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THE DEVELOPMENT OF LEARNING TASKS FOR THOSE CENTRAL
WASHINGTON STATE COLLEGE FRESHMEN PROSPECTIVE
TEACHER CANDIDATES PARTICIPATING IN FIELD
EXPERIENCES IN THE ELLENSBURG
PUBLIC SCHOOLS

A Thesis
Presented to
the Graduate Faculty
Central Washington State College

In Partial Fulfillment
of the Requirements for the Degree
Master of Education

by
Darrol P. Steiner
July, 1970

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ACKNOWLEDGEMENTS

The writer wishes to express his appreciation to Dr. Donald G. Goetschius and Dr. Roy F. Ruebel for their service on his thesis committee, and especially to Dr. George C. Grossman, chairman of the committee, for his advice, assistance and encouragement.

The writer wishes to express his appreciation to the Ellensburg elementary teaching staff and to the 104 Pre-Professional students involved in this study during the 1969-70 school year.

The author also wishes to extend a special word of thanks to his wife and daughter, whose patience and assistance played an important part in the completion of this thesis.

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Chapter 1

During the fall of 1968, Central Washington State College, Ellensburg, Washington, began a "Living-Learning" program for freshmen students who wanted to explore the teaching profession. The members of this program included the College staff and 120 entering freshmen students. One aspect of this program involved each freshman spending a two hour period for five consecutive weeks in a classroom in the Ellensburg Public Schools. This experience was totally new to the students, to the College, and to the Ellensburg Public Schools.

There has been much written and said in the past few years about the need for an "earlier experience" in the field for prospective teacher candidates. As a result of a combined conference (1966) of the American Association of Colleges of Teacher Education and the Association of Student Teachers, this statement was made:

. . . Need for a "continuous program in the study of teaching," from the time of decision to go into teaching as a career to the final years of practice . . . the beginning student will find himself in a school laboratory as an observer, an analyzer, and at times, a participant (1:36).

The field experience for the freshmen students during the 1968-69 school year left several questions unanswered. Such questions suggested by the faculty of the public schools were: (1) What do these students do in the classroom? (2) How involved are they to be? and (3) As

they conclude their visitations, what type of evaluation is to be completed? These were pertinent questions and needed to be answered. If not answered they hinder the success of this phase of the program, success being the achieving of specified objectives. Thus there was a need for definite and clearly stated objectives, direction so as to complete this experience and to make it meaningful instead of a "hit and miss" situation. As was stated by the American Association of Colleges of Teacher Education and the Association of Student Teachers in the 1966 conference:

. . . primary task to ascertain the purpose of the anticipated experience; to set our objectives. There is a need for clear understanding of purposes, and a need to help the students in realizing them--in trying to bring meaning to the outcomes of their experiences (1:31).

Need for Study

There has been a considerable amount of literature written about field experiences related to teacher education programs. Generally the value gained by the prospective teacher in such programs has been alluded to but actual research in this area is lacking.

Basically, field experiences (such as the freshman program) aid the student in achieving first-hand experience by:

1. Routine clerical help to administrators and teachers during the first days of school (or on the job).
2. Such general assistance throughout the school and community as may be directed.
3. Aid to teachers and pupils in the preparation and use of teaching materials.

4. Assistance to teachers with both instructional and non-instructional duties (2:148).

In return the student frequently realizes these values:

1. Sees a whole school at work serving the needs of the community.

2. Finds out what a teacher does--sees the whole job of the teacher.

3. Builds a background for further professional study and growth.

4. Forms a basis for several personal decisions on teaching as a career (2:150).

The value of these experiences is evident. From an early field experience perhaps someone without the real qualities or desires of a "good" teacher may find his calling in another field. This whole experience brings the student into contact with that which is relevant! This allows the student to make basic commitments toward future goals.

Vital to this field experience for freshmen prospective teacher candidates was the development of a "rationale." A rationale here refers to an explanation of controlling principles, beliefs, or agreements concerning a particular practice. If the College and the Ellensburg Public Schools were to work efficiently together, there must be established agreements concerning how these two bodies were to function in relation to a specific practice. Thus there was a need to establish the functions of the Pre-Professional Student Program in relation to the Ellensburg Public Schools.

Purpose

It was the purpose of this study to describe and to explore the factors in the development and the planning and organization of appropriate learning tasks in the field experience for the Central Washington State College Pre-Professional Students within the Ellensburg Public Schools.

The new experience for these freshmen raised the question: "What are appropriate learning tasks or competencies that these freshmen should or should not have?" Thus this study: (1) examined various learning tasks; (2) developed a rationale for appropriate competencies; and (3) developed and listed appropriate tasks in behavioral terms for these freshmen.

Limitations of the Study

This study accepted the basic fundamental value of "early field experiences" for prospective teacher candidates. The material collected and presented reflected the relationship between the Central Washington State College Pre-Professional Program, the Ellensburg Public Schools, and the students involved in these learning experiences. This study was concerned with developing appropriate learning tasks from the collection of data during the 1969-70 school year. From this data the development of appropriate learning tasks did occur.

Definition of Terms

1. Appropriate learning task: that activity or experience fulfilling a need and an understanding of a student in the acquisition of knowledge about teacher-learner situations.

2. Early field or professional laboratory experience: all those contacts with children, youth, and adults in school and community, including observation, participation, teaching, and other leadership activities which make a direct contribution to an understanding of basic concepts and principles as well as of individuals and their guidance in the teaching learning process.

3. Student teaching: a period of guided teaching when a college student assumes increasing responsibility for directing the learning of a group or groups of learners over a period of consecutive weeks.

