experience with students from 2 1/2 years old to twelve years old.

After reading an article on the need for teachers in the future, "A" decided to become a teacher because she needed a job and loved to function with children. "A" would not have considered any other career, teaching was her ultimate goal. From the beginning of STPP, "A" felt that she was a part of the staff where she was assigned, and that helping the students could improve her teaching ability.

Experiences at the University

In describing selected courses "A" was enrolled in at the university, "A" said some of the courses were helpful:

They have helped me in many different [ways] because if you take the college courses, they help you understand the behavior and improvement of how to deal with children . . . childhood development doesn't help you . . . to communicate with kids and . . . deal with them.

Although the questions were rephrased on several occasions, "A" had some difficulty understanding the questions

from the interview guide. The only course in "A's" major that was considered helpful was Urban Development in Elementary Schools.

I took a class that was called Urban Development in Elementary Schools . . . has helped me understand children in urban development schools. . . . The worst thing is between Black and White students.

Local School Experiences

When asked about the local school experience with a master teacher, "A" stated that the first teacher trainee experience was not always pleasant. She described instances where the master teacher was disturbed by the amount of time the teacher trainee devoted to the ESL students.

One day she told me in front of my face that I'm not a real teacher and I have to take my place and I was only a teacher aide. . . . I felt that I was a real teacher teaching those students how to improve without suffering or knowing how to speak the language.

"A" provided twenty-seven ESL students with daily instructions to improve their mastery of English. Her teacher trainee experience at the other school was more positive. The master teacher was eager to assist "A" and provided her with a strong support system.

This teacher wants to help me train as a teacher, and I think I will have a wonderful year over there helping those kids.

"A's" experience with the principals in both schools was rewarding. Teacher trainees felt as though they were an integral part of the staff.

We are always going to participate in the staff meetings . . . he always takes care of us. . . . Principal and all the staff all of them are very nice because they take care of us and feel that we are another part of the members.

The other principal was conceived to be "just" also.

She is happy to have us and tells us that we are going to be the future teachers of the system.

"A" was extremely proud of her classroom management skills and the respect received from students.

Teachers saw that I have that respect. You know that everybody listens when I am talking to them. Everybody was listening, paying attention and understanding what I mean.

When asked about the climate within the school, "A" described a situation which often occurred at department meetings. She explained that a lot of jealousy was displayed among staff members.

The department meets once a month and I feel like this staff yells to much. It's older. They don't help each other because they are there just for the inside staff. They are always fighting me to go there because one teacher is yelling and saying you are not doing a very good job, and the other teachers tell him that he isn't doing a good job with the students.

"A" continued discussing school climate and began to sympathize with the teacher described as having problems.

But one of the things is that every teacher doesn't have the same feelings of how to teach. Everybody has different experiences on how to teach, and there are a lot of misunderstandings between those teachers.

"A" recognized the difficulty some staff members have in relating to others, differences in teaching styles, and a

need for collegial support among staff members. Having observed many negatives from how staff members related to each other "A" said:

If I were a teacher in here or either [name of school] or [name of school], I would try to be my best either with the students and the staff. We would not be jealous of each other because it's not part of our teaching. We need to take care of the students.

"A" described her teacher trainee experiences with one of the master teachers, but she disagreed with the assigned duties and verbalized it to the master teacher.

I made almost 7,000 copies for one of the teachers so I told him if I wanted to find a job I could find a job to make photocopies. . . . Our job is to always be with the students, listen when they are teaching. . . . If he passes a paper to a student, we can do that instead of him doing it.

"A" did not attend any community meetings in the school area and was unfamiliar with the community meetings held each month in a different D.C. school ward. She justified the lack of involvement in community affairs by describing strong positive relations that she developed with parents.

I work very hard with the parents especially with the Spanish students. [I] help them to help the students when they get home . . . to help them do their homework and they are not watching T.V.

"A" described the services provided to parents as being very rewarding. Acting as an interpreter for the parent and teacher, "A" felt a sense of importance in the role of interpreter.

I was there to translate what the teacher had to say and that made me feel good because if the teacher tells me thank you whatever.

Even as a teacher trainee, "A's" receipt of approval by the master teacher was very important. Students become better producers, when teachers continuously build students' self-esteem.

Systematic Teacher Preparation Program

"A" was pleased with the progress being made through STPP. The support system that was described by "A" provided professional development, academic support, and collegial support for teacher trainees.

We have a calendar that I do not have with me. We have a workshop and at the workshops all the STPP program [members] meet the coordinators . . . We discuss how we are doing in the schools and how we can improve if we have any problems or any particular area in the school. At those meetings, it helps us to discuss how we are feeling in school because if you don't feel well in your area then you have the opportunity to go to another school. To me this meeting has helped me to know a lot of people that I might never meet in my life, like people in the Department of Education and all the relation with the education program.

Case Study "A" considered the purpose of STPP was to provide more teachers because "a lot of kids are coming to this country". The other reason stated for having STPP was to provide a clinical experience for teacher trainees.

And the purpose of this program is to keep our major and not just say I want to be a teacher and know how to practice on how to be a teacher and this will keep us and like a person like myself this program will keep me in school. I graduate, I will have a job where I would start work.

"A" stated the teacher trainee experience made her cognizant of what is expected of a teacher in D.C.P.S.

Through the clinical experience, teacher trainees continually interacted with staff members and had to learn to adjust their personalities:

This program has helped me to want to stay in the public school system to work, and when I finish my career, I will have realized that to teach does not mean just to teach to go over there and be with the student, but how the system in the school works and how to deal with staff, students, and administration in the school . . . it has helped me a lot because if I graduate without knowing what's going on in the District of Columbia Schools, how will I get in the door when I am ready to begin my career? This taught me where I want to be and how to improve to get there.

"A" was proud to be a part of STPP and thought it could be improved. She suggested that the program monitors visit teacher trainees at their school sites more frequently.

I don't see the director encouraging us on how we are doing because they have a lot of things to do, but at least they can come two days a month.

"A" thought a clarification should be made to the master teachers to identify the responsibilities of an assigned teacher trainee. Although the master teachers' orientation included an explanation of the teacher trainees specific duties, some of the master teachers deviated from those guidelines.

One of the things that I want for this program is to talk very clear with the teacher about how they respect what we have to do in the class and how to deal with us. I understand that some of the teachers don't know why we are there and what we have to do. I would have to communicate and to inform those teachers on why we are there.

To implement the change suggested, "A" would convene a meeting of each teacher trainee and the master teacher at

the local school site. Through this meeting, questions, concerns, and evaluation of the teacher trainees work could be discussed. Strategies for improvement could be identified and accolades accorded to the teacher trainee.

Case Study of "B"

Background Information

Case Study "B" is a fourth year student with a major in special education. Since entering the STPP, "B" has worked as a teacher trainee in grades three through six with all grades located in the same school. "B" is a single Black male without any children. "B's" mother encouraged him to seek a degree in teacher education. He believes that educators are "made in heaven" and destined to be teachers. "B" stated if he had not become a teacher, he would probably have pursued a degree in social work because he likes working with people and their problems.

"B's" interest in teacher education has been sustained through his desire to meet challenges. The more he was challenged the harder he said he worked. "B" said his "aggressiveness, moving through the system and learning at the same time" sustained his interest in teacher education.

Experiences at the University

"B" stated he learned through his "methods and the concept [courses] what really makes an effective teacher". He selected a mentor in his building that had been teaching for thirty-six years. A professional relationship developed between the two of them and "B" conducted long evening telephone conversations with his mentor.

Case study "B" discovered that the scenarios described in education textbooks did not always work in solving classroom problems. "B" had experienced that each situation was different and the master teacher reacted accordingly.

When asked again about the courses in education, He said, "The courses [have] been very effective as far as making me stronger in my philosophy of education." He stated that the program at UDC and the teacher trainee experience were very positive experiences for him.

The program and my experience in the school system have been tremendously positive. I find by my teaching experience everything that I have been taught at the University of the District of Columbia is coming into play. Therefore, I have to give the program, as well as the University, a big hand clap for teaching me how to be an effective teacher.

"B" considered the collaborative effort between D.C.P.S. and UDC that established STPP as having the greatest impact on him "because of the fact that any time you can work in the school system and get paid and get the experience."

Local School Experiences

Case study "B" worked in only one school in the D.C.P.S. and regarded that school as one of the best.

"B" selected as his mentor the master teacher with whom he worked. He praised the master teacher for assisting him.

I think that [she] has been very helpful in assisting me, in teaching me certain things that I could not get in a [UDC] classroom . . . [increasing] my knowledge, and [improving] my performance to make me feel more positive about myself and what I am doing.

Case study "B's" relationship with the school principal led to "B" being recommended by the principal for a long term position as a substitute teacher. "B" was hired as a first grade substitute teacher for the first semester of the 1990-91 school year. He described his work with the students as being "joyful."

They give back what you give them in many ways. It can be a smile. It can be a verbal statement... They do not want to miss a day of school. . . . They feel that I am going to be a creative thinker and their learning environment is going to be a creative learning situation.

Because of the "seasoned" staff at his school, "B" felt that "They want you to give some of your fresh ideas to them." "B" brought a climate of collegiality to the school.

The competency based curriculum program that has been implemented in the D.C.P.S. is difficult to understand for some teachers new to the system. "B" stated he felt comfortable teaching the skills and utilizing the instructional materials that support the curriculum. He felt supported by his colleagues. He described the climate within the school as "very comfortable."

"B's" school is located in close proximity to a major military base. He did not say the military had adopted the school through the Adopt-a-School-Program, but he described a number of activities in which the neighboring military base provided support. He added that the visibility of military personnel in the school enabled the students to

become cognizant of another role that the military has accepted.

"B" thought STPP "really prepares you."

Once you get out there on your own, you are sure of yourself [because] of the experience you have. If you are not sure of yourself, one thing you will say [is] that teaching is not for you.

Case study "B" discussed the role of the mentors in the program. Each teacher trainee was assigned a mentor when he/she became a participant in the STPP.

I think the mentors in the program are very strong people. They have your best interest at heart. They will really push you to your utmost. If they see that you are slacking up, they will come around and say Mr. or Mrs. you are not doing your very best, you can do more. . . . If you have any questions, the best people to go to are the people who are connected to the STPP.

"B" had no recommendations for STPP but wanted the university to acknowledge his experiences.

"B" had been hired by D.C.P.S. as a long-term substitute teacher for nine weeks. Although "B" would be the primary person responsible for the first-grade instructional program during the nine weeks, he was still expected to complete a student teaching practicum for his university program.

Once you've been in the school system three years covering classes, implementing lesson plans, being under a mentor, you should get credit for student teaching. . . . because of the situation that I am in now, being a long term substitute teaching the first grade, and still next semester I have to do student teaching.

"B" felt that meticulous documentation of teacher trainee involvement in the instructional program should be completed

on a daily basis. He suggested that all STPP students should carry a documentation book.

There will be days in the school system that you are required to take on the responsibility that [could put you] in jeopardy as far as when you cover the classroom. If a student gets hurt or something should happen, you are responsible. The people who are your supervisors should document everything so when it comes to the end of your study, they have this to back you up.

Case Study of "C"

Background Information

Case study "C" is a third year student in the STPP. "C" has worked as a teacher trainee in grade two and is an elementary education major. "C" entered the STPP as a third year student, after being recruited from another program.

"C" has worked in one school as a teacher trainee.

"C" is unmarried and has no children.

"C's" mother had the greatest influence on "C" becoming a teacher. "C" continued:

I selected education because I believe I can make a difference in a child's life, and it is really important to have Black teachers because there are not a lot of Black teachers going into the field of education. So I think I can make a difference in a child's life.

If "C" had not pursued a degree in education, she would have majored in sociology. Her interest in teacher education has been sustained through the relationship she has developed with a master teacher.

She is a beautiful person, and just seeing how she relates to the children really amazes me. She has a friendship with them. They know she is the teacher, but it's based on a friendship. She is a very positive person and that has really influenced me. Being positive plays a major role in being a teacher. She is showing me the importance of being positive with children because they really want to please you.

Experiences at the University

Case study "C" mentioned three courses that were beneficial to her as a teacher trainee.

A lot of times I see the same things that we are learning in the classes. I know how to relate to the situations that come up because the information is so beneficial. The children require a lot of the things we learn. I know how to handle different situations.

"C" considered all the courses she had taken to be practical and necessary for her in her teacher training.

I am taking Survey of the Exceptional Child which are children with different handicaps in learning. In another area, I'm taking Children in the Urban Schools. It's teaching us how to relate not only in urban schools as a matter of fact but everywhere. I'm taking Methods and Materials courses. I'm really getting involved in them.

Local School Experiences

At the local school level, "C" established good rapport with the principal, who explained the instructional program and made "C" feel welcomed.

She [the principal] went over the program with me. It is an open school and I had never seen an open school. It just amazed me. There is so much space. She's really made sure that I understand what type of school [name deleted] was. She is very helpful and always there.

As a new teacher trainee to the classroom, "C" had to get used to hearing her name frequently being called. "C" had to also adjust to being addressed by her surname. The repetition of "C's" surname being called by the students was

thought to be a nuisance, but "C" said it was also pleasurable to hear.

I'm getting used to Ms. [surname] I have never heard it so much before. It's really funny. . . . They [the students] are trying me right now because I'm new. They want to see how far they can get away with things. . . . I want to go to the bathroom. I want some water. . . . I have to ask [master teacher] can they? She says they know what they are supposed to do. . . . they try me.

In describing the climate of the school, "C" stated that too often teachers related to students in a negative manner. "C" was astute enough to know that she should not allow those negative actions to affect her actions in relating to students.

Sometimes you see a lot of negatives as far as relating with the children . . . important not to let it affect you. There is a lot of positive reinforcement, too.

Systematic Teacher Preparation Program

"C" credited the STPP with preparing her for the successes she has had with students.

If I had just been put into this situation without being trained, I would have lost out on so much. I'm really learning how to relate to students, teachers, and administrators. It's teaching me how to become responsible as teacher; so I think this is the best program for student teachers.

"C" thought the arrangement of classes for teacher trainees in the STPP was an excellent idea. After the teacher trainee had completed a university schedule of classes, the master teacher would arrange to see that the

hours the teacher trainee served in the local school coincided with the schedule. At the beginning of STPP, university personnel and organizers from D.C.P.S. attempted to have the majority of the STPP student's classes held after one o'clock. When this was not always possible, other arrangements were agreed on for the students.

We have to go by our schedule of classes at the University, and we are supposed to be a full time student. They [program organizers] don't allow you to [schedule] more than 12 hours. You have to work a schedule with the teacher [master teacher] that coincides with the schedule at the University. That works out well.

"C" stated the purpose of STPP is best explained in its title, and the more time teacher trainees devoted to the STPP, the more committed they became. The enjoyment and sense of satisfaction derived from working with students increased the commitment she had for teaching.

I am becoming committed because I see that I am really enjoying it [teaching] . . . there is a need and I really want to make a difference. . . . I want to be there for the children. . . . I know that I can help.

Case study "C" described the purpose of the STPP. She said, "The purpose of the program is to help the students become more familiar with the classroom procedures." "C" further stated in describing the purpose of the STPP that:

You learn the responsibility. You learn how to relate to other people. You learn how to make a lesson plan. You learn how to work with all the different children. All the children are different. The program trains you to be a teacher.

As a teacher trainee, "C" has stopped listening to the negatives about teaching. She felt the rewards of the teaching profession outweighed its drawbacks.

I want to be a teacher because there are so many benefits. When you see that a child has learned something you've taught and you see they understand, that would make me so happy.

"C" did not have any recommendations for changes in the STPP because she was more than satisfied with STPP. In particular, she mentioned efforts "to make the students comfortable, assigning convenient schools, paying for tuition, and salary from working as an aide."

Case Study of "D"

Background Information

Case Study "D" is a third year students who is an elementary major. As a teacher trainee, she instructed third, fourth, and fifth grade students in reading and was assigned to a master teacher in a fourth grade class. "D" worked in one elementary school while participating in the program. She is a widow with three adult children and two grandchildren.

"D" became interested in STPP through a program monitor who had worked in the elementary school as "D's" colleague. She entered the program through the second phase of STPP that offered career incentives to educational aides employed with D.C.P.S. "D" had acquired college credits before becoming an educational aide, and welcomed the opportunity to complete a baccalaureate program.

I have always wanted to be a teacher. . . . but when my husband died, I had to [rear] my children and see that they were educated first. Now it is my time to go ahead to pursue my degree.

"D" mentioned the program monitor frequently to give the monitor credit for inspiring "D" to return to college and complete the undergraduate program of study. "D" was determined that she would reach her goal in another year.

Experiences at the University

"D" was elated over her involvement in the teacher education program. She described her course of study at UDC and said the course "had been one of the joys of my life". The support system provided for "D" at UDC was extremely beneficial to her.

My professors are very helpful. If there is a problem, I can always go to them I can either call them at the office or. . . . They have given me their phone number and the hour is never too late that I can call them [at their homes].

"D" delighted in her high grade point average in her courses of study. She stated the required course of study in elementary education was practical and necessary.

Case study "D" felt that the lack of funds available for the teacher education program at UDC hindered the opportunity for "state-of-the-art" educational programs. Teacher education majors were still being taught utilizing traditional classroom methodology.

Local School Experiences

When questioned about the experiences "D" had with her master teacher, "D" rated the master teacher exceptional:

In my school, I think, if I had to rate her on a scale of one to ten, I would give her twelve. She lets me utilize training with the students whether it's small group or sometimes the entire class. It all depends. She's just with me, whatever.

"D" described both of her principals as supportive of her efforts to complete her undergraduate program. Because

"D" was inspired by the two principals, "D" appeared determined to be successful. "D" mentioned several times that all of her principals were "very proud" of the educational goal "D" was striving to attain.

As a teacher trainee, "D" instructed small groups of students who needed remediation in specific skills areas. She credited herself with raising the scores of 15 percent of the students in remediation. "D" said her students "below grade level" were placed "on grade level" during the current semester. "D" further stated that because of the courses she had completed at the university, her classroom management skills were effective.

I got the utmost respect from them because of my management skills . . . did not learn here but through the courses. . . . I had approximately 15 percent of my students to go on. . . . I am very proud.

"D" did not elaborate on the climate of the school in which she was a teacher trainee. "D" considered herself a part of the local school building team, and stated she assisted the local school committee responsible for developing the local school education plan. Having "D" as a member of the local school committee charged with developing the education plan for the school, demonstrated that "D" was an integral part of the school staff.

For three years, "D" served as the president of the local school PTA. As a community leader, "D" was

instrumental in acquiring materials and having work orders completed in support of the principal.

At this particular time, I am currently the president of my PTA. . . . I have been for three years. We are moving forward . . . to help get the things that the engineer or the principal were having a problem with...building would provide a safe environment for the students.

Systematic Teacher Preparation Program

"D" said she did not have a problem with registration at the university because her STPP funds for tuition were always appropriated in time for registration. She implied that some of the STPP students had courses deleted from their early registration at UDC because tuition funds for educational aides were not received in time.

"D" felt that the STPP was a great career incentive for educational aides within the system. D.C.P.S. sparked the interest of this indigenous group of employees by offering a maximum of twelve hours of release time for the aides to attend UDC. As a recipient of the career incentives, "D" stated:

The STPP is one of the best programs that I have seen implemented within the D.C. Public Schools in recent years . . . to achieve my goals in becoming one of the best teachers that the District of Columbia Public Schools could ever provide.

Working as a teacher trainee "D" felt that she was limited because the master teacher determined how "D" would support the instructional program.

You are limited in what you can do with the child because the teacher you are working under gives the direction. . . .

"D" recommended that the STPP seek additional funding for the educational aides component of the program. A vast number of educational aides have expressed an interest in the program and are awaiting notice that they are accepted as an STPP student. "D" was full of accolades for the STPP and wished that more of her peers could benefit from the educational program.

In our profession [educational aides], the principal and their supervising teacher can recommend more people [aides] who have the "gift" to educate students.

Case Study of "E"

Background Information

Case Study "E" is a fourth year student who majored in elementary education. He has worked as a teacher trainee in third through sixth grade in two schools. During the summer of 1989, "E" worked with a junior high school program as a mentor for students. He is married with three children.

"E" decided to pursue a degree in education after a prolonged conversation with the coordinator of the STPP. He had considered pursuing an undergraduate degree in computer science, but was convinced to enter the STPP.

Dr. Pinkney called me one Friday afternoon to ask me whether I accepted the program because I put my name down. Before I answered her, she proceeded to tell me about the program. By the time she finished, I had decided to pursue a career in education and attend UDC as part of the STPP.

"E" credited Dr. Pinkney and the program monitors with sustaining his interest in education. He also stated the four year clinical experiences that teacher trainees received caused him to keep an interest in education.

Well working in the schools definitely and having Dr. Pinkney on my side along with the program monitors.

Experiences at the University

Through the teacher trainee program "E" discovered that some of his courses used textbooks that were outdated. "E" gave a prime example:

One of my books tells me that the student remains with the teacher for most of the day.

With the many pullout programs incorporated in the instructional programs in D.C.P.S., "E" knew the information was erroneous.

Students go to Chapter I and a variety of other programs. The teachers . . . only have them for three of the hours [in the regular classroom program].

"E" discussed the course requirements for D.C.P.S. and UDC. Each agency requested specific courses, but the course content overlapped in some instances. "E" disagreed with the posture the two agencies took because it did not behoove the students.

The university is requiring certain courses and the D.C. Public Schools are requiring certain courses. That is why we're having sort of a duplicate I think the two should come together and agree on one [set of courses].

"E" through his teacher trainee experiences, observed the absence of specific supplies for students that enhance the instructional program. He believed the monies earmarked for supplies were used for salaries.

The money for the supplies stop in the high offices. . . . I don't know if it's true or not that D.C. gets the most money for a student, and if you walk into any of the classrooms you will not see it. As far as UDC with the recent crisis of the students protesting, I think that the trustees once they are removed or they get better the university itself will improve.

Local School Experiences

"E" described his local school experience as one filled with examples of cooperative efforts.

My teachers are excellent. My principal is too. . . . I have learned from all of them and each one has impacted my teaching style. . . . I'm allowed to step in as the teacher is teaching. Stepping in and asking questions, a question that I think will key in on a certain point that someone may not get, and the teachers allow me to do that. I think that is very rare.

"E" considered his first principal was quite personable but ineffective as a leader.

On a personal level she is a wonderful person. I think that there are factors at the school that holds the school back. There are so many people that are trying to be the principal instead of the principal.

In the other school "E" worked as a teacher trainee, the principal was "on her toes."

"E" demanded respect from his natural born children and his students. He discussed what was considered acceptable to him.

I demand respect. I will not tolerate back talk. Certain things I require of my students and for that I think we will go a little bit farther than they would have. But on and off they respect me and they learn from me. I think I've been a positive influence in their lives.

When "E" compared the climate within the two schools, he described one as being too competitive and lacking collegial teamwork, and the other school "open" with teachers developing collegial relationships and following through with collaborative planning. Each school was different in terms of student discipline.

I felt it [the school] was too competitive. Teachers should be able to converse with one another and compare ideas and share strategies to help children. They intermingled with each other when

they were sitting in the lounge. I walk in there and I see them interacting in [professional] conversation.

"E" described the instructional programs at both schools as being effective. Although there were skills deficits, "E" said teachers followed the competency based program dictated by the system.

The students appeared to have some problems with it [competency based curriculum]. They are not knowledgeable of the basic skills. When I say basic, I mean those things you should get in the first three years of schooling.

Systematic Teacher Preparation Program

"E" feared that the STPP may have an indefinite future. "E" had witnessed the demise of other programs and did not want to see that happen to the STPP.

If anything is working for too long a period and if it is working too well, everything happens to dismantle it. I would hate to see anything happen to this program.

The purpose of the STPP was clearly stated, "E" said, but some master teachers misunderstood the purpose of having a teacher trainee. In the beginning of the STPP, teacher trainees were being used as messengers and copyclerks.

We knew going in that we were to work with one teacher . . . not to xerox and not to run up and down the steps. In the beginning there were instances like that, but our monitors . . . informed the principals and teachers so then they got an understanding [of the responsibilities of a teacher trainee].

"E" considered the teacher training he received to be a valuable asset to his ability to be effective in a class-

room. He compared his clinical experience to the vicarious experiences he received through content material.

It has allowed me to see the different sides of education instead of being in the classroom all day of UDC. I can see the children at work. I can watch them react to a certain program and certain strategies. What is book knowledge for other people is real life for me. I can see that some things just don't work. Some books, as I said, are outdated, some situations are outdated, so it gives me another frame of mind.

Case study "E" believed the STPP should be funded under D.C. Public Schools to reduce funding concerns that students have experienced. He recommended that informing teachers and administrators about the purpose of the program and the responsibilities of master teachers and teacher trainees would reduce anxieties that other teachers have about the program.

I may be doing something in my teachers classroom. Another teacher may want me to come in her room to assist her, and the program only allows me to work with one teacher. I can work with two but I don't choose to because it takes from me. I like to build a relationship with the children. I think that's the most important thing.

Case Study of "F"

Background Information

Case study "F" was a first year student who planned to major in elementary education. As a teacher trainee, she worked in a third grade classroom and had experience working in a kindergarten classroom. "F" has been assigned to only one school.

"F" is single and has no children. She became interested in teaching at the age of five. She admired her teachers and that admiration never waned over the years. She had so much respect for teachers and wanted other people to respect her in that way.

After making the decision to enter a teacher education program, "F" decided she had to be successful in the program because she was a role model for her younger siblings. "F" stated master teachers and their colleagues had a very positive influence on her. They inspired her and kept her interested in teaching.

Experiences at the University

Since case study "F" had been enrolled at the University for one year only, she had not received instruction in any courses for her potential major. "F" had completed a psychology course and a course in English. She was impressed with the content information from psychology

"because they study the mind telling you what to expect and how to analyze children."

"F" realized the subject areas in which she had skills deficits and had registered for English and history to improve her academic strengths in both subjects. Although first year students are required to take English and history, "F" stated that the other priority was strengthening herself in identified areas of deficiency.

The researcher discovered that the wording of questions in the interview guide created communication problems between "F" and the researcher. Each question was reworded and further elaborated on to bring a sense of understanding to "F". After several rewordings and explanations, "F" somewhat understood the question asking what effect the bureaucracy had on the teacher education program.

They said we were going to lose accreditation. It doesn't do any good for any of us. . .

Local School Experiences

"F" worked as a teacher trainee with two master teachers, one was a third grade teacher and the other a kindergarten teacher. The third grade teacher did not provide an adequate number of opportunities for "F" to work with the students. "F" said she spent most of her time assisting with "housekeeping" chores.

He did not give me any responsibility. He gave me things mainly to do with my hands and not with the students. This year my program is a little better because she allows me to work with the students more. She lets me do things on my own.

"F" stated she did not interact with the principal that much. She had more interaction with the principal during the summer because "F" worked in the office.

I really don't get involved with her that much. She might ask me how I'm doing in the classroom. We interacted more during the summer when I worked in the office.

When queried about school climate, "F" said the teachers weren't very friendly to her during her first teacher trainee experience. Her second experience was quite different.

Last year my problem was with other teachers. You know I didn't feel all that welcomed. This year I guess because they see me more and probably recognize me more, I feel more welcomed.

The students who worked with "F" in the third grade classroom were closer to "F" in physical stature and took advantage of her. She moved to the early childhood program and more positive results were noticed in her work with students.

I guess because I'm young and you know they start to take advantage of me. This year I'm working with kindergarten. They accept me, they look up to me, they treat me like a big sister or mother. In kindergarten you just feel more appreciated.

Last year "F" experienced working with a teacher who had personal hardships. This year she perceived the kindergarten teacher as being an asset to her. She was very positive about the efforts the third grade teacher had exerted to instruct his students.

He did his best with students you know. He had hardships but other than that he was a fine person.

They didn't do that. They [kindergarten students] work with typewriters and computers. I didn't do that until I was in high school. They're very advanced. They write stories.

"F" stated she had not been involved in any community organizations. She said she would work with them next year when she had "more time."

Systematic Teacher Preparation Program

With one year of experience as a teacher trainee, "F" appreciated the clinical experiences she had in both grades. Making a comparison between the traditional student teaching experience and the teacher trainee experiences in STPP, "F" said:

It really does help because it puts you in the schools right when you are a freshman, whereas you usually go as a senior. It gives you a chance [to explore] if you want to change your mind. The [program monitors] are good. They are [constantly in contact with] you, and they make sure you keep your GPA up [2.5 or better]. If you don't, you are out of the program.

Case study "F" described instances in working with the students that enhanced her self-esteem. She said the way the students' react towards her strengthens her desire to become a teacher. The students provided "F" with a very satisfying feeling that she felt was one of the rewards.

"F" suggested that the organizers of STPP needed to increase the degree of advertising that was done to recruit students. Few of her first year peers had heard of the STPP. She also suggested the use of commercial spots to advertise the program.

Case Study of "G"

Background Information

Case study "G" was a junior majoring in elementary education. As a teacher trainee, she worked under the direct supervision of master teachers of two elementary schools. "G's" teacher trainee experiences placed her in grades kindergarten through sixth.

A divorcee with one child. "G" began her college program years ago at another university. "G" did not state the year, and the researcher did not ask "G" to do so.

"G" stated she decided as a younger child that she wanted to become a teacher. She began a college program, interrupted the educational program by dropping out of school, and later returned to college through the STPP. "G" left college because she wanted to work. "G" has worked for D.C.P.S. for twenty-one years. She began her service with D.C.P.S. as an educational aide, later became a program assistant, and then returned to the educational aide classification.

"G" selected education as a major because of her "love for children." If she had not pursued teacher education as a goal, her choice would have been sociology. "G's" interest in teacher education is sustained through "G" being a role model for her daughter and the incentives offered through the STPP.

Well, mainly because [of] my daughter. I knew I had to complete my education for my child. I've always encouraged her [to impress upon her] that education is very important. I knew I had to finish that [my education program] for her. I appreciated the program [STPP] because the program afforded me the opportunity to go to school. That [payment of tuition] has helped me to keep an interest in the program.