4. Directed observation: those opportunities provided for students to see teaching, learning, and all manner of community activities without necessarily becoming involved in the on-going activity itself.

5. Participation: those experiences of the college student in which he takes an active part, under direction, in an on-going teaching, learning, or other community activity. Also defined as all those activities along a continuum between observation and full responsibility for teaching or directing the activities of a group in a school or other community agency.

6. Cooperating school and cooperating school district: a school or school system which provides facilities for professional laboratory experiences for college students, but which is neither controlled nor supported by the college. Ideally the school district has a written working agreement with the college, setting forth the conditions under which these activities are to be conducted together with the benefits and privileges extended in both directions (2:9-11).

Overview

Having established the need, and having identified the purpose, the remainder of this study presents the data collected from the Ellensburg Public School staff and from the College freshmen students involved concerning the field experiences (appropriate learning tasks). The data were reviewed and tabulated in terms of "appropriateness" for a relevant and meaningful learning experience.

Much of the data collected was by use of open-ended questionnaires from which was gathered freshmen student ideas concerning learning tasks and Ellensburg elementary teaching staff ideas concerning learning tasks. Post-experience interviews with twenty-three of the Pre-Professional students provided additional information concerning learning tasks. Much of the data was directly related to the development of learning tasks. Other data was relevant to this goal. All of the data was collected and tabulated.

The information collected assisted in developing learning tasks for these Central Washington State College freshmen students interested in pursuing the teaching profession. This study attempted to develop a rationale for these tasks, and attempted to open further the lines of communication between Central Washington State College and the Ellensburg Public Schools. Lines of communication are essential as teacher education programs turn more to extended "field experiences" and observations. These experiences, recent literature indicates, are essential for a more meaningful and relevant learning experience.

Chapter 2

REVIEW OF LITERATURE

The value of field experiences in teacher education programs is increasingly being realized. In this Chapter several studies related to this type of educational experience were examined. What was being done in several colleges and universities, their findings, and what was being done to make field experiences meaningful and relevant are presented. Even though the studies reviewed and evaluated may not be identical to the Central Washington State College Pre-Professional Program, the ultimate goals of each are very similar--to add scope, depth, and breadth to the prospective teachers' background and preparation.

A PILOT STUDY OF CERTAIN WORK EXPERIENCES OF PART-TIME STUDENT WORKERS AS IT RELATES TO PREPARATION FOR TEACHING

In this study conducted at Southern Illinois University, 1964, the relationship between student's academic progress and his part-time work experiences was investigated and identified. The answers to several questions were sought:

1. What duties and responsibilities can be identified within the student's capabilities that can be used by the teacher?

2. What basic qualifications are necessary to enable the student to provide adequate assistance to the teacher?

3. Does part-time work in some instructionally related area provide better experience for the student than those in other related areas?

4. Does the student's part-time work experience, as it relates to his academic major, provide a more enriched background for student teaching?

5. Does the student's part-time work experience, as it relates to his educational program, better prepare him for his future career (9:4-5)?

Of the 254 students involved in this program, who performed tasks classified as "pre-professional," forty-five students were engaged in instructionally related jobs under the supervision of thirty-five faculty members.

Information needed to evaluate these work experiences was collected by: (1) making a job analysis; (2) surveying the students involved and their supervisors with questionnaires; and (3) personal interviews with the students and their supervisors.

The instructionally related jobs required at least one year (with two years preferred) of college course work maintaining a "B" average in the major field. It was also desirable for students to have training or skills in typing, filing, and elementary computation, use of the library, and be able to operate classroom machines and equipment.

In preparing for student teaching, this study concluded the students working in instructionally related

jobs at the elementary or secondary levels gained greater benefit than those working at the college level because:

1. Students working at the elementary or secondary levels undertake duties more closely allied to the duties to be undertaken as student teachers.

2. Students work more closely with the children in the classroom situations.

3. Students associate with staff who are trained to teach at the level in which student teaching is normally done (9:175).

From the results of evaluations by students and supervisors the study indicated that those students working in instructionally related jobs acquired confidence, training, and understanding essential to cope with the teaching situation. An added benefit was vocational direction and assistance in career preparation gained from the instructional supervisors. The students found the value of instructionally related work experiences of sufficient benefit in the preparation for teaching to warrant doing work without pay (if money wasn't needed to meet school expenses). Concurrently the supervising faculty was willing to award academic credit for involvement in these field experiences.

The Southern Illinois University pilot study of 1964 provided a model from which basic improvements in teacher education programs can be initiated. The philosophy of increasing field experiences to provide scope, depth, and breadth to the prospective teacher's background and preparation was emphasized throughout this study. The "Pre-Professional" tasks stressed becoming meaningful and

relevant in the student's career choice activities. It is through such a program that students acquire training, confidence, and understanding needed to cope with future goals.

CURRICULUM TRENDS AND TEACHER
EDUCATION, 32nd YEARBOOK

The Association for Student Teaching, 1953, held a state wide conference on Teacher Education at the University of Florida. This meeting was attended by representatives from the State Department of Education and all of the colleges in the State preparing teachers. At the conclusion of the meeting four recommendations were agreed upon that a good program in teacher education should include:

1. Provide a firm foundation in general education and in professional courses which develop understandings of human growth and development and of the society which nurtures the democratic personality.
2. Provide specialized courses on both levels which develop skills in working with children and young people.
3. Include experiences in working with children and young people on ever-increasing levels of responsibility, experiences started early in the pre-service program and used as an integral part of all professional courses.
4. Include a guidance program which assists the pre-service teacher throughout his professional education, gives aid in placement, and follows him into his first teaching assignment with the professional support and help which he may need (4:83-84).