"G" reiterated that the financial support provided educational aides through the STPP was a valuable asset to her.

They [STPP] have made things to provide a tuition for us to go to school. We have to buy our own books, but at this point and time in my financial status, I would not be able to afford to pay tuition so that for one thing has kept me interested in the program.

Experiences at the University

"G" stated the first year courses that she should have registered for during her first year program at UDC were not placed on her registration. Since "G" had acquired college credits through another program, she should have had her program of study discussed on an individual basis. It is quite possible that because "G" had accumulated credits through another program, "G's" advisor assumed "G" was prepared for the second and third year courses.

When I first came into the program, I didn't start at the beginning. I kind of started at the end and now I'm working my way to the beginning. I started taking Ed Psych. My first courses were Education of Psychology, Personality Dynamics, and Oral Communication. . . .

"G" discussed her grade point average. She stated her grades were higher when the academic courses were more challenging to her. At the inception of her program, she main-

tained an average higher than a 3.0. As the courses became easier for her, she stated her average declined to a 3.0.

I kind of went backwards but though challenging, I seemed [to have gotten] better grades in the beginning. I'm still doing well. I still maintain a 3.0 average.

In discussion of required courses in her major, "G" said she found all the courses to be practical and expected to utilize the content information during her teacher trainee experiences. "G" had questions about the utilization of the foreign language requirements. She did not feel adequately prepared to assume the responsibility for teaching a multiethnic student group and suggested that additional time should be devoted to foreign languages. Instead of a one semester course, "G" suggested a minimum of two semesters should be devoted to a foreign language.

Since "G" and her STPP peers will be teaching in a school system that has nearly a 6 percent ethnic student population [other than Black], "G's" suggestion for devoting more time to foreign language, especially Spanish, was a feasible one.

Are we actually learning enough to be able to deal with children? I would definitely, not at this point, be secure in going into a multiethnic setting with Hispanic children being able to say I could teach them fluently.

The funding for "G's" component of the STPP was contributed through private agencies. "G" was concerned because the educational aides had been apprised of the problem of funding to extend their program for another year.

We are educational aides that have started school again. A lot of us have been in the system for over 12 or 13 years, a long period of time. We are eight hour employees, and our funding comes from private agencies. So right now we are pending. We really don't know whether we have money for next year. . . . It kind of leaves you hanging right now. If I'm not provided with the funds to go to school with next year, to pay my tuition the next semester rather, I don't know whether I'm going to be here [UDC] because I have a daughter getting ready to go to college. If I have to make a decision between my daughter and myself, of course it is going to be my daughter.

Local School Experiences

As a teacher trainee, "G" had very positive experiences in working with the master teachers. She described her master teachers as being "open, willing to share, and willing to accept ideas initiated by 'G'". She stated there were opportunities for her to instruct the students in the absence of the master teacher. The researcher was cognizant of the difficulty principals face in acquiring substitute teachers to supervise classrooms in D.C.P.S. With this in mind, the researcher assumed "G" supervised the class for the entire day and was solely responsible for the instructional program.

When she [master teacher] is not there, I am able to go on. We have worked it out. We work so well together that I can just go on with her class, if something happens and she's not there.

"G" was inspired to continue her undergraduate program because of the encouragement she received from her two principals. The principals recognized "G's" potential for

being an exemplary teacher and motivated "G" to pursue a degree in teacher education.

Because of my two administrators, that is one of the reasons that I am back in school. They demanded that I get back in school and complete my education. They push you, and give you whatever you need. The hours that you need to study, whatever. They are behind you 100%, both of them for that matter.

"G's" experiences with students had been pleasant and rewarding for her. She had not targeted the exact level of her choice, but was inclined to think kindergarten, second, or sixth grade would be her preference. The researcher noted that "G" had selected a grade from the early childhood, primary, and intermediate levels. The average elementary teacher has a preference for one of the three levels, but "G" spanned the gamut of levels.

I'm torn between working with kindergarten, second, or sixth. I love those grades. I like the kindergarten because you get them when they first come in and there is so much you can teach them. The second graders are getting to their second phase of reading, and there are so many avenues you can open up to them. The six graders are getting ready to actually go into the real world because people don't baby them any more. There is a lot they are going to meet out there.

In one of "G's" schools where she worked as a teacher trainee, the parents were identified as being at or below the poverty level. The community displayed symptoms of many of the social ills of today's society: alcoholism, drug abuse, homelessness and incarceration of one or both parents. Although there were many problems, "G" described

the building staff as "go getters" and said, "They were determined no matter what the situation was that the children were going to learn."

At the second training site for "G", the students came from middle class families and were greatly influenced by their grandparents. Grandparents were either the baby-sitters for the students or the legal guardians of the students. "G" observed there was no difference in the treatment of students in either of her two schools. Both schools had a student centered curriculum and placed the needs of the students as a priority on a daily basis.

There are more homeowners and grandparents. We [the school staff] find that there are people who bring their children to grandparents. Then you find people who have just abandoned their children and grandparents have them. I find that the children are the same way wherever they are. They have the same needs.

"G" stated the administration and staff in her schools had not become complacent with the instructional program provided for their students.

They are always looking for new ideas, new methods, new ways of teaching . . . whatever it takes to get it [instructional program] over. . . .

"G" was an active participant on The Advisory Neighborhood Commission. Before returning to school, her involvement was extensive. With the demands of school, she reduced her involvement considerably. "G" was asked to construct some of the community meeting announcements and attended meetings whenever possible.

I try to stay involved. I'm not as involved as I was before because I'm in school. I try to maintain a certain level of involvement. You find yourself constantly involved. People are always asking for something from the school. I guess you always have certain people targeted to do things. At my building, I and some others are those persons.

Systematic Teacher Preparation Program

Case study "G" had a number of concerns about the STPP. She felt that the STPP was tailored more towards the newly graduated high school students than the educational aides. The conclusion was drawn from "G's" personal experiences in the program.

I find this program to be geared towards the student that [recently] graduated from high school. I find that everything is provided for that student. Their program is kind of lined out for them and they know what they are supposed to do. I didn't know at what point to start. I was not sure where to start. I think that is how I managed to get some of the courses I had in the beginning, because I was not guided in the [right] direction.

"G" reiterated the different sources of funding for the high school students and the educational aides presented a problem for the educational aides. She believed the STPP organizers should have solicited contributions from private foundations well in advance of the beginning of the school year; thereby, lessening the anxieties educational aides had concerning tuition payments.

The researcher empathized with "G" but also understood the extreme difficulty programs had in acquiring monies from private foundations. "G" was not cognizant of the efforts

the STPP coordinator exhausted in attempts to receive funding for educational aides through the Department of Employee Services (DOES). The DOES was the agency that had provided funding for the STPP component involving high school students.

Without prior knowledge of the funding efforts, "G" said:

Another phase of the program is geared towards people that have been in education or been in the school system for over a period of time. There should be two separate programs . . . coming from my phase of the program . . . receiving private funding . . . enough private funding . . . there would never be a question. At least a student would be able to know she could finish two semesters and not have to worry about funding.

"G" was dissatisfied with the support system that was provided for educational aides.

You are kind of on your own when you are not a high school student. That's what I've found. You can come and ask some questions, but you really don't get the assistance that you need.

When questioned about the commitment to teaching as developed through the program, "G" stated she had become more committed because of the influence her UDC instructors had on her. "G" described her older instructors as challenging, creative, and inspiring to future teachers.

I'm so glad that I did come through when I did because I've gotten or I've had some of the older instructors. Those people have been really my foundation. I think that if I had some of the instructors that I'm getting now it would have been a "turn off" for me. I wouldn't have stayed in school.

"G" mentioned again that the support system for educational aides was not as effective as it should be. She

stated the reasons for aides having less support may have been as a result of the personnel change that occurred.

In the beginning of the program, we had a lot of support, but we've changed people. I don't find myself getting as much support as I did at the beginning of the program from STPP.

In discussing her teacher trainee experience, "G" incorporated the years she had worked as an educational aide into the experiences she received in the STPP as a teacher trainee. "G" stated that the educational aides had been involved in comprehensive educational programs before STPP. Each aide had twelve or more years in the D.C.P.S. "G" appeared to believe that aides should have been given credits for "on the job experiences." She was disturbed by the University's policy of each senior education major completing nine weeks of student teaching. "G" said with the varied experiences educational aides had in the classrooms, the training they received through STPP, and the weeks of class coverage they had provided for schools, their student teaching should be waived.

You are doing just that before you are legally a teacher or before your paper work is completed. We are teacher trainees for over three years. You [completed] all of your courses [three years as a teacher trainee], then they can still demand that you do the student teaching. Many of us have done that. Because when you are in the school system 20 years, there might be a time that you have held classes for a whole week. You know you had to provide everything that a teacher would have had to provide for the children.

"G" recommended that funding should be provided to purchase textbooks for educational aides. With the many

obligations the aides had, "G" suggested that aides may not have been financially able to purchase books. Many of the educational aides were single parents with three or four children and the sole support for their families.

As it is now, they're just providing money for you to go to school. I don't see the support, the counseling, or the help that I really need. Just because you are providing someone money to go to school doesn't necessarily mean that the person is financially able to purchase her books for that semester . . . there should be counseling point . . . each semester to find out what's going on with you. Maybe there can be a special fund for that particular purpose because people are obligated.

"G" envisioned a committee working jointly to support the students. The support "G" suggested would be an outgrowth of the identified needs of the teacher trainees. The researcher documented that the component "G" envisioned was a viable part of the STPP. "G" had not received enough benefits from the support system and had not considered the support system to be effective.

I think we need a committee of people working that could pull ideas together jointly. I don't see a lot of that going on. I see a lot of people doing a lot of things in a whole lot of different directions. I don't see people pulling together for the benefit of the students that are in STPP.

Case Study of "H"

Background Information

Case study "H" was a second year student with a potential major in physical education. As a teacher trainee, "H" had worked in the junior and senior high school instructional programs. "H" worked in one junior, and one senior high school program. He was unmarried without children.

"H's" uncle, an educator, influenced his decision to become a teacher. His uncle, a high school coach, encouraged him to pursue a degree in physical education. "H" said physical education was one of his favorite subjects, and if he had not entered an education program, he would have studied computer science.

"H's" admiration of children had sustained his interest in education. "H" said he had discovered teaching was a difficult task, but he was determined to pursue his goal.

After I got into the program, I found that it was much more difficult than I had thought it was from watching teachers. Working with students as a [teacher trainee], I decided I would want to stay and help them.

Experiences at the University

As a second year secondary student, "H" had not been scheduled to take education courses. His accumulated credits came from: courses in science, swimming, tennis, athletics, and officiating. To be certified to teach "H"

would enter the College of Education and Human Ecology (COEHE) to receive courses in education. Through a collaborative effort, COEHE and Health, Physical Education and Leisure Studies Department combined the two programs to assure certification of students for D.C.P.S. and other jurisdictions.

"H" did not have an adequate understanding of the procedure he would follow to be certified to teach. "H" assumed he would continue to take required courses in physical education and upon completion of those courses he would be certified to teach.

As long as we are going to stay in the D.C. Public Schools, we are guaranteed a job when we graduate.

Local School Experiences

As a teacher trainee in a senior high school, "H" was confronted with problems because of the closeness in age, a difference of two or three years, between "H" and his students. He was perceived as a peer in lieu of being respected as a teacher.

I wouldn't really get the respect that was required to be a teacher on a high school level because of my age. I transferred to junior high school, and I get the respect from the students because they know I am much older than they are. They don't talk to me as if I were a regular student or just a person off the street.

"H" described his relationship with his principals as being very positive. He said there was a mutual respect between him and the other teachers.

All the teachers respect me and I respect them. I get along very well with the assistant principal and the principal here [junior high school] and the same at the high school.

The students on the junior high school level related to "H" with a stronger sense of respect. "H" stated he realized the difference between the students on the two secondary levels and the manner in which students perceived him. Junior high school students respected "H" as a teacher.

Well I approach them [the students] the same way but its the response I get back. Working with the high school student I may have to ask them to do something two or three times before they find out who I am to them. But here at the junior high level, once I say something. . . . They do it right then.

"H" described the attitudes of some of the students in his building. He discovered the inflectional tone of his voice impacted the response he would receive from students. With some of his students, he would have to speak to them with a harsh tone to get them to react because a gentler voice was perceived as a weakness. "H" found the strategy to be confusing, but he received the response from students that he wanted.

It sounds kind of crazy, but it works like that. I have to say something real hard, make it seem like it's real hard to one person just to get across to him. Once it's across, they still approach the situation as if I said it real gentle.

"H" had the opportunity to interact with every student in the school because physical education was a requirement for all students. At the junior high school level, all students were required to take physical education for three

years. In the senior high school physical education program, "H" experienced the pressures of senior students attempting to get a credit to qualify for graduation.

Here at the junior high level, it is a requirement from day one that every student in the building take physical education for three years. We don't have to worry about the pressures of students attacking us verbally about graduating and going into other exercises like that.

"H" was a third degree black belt in karate. In the evenings several days a week, "H" taught karate at one of the community recreational centers. "H" also demonstrated for students during half time at school games and other activities. His community program provided another avenue for him to interact with his students.

Systematic Teacher Preparation Program

As one of the few Black males in the STPP, "H" described his experiences with the program monitors as being unique. He acknowledged the constant attention he received was because he was a Black male. Program monitors explained to him the great need for Black males in education and assured him they would do everything possible to keep him in the program. "H" discussed the frequency of calls to him from program monitors.

I feel they stay on me harder than they would some of the female students. I think I'm one of the first [Black males] of the class of "88" to get into the program.

The early field experiences for "H" in the STPP provided the opportunity for him to decide early in his career if education was suited for him. "H" considered his teacher trainee experiences as being pleasurable and derived self-worth from the respect students accorded him.

Case Study of "J"

Background Information

Case study "J" was a second year student who planned to major in elementary education. His teacher trainee experiences provided him training at the seventh, eighth, ninth, and sixth grade levels. "J" worked in one elementary and one junior high school. He was unmarried without children.

"J" had thought that one day he would return to Spain to study medicine. Instead he enrolled in UDC in the English as a Second Language Program (ESL). At UDC, he met a personal friend of many years and his friend convinced him to seek admission in the STPP. "J" followed his friend's advice and discovered he enjoyed working in a teacher trainee program.

"J" said he was not influenced by any one to make education his major. He just decided it was the program for him. In his first teacher trainee experience, he worked with a large number of Hispanic students. He discovered there was a true need for bilingual teachers. "J" decided he wanted to help his people and education was a perfect way to do it. He added, it was not his intention to discriminate against other races, but he wanted first to help his people.

See, I am Hispanic and I think a lot of my people that need help. They need bilingual teachers. I

really would like to help my people. It is not that I discriminate the other races, okay, but I like to help my people, first of all, them in general.

"J" stated his interest in education was increased through the STPP. He believed the training received through the STPP was a great experience for everyone. It afforded students the opportunity to discover early in their teacher education program, if they were committed to teacher education.

It's a great experience. If you have not decided yet to stay in education or to choose another field, you've got the chance [to find out]. In this program, you get the opportunity to experience by yourself how education is.

Experiences at the University

"J" said two of his courses were helpful to him in his teacher training: English Composition II and Psychology. He did not elaborate on his reason for selecting those specific courses.

Local School Experiences

The first experience "J" had as a teacher trainee was described by him as "a bad experience". When queried by the researcher, he elaborated on the experience and said he had observed a large number of Hispanic students dropping out of the junior high school program. Being concerned, "J" proposed a strategy to the administrative staff that would encourage the Hispanic students to remain in school, and his idea was rejected.

The teacher tells us wait. She is okay brother this, that. Like the principal, especially the principal in general. I made a proposal to the assistant principal to do something for the Hispanic students that the Hispanic students were dropping out of school. So I came with this idea and talked to the assistant principal and she tells me no you cannot do that. I have made a proposal to him [the principal] and he says no. I mean he didn't do anything to help with the student to stay in school or do better.

The experience "J" had in his second school as a teacher trainee was a more positive experience for him. He said "I don't have any complaints so far." "J" received support from his master teacher and indicated the master teacher advised him on how to relate to students. He believed the principal should have been obligated to motivate the students to learn.

This man here is hard to motivate his students. What I mean by motivate is like make some activity so the student can be interested in school and keep on reaching grade.

In response to the question that asked about "J's" experiences with students, his response was he had learned a lot from the student. After a lengthy explanation by the researcher in defining school climate, "J" said he thought his second school was adequate. At the first school, he thought the teacher should provide greater support for the students and each other.

Systematic Teacher Preparation Program

"J" discussed his program monitor. He related to her personally and professionally. He appeared to welcome the visits she made to his local school sites.

I don't know but my coordinator. They have another name, program monitor... She is really nice. She takes time to work to your school and see you and ask questions. You know how you are doing. She's real nice.

"J" reiterated his determination to assist his people. The experience at his first school impacted his decision to become a teacher. Doubts about his career choice that may have existed earlier were completely erased after his first school assignment.

Let's say I won't mention the names. I think the negative experiences has helped me to stay. Because like I say before when I was at [name of school], I officially worked for the math department and then there was a program called LAD. The students that don't know how to write or read, but they do poorly. I decided to take two periods to help this teacher because she wouldn't get near it. She had different levels for students. I think that this school, like I said before, this school can help more the student. Because of this experience that I have that my ideas that I throw to them, and they didn't listen. So that's strange for me. That bad experience is a part of why I am here. Why I am in the educational field because I want to help my people like I said before and other people.

Case Study of "K"

Background Information

Case study "K" was a first year student who selected elementary education as a major. He is single and has no children. As a teacher trainee, "K" worked with fifth and sixth grade students. He had only been assigned to one school. "K" said when he was in elementary school, he decided to become a teacher. He made a definite decision after he met one of the program monitors of the STPP.

"K" was also employed with the D.C. Recreation Department. He observed that many of the students were deficient in reading and mathematics. "K" believed that as a teacher, he would be a positive impact on students and a major force in reducing skills deficits of students. "K" prided himself on having "good rapport" with children.

If "K" had not pursued education as a career choice, he would have studied computer science. "K" implied the career choice he had made increased his self-esteem. He pointed out how important it made him feel to be greeted with smiles and interesting conversation each day, and was impressed with the interest his professors and master teachers had in his welfare.

People are always asking me how I am doing and how the program is coming along. Just talking to people about it (STPP) makes me want to stay in.

Experiences at the University

"K" experienced feelings of inadequacy during his first year at the University. He said he was not comfortable responding to classroom questions and had difficulty understanding the content for the courses he had taken. "K" described himself as being deficient in reading and writing skills. Through his exposure to his college peers, he had learned to converse more and understood the subject content better.

"K" enrolled in Fundamentals of Art Appreciation and Psychology during his first year. He stated the content vocabulary was too difficult for him because of his reading level. "K" did not indicate that he had failed the subjects. He reiterated that by observing his peers, he learned the best technique to use for studying content for both subjects.

"K" and his brother entered the STPP together. Because of STPP, a closer relationship developed between "K" and his brother, and the program was a positive force in both of their lives.

Dedication to his work with students, caused "K" to have some slippage in his course work. He said:

I got "caught up" with doing my work here at school [assigned site] than studying at home. I had a volunteer job with the Metropolitan Police Boys and Girls Club, and it took away from my [college] work. Now I am putting my priorities in front of all that and getting back into books more.

Local School Experiences

"K" indicated the assistance he provided his master teachers was appreciated. He had established good rapport with both teachers. The master teachers taught "K" to construct functional bulletin boards, and to utilize manuscript writing in making charts and captions. "K" said the principal at his assigned site depended on him to substitute in the absence of the master teacher. He further stated he related to students in the same manner as "big brother" relates to siblings.

I talk to a lot of them [students] about their work. A lot of them don't get involved in their work too much. I'm like a big brother with them, and I let them know that when I correct their papers, I don't like their grades. She [master teacher] lets me correct a lot of them. I run a few of her classes for her. When she is not here, they trust me in running the classroom by myself.

"K" continued describing other strategies he had observed in the classroom.

I was impressed with the style that she [master teacher] used in her class. When I had the chance to teach small group, I did a lot of that. I teach in small groups, large groups and stuff. I used a little bit of that, and I look at some of the psychology they use when they teach, influencing a kid to read better, influencing a kid to like himself and stuff like that. Now I pick up on that type of stuff.

"K" discussed the principals he had worked with in his school. The first principal, a male, was transferred to another school. "K" thought of him as a kindhearted person, but one who often did not communicate with the teacher trainee. "K" said the principal knew he was dependable and

could be asked to assist at anytime. "K" worked in the school office in the absence of a clerical worker. "K" said:

It was like we didn't know each other personally. We could not say we were good friends, but we had a good boss-employee relationship.

"K" communicated daily with his new female principal and respected the suggestions she made for him.

I talk to her a lot, and she talks to me a lot. We are changing a couple of the habits that I had. I won't dress up some days, and I will the next day. So we are trying to get it where I dress up every day, and I am about the business of education.

When questioned about his experiences in the local school with the various instructional programs, "K" responded that he was impressed with one of the master teachers. "K" seemed overwhelmed because the master teacher instructed students without incorporating the use of chalkboard. He observed the comprehensive planning the teacher had conducted, but was still in awe over the master teacher not having to use a chalkboard.

He didn't use chalkboards. When I first went in the class, I was shocked because I tried to say how can you teach a class without using a chalkboard. As I browsed around the room, I looked at his desk. He had his whole year planned out before the year had started, and it was unusual. It shocked me a little bit because being a teacher trainee, you thought all you used was the chalkboard and talked. He didn't use any chalkboard.

"K" continued to comment about the instructional program. He noted that one of the major problems in the instructional program, as perceived by the teacher, was the absence of planning periods for teachers. In DCPS elementary teachers' planning periods depended on the presence of special subject

matter teachers (physical education, art, music, science, etc.). If the special subject matter teacher was absent on a regular classroom teachers scheduled day, then that teacher was without a planning period for that scheduled period of time. "K" said:

All the problems I see with the instructional program here [at the local school] is the planning period. A lot of teachers get upset when they don't have their planning periods. I feel at the elementary level you shouldn't have a planning period unless it's there. If your class has music today, they go and a teacher is there, then you should have your planning period, but if you don't get it [a planning period], then you just don't get it.

"K" coached an elementary football team. He organized the students' parents to act as a support group for the team. Because he felt strongly about parental involvement, "K" stated his first objective "was to get the parents actively involved." Parents elected officers for their support group, "K" added and continued to work closely with the community football team throughout the season.

Systematic Teacher Preparation Program

The STPP program monitor appeared to have an important role in "K's" support system. He relied on his program monitor to assist him with personal and educational concerns. "K" described the circumstances under which he called his program monitor.

When a problem comes up, I call my program monitor and let her know what's going on. I call her if I'm upset about something. I'll call her, if my grades

are slipping. I took off this summer and went to camp. I called her from camp.

The STPP professional workshops for teacher trainees were scheduled to be held biweekly. Teacher-trainees were asked to attend each of the workshops. "K" said he was unable to attend workshops because of a schedule conflict with his academic program. He also pointed out that he works on Tuesdays and many of the workshops were scheduled on Tuesdays. He implied his lack of attendance at workshops was accepted because of his circumstances.

"K" believed he was recruited for the STPP because there was a dire need for Black male teachers on all levels of education in DCPS. He explained how it was necessary for him to share information about the STPP with faculty members because everyone thought he was a student-teacher.

[Because we are assigned during our first year in college], most of the teachers here can't believe it. They thought I was a student-teacher. I told them they (DCPS) were trying a new program, and they want us to learn from a master teacher for 3 1/2 years. I feel that once we graduate, we will be more than ready, because we would have learned a lot.

The commitment that "K" had developed for teaching was reflected in his response to the question. He felt strongly attached to teaching but had experienced some doubts earlier in his teacher trainee program.

But there is a point in the program where you just don't want to be bothered anymore. You are tired of it and you can't go through it anymore. . . . Right now I'm so committed to the program I come to work every day. I could be sick and I come to work. I have missed out on a whole lot of stuff just to come to work. They (STPP) had me off from September to October but I came in to work and volunteered my time.

As an education major, "K" said he had begun to take greater pride in himself and had developed more self-esteem. He had learned how to prioritize activities for each day and only make promises he felt he could fulfill.

"K" recommended that STPP change the policy of assigning a teacher trainee to only one teacher within a year. He emphasized the need to observe a number of instructional programs in order to experience different teaching styles, management strategies, instructional techniques, and classroom environments. He suggested that the teacher trainees who were in agreement with him should approach the STPP leadership and voice their concerns.

If they get the "how we feel" on the situation, I think they will let us do it.

Case Study of "L"

Background Information

Case study "L" was a junior who had selected English as a major for her educational program. "L" had worked as a teacher trainee with seventh, eighth, and ninth graders on the junior high school level and tenth graders on the senior high school level. "L" also worked in the English as a Second Language (ESL) Program. She worked in two schools located in northwest Washington, D.C. She was unmarried and did not have any children.

"L" decided she would pursue a degree in education because her father was non-English speaking, and she wanted to help her father and other non-English speaking persons. She had not considered any other course of study. "L" believed teachers were well respected by others, and she wanted the same degree of respect for herself.

Case study "L" stated she remained interested in the STPP because of the extensive amount of experience she received as a teacher trainee in the school. She pointed out that when she started as a teacher trainee, she did not know what to expect, but as she progressed through the STPP she gained confidence. She emphasized the way students related to her inflated ego.

"L" also stated the STPP allowed the teacher trainees the opportunity to experience whether they had made the correct career choice at an early stage in their college programs.

Since I am very young, I think that what we do in a classroom would help us to decide whether this is what we really want to do. If we really have the patience or if we want to do this for the rest of our lives. I don't think I'm about to change my mind. It's been almost three years now and I like it [teaching].

Experiences at the University

As a secondary major in the third year program, "L" had not taken any courses in education. All of her courses were in her English major. "L" had difficulty understanding the questions she was asked pertaining to her experiences at the University. The researcher exhausted every mean in an attempt to get "L" to comprehend the meaning of the questions. "L" responded with still another answer that showed she did not comprehend the question. "L" is a Spanish-American student who is the only English speaking person in her household.

Local School Experiences

In describing the general experience she had with her cooperating teacher, "L" said when teacher trainees were assigned to the schools, many of the schools misunderstood their purpose in being there. Teacher trainees were expected to devote the majority of their time at a copier machine or substituting in the absence of a clerical worker. "L" also described situations in which the teacher trainee was removed from the master teacher's classroom and assigned to

substitute during the day in the absence of another classroom teacher.

Although the guidelines stated the teacher trainee would be assigned to one master teacher during the school year, "L" explained that she was expected to work with three teachers. The three teachers were very different in their teaching styles which appeared to have caused frustrations for "L". She continued to explain the bickering that occurred between the three teachers in determining which teacher "L" would be assigned to for a specific day.

"L" believed the program monitor should have arranged to meet with the faculty at "L's" school site and alleviated the problems that confronted "L". Case study "L" repeatedly emphasized the principal and faculty had a lack of understanding of the responsibilities of a teacher trainee.

When we go into the schools, they treat us like we are educational aides. We are just there to help the teachers, you know to xerox, to do all the administration work like when teachers are not coming. These are the substitutes. . . . And see there's one thing I don't like is that when we come, they tell us we are going to have a teacher. We are going to be mainly learning whatever the teachers teach. We are going to be learning from the teachers, but we are not supposed to work in an office all the time. They had me working in the office the whole summer. I was a typist, the clerk typist, the secretary. I was the receptionist. I was the lady that worked in the guidance office. I was everybody in the administration... They also had me working with three different teachers. Three of them had different methods of teaching. They were always fighting over who was going to get me first, who was going to come... I think whoever the coordinator or whoever the monitor is needs to go into the schools and make sure that they understand why we are there.

"L's" second teacher trainee experience was a positive one for her. The master teacher provided "L" with experiences that supported the instructional program. "L" assisted students with special projects, maintained students' records, corrected instructional assignments, planned lessons, constructed bulletin boards, and disciplined students.

There was minimal communication between "L" and the principal at her second school site. She also experienced limited communication with other staff members.

I don't get involved with anyone. I come in, sign in, and go out. I guess if you let them know what is going on in your life they would be more understanding but I found out that if you do that, you know, sometimes they will use that against you.

When queried about her experiences with the students, "L" said she had established good rapport with the students. She was related to as a friend and respected as a teacher.

It's been good because they [students] tend to talk more like if I'm a friend, but they also you see they have that respect with me. They treat me as I'm one of their friends and they think that because I am very young that I can relate to them because I'm not too far from their age. I feel that I can talk to them.

"L" was displeased with some of the instructional programs she had observed. The master teachers appeared not to have followed the identified curriculum for their specific grades. "L" was confused by the incomprehensive instructional program of some of the teachers.

I don't know some teachers. I don't know what they do. I really haven't you know some teachers teach different not everybody teach[es] the same thing.

Some of them do not follow their curriculum. They are suppose to have a guide that they are supposed to follow, some of them do not. They just go with whatever they feel that the students should know and should get out of whatever grade they are in.

Systematic Teacher Preparation Program

"L" recalled at the beginning of the STPP the teacher trainees met frequently, but during the last year, they rarely met.

Right now we haven't met at all. First it was every Tuesday, every other Tuesday, then it was once a month and now we haven't met at all. I don't get to see my coordinator too much. I haven't seen her this time since last spring.

"L" articulated the purpose of the STPP and explained how she had attempted to recruit her friends into the program. She had recruited several of her friends and was trying to convince others to join.

I've been telling them about the program. That the program helps you to get an experience while at the same time taking courses and you're getting the training.

"L" planned to work in D.C. Public Schools throughout her career because her family lived in the District, and she wanted to always remain close to them. "L" suggested that the STPP teacher trainees work in the classrooms five days a week in lieu of two days a week. She recommended that the STPP advertise the program so that more students and teachers would be knowledgeable about the program.

Case Study of "M"

Background Information

Case study "M" was a third year student majoring in special education. He had worked as a teacher trainee in three elementary schools and one junior high school. He was married and did not have any children. He decided to major in special education after three years of work in therapeutic recreation. "M" entered the field of education because he recognized the need for Black men in special education. "M" said he felt as though "education was just made for me after awhile."