Item number three suggests strongly experience working with children on increasing levels of responsibility. Here this need was identified, to have the students become involved with relevant tasks.

This was put into practice at the University of Florida where students put into practice with children the skills learned. The students, in a fifteen semester hour block, worked for approximately ten hours each week with children in elementary school classrooms in the campus laboratory school and in nearby public schools.

Participation of the students with children covered simple tasks in working with individuals and small groups depending on the level of readiness exhibited by the participant. Generally the participant was an assistant to the classroom teacher, with only those exhibiting evidence of readiness to assume the responsibility of teaching doing so. After each participation period conferences were held with the college coordinator and/or supervising teacher to interpret the observations and experiences. Every care was taken in participation to provide for the individual differences of the participants.

OHIO STATE UNIVERSITY COLLEGE OF EDUCATION
TEACHER PREPARATION PROGRAM

In a study at the Ohio State University College of Education in the 1950's, the faculty felt strongly of the value of the field experience in teacher preparation programs. They also recognized the difficulty of integrating these experiences with the professional course sequence. The faculty felt that the first field experience should precede

the first professional course in the sophomore year, and should be repeated prior to student teaching in the senior year.

As a result of the Ohio State University study it was concluded that these students do experience reality in public education today. These students involved in the field experiences come back to college with a clearer understanding of where teachers must start to improve the schools. These students have no illusions about the types of schools they will be entering as beginning teachers.

AMERSHEK, BARBOUR, AND MARYLAND UNIVERSITIES LONG TERM FIELD EXPERIENCES

A study developing innovative ideas in student teaching conducted by Amershek, Barbour, and Maryland Universities and the Atlanta, Georgia Public Schools in 1968, dealt with long term field experiences. These experiences stretched from high school through post-graduate internship year. These students spent at least one quarter of a year in "teaching activities" and the remainder of the year in regular course work.

The value of this program was based on the premise that roles in schools can be learned earlier than has previously been attempted. Also through this process of experiencing these roles the teacher induction process has become more fruitful. This idea of using the environment of learning in public schools to promote teacher education appears innovative, promising, and increasingly popular.

This program utilized the public school facilities to show what teaching and learning are all about. The students in the program did thereby gain first-hand

experience related to their chosen level and career goals. This made the teacher education program very meaningful and productive.

APPALACHIAN STATE UNIVERSITY STUDY

A study at Appalachian State University, Boone, North Carolina, 1968, examined the hypothesis that teacher education can be strengthened by making it possible for the student to have more actual contact with school children. This program established five objectives to aid the prospective teachers:

1. Place major emphasis upon the functional and problem approach to teacher education.
2. Study those theories and methods that are needed in the "live" situations in which the student is located.
3. Provide more practical classroom situations and contacts with children.
4. Learn the "real" problems of a classroom teacher.
5. Determine the kind and nature of a cooperative program a university might be able to formulate with the cooperating schools to produce effective professional teachers (3:2).

This functional approach to instruction in elementary education methods courses has provided another model from which basic improvements in teacher education programs can be initiated. It suggests involvement and meaningful field experiences--involvement with children in real situations.

COLDWATER COMMUNITY SCHOOLS
"LIVING-LEARNING CENTER"

In a study dealing with a "Living-Learning Center" for student teachers in the Coldwater Community Schools, Michigan, in 1967, one of the results was a strong recommendation for appropriate field experiences with the realities of teaching. Three established goals of this program are:

1. Appropriate laboratory or field experiences.
2. A needed touch with the realities of teaching and of school staff membership.
3. A significant impact on the continuing education of the regular members of a school staff (8:4).

This study stressed the importance and significance of student teaching in the preparation for teaching. This study suggested greater involvement of students through extended field experiences and laboratory experiences. It was felt that student teaching is a crucial experience and has as of yet remained a minimal one. Therefore, greater participation of students in meaningful experiences was essential.

CITY UNIVERSITY OF NEW YORK
PILOT PROGRAM

In an experimental pilot program at City University of New York, 1969, the problems of relevance and integration brought about an important change in teacher education programs. During the first year of college field experiences and seminars were designed in order to introduce the teacher

candidate to inner-city teaching. This was providing the interaction required and the real situations that are essential if these experiences are to be meaningful and relevant. The goals and objectives were being established and a vehicle to reach these goals (relevant field experiences) was bringing about these goals.

This program looked realistically at the needs of the teacher candidates, how best to accomplish these goals, and then carried out this program. The result was a realistic and appropriate field experience to add scope, depth, and breadth to the prospective teacher's background and preparation.

UNIVERSITY OF MINNESOTA PRE-STUDENT TEACHING EXPERIENCES

In a study at the University of Minnesota, 1965, selected pre-student teaching experiences of students were analyzed. The major findings indicated that most students reported prior leadership experiences and confidence in ability to lead youth groups was essential. Most of these students expressed a need for additional experiences ahead of student teaching. These additional experiences help to provide opportunities to develop confidence, understanding, and knowledge of the teaching role. All of these additional experiences contributed to building a background for further professional study and growth.

Summary

The research data studied continually showed a philosophy of increasing field experiences to provide scope,

depth, and breadth to the prospective teacher's background and preparation. Through these experiences students acquired training, confidence, and understanding needed to cope with future goals.