"M" was enrolled in an education program when he was recruited for the STPP. He was determined to be a teacher and believed he "would have still pursued being a teacher prior to being selected for the STPP." "M's" interest in education was sustained through the need for Black men in education and the need for students to have positive role models.

Experiences at the University

"M's" courses in his major were courses that centered on the exceptional student. He had not completed any core education courses. "M" said he found his courses to be practical because he was able to use the content during his teacher trainee experiences.

Most of my experiences have come through on the job training. Currently I work in the Behavior Management Classroom and the courses I just previously named work hand-in-hand with my classroom work.

"M" said he was not cognizant of the impact of the bureaucracy on him personally or on his educational program. He mentioned the student protest that closed UDC for a week or so but did not elaborate on the issue.

Local School Experiences

"M" observed through his teacher trainee experience that many of the teachers were uninterested and preferred to remain removed from interacting with special education students. The majority of "M's" experiences in the local schools with master teachers were described as being positive.

In working with certain teachers, I find that you find a lot of teachers that are just turned off with special education students. Once they find that the kid is labeled special education some [teachers] would prefer not to be involved with them. I just found that to be a problem, but other than that I've had basically positive experiences working at the schools that I've named.

"M" added the majority of principals supported the special education programs and there were few exceptions. "M" had good rapport with the students. He said it was a pleasure to watch the students mature over a three year period.

For me, it's a plus to come in and see a student, let's say when he/she first enters junior high school, and just see how they have changed and grown once they reach the ninth grade and are getting ready to graduate.

When asked to describe the school climate within his local schools, "M" said he noticed a difference in each building, but most of his schools had "very good instructional programs." He never responded in a manner that would lead the researcher to know he understood the question. The researcher provided an explanation of the characteristics of school climate, but "M" did not address any of the characteristics. He commented:

Basically what I look for in any building that I work in is just a fair policy practice for everyone. In some buildings that I've worked in, I saw that might have been missing.

"M" said his relationship with students had helped him to influence their study habits. He provided his students with strategies that made their learning experiences easier for them.

You might talk to them or just share your experiences with them. It helps them to find new ways of learning or a different type of approach for studying a particular subject or area where they might have had problems.

Case study "M" described three ways in which the STPP was monitored. Teacher-trainees met once a month for professional workshops and an opportunity to address individual concerns. Program monitors visited local schools periodically to assess the progress of the teacher trainees, and teacher trainees carried a data sheet that was to be continuously updated by the instructors. The data sheet was signed by the instructor to alert the program monitors of any impending problems.

"M" stated the purpose of the STPP was to prepare for the predicted shortage of minority teachers in the near future. Many of the teachers that taught "M" as a DCPS student were still in the system teaching. "M" knew that within the next few years, they would be leaving the school system, and their vacancies would have to be filled.

When I was coming along in school, the teachers that taught me are still teaching. I do know pretty soon, they will be leaving the field and their vacancies need to be filled.

"M" stated that the STPP had fortified his desire to become a teacher. Prior to entering the teacher trainee program, "M" had questioned whether he had made the right career choice and really wanted to teach.

Through the STPP my interest in teaching has been lifted a little more than I thought it might have been. When I first came into the program, I really wasn't sure if I wanted to teach or not, but again after being in the program and just meeting a lot of people that are interested in the program, it has sort of given me that push I needed to continue to pursue my field.

Although arrangements through the STPP had been made to pay "M's" tuition, he still had difficulty paying for his textbooks and other educational materials.

Basically the only weakness that I can see right now in the program is just having enough money to handle the material and the books that you need for your courses that you take. The positive side of the program is just the exposure and the opportunities that are there for you once you complete the program.

"M" recommended that the STPP continue to seek advanced funding for the program so that monies would be available in time for teacher trainees to preregister for courses. "M"

thought the STPP had improved each year he was in the program.

Well, when I first came into the program, it was just getting off the ground and finance was a problem. Being able to register on time became a problem, and it was hard for the participants in the program to have a set time that everyone could meet because of their schedule. . . . We were able to iron that wrinkle out. . . . We are able to pre-register which is a big plus for just being able to get the courses that you do need to be certified.

Case Study of "N"

Background Information

Case study "N" was a fourth year student who majored in health education. As a teacher trainee, she worked in three schools, two on the junior high level and one on the senior high level. "N" worked with a master teacher in physical education and health education. She was unmarried and had two children.

"N" decided to enter a teacher education program because she wanted her aunt and uncle to be proud of her. "N" had noticed the attention her cousin had received as a college graduate. If "N" graduated from college, "N" thought the family would be equally proud of her. "N" would have considered a career in a health field if she had not pursued a degree in teacher education. "N" emphasized she was anxious to receive her degree because she wanted to set an example for her children.

Experiences at the University

"N" recalled the difficulty she had in registering for courses that were required for her major. She said there were many instances when a course was listed in the catalog to be offered during a given semester, and the course was not offered. When circumstances beyond the student's control prevented the student from completing a course, the student had no recourse. "N" stated when seniors demanded

that a particular course was offered, someone usually listened.

We run into that type of problem, but still they say we have to have these courses before we graduate. Again, you [the university] are saying that you are holding up our progress.

Local School Experiences

"N" said her experience with the students as a teacher trainee "was a very trying experience." Before entering the STPP as a teacher trainee, "N" had worked with students in North Carolina. As she compared the differences between the two sets of students, "N" preferred to work with the students in North Carolina, but she found the students in DCPS to be "challenging and interesting."

"N" was pleased with the way the principal related to her and felt that the guidance she received from her principal was helpful.

I guess he sort of led us and guided us in a positive way. He taught us a lot of things about the school system, and how to deal with situations when they arise within the school and with the children.

"N" had a lot of respect for her second principal. He taught "N" how to approach various situations without depriving the other person of his/her dignity.

He gets on me a lot which I don't mind because he is doing it for my benefit. He is letting me know that once I'm out from under his wing . . . what I'm going to have to expect. He teaches me a lot about dealing with people which is good. I respect him for that.

The experiences "N" had with her students were described as positive experiences. She said not only did the students learn from her, but she was able to learn from the students also.

Some other classes were a little more challenging but all in all I've really liked it. Some of the things that I have learned here in the classroom with the children, I was able to utilize in my studies also. So I really thought it was wonderful.

"N" discussed the disciplinary problems she had encountered with some of her students. She compared the DCPS students with the students in her hometown in North Carolina. In North Carolina, teachers received greater respect from their students.

As a teacher trainee, "N" said her rambunctious students in the inner city listened to her occasionally. "N" knew she had to develop strategies to extinguish the negative classroom behaviors.

They are going to be loud sometimes. It's just that it is extremely noticeable in the inner city schools rather than the schools I grew up in. Even today if you go back to the school in North Carolina, when the teacher says be quiet, everybody sits down and becomes quiet. Here one or two are going to try you anyway. It's kind of hard to keep some type of control, but it's not that bad.

"N" disagreed with the amount of instructional time that was devoted to teaching students test-taking skills. She felt too much class time was devoted to teaching test-taking strategies.

Why should you interrupt what is being learned and teach them how to take tests. I don't see that and in the school system today, I see them doing that a lot.

"N's" experiences with community organizations occurred before she became a teacher trainee. She volunteered her services at a northwest recreation center, and assisted teachers at a daycare center. Although "N" was familiar with the community needs of her school neighborhood, she had not attended any of the community meetings and had not become a member of any of the community organizations.

Systematic Teacher Preparation Program

"N" stated the regular STPP monthly meetings were held at the Harvard Street Campus. Workshops or conferences were scheduled to be held during the monthly meeting period. "N" had numerous accolades for STPP.

"N" understood what the two components of the STPP were, but she did not mention what was predicted for Black teachers in the near future. She discussed the support provided through STPP and the teacher trainee's grade point average.

They are there for us. They support us and help us along the way. It is up to us to do our part. All they ask us to do is keep a C average and to stay in school.

"N" pointed out that she had met two graduates from the program. Each STPP graduate had told "N" that the STPP had given each graduate the self-confidence needed to be successful with a classroom instructional program. The graduates added that the support system provided by the STPP continued throughout the first year of teaching for them.

"N" said:

They [STPP] will continue to support me and help me along the way at least for the first year or two that I am out there.

"N" stated her teacher trainee experiences were the highlights of the program for her. She felt that she was exceptionally well prepared to teach.

I feel that once I get out that I could be an excellent teacher. I can handle whatever situations that should come upon me.

"N" suggested that the STPP should not make any major changes. She would like to see the STPP acquire additional funding in order to admit larger numbers of students and educational aides into the program.

I wouldn't change it. If anything I would probably find more ways to get money to make it a better or stronger program that is open to more individuals.

Case Study of "O"

Background Information

Case study "O" was a fourth year student with a major in special education. She is married and has three children. As a teacher trainee, "O" had worked with mentally retarded pre-schoolers, and physically handicapped students. She was assigned as a teacher trainee in five elementary schools, a junior high school, a senior high school, and a career development center.

"O's" interest in education was an outgrowth of volunteer work she pursued with special education students. "O" decided she enjoyed working with students with special needs and enrolled in classes to pursue a degree in special education. She had obtained an associate degree in early childhood education, but she was not contented working with preschoolers.

I discovered working with the little ones wasn't what I wanted to do, since I had children of my own at that time. So I decided to guess again. I only shifted papers, typed, and answered phones [at the early childhood facility]. I decided that I needed to work with people, and I just ended up in education.

"O" said education was the only field in which she had an interest. She had taken business courses in high school because the counselor and others told her she had to take them, but her interest was not in a business career.

In high school, I took a lot of business courses because our system told me I had to, but I really didn't want to. I did it because I was told I had to.

"O" stated her interest in teacher education was sustained through her love of children. She enjoyed working with them and was fulfilled each day through the children's love.

Experiences at the University

It appeared that "O" was frustrated over the way in which UDC scheduled semester courses for special education majors. Many of the courses she needed were cancelled or scheduled during both semesters. With so few special education majors, "O" thought the scheduling of courses for two semesters was not necessary.

As a participant at UDC, I guess the courses in special education have not been easy to get. Sometimes they cancel out or they just "don't go" as we call it. If you need a particular class you may already have had the class in the fall, you look again and it's the same class offered in the spring.

"O" added that the special education program had been reorganized and the instructors were trying to recruit new students into the program. "O" felt to accomplish any task at UDC there were too many layers of the bureaucracy.

Local School Experiences

"O" experienced numerous problems with one of her master teachers. Although the master teacher had been informed that "O" would be leaving the local school to attend classes at UDC, the master teacher rejected the guidelines and attempted to have "O" remain at the school for the entire

day. To alleviate the problem, "O" requested that the program monitor assign "O" to another school and "O" was granted her request.

Last year I had a lot of problems in that particular environment and that is one of the reasons why I am not there this year. I asked to be reassigned because it presented a lot of hardships for me. I wanted to take the classes and they didn't want me to take the time and leave from the building to take classes.

Other experiences for "O" were very positive. She described the other master teachers and also the principals as being very supportive of her educational pursuits. "O" repeatedly stated that she wanted her memory devoid of last year's experience as a teacher trainee.

As a fourth year teacher trainee, "O" indicated that most of her classroom experiences were in providing an environment conducive to learning for students, assisting with the supervision of students on field trips, and implementing the master teacher's daily plan. "O" added the majority of the time the master teacher was instructing.

Systematic Teacher Preparation Program

"O" indicated that she had not attended any of the regularly scheduled meetings for teacher trainees. She emphasized the meetings had presented a hardship for her in the local schools. Although the master teachers had been informed that teacher trainees would attend workshops once a month, "O" felt that her master teachers were not in

agreement with the scheduling of the workshops and "O" decided not to attend them.

We met once a month usually on a Thursday from 9:00 a.m. to 12:00 m. I think that was really the problem. It was four hours out of an eight hour day that we would be in a meeting. Then some of us would have a class after. I think that was just a little too much for the supervisors to permit, but I guess the administrators of the STPP thought one day out of a month shouldn't have presented that much hardship, but in some cases it really did.

When queried about the clarity of purpose of the program, "O" discussed the paraprofessional component of the STPP. She did not mention the high school students who were a major components of the STPP. "O" also expressed her understanding of the need for Black teachers.

The purpose of the program is to train educational assistants to become classroom teachers. The reason is they do not see enough young black teachers, especially [Black] male teachers, [entering teacher education programs]. They say a lot of teachers will be retiring, and they wanted some trained people to take their place.

"O" believed she was committed to teaching for at least five years because she had signed a binding agreement with DCPS. Her understanding of the contractual agreement was flawed because teacher trainees were bound for only two years of teaching in DCPS through the contract. She pointed out that STPP had afforded her the opportunity to work and remain a full time student at UDC. Without the program, "O" stated it would have taken her longer to acquire a baccalaureate degree and she might not have completed the program.

For these reasons, she said STPP had strengthened her commitment to teach.

I am committed in terms of giving back to STPP the five years that they require. . . . I'm just committed to teaching children, and since STPP has given me the opportunity to go--financially and physically able to leave the building during the course of the day--I just feel that it's my obligation to give back to STPP.

"O" was satisfied with the STPP and did not recommend any changes. She suggested the program should continue to be an inspiration for high school students and educational aides pursuing a degree in teacher education.

Case Study of "P"

Background Information

Case study "P" was a fourth year student majoring in early childhood education. She is unmarried and has no children. She was a teacher trainee on the junior high and elementary levels. On the junior high level, she worked as a teacher trainee in a mathematics instructional program. For two years, "P" received training supervised by two kindergarten master teachers. Her fourth year as a teacher trainee, "P" worked in a pre-kindergarten instructional program.

The STPP program was introduced to "P" by her school counselor. "P" was encouraged to pursue a degree in education because the counselor recognized her potential and believed "P" would be successful in the program.

"P" selected early childhood education as her major because she loved the preschoolers. She was eager to instruct the students in the identified skills in the curriculum guide. "P" mentioned her love of the younger students several times during the interview.

When asked what had helped her to maintain an interest in teacher education, "P" shared the impact the professional workshops had made on her. The workshops had stimulated her interest in education because she interacted with educators who represented various divisions within the school system and the Department of Education.

"P" also stated that her program monitor helped sustain her interest in teacher education. The program monitor provided "P" with professional literature and met weekly to discuss personal and professional issues.

Experiences at the University

As a fourth-year student, "P" had nearly completed all the courses for her educational program. Her experiences were all positive.

I am able to apply those skills that I learned at the university and write lesson plans that develop the objectives for the lesson.

"P" appeared fascinated by the course she had completed in Children's Literature. Prior to taking the course, "P" indicated that she had little knowledge of stories for children.

Children's Literature is the first experience I really loved. Since I've taken [the course], I've enjoyed books more. At first I was kind of sketchy about children's books because of the pictures, but now since I've taken that course, I really love books. I find myself collecting every little book that I see. Whether its small, big, long or just short. That course has really made me appreciate literature for children.

Local School Experience

"P" described her master teachers as patient, concerned, and cooperative. She said all of her school experiences had been pleasant. "P" pointed out that many of the teachers in her schools were overwhelmed by the fact first-year students were in schools as teacher trainees.