The programs studied deviated greatly in their internal structure and functions, but all of the programs did stress involving the students in "real" situations and with children with whom they will be working. These programs were attempts to make teacher preparation programs meaningful and relevant through appropriate field experiences. These field experiences help the students to: (1) see a whole school at work serving the needs of its community; (2) find out what a teacher does--see the whole job of the teacher; (3) build a background for further professional study and growth; and (4) form a basis for several personal decisions on teaching as a career (2:150). These ideas of utilizing the environment of learning in the public schools to promote teacher education are innovative and promising!

Central Washington State College Pre-Professional Program utilized the value of field experiences for its students. The four benefits mentioned above are goals built into this program. The tasks given to each freshman student as he or she worked in the Ellensburg Public Schools all aided in reaching these goals.

Chapter 3

DESIGN

The necessary data were gathered from the Pre-Professional students and the Ellensburg elementary teaching staff. This was accomplished by: (1) contact and conferences with the Ellensburg Public School elementary teaching staff; (2) Pre-Professional student evaluations, both written and oral; and (3) use of open-ended questionnaires for student and staff members. Thus this study was survey in nature.

The questionnaire used for obtaining information from the Pre-Professional students (see Appendix A: Pre-Field Experience) centered around: "What tasks do you see as necessary to provide you with the depth and the breadth to present a clearer understanding of the teacher, teacher role, school and teacher-learner situations?" This questionnaire also allowed the freshmen to list all previous experiences that were related to this type of situation both in a school or in other community activities.

The questionnaire used for obtaining information from the Ellensburg Public School elementary teaching staff (see Appendix B) centered around: "What tasks do you as a classroom teacher think are appropriate as a valuable experience for the freshmen prospective teacher candidates?" This questionnaire was a follow-up of a similar one presented to the teachers the previous year.

These two questionnaires presented the views of what the teachers expected and what the students expected. The data obtained from the teacher and the student questionnaires were then combined as the first step toward the developing of appropriate learning tasks. With the teachers' tasks and the students' needs established, it was hoped a common ground could be established to allow the maximum learning to take place for each freshman student.

After having participated in the field experience in the Ellensburg Public Schools, a questionnaire was sent to each freshman student to obtain his reaction to the experiences he had (see Appendix C: Post-Field Experience). The data obtained from this questionnaire were collected and tabulated to help develop the final list of thirty-five learning tasks.

The responses to the post-experience questionnaire were tabulated with items of recurring frequency noted. The interviews and conferences were recorded, with items occurring frequently also noted. All of the recorded data were then analyzed to eliminate repetitions, to establish a priority listing, and to complete a meaningful set of learning tasks. This set of tasks was then stated in behavioral terms so as to allow for the greatest degree of observation and evaluation by those so concerned.

Summary

The study was centered around the need for "appropriate learning tasks" for the freshmen students in the Central Washington State College Pre-Professional Program as they were assigned to a classroom for a field experience

in the Ellensburg Public Schools. Having established this need, this study used open-ended questionnaires to survey the freshmen students in this program and the Ellensburg Public School elementary teaching staff to answer the question: "What are appropriate learning tasks for these freshmen students?" Ideas from the freshmen students and ideas from the Public School elementary teaching staff were then collected and tabulated. These ideas were then listed in a priority listing, eliminating repetitions, to complete a meaningful set of learning tasks. These tasks were then stated in behavioral terms, for greater efficiency in observation and evaluation of student performance of these learning tasks.

After the conclusion of the field experience in the Ellensburg Public Schools, the freshmen student were surveyed to determine the relevancy of the learning tasks they experienced. On the basis of this data a revised list of thirty-five learning tasks was compiled.

Chapter 4

ANALYSIS OF RESULTS

The following data represent the thinking and the feelings of the Pre-Professional Program students and of the Ellensburg Public School elementary teaching staff. The data were gathered and analyzed to determine those appropriate learning tasks beneficial to prospective teacher candidates.

Data from Freshmen Students

Ninety-eight out of 104 (94 percent) of the Pre-Professional students responded to the pre-field experience questionnaire presented (see Appendix A). In tallying these responses there was found to be much similarity between the responses of the students. Those responses occurring most frequently were given priority in this list. As a result of these responses the following list of thirty-four learning tasks were suggested as important:

1. Correct the students daily assignments in all subject areas with 100 percent accuracy.
2. Become involved with individual students in class subjects (working with children).
3. Observe teacher in classroom setting.
4. Learn what is expected of the teacher, teacher role, with the students and behind the scenes.

5. Be responsible for supervision of students on the playground.
6. Identify appropriate literature for age group and read selection aloud to the students with expression and enthusiasm.
7. Present testable items (such as spelling lists) to students with clarity and recognition of individual needs and speed.
8. Introduce and lead a group activity (large and small group) with clarity and recognition of individual needs (as in physical education).
9. Assist classroom teacher with classroom tasks as typing, running off dittos, preparing instructional materials, and other tasks to meet needs of students.
10. Tutor children with problems in certain areas.
11. Become familiar with students so that the daily attendance can be accomplished without difficulty.
12. Identify needs of small group of students and guide them toward interests and goals.
13. Present appropriate ideas and materials for age group maintaining interests and individual needs.
14. Plan a lesson appropriate for age group.
15. Discuss and conference with staff members concerning various ideas and methods related to teaching children.
16. Become aware of discipline procedures, to be honest, fair, and effective, and then control discipline of class.
17. Describe the physical organization of the classroom, and how this contributes to a learning atmosphere.
18. Attend staff meetings and workshops.

19. Provide guidance to students in plays, parties, and other class projects.

20. Identify individual differences and needs of the children, be able to relate these to parents, and identify ways to meet these individual needs.