She further explained that most of the teachers said if they had participated in a program such as the STPP, teaching would not have been their chosen profession. The seasoned teachers indicated to "P" that their university teacher education programs had not prepared them for the classroom disciplinary problems. The researcher being a novice at interviewing missed the opportunity to explore "P's" reaction to the seasoned teachers comments.

"P" described the administrators with whom she worked in the same manner she described the master teachers. When asked to elaborate further on her experiences with the principals, she said:

They make sure that we are included in the activities and included in anything that involves the teachers.

"P" discovered during her secondary experience that the students showed little respect for her. She believed her height played a major role because she was the shortest person in the classroom. "P" requested a transfer to another school, and her program monitor honored her request. She continued:

I had problems with them so that is when I changed, but I didn't change my major. It was always early childhood. They placed me with secondary [to give me experience on a junior high level].

"P" discussed the climate of the schools in which she worked as a teacher trainee. Two were open-space schools and the other was self-contained. "P" observed the students were better disciplined in the self-contained instructional

program. She also noticed the teachers in the open space environments were more involved in collaborative planning than the teachers in the self-contained program.

When she described the interactions between the teachers and principals, "P" pointed out two of the principals observed the teachers every month to provide feedback on the effectiveness of their instructional programs. "P" viewed these principals as being concerned about their teachers and students. She added the teachers showed a great interest in the students, also.

"P" discussed the other principal and stated the principal visited the teachers' classrooms once every three months: "The principal and the teachers never see each other until time for an evaluation."

"P" credited the STPP for preparing her adequately for the instructional program in DCPS. She indicated she was ready to begin as a full fledged teacher in DCPS and welcomed the opportunity to fulfill her two year contract.

"P" had envisioned "a worst case" scenario about the southeast schools. She was startled to find out there were schools with exemplary parent support, effective instructional programs, and motivated students located in southeast. She then said:

They say so much about southeast schools, but I have had good experiences with the parents.

Systematic Teacher Preparation Program

"P" discussed the STPP and described her experiences. She stated the teacher trainees met bi-weekly and had developed a closeness that provided support for each other. During the meetings, "P" said the teacher trainees were involved in professional workshops. The workshops exposed participants to current trends in teacher education.

We meet every other Tuesday in a month. We always have a certain closeness. In our meetings, we are asked whether or not we have any problems. Our workshops [address] the current trends in our educational field. We are continuously prepared for teaching.

"P" thought the experiences she received in STPP would always be an asset for her. She related an incident that had occurred in one of her education courses. "P" was requested to develop a lesson centered on a holiday theme. "P" said she constructed the lesson plan overnight and presented the plan to her instructor at the beginning of the next class meeting. "P" credited the STPP for providing her with experiences that simplified the task for her.

It was no problem with me, but I felt as though if I had not been in the program [STPP], I would not have been prepared. I probably would have gotten a D in the course. I was really prepared, and I felt good about myself because I knew what was expected of me. I was able to do it in a flash. He was surprised that I finished so quickly, but I never told him that I was in a program [STPP]. He [the instructor] said that he expected me to take at least two or three weeks before I turned in the lesson. I had it [the lesson] the next day that I returned to the classroom and he was really surprised.

"P" described herself as a very shy person. She stated the STPP had made her feel more self-assured, and she was becoming comfortable in talking to teachers, principals, and students. "P" had learned to speak distinctly and project to be clearly understood.

As a recommendation for the STPP, "P" suggested that the teacher trainees meet in social atmospheres to become acquainted with each other and to share their different experiences.

Have a picnic on a Saturday. Just take off one day that we don't have to work, and just have fun being together. We need to discuss what has happened in the classrooms. We should go to dinner, to a movie, or whatever. Just getting together--just working together as co-workers.

CROSS-CASE ANALYSIS

Background Information on Teacher-Trainees of STPP

Findings: The sample consisted of fifteen STPP participants who attended the University of District of Columbia. Five subjects were fourth year students, five were third year students, three were second year students, and two were first year students. Nine of the subjects were female and six were male. Three of the subjects were Hispanic and twelve subjects were Black.

Each of the subjects provided the researcher information on his/her major course of study. Eight of the subjects were elementary education majors, one was an early childhood major, three were special education majors, two were physical education majors, and one was an English major. Fifty percent of the males majored in elementary education.

When queried why education was selected as a major course of study, subjects (67%) most frequent responses were a desire to work with young people. Twenty percent of the subjects wanted to teach because they had discovered there was a need for minority teachers.

Forty percent of the subjects stated they had been influenced by a family member to select teacher education as a major. The influence of a teacher or a STPP program monitor impacted the decision of forty percent of the subjects also. The other twenty percent of the subjects

said they were intrinsically motivated thereby influencing themselves.

Subject's response to the question--what other occupation would he/she pursue if not teacher education? Nine of the subjects would have pursued majors in other person-centered careers: sociology, or a health field. Several of the subjects (three) would have entered a computer science program, and two would have considered journalism or criminal law. One subject would have studied foreign languages.

The greatest extrinsic factors that helped to sustain the subject's interest in education were the staff of STPP, the clinical experience in the local schools, and the staffs within the local schools. Just over half the participants named a program monitor, the experiences in the local schools or a teacher role model as having sustained their interest in education.

The reason the majority of case study respondents cited for entering teaching, a desire to work with young people, was the same reason selected by 65.6% of the 1,784 teachers surveyed in the study, status of the American Public School Teacher 1985-86. The study stated teachers under the age of thirty (76.6%) and elementary teachers (73.5%) selected this reason with greater frequency. The majority of the fifteen case study respondents were under the age of thirty and were elementary majors.

Experiences at the University

Findings: Case study subjects responded to questions about their UDC program. Concerns the subjects expressed are reflected in the following comments:

. . . scenarios described in textbooks were not realistically presented and did not aid in solving classroom problems"; "no state of the art trends were taught"; . . . outdated textbooks"; "courses listed as being offered were not offered"; and UDC and DCPS course [requirements] overlap one another. When I take one I shouldn't have to take another.

Over one-third of the subjects considered that their courses in education as practical and helpful to them in their classroom experiences. None of the subjects made reference to recent educational strategies that give students an opportunity to work cooperatively within classrooms, to develop whole language skills, or have subject areas presented through thematic units. The subjects described their experiences at UDC as a traditional teacher education program.

Six of the subjects stated that there was no noticeable effect from the bureaucracy on their program of study. Nine of the fifteen case study subjects answered the question concerning the effect of the bureaucracy on their teacher education program. The most frequent answer referred to the lack of funding for the STPP. Subjects stated they sometimes had to register late for courses because their tuitions were not paid in a timely fashion. One subject said the courses for the program of study selected were in many cases not offered when scheduled or not offered during

the four years of her program, but listed as required for the program of study. Another subject felt there was "very little red tape at UDC."

Local School Experiences

Findings: The fifteen case study subjects made very positive comments about their cooperating teachers. The following statements reflect some of the comments that were given: "good rapport"; "wants to help me"; "very helpful in assisting me--makes me feel more positive about myself"; "really giving me a lot of responsibility and makes sure that I understand"; "are very helpful"; "excellent"; "willing to share anything that she has done"; "respect me and I respect her"; "patient and concerned"; "overwhelmed that teacher trainees are starting out now"; and "very supportive". Subjects had experiences with more than one cooperating teacher.

Three of the subjects mentioned cooperating teachers with whom they had difficult experiences. One subject requested a reassignment because the cooperating teacher prevented the subject from attending classes at UDC. Two other subjects said they were reprimanded because of the positive relationships they had developed with students early in the school year. One of the two subjects said he was denied the chance to implement a plan to improve the attendance of Spanish-American students at his school. The other subject said although she was receiving good results

from her work with the Spanish-American students, the subject was belittled by the cooperating teacher. The subject further stated the cooperating teacher did not want the Spanish-American students to shower the subject with too much attention.

Case study subjects described the principals as individuals who made them feel like members of the faculty, and used words such as supportive, inspiring, great, encouraging, and excellent in their descriptions. One subject said the principal spent time teaching her how to relate to the staff members.

Gaining respect from the students taught by the case study subjects was the focus of many comments. As recipients of respect from students and teachers, the case study subjects expressed that their self-esteem had been enhanced. Other comments from the subjects described their experiences with students in terms of: "having good rapport," "instructing small groups/full class," "supervising whole classes," "relating to students," "assisting students more," "conducting experiments," "having a great experience," and "utilizing classroom experiences in course work".

In response to the question on school climate, four subjects responded in reference to how faculty members in the subject's assigned school related to each other. Three of the four subjects said that the faculty members were envious of each other, too competitive and did not collabo-

rate with each other, and were often found engaging in confrontational dialogue to determine who would receive the services of the subject for that day. The fourth subject stated the faculty members in his schools were very supportive of each other.

The eleven remaining subjects that responded to the question on school climate addressed various facets of the general climate within their schools. Four of the subjects discussed the frequency of student discipline problems. Three subjects spoke of their relationship with the staff in terms of having: "no contact with anyone other than the cooperating teacher"; "being assigned too much office work in lieu of working with students." The other four subjects viewed the general climate within the schools as having a fair policy for faculty and staff, good rapport between staff members, less reinforcement of negative behaviors, and greater involvement of students in decision making roles.

More than 60 percent of the subjects said they devoted a large amount of their time at the photocopying machine preparing classroom activities for the master teacher. Subject conferences with the program monitors of STPP resulted in a reduction of this task because the subjects were not being trained effectively.

One subject was hired by DCPS as a long-term substitute teacher for the first semester of school year 1990-91. He was responsible for the entire instructional program for a group of first grade students.

Another subject was responsible for the implementation of her students' test-taking skills. She remained on task with her responsibilities, but she personally thought that too much emphasis had been placed on test-taking skills.

The other subjects responded to the question concerning the instructional program in the following ways: (1) "planned field trips, constructed bulletin boards, worked in small groups"; (2) "instructed small groups of students"; (3) "worked with challenging faculty and students"; (4) "observed incidental teaching by some master teachers"; (5) "learned to relate to students, teachers, and the administrator"; (6) "identified skill deficiencies"; (7) "communicated with students about their personal experiences"; and (8) "prepared adequately to teach before graduation."

Six of the subjects had not been involved in any community organizations within the local school areas. Two were Parent Teachers Association (PTA) presidents. One of the remaining seven subjects was involved as a member or organizer of the community activities that follow. A subject had: Participated as a member of the Advisory Neighborhood Commission (ANC), organized a parent club of members of the football team, participated as a member of the parent association, worked as a volunteer for the Boys' Club, organized a parent support group, and translated at conferences and meetings for Spanish-American parents. Some of the subjects said they had fears removed and negatives

about schools in the southeast quadrant of Washington dispelled through their involvement with the community.

Systematic Teacher Preparation Program

Findings: Subjects were asked to describe STPP in terms of logistics. One of the subjects said she was president of STPP and was responsible for arranging workshops and conferences for her STPP peers. She also admitted negligence in attending meetings and executing her responsibilities.

Six of the subjects stated they had not attended the STPP meetings during the last year. One subject explained the meetings consumed four hours out of the work day, and she considered that a loss of too many hours. Another subject felt the workshops and meetings were important and necessary because they provided an opportunity for subjects to discuss concerns, meet prominent educators, and receive good exposure.

The issue of allocation of tuition funds after the final registration date was discussed by one subject. She said tuitions were always paid, but she disliked the uncertainty of when they would be paid.

Four of the subjects stated they were monitored periodically, but the monitoring was not as often as they would like it to be. The concerns they had for the program were not addressed immediately because the program monitor was not scheduled to visit for several weeks.

One subject mentioned a program data sheet. He explained the data sheet was signed by instructors of STPP participants to provide feedback to program monitors concerning participants work within each class. The other fourteen subjects made no reference to the data sheet during their interviews.

Each of the fifteen case study subjects understood the purpose of the STPP. Subjects articulated their responses to the clarity of purpose for STPP better than they articulated responses to any other question. Reasons cited for the STPP included: to fill a void resulting from the retirement of older teachers in the near future, to educate aides and high school students as teachers, to train educational aides, especially males, because there will not be enough minority teachers in the year 2000, to build a cadre of minority teachers, to teach minority students, to provide instructional experience to students, to increase the number of minority males to teach education, and to provide a clinical experience to prepare teacher education majors to teach in DCPS.

Seven of the fifteen case study subjects said because of the experiences they received through STPP, they were positive the career choice they had made was the right one. They stated the early classroom experiences relieved them of doubts they may have had and would make them better teachers. One of the seven subjects said without STPP she "would have dropped out of college."

Five of the fifteen case study subjects said the collegial support in the program strengthened them as STPP participants and made them more dedicated to the teaching profession. One of the five subjects stated his interest in teaching was enhanced because of the "encouragement and interest the staff members in his school had in him and the program."

Three subjects stated they were committed to teaching because of the instructors at UDC, the affiliation with DCPS, and the desire to remain a role model for younger family members. Subjects stated the experiences as teacher trainees in STPP would "make it easier as a beginning teacher."

One-third of the subjects did not make any recommendations for changes in STPP. When a recommendation was made, one-third of the subjects recommended that program organizers pursue larger grants from private foundations and DCPS to support STPP. Subjects wanted more students/aides to participate in the experiences of STPP.

Three of the subjects recommended that the visits by program monitors should be increased. It was felt that the program monitor would provide a "better understanding of the role of the teacher trainee." Two of the subjects recommended that UDC and DCPS collaborate to change student teaching guidelines for STPP participants. Subjects believed that "student teaching credit should be given [to

STPP participants] for having three years of clinical experience in STPP."

The subjects suggested recommendations for change easier than they suggested ways to implement the changes. Since the subjects had not been involved in the process of acquiring grants from private foundations, it was difficult for them to envision exactly what steps they would take to acquire larger foundation grants or monies from DCPS earmarked for STPP.

It was suggested that program monitors should arrange to meet jointly with the master teacher and the teacher trainee. Through these meetings, an avenue would have been established to address concerns of teacher trainees immediately.

Subjects were disturbed by having to complete a student teaching practicum after having completed three or three and a half years as a teacher trainee. They felt that STPP needed to collect more documentation of activities the teacher trainees completed with master teachers and provide vivid descriptions of teacher trainees work experiences to the appropriate personnel at UDC.

SUMMARY

Background Information on Teacher Trainees of STPP

Discussion: The majority of the teacher education STPP students in the study were female. The field of teacher education has been dominated by females for many years.

Elementary education majors in the sample group comprised the largest number of education majors. Compared to twenty-six states, the District of Columbia ranked first in having the largest number of Blacks enrolled in undergraduate elementary teacher education programs [AACTE, 1987].

The percentage of elementary students in America's schools has increased in each grade level from kindergarten to fifth grade 1977 to 1987 [NCES, 1989]. A decrease of .1 percent occurred at the sixth grade level in 1986 and 1987. Because America's schools have the largest number of students at the elementary level, the trend for most education majors to select elementary education as a major has not changed.

For decades prospective teachers entered the field of education because of a desire to work with young people. Recent studies [NEA, 1985-86] continue to support this as a reason for education majors selecting education as a career. The majority of subjects in the study were motivated by a desire to work with young people, and chose teacher education to fulfill that need.