21. Research into background of students, to further understand their ideas and attitudes.

22. Encourage students toward "awareness" of things around them.

23. Develop and display bulletin board ideas.

24. Identify and speak comprehension level of age group.

25. Maintain attention of the class in a class discussion.

26. Become involved with individual students in developing ideas and in solving problems.

27. Demonstrate ability to write, clearly and neatly, assignments or ideas on the blackboard.

28. Identify curriculum materials of age group or grade level.

29. Identify individual interests of students.

30. Teach a lesson to the class.

31. Discuss means of "motivation" and identify ways to get the students "involved" in meaningful activities.

32. Identify several effective and non-effective teaching methods, being aware of these and how to reinforce the positive methods.

33. Become involved in a parent-teacher conference.

34. Become involved and assist teacher in weekly planning schedule.

Data from Ellensburg Public School Elementary Teachers

Forty-two out of fifty-one (82 percent) of the staff contacted responded to the questionnaire presented (see Appendix B). In tallying these responses there was found to be much similarity between the responses of the staff members. Those responses occurring most frequently were given priority in this list. As a result of these responses the following list of twenty-two learning tasks was suggested as important:

1. In a classroom setting identify individual differences of students, with a high degree of accuracy.
2. In a classroom setting identify three new educational trends and three new educational materials appropriate for grade level.
3. In a classroom setting construct a bulletin board appropriate for grade level and materials.
4. In a classroom setting recite to class a book appropriate for level and interests of students.
5. In a classroom setting construct an individual lesson to meet the needs of individual or small group instruction.
6. In a classroom setting assemble appropriate materials for individual or small group activity.
7. In a classroom written assignment, differentiate between student acceptable responses and non-acceptable responses, with a high degree of accuracy.
8. In a classroom setting identify five audio-visual tools and then list their use.
9. In a classroom setting identify and list scores of students on corrected papers, with a high degree of accuracy.

10. In a classroom setting prepare ten instructional materials (as dittos, transparencies, etc.) for teacher and/or student use.

11. In a classroom setting introduce a game to the students that is appropriate for grade level and interests of the students.

12. In a school setting attend a staff or professional meeting and list meeting outcomes with a high degree of accuracy.

13. In a school setting identify and operate the duplication equipment with a high degree of accuracy.

14. In a school setting identify and list five pieces of library materials and equipment.

15. In a classroom setting identify and list three methods of student evaluation.

16. In a classroom setting identify pre-school planning necessary for each day and/or each week, with a high degree of accuracy.

17. In a school setting identify two curriculum guides available to teachers.

18. In a school setting identify three professional magazines available to teachers.

19. In a classroom setting participate in three group discussions.

20. In a classroom setting participate in three problem solving activities.

21. In a classroom setting list five discipline problems that interfere with individual or group learning.

22. In a school setting identify the physical features of the entire building system, with a high degree of accuracy.

Discussion

The data collected from the freshmen students showed maturity of judgement and realistic conceptions of their role within the public schools. The majority of suggestions centered around "assisting" type activities, with only several suggestions centered around actual "teaching" activities. The feeling here was that, as freshmen, they need to observe and to become involved with teaching and learning situations without assuming full classroom responsibility before they have had sufficient training, understanding, and confidence to cope with teaching situations. With the types of experiences these freshmen have suggested, they should have gained at the conclusion of their classroom assignment in the Public Schools, increased training, understanding and confidence.

The data collected from the Public School staff reflects the belief that prospective teacher candidates need to be involved and to understand the entire role of the teacher. To accomplish this aim the prospective teacher candidate must be faced with meaningful and relevant learning tasks. The types of activities suggested by the Public School staff were centered around providing the maximum opportunity to see what teaching and teacher-learner situations are all about. Through these opportunities the freshmen students will gain understanding and confidence. As this understanding and confidence is enlarged and strengthened, the freshmen students are involved more and more in these learning activities.

The degree of similarity between the ideas and feelings of the freshmen students and of the Ellensburg elementary teaching staff concerning appropriate learning tasks was noted. This similarity showed that there was not a discrepancy between what the teachers and what the freshmen students felt were relevant experiences.

Using the data from the Pre-Professional students and from the Ellensburg Public School elementary teaching staff, a list of learning tasks was tabulated and used during the 1969-70 school year as a guide for the freshmen students' experiences. This list of thirty-six learning tasks included:

1. Observe the supervising teacher.
2. Greet each child by name as the child enters the classroom or sit in the back of the room and write a list of the names of all children in the room.
3. List at least two facts gained from observation relative to interest and ability for each child in the class.
4. Take attendance.
5. Correct a set of papers.
6. Prepare a spirit process master ("ditto") and duplicate copies for class use.
7. Operate a slide or filmstrip projector.
8. Operate a motion picture projector.
9. Operate a record player.
10. Operate an overhead projector.
11. Operate a tape recorder.
12. Operate an opaque projector.
13. Operate a listening post.
14. Regulate the heat and light in the classroom.

15. Play with the students.
16. Work with an individual student that needs extra help.
17. Read a story to an individual child or a small group.
18. Introduce a game that is appropriate for the grade level and interests of the students.
19. Examine at least two curriculum guides available to the teacher.
20. Examine at least three professional journals available to the teacher.
21. Write an assignment, poem, or story on the chalkboard in writing style that is appropriate to the particular grade level.
22. Help a student select a book or other learning materials appropriate for his interests and abilities.
23. Direct small group in developing a motor skill.
24. Work with individual student or group in creative activity.
25. Work with individual student or group in problem solving activity.
26. Assemble appropriate learning materials for individual or small group activity.
27. Write questions for a specific unit.
28. Plan and prepare a bulletin board or display.
29. Lead a discussion in a small group.
30. List five discipline problems that interfere with individual or group learning.

31. Attend a staff or professional meeting and list the outcomes of the meeting.

32. Identify and list at least three methods of student evaluation.

33. Look at the supervising teacher's lesson plan and discuss with the teacher the need for a plan.

34. Make a written plan for working with a small group of students.

35. Talk with the supervising teacher about professional organizations.

36. List at least five features of the classroom that make it appropriate for the grade and/or subject that is being taught.

As a result of the Pre-Professional students' observation and participation in the Ellensburg Public Schools (without assuming full classroom responsibility) the students had an opportunity to experience meaningful and relevant situations, situations to build upon as these prospective teacher candidates make their decisions about future goals and programs.

Also noted from the data collected from the Ellensburg Public School elementary teaching staff were suggestions for evaluation of the Pre-Professional students as they conclude their field experience in the Public Schools:

1. Behavioral objectives checklist.
2. Video-tape (with teacher-freshmen evaluation)
3. Teacher evaluation from observations of:
 - a. Are they interested in children?

b. Are they aware of individual needs (social, physical, academic)?

c. Are they capable of accepting responsibility of promptness, courtesy, suitable dress and conduct?

d. Do they show initiative and eagerness to learn?

4. Freshman-teacher conference .

5. Written summary by the teacher.

6. Conference, using checklist.

7. Student keeps daily log; at a conference, teacher and student go over log answering any questions the student has noted. (Teacher evaluates experiences and maturity of approaches.)

8. Self-evaluation by student. (Students set up at beginning of quarter own goals and objectives and have self-evaluation at end of quarter. Students must justify their evaluations.)

9. A conference with all freshmen in building and one or two teachers in a group discussion situation, being very frank, answering questions, etc.

In the post-field experience questionnaire (see Appendix C) the Pre-Professional students made several suggestions. These suggestions were under three headings: (1) experiences that were of value; (2) experiences that they didn't have, but they felt they should have had; and (3) experiences that they had but were of little value. These suggestions showed (the number following each statement indicates the frequency of responses out of the fifty-two returned questionnaires):

Experiences that were of value:

1. Helping to direct a play (7).
2. Helping individual students, with math, reading, etc. (33).
3. Led songs (with or without musical instrument) (4).
4. Read to class--poems, stories, etc. (12).
5. Observed new techniques of promoting discussion (6).
6. Observed teacher and student interaction (16).
7. Observed how much planning and work goes into figuring out the "right" plan for each student (17).
8. Being able to work with students in a real school setting (19).
9. Developed a lesson plan (6).
10. Applied self-made lesson plan to class situation (6).
11. Corrected homework and other assignments (5).
12. Talked with teachers who work with children (15).
13. Observed how the classroom is run (18).
14. Planned and arranged a bulletin board (9).
15. Learned to operate a Xerox machine (6).
16. Made up mind not to teach in an elementary school (3).
17. Handled discipline of class (10).
18. Planned meaningful experiences for students (12).
19. Developed patience and understanding of children (13).
20. Interacted with the students (11).
21. Developed an awareness of classroom routines (18).

22. Learned to express ideas appropriate for grade level (7).

23. Saw new teaching methods and techniques (9).

24. Listened to the students (their joys and pains) (13).

25. Applied ideas about education, and analyzed their effectiveness (11).

26. Administered tests (5).

27. Became aware of how home situations, and other influences, effect student learning (7).

28. Became aware of individual differences and needs of children (26).

29. Identified teacher characteristics and needs (12).

Experiences that they didn't have, but they felt they should have had:

1. Teaching a lesson to the entire class (17).

2. Working with small group (8).

3. Follow-up on the learning problems of individual children (6).

4. Opportunity to work in intended field and level of teaching (3).

5. Lead a discussion group (3).

6. Selecting library books for children (6).

7. Using tape recorder (3).

8. More experience with audio-visual aids (6).

9. More opportunities to discuss ideas and problems with the classroom teacher (18).

10. Observe more different age groups (4).

11. Contact with more teachers (6).

12. None (16).

The freshmen students were critical of experiences listed on the "Essential Learning Tasks" sheet that they didn't have an opportunity to perform in the classroom setting.

Experiences that they had but were of little value:

1. Continual dittoing of material (29).

2. Continual mounting of pictures, preparing signs, and other busy work (10).

3. Continual observation without participation (5).

4. Continual housecleaning or paper grading (5).

5. Making punch, and such activities (3).

6. None (21).

A careful analysis of all of the data from the Pre-Professional students and from the Ellensburg elementary teaching staff showed a great deal of similarities. Those items suggested as important by the freshmen students were, for the most part, mentioned by the teaching staff as appropriate learning tasks for prospective teacher candidates.

As a result of combining this data, the following list of thirty-five learning tasks appropriate for prospective teacher candidates was established:

1. In a classroom setting, provide individual help to a student who needs extra help, until the student demonstrates complete understanding of the concept or idea.

2. In a classroom setting, maintain attention of the class in a class discussion.

3. In a classroom setting, present ideas to promote "awareness" of things within the students, until the students can demonstrate having gained an awareness.

4. In a classroom setting, provide guidance in plays, parties, etc., to completion of task.

5. In a school setting, discuss with faculty means of "motivation" and identify three ways to get the students "involved" in meaningful activities.

6. In a classroom setting, demonstrate ability to write clearly and neatly six assignments and/or ideas on the blackboard.