Family members influenced teacher education majors to a great extent. In trying to please those they love, the teacher education majors followed the suggestions of their family.

STPP provided its participants with a clinical experience starting the first year of undergraduate study. The clinical experience enabled the STPP participant to discover whether he/she had made the correct career decision. Early discovery provided an opportunity for a change of major without the loss of excessive numbers of course credits.

Other influences for career choices usually came from teachers or others involved in education. Two-fifths of the STPP subjects were influenced by their teacher or STPP monitor in making a career choice. A teacher is usually a "significant other" in a student's life, and the age of the student does not appear to alter the teacher/student relationship.

Teacher role models are an important component in a child's life. One of the child's first and strongest images is that of a teacher. Children frequently consider the teacher as an integral part of their lives in the same way they think of their parents. All too often, there is a closer relationship between teacher and student than there is between parent and child. More than half of the subjects in the study credited a teacher for sustaining their interest in teacher education.

Experiences at the University

Discussion: The subjects in the study described experiences in the UDC program that were similar to experiences undergraduate students had twenty years ago. The teacher education program at UDC has remained a traditional program in which information and strategies taught to today's future teachers differ minimally from what was taught two decades ago. Subjects of the study voiced the same concerns students expressed about the UDC teacher program in the 1970s. Education majors were still concerned about textbooks, courses offered, quality of instruction, lack of "state-of-the-art" educational information, and financial assistance.

In an attempt to improve teacher competency and an attempt to avert a crisis situation with the anticipated teacher shortage, the STPP project provided a four year clinical experience for its participants. The clinical experience the subjects participated in differed decidedly from the sixteen week student teaching experience that other education majors had at UDC.

Local School Experiences

Discussion: The majority of subjects in the study have experienced very positive relationships with their master teachers. Those subjects who had concerns with master teachers asked the STPP monitors to assist them in eliminating the problems.

Principals with whom the subjects worked were accepting of the subjects. STPP participants were included in faculty professional and social events. Experiences with faculty members of local schools enabled subjects of the study to prepare themselves for varying interpersonal situations. When subjects are hired as teachers, their four year clinical experience should have prepared them for confronting and solving problems related to the classroom.

Students were not always respectful of their teachers, but the subjects of this study were elated with the amount of respect given them by their students. Through respect from students, subjects' self-esteem was enhanced.

Subjects were very conscious of how faculty members in local schools related to one another. Teachers and principals with effective interpersonal skills impressed upon subjects the advantages and support systems available when assistance was needed. When there was good rapport among colleagues, teachers were more willing to assist each other in any area of need.

Teachers who had the assistance of a paraprofessional or in this case a STPP student relegated the individual to the task of photocopying instructional materials or constructing ditto masters. They hesitated in permitting the classroom helper to work directly with students. It seems that some teachers had difficulty sharing the instructional leadership role with others. Subjects for this study alleviated the problem through intervention by the program monitors.

Teachers and principals had the opportunity to involve the subjects in community activities, but nearly half of the subjects had no involvement with the community. Those subjects who were involved in community activities developed an appreciation for southeast and other communities. Educators in earlier years were one of the pillars of the community and today they are still expected to be active in community associations.

Systematic Teacher Preparation Program (STPP)

Discussion: The workshops for the STPP subjects were planned with the intent of producing excellent educators for D.C.P.S. Subjects in the study placed other activities as priorities over attendance at the workshops. As a result, subjects were negligent in attendance and missed the opportunity to interact with prominent educators, discuss critical educational issues, and socialize with peers.

Subjects understood the purpose for STPP and felt the program should be expanded. Thrusts of STPP for the subjects center around the clinical experience, collegial support, financial assistance, and development of role models for young children. Support from program monitors was also a positive outcome of the program.

Funding difficulty for the STPP was a concern of the subjects. The question of funding is an issue that has to be addressed each year. The uncertainty of tuition payments caused anxiety for some subjects. Their confidence in the

program leader's ability to acquire funding was not eroded, but it lessened.

Subject's recommendations for changes in STPP addressed three areas: funding for tuition, frequency of program monitors' visits, and changing of student teaching guidelines. One third of the subjects viewed the STPP as extremely effective without changes to the program.

Half the subjects in the study felt that as a direct result of the STPP their competence as a teacher would be enhanced, their career choice was correct, their ability to solve problems had improved, and their interpersonal skills were strengthened. Subjects gave credit to the STPP for providing them with skills to become effective in the transition from teacher trainee to classroom teacher. They anticipated being more competent as teachers than students at UDC in teacher education who were not participants in the STPP.

It is clear that STPP will not be able to step into D.C. Schools and address all of their problems. It is also clear that while role models are important, D.C. Schools have had Black educators without inspiring a wholesale change in student attitude. STPP students are in no way really prepared for schools. No one can be prepared because beginning teachers who often have a vision of needed changes are most blocked by in school patterns.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

This study investigated a collaborative project between the University of the District of Columbia (UDC) and the District of Columbia Public Schools (D.C.P.S.). This project was designed to develop a cadre of exemplary teachers from an indigenous population of D.C.P.S. graduates and educational aides. The teacher training project was described through the Systematic Teacher Preparation Program (STPP) based on the perceptions of the teacher trainee towards the program.

The subjects for this study were fifteen STPP students matriculating at UDC and employed by D.C.P.S. as teacher trainees on the elementary and secondary levels. Two of the subjects were first year students, three subjects were second year students, five subjects were third year students, and five subjects were fourth year students. Nine of the subjects were females and six were males. The major courses of study for the subjects were elementary education (8 subjects), special education (3 subjects), physical education (2 subjects), English (1 subject), and early childhood education (1 subject). Twelve of the subjects were Black students and three were Spanish American students.

The study was limited by its sample size of fifteen students due to the need to obtain in-depth data in this study. Fifteen in-depth interviews were conducted using an interview guide that consisted of Part I (See Appendix C) and Part II (See Appendix D). Questions in Part I were designed to elicit information on a personal basis from the subject to establish rapport and develop a comfort level for the subject. Part II questions were designed to elicit information from the subjects in four categories: background information, experiences at UDC, local school experiences, and Systematic Teacher Preparation Program experiences. The interview guide required answers to specific open-ended questions.

A qualitative approach was selected for this study because it was the only paradigm that allowed for in-depth, open-ended interviewing with a small number of subjects. The case study was the primary form of data analysis and was supplemented by a cross-case analysis. The qualitative approach was chosen because the study was based on the use of "inductive logic" [Rist, 1982, p. 441] which is a requirement of the qualitative method. An inductive approach as opposed to a deductive approach was chosen because of the researcher's conviction that the problem under study, the STPP student's perceptions of the STPP, was truly exploratory. By limiting the number of students in the study, and using several variables as guide posts for the interview guide, the researcher hoped to get in-depth, descriptive data.

The interviews ranged in duration from forty-five minutes to one hour. The interviews were recorded by the researcher. After the interviews were conducted, the fifteen protocols were transcribed and assigned a code of A-H and J-P which were used to identify the fifteen STPP students who participated in this study.

The demographic profile of the sample revealed (1) the selection of discipline for the major course of study; (2) the primary reasons subjects selected education as a major course of study were a desire to work with young people and the need for minority teachers; (3) subjects were influenced by a family member, teacher, or STPP monitor to select education as a major; and (4) twenty percent of the subjects were self-motivated to select education as a major. Eleven of the subjects were single, two married, one divorced, and one widowed. Four subjects had children and one subject had grandchildren. Three of the subjects were paraprofessionals in the D.C.P.S.

The majority of STPP students were satisfied with the training they had received under the guidance of a master teacher. STPP students, who were dissatisfied with their training under a particular master teacher, requested reassignments. Program monitors responded to the reassignment requests immediately. Specific steps were taken by the program monitors to assure that there were legitimate reasons for requesting reassignments.

The teacher education program at UDC followed a traditional instructional preparation for STPP students. The textbooks utilized in program courses were described in several interviews as being outdated in content for today's classrooms. Descriptions of classroom problems and solutions were not presented realistically for instructing students in D.C.P.S.

Each year of STPP the task of acquiring tuition grants for STPP students was most difficult. The changing economy greatly impacted the source of funding from private foundations and an agency of the District of Columbia government. Financial support was received each year, but in some years the support was not received until after the closing registration date for courses at UDC which caused anxiety for students. Intervention by program monitors arranged for STPP students to register late without a penalty. Pre-registration procedures were later instituted making courses more accessible to students.

STPP students had difficulty responding to the interview question that asked them about the general climate in their assigned local schools. The researcher had to rephrase the question and provide examples of what was being asked. After the explanation was given, STPP students addressed the question with no further hesitancy.

Students participating in the STPP were dissatisfied with some of the tasks the master teachers asked them to perform. STPP students considered the non-teaching tasks to

be "busy work" and spoke to the STPP monitors in reference to it. The STPP students wanted to be associated with tasks that involved teaching instructional lessons to students.

STPP students who assisted master teachers were involved in improving the classroom environment, instructing small groups of students, learning to relate to parents, students, teachers, and the principal, identifying skills deficiencies, and participating in any area deemed necessary that was identified by the master teacher. Each student continued training under the guidance of his/her master teacher for the entire year.

Participants in STPP received training in community service related activities. Students served as volunteers, in leadership positions, and as members of various organizations. The Boys' Club, Parent Teachers Association, and Advisory Neighborhood Commission were three of the organizations named.

STPP participants were rescheduled to attend workshops throughout the year. Students were released from their teacher-trainee responsibilities and courses in order to attend the workshops. Many of the students stated although the provisions had been made for them, students did not attend the workshop sessions. Explanations for not attending included length of hours STPP students would be away from the classroom, a conflict in the scheduling of classes during that time, and a breakdown in communication

that did not assure that each STPP participant was cognizant of the workshop/time.

Tuition payments and the relationship students have with the program monitors was of prime concern to most participants. Payments for tuition were not received by UDC on time, and program monitors infrequent visits were not enough to thoroughly address the concerns of the STPP participant and the master teacher.

Because of lack of funding for STPP, the program may never make a major difference in the number of teachers hired in D.C. or the nation. In order to significantly impact the number of minority teachers in the nation, STPP and similar programs would have to encourage 40 percent of the people of color to enter teacher education to make a difference in the ethnicity of the teachers.

STPP students as teachers will become cognizant of the fact that although teachers may be asked to think about the future of school--nothing in the experience of teachers says one will control the future. Teachers have little basis for thinking about the future. Answers to questions such as: What will the future be like? How will the future shape the teacher? How will the future shape the workplace? can only be answered by those who make those decisions, and that seldom includes teachers. Those issues are seldom considered by teachers because there is little they can do about them.

Future teachers such as the STPP students need to understand/question a school system that says teachers will exercise professional judgment if only principals make the decisions. The question confronting educators is if teachers make professional judgments, will their judgments be accepted. STPP students should be prepared for the way they are viewed as teachers. The educational bureaucracy looks upon teachers as being powerless and the greater society looks upon teacher education as a low-status profession.

For example, the image of the "good" teacher is implicitly antiworker in that any attempt to unionize, agitate for better working conditions, or seek more of a voice in the governance of schools is viewed as an individualistic example of being "selfish", "greedy", "into power", or "unprofessional." [Britzman, 1991, p. 5]

Teachers within D.C.P.S. have been involuntarily transferred because they sought to have greater input in the local school decision making process. Before the teachers' union guaranteed teachers a place on a decision making team, the School Chapter Advisory Committee (SCAC), principals made all the decisions at the local school level. Today, a collaborative effort is in place to provide teachers the opportunity to have input in determining how budgeted items are prioritized, how instructional strategies are implemented, and how the local school education plan is focused. Even with this team in place, many principals ignore the advice of SCAC and continue to be the only decision maker for the local school. The large number of grievances filed

by teachers against principals attest to this. Some of the STPP students were cognizant of the roles of decision makers at the local school level and questioned the principals handling of concerns and issues.

The experience of student teaching means entering a pre-established territory and negotiating for power within that territory. STPP students were constantly seeking their own space but this was difficult to do unless the master teacher sanctioned it. Without permission and encouragement from the master teacher for the teacher trainee to develop his/her own teaching style, the teacher trainee became a reproduction of the style of the master teacher. This style frequently was one that did not encourage children to become problem solvers or higher level thinkers. Instead, it was a style that aided in causing children to become absorbers of facts and parrots of what was perceived as information sharing in lieu of opportunities for discovery, exploration, and analysis.

STPP teacher trainees were involved in a clinical experience beginning the first semester of their first year. That experience should "foster the creativity necessary to help student teachers help their students to learn." [Britzman, 1991]

Conclusions

The following conclusions evolved from the data.

Conclusion 1:

Students in teacher education programs selected education as a major because they had a desire to work with young people.

The fifteen subjects most frequent response to why they selected teacher education as a major was the reason that they had a desire to work with young people. NEA [1987] conducted a study that queried teachers on the same question. Teachers under thirty and female selected this reason with greater frequency than did the older teachers and males. Elementary teachers selected this reason more frequently than did middle school, junior high school, or senior high school teachers.

Subjects for the study were predominantly female, under thirty, and elementary majors in the majority of cases. Thus, it is clear that the reasoning of the subjects was in agreement with the reasoning of teachers representing public school systems across the nation.

Elementary majors who will instruct the youngest of students should have a strong desire to work with young people as well as a strong desire to want to see young people experience success. At the completion of their undergraduate program, STPP participants will have worked four years to help young people achieve success.

Conclusion 2:

STPP students were greatly influenced by a family member to select education as a major.

Family members inspired over a third of the subjects to pursue a degree in education. "Females were more likely to report having been influenced by their families than were males" [NEA, 1987]. Teachers in various school systems in America responded to why they had become a teacher and indicated the influence of a family member. The response of the subjects correlates with the responses from the American teachers in the NEA study.

Influence from subjects' family members came from mothers, a father, an aunt, and an uncle. One subject made her decision to be a teacher because of her relationship with her siblings.

Conclusion 3:

Interest in teacher education by STPP students was sustained through the staff of STPP, the clinical experience in local schools, and the faculty and staff in the local schools.

STPP students were provided continual support through their program monitors. Students were expected to call to the homes of program monitors or contact the monitors at their university office. Program monitors were receptive to each student and alleviated some of the concerns through

telephone conversations. In some instances, it became necessary for program monitors to make a specific site visit to address the problem. Program monitors were available to students to discuss personal and professional issues.

A fourth of the subjects described the impact the yearly clinical experience had on them. Because of the direct contact the subjects had with the local school faculty and students, their interest in education increased.

Three of the subjects credited their master teachers with sustaining the interest the subjects had in teaching. Master teachers related to subjects positively and set the examples necessary to be effective in classrooms.

Because subjects wanted to be positive role models for their own children as well as the students they instructed, they had a need to remain in the program and to excel. Subjects mentioned how proud their daughters and sons were of the subjects' accomplishments. One subject wanted to be a positive role model for young Black males because few Black males major in elementary education.

Conclusion 4:

Increased involvement of STPP program monitors was needed to address concerns as they related to the teacher trainee and master teacher relationship.