7. In a classroom setting, research into the background of two students to further understand their ideas and attitudes.

8. In a classroom setting, describe the physical organization appropriate for age group and explain how this contributes to a learning atmosphere.

9. In a classroom setting complete daily attendance with 100 percent accuracy.

10. In a classroom setting, present four orally testable items (such as spelling lists) to students with clarity and recognition of individual needs and speed.

11. In a school setting assist teacher twice with playground supervision.

12. In a classroom setting identify two teaching strategies and explain their use.

13. In a classroom setting, correct a set of papers, with 100 percent accuracy.

14. In a school setting describe three physical features of the classroom that provide comfort and safety for the learning process.

15. In a classroom setting, list five discipline problems that interfere with individual or group learning.

16. In a classroom setting, participate in three problem solving activities.

17. In a classroom setting, participate in three group discussions.

18. In a school setting, identify and scan three professional magazines available to teachers.

19. In a school setting, identify and scan two curriculum guides available to teachers.

20. In a classroom setting, identify pre-school planning necessary for each day and/or each week.

21. In a classroom setting, identify and list three methods of student evaluation.

22. In a school setting, identify and list five pieces of library materials and equipment.

23. In a school setting, identify and operate duplication equipment.

24. In a school setting, attend a staff or professional meeting and list meeting outcomes.

25. In a classroom setting, introduce three games to the students that are appropriate for grade level and interests of the students.

26. In a classroom setting, prepare ten instructional materials (as dittos, transparencies, etc.) for teacher and/or student use.

27. In a classroom setting identify and list scores of students on corrected papers, with 100 percent accuracy.

28. In a classroom setting, identify and operate five audio-visual tools and then list their use.

29. In a classroom written assignment, list the differences between student acceptable responses and non-acceptable responses.

30. In a classroom setting, assemble four appropriate materials for individual or small group activity.

31. In a classroom setting, construct an individual lesson to meet the needs of individual or small group instruction.

32. In a classroom setting, recite to the class one book appropriate for level and interests of the students.

33. In a classroom setting construct one bulletin board appropriate for grade level and materials.

34. In a classroom setting identify and list three new educational trends and three new educational materials appropriate for grade level.

35. In a classroom setting, identify orally to the teacher individual differences of students.

This list of appropriate learning tasks provided a foundation upon which to build the experiences of the freshmen prospective teacher candidates. If each freshman student undertakes each of these meaningful and relevant learning tasks, he or she will have an opportunity to have gained in understanding, training, and confidence necessary to cope with the teaching processes. This was the main objective in this study--to provide the meaningful experiences from which to increase the scope, depth and breadth of the prospective teacher's background and preparation.

Summary

The data collected from the Pre-Professional students and from the Ellensburg elementary teaching staff during the 1969-70 school year was carefully collected and tabulated. The list of thirty-five learning tasks (see pages 32-35) was developed from this data to meet a main objective of this study--to develop appropriate learning tasks for the Pre-Professional prospective teacher candidates as they undertake a field experience in the Ellensburg Public Schools.

The Pre-Professional students indicated much satisfaction with the field experience and the learning tasks, in the fifty-two returned post-field experience questionnaires (see Appendix C) and the twenty-three post-field experience interviews. These students felt this field experience was relevant and a very important part of this Pre-Professional Program for prospective teacher candidates.

Chapter 5

SUMMARY AND CONCLUSIONS

Summary

The scope of this study has established the need, identified the purpose, and collected the data from the Ellensburg Public School elementary teaching staff and the Central Washington State College Pre-Professional students concerning field experiences (appropriate learning tasks) for freshmen student prospective teacher candidates. The collected data, from open-ended questionnaires, was reviewed and tabulated in terms of "appropriateness" for relevant and meaningful learning experiences for these Pre-Professional students. These experiences, recent literature has indicated, are essential for a more meaningful and relevant learning experience for prospective teacher candidates.

The research literature studied related to early field experiences for prospective teacher candidates, showed a philosophy of increasing field experiences to provide scope, depth, and breadth to the prospective teacher's background and preparation. Increasing field experiences through which students acquired training, confidence, and understanding needed to cope with future goals.

The literature studied showed a variety of approaches and functions. But all of the programs did stress involving the students in "real" situations and with children with whom they will be working. This is an attempt to make

teacher preparation programs meaningful and relevant through appropriate field experiences. These field experiences help the student to: (1) see a whole school at work serving the needs of its community; (2) to find out what a teacher does-- see the whole job of the teacher; (3) to build a background for further professional study and growth; and (4) to form a basis for several personal decisions on teaching as a career (2:150). These ideas of utilizing the environment of learning in the public schools to promote teacher education are innovative and promising!

The design of this study was centered around the need for "appropriate learning tasks" for the freshmen student prospective teacher candidates in the Central Washington State College Pre-Professional Program. The questionnaires presented to the Ellensburg elementary teaching staff and to the Pre-Professional students was designed to answer the main objective: "What are essential learning tasks for these freshmen student prospective teacher candidates?" All of the responses were then listed beginning with those most frequently mentioned, to complete a meaningful set of learning tasks. These tasks were then stated in behavioral terms, for greater efficiency in observation and evaluation of student performance of these learning tasks.

The data from the Pre-Professional student questionnaires (see Appendix A and C) and interviews, from the Ellensburg elementary teaching staff questionnaire (see Appendix B) showed a great deal of similarity. As a result

of combining this data, the list of thirty-five learning tasks appropriate for prospective teacher candidates was established (see pages 32-35). The list of appropriate learning tasks provides a foundation upon which to build the experiences of the freshmen prospective teacher candidates. These experiences increase understanding, training, and confidence necessary to cope with the teaching processes and achieve a main objective of this study--to provide meaningful experiences from which to increase the scope, depth, and breadth of the prospective teacher's background and preparation.