Subjects experienced difficulty with master teachers in some instances. Two of the subjects described occasions in which they felt the master teacher rejected the assistance

the subjects provided. One subject was disturbed by the manner in which the master teacher related to her. Through a change in school assignment, the subject was placed with a different master teacher who related to the subject in a positive manner.

The program monitor responsible for the subject was instrumental in seeing that a new school assignment was provided for the subject. In other instances it had been necessary for subjects to request program monitors to intervene on their behalf.

The program monitor/STPP student ratio was greater than 1 to 50 during the 1989/90 school year. Program monitors were not as available to STPP students as the students needs/concerns dictated. STPP students expressed a need for the program monitor to meet jointly with the master teacher and the STPP student (teacher trainee) to address concerns at the beginning of the school year and to provide an avenue for an immediate solution to concerns/problems that arose between master teacher and STPP student.

STPP students had problems concerning local school changes, interpersonal relationships, personal issues, release time for workshop attendance, registration and teacher trainee duties. Each concern impacted the effectiveness of the STPP student. Program monitors were more accessible to STPP students through telephone contacts than through local school site visits.

Conclusion 5:

Students were satisfied with the training provided through the STPP project.

Each of the STPP Students made positive comments about the impact of the program on them. They stressed that the program had strengthened their self-confidence and improved their interpersonal skills. STPP students learned through the program how to relate to faculty, staff, and students in the local schools.

Through the STPP program, students concluded the program had provided opportunities for them to work with youths with different learning styles, opportunities to experience the theoretical and practical side of classroom instruction and management, opportunities for working in a self-contained or open space classroom environment, and had simplified tasks that may have been difficult without a practical experience. One student described the clinical experience as the highlight of the program. Another student said she was motivated to spend more than the allotted time with her students in the classroom environment. Prior to being placed on the STPP payroll, one of the students had a strong desire to be with his students so he volunteered his classroom services for two months.

STPP students expressed their satisfaction with the training that STPP provided. They described the STPP as a project that was pleasurable, exceptional in its preparation of future teachers, encouraging to those who need financial

and collegial support, and instrumental in helping STPP students develop a commitment to youths and the field of teaching.

In discussing the STPP, four of the students recommended that additional funding should be sought to expand the program and allow more students to benefit from it. Other students encouraged their friends and associates to apply for admission to STPP because the program had so many incentives.

Conclusion 6:

Clarification of non-instructional activities to be performed by teacher trainees should be explained to master teachers and principals before teacher trainees report to their local school assignments.

At the beginning of the 1989/90 school year, STPP students who were assigned to local schools devoted a large amount of their time to non-instructional activities. Master teachers had not perceived their roles correctly. One STPP student was assigned the task of reproducing 7,000 copies for a master teacher. Another student spent the majority of his time acting as a messenger or photocopying material on the copier. Other students described how their time was devoted to housekeeping chores, cutting bulletin board displays, and other non-instructional activities.

One STPP student was assigned to the office to act as a clerk typist and in another instance to substitute for a

classroom teacher without the knowledge of the teacher's instructional program. In each case the program monitor had to intervene to alleviate the problem.

Master teachers and principals were provided written guidelines of the services teacher trainees were to provide. Guidelines for programs were not always read by the individuals who were involved. A recommendation was made by a STPP student to have joint meetings of principals, master teachers, STPP students, and program monitors at the local schools during the beginning of the school year.

Conclusion 7:

UDC prepares its teacher education students through the development of concepts that emphasize a traditional teacher preparation program.

Teacher trainees in the STPP described their classroom experiences with master teachers as very traditional. Throughout the interview sessions, questions that referred to the local school or the university experience were not responded to in a manner that addressed any current educational trends.

Subjects discussed course work and praised their instructors. Although praise was given to the program at UDC, it was evident through the interview responses that subjects had difficulty interpreting some of the questions. The academic program at the university as evidenced through the subjects appeared to be in need of strengthening.

Subjects would have difficulty competing with students from other educational institutions in the Washington, D.C. area.

Although computer use is a goal of most programs in higher education, it seemed a missing aspect in the teacher education program at UDC. The traditional nature of the UDC teacher preparation program deprived the subjects of the opportunity to address the utilization of computers as an instructional tool.

When discussing university experiences, subjects did not mention having learned any current educational trends, any teaching strategies developing problem solving skills, or teaching strategies that develop higher level thinking skills in students. The strategies described were taught to education students at UDC twenty plus years ago. The same techniques emphasized in the present educational preparation of students at UDC were emphasized in the past educational preparation of students at UDC. The physical plant has changed at UDC, the students have changed and trends in education have changed, but the methods taught to the students in the teacher preparation program have not changed. The methods are very traditional.

When one in three children in public schools are people of color, preparing teachers for the twenty-first century in America is a true challenge. Traditional methods of teaching have not significantly improved minorities' educational deficits, which means teacher preparation

programs have an obligation to minorities and others to prepare teachers to utilize current educational strategies.

As minorities increase in numbers, America is faced with the issue of how to recruit a diverse instructional force and the issue of sustaining public support for education in a society that is increasingly divided geographically by race and by class (income levels). Another issue is how to balance resources so that the higher costs of educating children from low income neighborhoods are paid for by wealthier communities. It is clear that doing a good job is necessary and raises real questions at the same time.

The issue is will suburbs pay taxes to spend more in D.C. when the quality of students become so competitive with their own graduates.

Recommendations

Based on the findings of the present study, the following recommendations are proposed:

1. Begin the recruitment of students for teacher education programs as early as the junior high school level.
2. Increase the number of programs that offer teacher training to minority students.
3. Conduct further research of programs that offer incentives for minority students to enter/graduate from teacher education programs.
4. Expand recruitment practices for teacher education programs in order to reach larger numbers of minority students.
5. Evaluate federal programs that provide monies to be shared with other states.
6. Provide realistic/clinical experiences for students in teacher education programs beginning with the first year of the teacher education program in addition to the student teaching experience.
7. Recruit paraprofessionals, retirees from other professions, and professional workers in other disciplines to train as future teacher educators.
8. Increase the amount of involvement teacher education programs provide for minority students in the areas of tutorial programs and family counseling.

It is further recommended that the D.C.P.S. and UDC in support of the Systematic Teacher Preparation Program:

1. Continue to provide tuition funding for STPP students.
2. Schedule frequent visits to local school sites by STPP program monitors.
3. Explain to principals and master teachers at the beginning of the fall semester the purpose for teacher trainees being assigned to the local school.

4. Provide more frequent opportunities for STPP students to interact professionally and socially.
5. Collaborate in the construction of course requirements that will satisfy the criteria for completion of the teacher education program for UDC and qualify the STPP student to enter D.C.P.S. as a probationary teacher.
6. Increase the number of program monitors to provide more concentrated services to STPP students.

APPENDICES

APPENDIX A

TELEPHONE TRANSCRIPT

Hello, my name is A. Lorraine Harris. I am a doctoral student at the University of Massachusetts at Amherst. I am conducting a study as a part of the requirement for the Doctor of Education degree, which I am completing.

For my study, I am looking for students who are participants in the Systematic Teacher Preparation Program (STPP). My study will investigate or explore the teacher trainee's reactions to STPP. The STPP participant will be asked to reflect on his/her work experience in the local school programs of D.C. Public Schools.

Do you think you would be willing to participate in a personal audio taped interview that would require about 1 hour, not more than 1-1/4 hours?

If no--Thank you for your time and goodbye.

If yes--Could we choose a date and time that is convenient for you? If there is a need for a change, please feel free to call me at home at 420-9494. All information will be kept confidential and no names nor any personal information that would identify you will be included in the study.

Agreed to interview _____

Will not interview _____

Date set to interview _____

Time _____

Name: _____

Classification: _____

School Assigned: _____

Phone: Home _____
Work _____

Contacted: _____

APPENDIX B

A CASE STUDY OF A COLLABORATIVE APPROACH TO EARLY FIELD EXPERIENCES IN A SYSTEMATIC TEACHER PREPARATION PROGRAM IN THE DISTRICT OF COLUMBIA PUBLIC SCHOOLS 1989-1990

WRITTEN CONSENT FORM

I. INTRODUCTION

I am Annie Lorraine Harris, a graduate student in the School of Education at the University of Massachusetts, Amherst and in the process of completing the requirements for a doctoral degree in Staff Development/Instructional Leadership. My research for the past one and a half years has examined teacher education programs, the decline of Blacks in teacher training programs, and the development of programs to attract and retain minorities in teacher education. This research has led me to focus specifically on a teacher preparation program in the District of Columbia. This phase of my research seeks to examine the impact the Systematic Teacher Preparation Program has had on the teacher trainee.

This phase of my research uses the methodology of phenomenological interviewing to study the effects of a collaborative teacher training program at the local school level.

II. THE INTERVIEWS

You are being asked to be a participant in this study. If you agree, I will conduct a one hour interview with you. The interview will center around questions that will address your early field experiences. My intent in the interview will be to stimulate discussion of your experiences. While I am not seeking specific answers to these questions, they will provide a framework for the recollection and sharing of your experiences.

III. THE INTERVIEW PROCESS

The interview will be audio taped and later transcribed by me or by a typist (who will be committed, as I am, to confidentiality). My goal is to analyze and compose material from your interview (you will be one of a group of participants) for:

- (a) my doctoral dissertation
- (b) future presentations to professional associations and others interested in the topic.

- (c) articles I might write on early field experiences.
- (d) as a supervisor in the District of Columbia Public Schools, I may use the data in staff development workshops and seminars.
- (e) finally, as an educator in the District of Columbia Public Schools, the data may be used by the Division of Human Resource Management.

In all written and oral presentations in which I may use the material from your interview, I will use neither your name, names of people close to you, nor the name of other identifying people or organizations. Transcript will be typed with first initial for your name and other potential identifiers.

IV. WITHDRAWAL OPTION

While consenting at this time to participate in this interview, you may at any time withdraw from the actual interview process.

V. EXCERPT OPTION

While having consented to participate in the interview process and having done so, you may withdraw your consent to have specific excerpts from your interview as indicated used in any printed materials or oral presentations if you notify me within thirty days of your final interview.

VI. ADDITIONAL CONSENT

In signing this form, you are agreeing to the use of the material from your interview as indicated in Section III. If I later want to use material from your interview in any way not consistent with what is stated in Section III, I will contact you to get your additional written consent.

VII. FINANCIAL CLAIMS

In signing this form, you are assuring me that you will make no claims on me for the use of the materials in your interview.

VIII. MEDICAL PROVISION

Finally, in signing this form you are thus stating that no medical treatment will be required by you from the University of Massachusetts should any physical injury result from participating in this interview.

APPENDIX C
INTERVIEW GUIDE QUESTIONS
PART I

1. What is your current classification in school?
2. What have you selected as a major for your educational program?
3. What grades/subjects have you worked with as a teacher trainee?
4. How many schools have you worked in as a teacher trainee? Please name them.
5. When do you expect to receive your degree?
6. Are you married, single, or divorced?
7. Do you have any children?
8. What ages are your children?

APPENDIX D

PART II

1. When did you decide that you would pursue a degree in education? What or who influenced your decision?
2. Why did you select education as a major course of study?
3. If you had not been encouraged to become a participant in STPP, what other course of study would you have pursued?
4. What has helped you (the STPP student) to keep an interest in teacher education?
5. Describe your general experience in the teacher education program at the University of the District of Columbia (probes: courses in education, courses that are required for your major, effect of bureaucracy on teacher education program)?
6. Describe your general experience in the local school with (probes: cooperating teacher, administrator, students, school, climate, instructional program, neighborhood)?
7. Describe your experience with STPP in terms of logistics, the clarity of purpose for the program, and the commitment to teaching as developed through the program?
8. In what way(s) has the teacher training experience impacted you as an education major?
9. What changes would you recommend for STPP?
10. How would you suggest the changes be implemented?

APPENDIX E

SYSTEMATIC TEACHER PREPARATION PROGRAM PLANNED
ACTIVITIES FOR 1986 FALL SEMESTER

September

- 16 TPP Kickoff Program - Faculty Lounge, Building 51
- 23 Child Abuse and Neglect
- 30 NTE Orientation

October

- 2 "Managing Your Time"
Speaker: Dr. Sandra Shands-Strong
Van Ness, Building 38, Room 113 - 1:00 p.m.
- 7 Substance Abuse
- 9 "The Ten Most Important Things A Teacher Must Know
About Himself and His Students"
Speaker: Dr. Gladys C. Weaver
Faculty Lounge, Building 51 - 2:00 p.m.
- 21 Sexual Harassment
- 28 Computer Literacy Workshop
(Takoma School)

November

- 4 resume Writing
- 6 "Importance of Developing Appropriate Study Skills"
- 8 Homecoming Activity
Cardozo Stadium - 13th & Clifton Streets, N.W.
- 18 Teacher Certification Workshop

December

- 2 Bulletin Board Workshop and Practicum
- 4 "Effects of Personality on Learning"
Speakers: Dr. Sandra Shands-Strong
Mr. Charles Gaffney
Van Ness, Building 38, Room 113 - 1:30 p.m.

NOTE: Combined seminars of STPP and Student Teachers will meet Tuesdays at 1:00 p.m. in room 226, Building 51, 1100 Harvard Street, N.W. unless otherwise indicated.

APPENDIX F

SYSTEMATIC TEACHER PREPARATION PROGRAM

NORTH DAKOTA AND KANSAS AVENUES, NW

WASHINGTON, DC 20011

(202) 576 - 6171

Dr. B. Garnett Pinkney
DCPS Coordinator
Prof. Shirley Fields
UDC Coordinator

Dr. Elaine Moore
Program Monitor
Dr. Jewel Young
Program Monitor

STPP SEQUENTIAL EVENTS
SY 87 - 88

- June - Student registration at UDC (1988-89)
- August - Meet with Director of Personnel and Director of Finance to request positions for next school year (1988 - 89)
- Select new schools to participate in program (1988 - 89)
- Meet with all students for orientation and/or change of classes
- Classes begin at UDC for students
- Freshman Orientation at UDC
- September - Meet with new principals joining the program (criteria, student expectations)
- Swearing in of STPP Students for DCPS and signing of contract
- School assignments, orientation, meeting new principals
- Contact personnel to make sure Board Orders have been issued to hire all trainees.
- Students report to DCPS as teacher Trainees
- Student Observations begin (on-going)
- October - Monthly workshops begin for students UDC and DCPS presenters
- On site visit to all participating schools by monitors
- November - Students grades monitored (first - semester)
- Recruiting begins for next school year (1988 - 89)
- Culminating Activity end of First Semester
- December - Recruiting ends for next school year
- Monitors visit schools

- January - Screen potential candidates for the program
- February - Select new participant for SY 1988 - 89
 - Financial Aid packets submitted for SY 1988 - 89 for all students
 - Monitors in schools for observation
- March - Congratulatory letters sent to new participants
- April - Monitor students grades at UDC (second - semester)
 - Monitors in schools for observation
- May/June - Present any scholarships and recognize recipients for SY 1988 - 89
- June - Teachers and Principals Evaluate Teacher Trainees
 - Program evaluation relating to schools/Scholastic Awards
- July - Culminating Activity to introduce new recipients to other participants

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