Conclusions

From the data collected, the list of thirty-five learning tasks for prospective teacher candidates was developed. The Pre-Professional students indicated much satisfaction with the field experience within the Ellensburg Public Schools, in the fifty-two returned post-field experience questionnaires and the twenty-three post-field interviews. These students felt these experiences were beneficial to them in developing ideas and opinions concerning teaching as a lifetime career.

Discussion

The need for a continuous program for prospective teachers in the study of teaching has been established. Many different programs suggest a variety of techniques and methods to accomplish this goal. But most of the programs have very similar goals or objectives--to bring meaning to the outcomes of these experiences, for a relevant and meaningful learning experience.

It is then utilizing early field experiences that makes the prospective teacher candidate aware of teaching as a career. It makes the candidate aware of the entire role of the school: (1) to know what the teacher's whole job really is (the behind the scenes); (2) to build a background for further professional study and growth; and (3) to form a basis for several personal decisions on teaching as a career (2:150).

Thus this promising and innovative use of the environment of learning in the public school to promote teacher education is being put to good advantage. The Central Washington State College Pre-Professional Program is an example of this utilization. The freshmen students are being exposed to and making decisions about teaching as a result of their experiences. The list of thirty-five learning tasks developed through this study provides a structure and experience to aid the teacher candidate in his or her commitments to teaching as a lifetime profession. This author recommends the utilization of these thirty-five learning tasks and the continuation of the Pre-Professional students' field experiences within the Ellensburg Public Schools.

Implications for Future Research

This freshman student field experience for prospective teacher candidates is acclaimed by many people (especially by the freshmen students themselves as indicated in the fifty-two returned post-field experience questionnaires and the twenty-two interviews) as a very valuable and

meaningful experience. Because this program has added to identifying and to pursuing (or to not pursuing) teaching as a career, it would be of benefit to project and/or plan a program for sophomores that would continue to examine the prospects of the teaching profession. What types of experiences would be of benefit to sophomore students (after a freshman field experience) that would increase the students' scope, depth, and breadth? Do these experiences compliment the "student teaching" experience to be undertaken toward the end of the student's college preparation?

Another question this study raised deals with the implementation of "freshmen student prospective teacher candidate field experiences" for all freshmen students expressing interest in such a program. Could such a program find a workable area within the public schools for an increased number of participants? Would such a program for all interested freshmen students compliment the total teacher education program and the student teaching experience?

Also a study of attitude changes of the Pre-Professional students--is there a significant change in attitudes as a result of this field experience--is another area for future research.

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APPENDIX

Appendix A

QUESTIONNAIRE FOR FRESHMEN STUDENTS:

"PRE"-FIELD EXPERIENCE INFORMATION SHEET

- I. NAME OF FRESHMAN: _____.
- II. WHAT PAST EXPERIENCES HAVE YOU HAD WORKING WITH CHILDREN EITHER IN A SCHOOL SETTING OR COMMUNITY ACTIVITIES:
- III. WHAT TASKS (CLASSROOM ACTIVITIES WITH CHILDREN) DO YOU SEE AS NECESSARY TO PROVIDE YOU WITH THE DEPTH AND BREADTH OF EXPERIENCES TO PRESENT A CLEARER UNDERSTANDING OF THE TEACHER, TEACHER ROLE, SCHOOL, AND TEACHER-LEARNER SITUATIONS:
- 1.
 - 2.
 - 3.
 - 4.
 - 5.
 - 6.
 - 7.
 - 8.
 - 9.
 - 10.

Appendix B

QUESTIONNAIRE FOR ELLENSBURG TEACHING STAFF:

INFORMATION SHEET FOR "FRESHMAN" FIELD EXPERIENCE

- I. NAME OF TEACHER: _____.
- II. GRADE LEVEL TAUGHT: _____.
- III. TOTAL NUMBER OF FRESHMEN STUDENTS SERVED PREVIOUSLY WITH YOU _____.
- IV. AS A CLASSROOM TEACHER WHAT DO YOU FEEL ARE APPROPRIATE LEARNING TASKS THAT ARE OF VALUE FOR THESE FRESHMEN STUDENTS:
 - 1.
 - 2.
 - 3.
 - 4.
 - 5.
 - 6.
 - 7.
 - 8.
 - 9.
 - 10.
- V. WHAT DO YOU FEEL YOU NEED TO KNOW ABOUT A STUDENT'S BACKGROUND IN ORDER TO MEET HIS OR HER NEEDS WHILE SERVING IN YOUR CLASSROOM:
- VI. WHAT MEANS OF EVALUATION DO YOU FEEL WOULD BE MOST APPROPRIATE FOR FRESHMEN IN YOUR CLASSROOM:

Appendix C

QUESTIONNAIRE FOR FRESHMEN STUDENTS:

"POST"-FIELD EXPERIENCE INFORMATION SHEET

- I. NAME OF FRESHMAN STUDENT: _____.
- II. WHAT GRADE LEVEL WAS YOUR FIELD EXPERIENCE _____.
- III. REVIEWING YOUR FIELD EXPERIENCE:
 1. WHAT EXPERIENCES HAVE YOU HAD THAT YOU FEEL WERE OF VALUE:

 2. WHAT EXPERIENCES DIDN'T YOU HAVE BUT YOU FELT YOU SHOULD HAVE HAD:

 3. WHAT EXPERIENCES DID YOU HAVE BUT WERE OF LITTLE VALUE: