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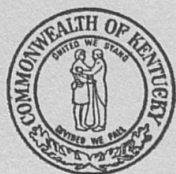
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KENTUCKY

*A Cooperative Effort to Improve
The Selective Admission and Retention
Of Teacher Candidates in a State*



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HARRY M. SPARKS
Superintendent of Public Instruction
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*A Cooperative Effort to Improve
The Selective Admission and Retention
Of Teacher Candidates in a State*

by

SIDNEY SIMANDLE

A dissertation presented to the Faculty
of the Graduate School of the University of Kentucky
in candidacy for the degree of Doctor of Education

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FOREWORD

Public education has been the subject of extensive study in Kentucky and in the nation for several years. More recently the focus of attention has been on the preparation of competent teachers.

The Division of Teacher Education and Certification of the State Department of Education has been active on all fronts to improve and strengthen the programs of teacher preparation. These efforts have been coordinated with the other appropriate agencies—the Council on Public Higher Education and its Advisory Committee on Teacher Education, the Commission on Teacher Education and Professional Standards of the Kentucky Education Association, the representatives of the colleges and universities which prepare teachers, and the various professional organizations.

One of the most perplexing problems encountered in the preparation of teachers has been that of establishing processes and criteria for selecting candidates for the teacher education programs. In 1959 the State Board of Education reaffirmed its position that teacher education institutions should institute programs for the selection, admission, and guidance of prospective teachers. The urgent need for establishing such processes and criteria has been recognized for many years; however, there has been no general agreement on the means for selective admission to teacher education.

A staff member of the Division of Teacher Education and Certification, recognizing the difficulty teacher education institutions were encountering in trying to implement the regulations of the State Board of Education with respect to selection and admission of teacher candidates, selected this problem for his dissertation study for the doctor's degree in education. In the progress of the study a state committee was appointed by Mr. Wendell P. Butler, then Superintendent of Public Instruction, to make recommendations regarding the selection and admission of candidates to teacher education programs. The staff member was named secretary to the State Study Committee.

Through the cooperative efforts of the Division of Teacher Education and Certification, the State Study Committee, and the work of the staff member a set of guidelines was produced by which the institutions could plan programs of selective admission and retention of teacher candidates. Every Kentucky teacher education institution has now planned such a program, but, admittedly, some of these programs represent initial efforts and will require continuing effort and further refinement. These programs were published for public in-

formation in the April, 1963, Educational Bulletin of the Department of Education under the title, "Selection and Admission in Teacher Preparation—Toward Quality Teachers for the Future through a Program of Selection."

We are now happy to present the complete study on the selective admission and retention of teacher candidates done by Dr. Sidney Simandle. Dr. Simandle's study gives perspective to the many conditions and circumstances relating to the selection of better teacher candidates, and he has presented several significant recommendations for further action and for further study which merit attention. For this reason, the State Department of Education is making the study available in this publication, which I hope will be helpful to the colleges and universities which prepare teachers for tomorrow.

Harry M. Sparks
Superintendent of Public Instruction

ACKNOWLEDGMENTS

Recognition for this study is shared with the many colleagues who participated either in an active or in a supporting role: the members of the State Study Committee on Admission and Selection in Teacher Education Programs; the Superintendent of Public Instruction, Wendell P. Butler, who appointed the committee; the Assistant Superintendent for Instruction, James L. Patton, who served as chairman of the committee; Dr. Don Bale, Head of the Bureau of Instruction, for his administrative support; and to the officials of the Kentucky teacher education institutions for their interest and encouragement.

Special recognition and profound appreciation is extended to Dr. Louise Combs, Director of the Division of Teacher Education and Certification, for her professional advice and counsel regarding the conduct of the study, but more gratefully for her continuing personal inspiration.

The professional assistance of the Graduate Committee is acknowledged in outlining the study and in reporting it in the present form, but special appreciation is expressed for the personal interest and encouragement given to the writer by the individual committee members.

An unusual debt of gratitude has been incurred in the preparation of this document to the several persons who shared their time and skills in translating the writer's expressions to the printed page.

Finally, the writer pays tribute to the blessing and comfort of steadfast love and affection from his wife and children during a three-year period of encroachment on their time and patience.

TABLE OF CONTENTS

	Page
FOREWORD	iii
ACKNOWLEDGMENTS	v
LIST OF TABLES	ix
Chapter	
I. INTRODUCTION	1
The Problem	1
Analysis of the General Problem	2
Purpose of the Study	2
Need for the Study	3
Basic Assumptions	4
Scope and Limits of the Study	5
Relation to Previous Studies in the Field	5
Definitions and Terminology Used in This Study	18
Procedures	19
II. SURVEY OF KENTUCKY INSTITUTIONAL PRACTICES IN SELECTION AND ADMISSION TO TEACHER EDUCATION IN 1959-60 WITH RESPECT TO THE MAJOR RESPONSIBILITIES IDENTIFIED IN THE ACCREDITATION STANDARDS	22
Purposes, Procedures, and Introductory Statements	22
Survey of Institutional Practices with Respect to the Four Major Student Personnel Responsibilities	24
General Observations	27
Selected Practices Observed in Kentucky Teacher Education Institutions with Respect to Selection and Admission in Teacher Education—1959-60	28
Problems Identified in a Study of the Practices of Selection and Admission in Kentucky Teacher Education Institutions—1959-60	30
Summary and Recommendations	32
III. CONDITIONS AND CIRCUMSTANCES WHICH HAVE IMPLICATIONS FOR THE GENERAL PROBLEM OF THE SELECTIVE ADMISSION AND RETENTION OF TEACHER CANDIDATES	34
Introduction	34
Previous Efforts at the State Level to Establish Standards for the Selective Admission and Retention of Teacher Candidates	34

TABLE OF CONTENTS—Continued

Chapter		Page
	The Professional Standards Movement of the Organ- ized Teaching Profession -----	36
	The State Financial Structure for Public Education as Provided by the Foundation Law -----	36
	The New Developments in Teacher Preparation-Cer- tification -----	37
	The Development and Application of New Standards of Accreditation for the Elementary and Secondary Schools -----	39
	Trends in Teacher Preparation, Supply, and Demand--	40
	The New Directions in the Accreditation of Teacher Education Institutions -----	41
	The Attitude of Kentucky Teacher Education Insti- tution Officials Toward a State-wide Effort to Improve the Selective Admission and Retention of Teacher Candidates -----	44
	Concern of the Kentucky General Assembly for Public Education -----	44
IV.	SELECTED STATEMENTS AND RECOMMENDA- TIONS REGARDING THE SELECTIVE ADMISSION AND RETENTION OF TEACHER CANDIDATES -----	46
	The National Association of State Directors of Teacher Education and Certification -----	46
	The National Commission on Teacher Education and Professional Standards, National Education As- sociation of the United States -----	47
	The American Association of Colleges for Teacher Education -----	57
	The National Council for the Accreditation of Teacher Education -----	57
	The Association for Student Teaching and the Stu- dent Personnel Association for Teacher Educa- tion -----	59
	The Commission on Public Education (Kentucky)-----	60
V.	THE COOPERATIVE DEVELOPMENT OF GUIDE- LINES FOR PLANNING INSTITUTIONAL PRO- GRAMS OF SELECTIVE ADMISSION AND RETEN- TION OF TEACHER CANDIDATES -----	63
	Introduction -----	63
	The Creation of a State Study Committee on Selec- tion and Admission to Teacher Education Programs--	63

TABLE OF CONTENTS—Continued

Chapter	Page
Plan of Work Followed by the State Study Committee -----	66
Major Actions of the State Study Committee -----	70
Guidelines for Planning Institutional Programs of Selection and Admission in Teacher Education -----	74
Progress in the Use of the Guidelines for Planning Institutional Programs of Selective Admission and Retention of Teacher Candidates -----	80
VI. THE INVOLVEMENT OF RESPONSIBLE AGENCIES IN A COOPERATIVE EFFORT TO STRENGTHEN PRACTICES OF SELECTION AND ADMISSION TO PROGRAMS OF TEACHER PREPARATION -----	82
Coordinating Activities of the Division of Teacher Education and Certification of the State Department of Education -----	82
Participation with the Kentucky Commission on Teacher Education and Professional Standards in the Professional Standards Movement -----	83
Agreements Reached with the Kentucky Association of Junior Colleges -----	84
Discussion with the Kentucky Registrars Association -----	84
Cooperative Relationship with the Kentucky Unit of the Association for Student Teaching -----	84
Progress Reports to the Kentucky Association of School Administrators and the Local School District Superintendents -----	85
Progress Report to the Kentucky State Board of Education -----	86
Regional Discussion at the Southern States Work Conference -----	86
Communication with the Governor's Commission on Public Education -----	87
Relation to the Council on Public Higher Education and Its Advisory Committee -----	87
VII. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS -----	88
Summary -----	88
Conclusions -----	90
Recommendations -----	95
SELECTED BIBLIOGRAPHY -----	110
APPENDIX I—State Study Committee on Selection and Admission to Teacher Education Programs -----	117

LIST OF TABLES

Table	Page
1. Comparison of the Professional Personnel Employed in the Kentucky Public Schools with the Kentucky College Graduates Who Were Prepared to Teach During the Calendar Year Immediately Preceding the School Year for Selected Years -----	41
2. Proportion of the June, 1961, Graduates Who Received Bachelor's Degrees from Kentucky Colleges and Universities and Who Were Prepared to Teach -----	43
3. Record of Selected Experiences of the Thirty-three Members of the State Study Committee on Selection and Admission to Teacher Education Programs-----	67
4. Roster of Agencies and Professional Organizations Represented on the State Study Committee on Selection and Admission to Teacher Education Programs -----	67

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CHAPTER I

INTRODUCTION

The Problem

The Kentucky teacher education institutions have the primary responsibility for the preservice preparation of Kentucky teachers. Within the teacher education institutions the programs of selective admission and retention of teacher candidates have to do with the continuing appraisal of candidates in terms of their potential for success in the teaching profession.

Although there has been general acceptance of the notion that strong programs of selective admission and retention of teacher candidates are fundamental to quality teacher education, it was apparent that progress in the development and in the implementation of such programs had not kept pace with other advances in teacher preparation.

The problem was to devise programs of selective admission and retention of teacher candidates on the basis of the research now available and on the basis of the assumptions which teacher educators were willing to make, but exercising due caution where research was lacking, and making provisions for continuous evaluation of the program through the use of research data as they were accumulated.

Since the operation of effective programs of selective admission and retention of teacher candidates involves cooperating relationships not only among the teacher education institutions but also with the State Department of Education, with the local school systems, and with the organized teaching profession, it is readily apparent that the problem was greatly extended if the programs which were to be devised were also to be implemented. In spite of the magnitude of the undertaking, the involvement of the responsible groups in a state-wide approach to the problem seemed warranted if any significant progress was to be made in strengthening the prevailing practices in regard to teacher candidate selection.

It was known at the outset that some professional persons in and out of the teacher education institutions had serious reservations about the wisdom of making hurried advances in the selection and admission of teacher candidates. It was anticipated that the most

challenging part of the problem would be to devise some means of bringing together the representatives of the teacher education institutions and representatives of other groups having a responsibility in teacher selection so that the issues could be studied cooperatively. There was no way to predict the time it would take to reach agreement on an effective plan of action. It was felt, however, that to insure the future implementation of the program the persons responsible for the implementation should be active participants in its development.

Analysis of the General Problem

As a point of departure, it was desirable to determine the prevailing practices and procedures in each of the Kentucky teacher education institutions with respect to the selective admission and retention of teacher candidates. The results of such a survey were needed to give a clearer definition of the dimensions of the problem.

While the process of selection and admission is but one aspect of the total teacher education program the operational interrelationships are so involved as to make it a program in itself. The program of selection and admission ranges from recruitment at the high school level to placement, assignment, and performance evaluation at the inservice level. Some exploration appeared to be in order regarding the purposes and the possible contributions of such a program.

In order to gain perspective of the Kentucky situation some of the problems, circumstances, and conditions affecting teacher education in the state were studied with particular reference to implications for the selective admission and retention of teacher candidates.

Several professional groups on the national level have been concerned about strengthening the selection processes and have been urging greater improvement. An investigation was made to identify these organizations and to learn their policies, recommendations, and positions on this topic.

Purpose of the Study

The purpose of this study was to promote the development and implementation of more adequate programs of selective admission and retention among the Kentucky teacher education institutions through a cooperative analysis of the problems and issues involved and followed by the creation of guidelines suitable for program planning by the teacher education institutions.

Need for the Study

For several years, national, regional, and state professional groups have recognized the factor of selective admission and retention in teacher education as an important contributor to the quality of the teachers who are the final products of the teacher preparation programs. The area of selective admission and retention in teacher education continues to be designated by these groups as one needing further study and implementation.¹

The importance of adequate programs of selective admission and retention is also reflected in the standards which are used in Kentucky for the State accreditation of teacher education institutions.² The Kentucky standards include the standards of the National Council for the Accreditation of Teacher Education. The current Kentucky guidelines for the institutional planning of programs of teacher preparation-certification specify that each teacher education institution must have a plan of selection and admission of teacher candidates.³

Preliminary information gained from private discussions with officials of teacher education institutions and of the State Department of Education indicated that, while a few of the Kentucky institutions had commendable programs of selective admission and retention in teacher education, the programs in the remaining institutions were in need of further development and strengthening.

Recognition of the need for improvement was expressed by the college officials themselves at the State Conference on Teacher Education Curricula and Accreditation, held in Lexington, Kentucky, February 14, 1958. At this conference the participants requested that "Statewide minimum standards for admission and retention should be developed with considerable flexibility at the institutional level."⁴

In addition to the imperatives of accreditation, program approval, and recommendations of professional groups, other developments point to the need for improvement in selective admission and retention, and these will be discussed more fully in Chapter III.

¹Below, pp. 46-61.

²Commonwealth of Kentucky, Department of Education, "Guidelines for Programs of Teacher Preparation-Certification (For Institutional Planning and State Board Approval)," *Educational Bulletin* (Frankfort, Ky.: Department of Education, January, 1962), XXX, No. 1, 37-46.

³*Ibid.*, p. 46.

⁴Commonwealth of Kentucky, Department of Education, Division of Teacher Education and Certification, *Conference Report: Curriculum and Accreditation, February 14, 1958*, Teacher Education Circular No. 113, March 12, 1958, p. 19.

Basic Assumptions

In this study two assumptions were made—one with respect to the desirability of adequate programs of selective admission and retention in teacher education, and the other with respect to the methods used in promoting this goal on a statewide basis.

In 1954, the National Commission on Teacher Education and Professional Standards of the National Education Association released the statement, "The High Standards Approach to Teacher Supply," which gave the position of the teaching profession with respect to maintaining adequate standards of professional preparation, even during a period of acute teacher shortage.¹ The gist of the twenty-two page statement was included in one of the eleven recommendations made by the Commission at its ninth annual conference as follows:

. . . the Commission recommends . . . that in the search for an adequate supply of competent teachers, quality must be the keynote—quality in candidates for admission to teacher education; quality in preparation; quality in certification standards; quality in service.²

An accumulation of evidence supports the assumption of the high standards approach to teacher education including the provision for adequate standards of selective and admission. The assumption has been generally accepted by the teaching profession and was accepted for the purposes of this study.

Inherent in this assumption that high standards of selective admission and retention are desirable is the corollary that sound practices of selective admission and retention of teacher candidates should be established by teacher education institutions on the basis of the research data available and in accordance with the considered thinking of the teaching profession, the legal agencies, and the institutions concerned.

The second assumption was that given the opportunity, those who are responsible for teacher education programs in Kentucky would cooperatively develop plans to improve the current practices in the

¹*The High-Standards Approach to Teacher Supply* (Washington, D. C.: National Commission on Teacher Education and Professional Standards, National Education Association of the United States, 1954).

²*Competent Teachers for America's Schools: Lay-Professional Action Programs to Secure and Retain Qualified Teachers* (Official Report of the Ninth Annual Conference of the National Commission on Teacher Education and Professional Standards held at Albany, N. Y., June 23-26, 1954; Washington, D. C.: National Education Association of the United States, 1954), p. 7.

selective admission and retention of teacher candidates; furthermore, when the persons who are responsible for administering teacher education programs within the institutions participate in a cooperative study of the problem, they would be more inclined to revise the practices in their respective institutions in accordance with the results of the study.

Scope and Limits of the Study

The study was specifically directed toward the development of guidelines suitable for use by the Kentucky teacher education institutions in developing or strengthening their programs of selective admission and retention of teacher candidates. Since the guidelines must be feasible for common use by all Kentucky teacher education institutions, the emphasis was on a general plan of organization rather than on rigid and detailed criteria.

The study dealt with, and was limited to, the selective admission and retention aspects, of the four-year undergraduate program of teacher preparation for elementary and secondary classroom teachers. The study was not related to the general admissions procedures of institutions but rather with the procedures which commence after general admission and continue throughout the remainder of the teacher candidate's career up to the point of graduation and the institutional recommendation to the state agency for teacher certification and the institutional recommendation for job placement.

Relation to Previous Studies in the Field

A review was made of the literature considered pertinent to the various aspects of the selection program, including recruitment, teacher effectiveness, teacher characteristics, devices and techniques for predicting teaching success, and practices in teacher education institutions. Because of the great number of studies dealing with these various topics the reviews of the more important works have been supplemented by information from the well-known summaries made by Barr, Mitzel, Fattu, Ryans, and by Getzels and Jackson.

Teacher Recruitment

Page made a survey and analysis of teacher recruitment policies and practices on both the state level and the national level. As one trend in teacher recruitment, he stated:

There is evidence that state and national programs are increasingly emphasizing broad comprehensive approaches combining elements of both indirect and direct recruitment.

Greater emphasis is being placed on high standards and approaches to recruitment which emphasize selectivity and quality.¹

Page noted the sporadic assistance and enthusiasm for recruitment by the various local, state and national civic organizations, but indicated that these voluntary organizations could not be depended upon to maintain a high degree of commitment for teacher recruitment on a long-term basis. For sustained long-term efforts, Page noted:

A particular strength of the TEPS, FTA, and Student NEA approaches to recruitment would appear to be the organizational structure they provide for a continuous long-term attack upon this problem.²

He also reported a trend toward more coordination for teacher recruitment on a statewide basis:

There has been recent increase in the number of states providing statewide co-ordination for their recruitment programs. Responsibility for recruitment is being fixed at the state level either through clear assumption of such responsibility by the state education association and its TEPS commission, by the state department of education, or, co-operatively, by both. The trend is toward the assignment of full-time professional directors to the problems of co-ordination of recruitment at the state level³

Criteria for Teacher Effectiveness

Studies of teacher effectiveness and the prediction of teacher effectiveness have suffered from the lack of dependable criteria for the identification of effective teaching. In commenting on the numerous unproductive research studies on this topic, Mitzel states: "More than a half-century of research effort has not yielded meaningful, measurable criteria around which the majority of the nation's educators can rally."⁴ According to Mitzel, a partial explanation may lie in the fact that for the past fifty years most research has been based on the assumption that teaching competence is a unitary trait, whereas evidence is now growing in support of a multidimensional view of teaching effectiveness.

¹Jerome M. Page, "Organization for Teacher Recruitment," *Journal of Teacher Education*, X, No. 2 (1959), p. 155.

²*Ibid.*, p. 155.

³*Ibid.*, p. 155.

⁴Harold E. Mitzel, "Teacher Effectiveness," *Encyclopedia of Educational*

Studies have been conducted using the "products" of learning as the criteria of teacher effectiveness; for example, the growth shown by pupils' scores on achievement tests. This approach requires a judgment in the selection of those evidences of learning which are considered "good" or "desirable." In this connection, Rabinowitz and Travers stated:

There is no way to discover the characteristics which distinguish effective and ineffective teachers unless one has made or is prepared to make a value judgment. The effective teacher does not exist pure and serene, available for scientific scrutiny, but is instead a fiction in the mind of men. No teacher is more effective than another except as someone so decides and designates . . .¹

It has been demonstrated that administrators' ratings of teacher effectiveness are not dependable as criteria because of the differing notions about what constitutes good teaching. Guba and Bidwell concluded that "the accurate prediction of a given principal's rating of a given teacher's effectiveness will depend as much upon knowledge of the former's frame of reference as upon the latter's behavior."²

Some workers have reasoned that pupils should be able to rate their teachers since they have the greatest opportunity to become familiar with the teachers' classroom performances. After a review of the results of studies using pupil rankings, Bryan recommended student reactions, as obtained by an outside agency, as the best indicator of teacher effectiveness now available—except in the early grades.³ Other workers point out the shortcomings of the pupil ratings, such as the large halo effect noted by Symonds.⁴ Barr and

¹W. Rabinowitz, and R. M. W. Travers, "Problems of Defining and Assessing Teacher Effectiveness," *Educational Theory*, III (1953), as quoted in Nicholas A. Fattu (Manuscript), William J. Ellena, Margaret Stevenson, and Harold V. Webb (Editors), *Who's a Good Teacher?* (Washington, D. C.: The American Association of School Administrators, The Department of Classroom Teachers of the NEA, and The National School Boards Association, 1961), p. 37.

²E. G. Guba and C. E. Bidwell, *Administrative Relationships* (Midwest Administration Center Studies in Educational Administration; Chicago: University of Chicago, 1957).

³R. C. Bryan, *Student Reactions and Merit Salary Schedules* (Faculty Contribution Series), Western Michigan University School of Graduate Studies, Series IV, No. 2 (Kalamazoo: The University, 1958), as reported in New York State Teachers Association, "Progress Report on Continuing Survey of Research on Teacher Evaluation," *Research Service Special Memo* (Albany, N. Y.: The Association, 1959).

⁴P. M. Symonds, "Teaching as a Function of the Teacher's Personality," *Journal of Teacher Education*, V (1954), 79-83.

Jones used the following language to describe where we now stand in attempts to rate teaching effectiveness:

... researchers continue to find low correlations among the more important sources of criteria such as supervisory ratings, measures of pupil growth and achievement, pupil evaluations and teacher tests of what are thought to be fundamental knowledge, attitudes and skills.¹

It is instructive, nevertheless, to review certain studies which have attempted to find correlates of teacher effectiveness that could also be used as predictive devices.

The Search for Predictive Instruments for Teaching Success

Getzels and Jackson have reviewed and analyzed more than 150 studies dealing with the relationship between teaching success and such characteristics as attitudes, values and interests, adjustment, personality factors, reactions to projective techniques, and cognitive abilities.² Some of the more pertinent and illustrative of the studies are discussed in the following paragraphs.

The Minnesota Teacher Attitude Inventory has emerged from investigations carried on by its authors over a period of ten years.³ It is designed to measure those attitudes of a teacher which predict how well he will get along with problems in interpersonal relationships and indirectly how well satisfied he will be with teaching as a profession. More than fifty research studies using this instrument have been reported in the literature since its development and publication in 1951. Many studies confirm the usefulness of the Minnesota Teacher Attitude Inventory in selected situations, but it is not recommended as a predictive tool in teacher selection because of its susceptibility to faking. Sandgren and Schmidt flatly state that, "The MTAI cannot be used to predict probable success in teaching . . ."⁴ Coleman concluded, "Use of the MTAI as a major factor

¹A. S. Barr and Robert E. Jones, "The Measurement and Prediction of Teacher Efficiency," *Review of Educational Research*, XVIII (June, 1958), pp. 256-264.

²J. W. Getzels and P. W. Jackson, "The Teacher's Personality and Characteristics," *Handbook of Research on Teaching*, ed. N. L. Gage (Chicago: Rand McNally & Company, 1963), pp. 506-576.

³W. W. Cook, C. H. Leeds, and R. Callis, *The Minnesota Teacher Attitude Inventory* (New York: Psychological Corp., 1951).

⁴D. L. Sandgren and L. G. Schmidt, "Does Practice Teaching Change Attitudes Toward Teaching?" *Journal of Educational Research*, XLIX (1956), 679, quoted in Getzels and Jackson, *Handbook of Research on Teaching*, p. 521.

in hiring a teacher or accepting a student for teacher training would not seem warranted in light of the instrument's susceptibility to faking."¹

The California F Scale was developed to measure the F syndromes in authoritarianism character structure. A number of studies have applied the scale to teachers. A study by McGee suggested that "teachers' classroom behavior on an Authoritarian-Equalitarian dimension can be predicted with fair accuracy from scores on the F-Scale."² McGee also found that as a group, teachers are less author-

Attempts have also been made to correlate results on such instruments as the Allport-Vernon-Lindzey Study of Values, the Kuder Vocational Preference Record, and future success in teaching. In reviewing several studies of the Allport-Vernon-Lindzey Study of Values, Getzels and Jackson conclude, "... The Usefulness of this instrument for discriminating between good and poor teachers on the criterion of classroom performance still needs to be established."³ In summarizing similar studies of the Kuder Vocational Preference Record, Getzels and Jackson state:

Nearly everyone argues that his Kuder data might be wisely used for guidance purposes, but no one gives any reason for the nature of his particular findings, or any reason why his findings are different from those of others.⁴

One explanation for the shortcomings of the use of interest inventories for the prediction of teaching success is given by Getzels and Jackson:

Researchers often assume teaching to be a unitary interest and do not differentiate prospective teachers by subject matter or by teaching level. They indiscriminately lump students in education without regard to their teaching objectives and pool the obtained data, thus averaging out differences in interest that might exist.⁵

¹W. Coleman, "Susceptibility of the Minnesota Teacher Attitude Inventory to 'faking' with Experienced Teachers," *Educational Administration and Supervision*, XL (1954), 236, quoted in Getzels and Jackson, *Handbook of Research on Teaching*, p. 521.

²H. M. McGee, "Measurement of Authoritarianism and Its Relation to Teachers' Classroom Behavior," *Genetic Psychology Monographs*, LII (1955), 144, as quoted in Getzels and Jackson, *Handbook of Research on Teaching*, p. 523. itarian than adults of similar status.

³Getzels and Jackson, *Handbook of Research on Teaching*, p. 527.

⁴*Ibid.*, p. 528.

⁵*Ibid.*, p. 531.

In a study using the Strong Vocational Interest Blank, Blum concluded,

... On the secondary level at least there are sharp differences in the interest of various subject matter teachers. Any unity of interest which their common participation in teaching should include is not revealed.¹

Many attempts have been made to relate the personal adjustment of a teacher or a prospective teacher to teaching effectiveness. Perhaps the most widely used device in these attempts has been the Minnesota Multiphasic Personality Inventory. In one study Lough concluded:

... the MMPI has little or no value in educational selection; it is not a useful instrument for differentiating between those who are more suited for one occupation than another.²

In a review of Lough's study along with those of Blum, and of McLean, Gowan and Gowan, it was concluded by Getzels and Jackson that considered as a group the studies offered little encouragement to researchers seeking to discriminate between teachers and non-teachers with the standard MMPI scales.³

In a rather intensive examination of the problem of prediction from personality instruments Tyler used three instruments—the MMPI, the Heston Personal Adjustment Inventory, and the Johnson Temperament Analysis—and compared scores made by student teachers with their supervisor's ratings on selected characteristics.⁴ A refined analysis of the data was made using a number of multivariate techniques—including multiple regression equations, discriminant functions, generalized distance functions, and multiple critical scores. No combination of variables were found to successfully distinguish the "high" from the "average" students in any of the criterion groups.

¹L. P. Blum, "A Comparative Study of Students Preparing for Five Selected Professions Including Teaching," *Journal of Experimental Education*, XVI (1947), 55, as quoted in Getzels and Jackson, *Handbook of Research on Teaching*, pp. 530-531.

²Orpha M. Lough, "Women Students in Liberal Arts, Nursing, and Teacher Training Curricula and the Minnesota Multiphasic personality Inventory," *Journal of Applied Psychology*, XXXI (1947), 444, as quoted in Getzels and Jackson, *Handbook of Research on Teaching*, p. 535.

³Getzels and Jackson, *Handbook of Research on Teaching*, p. 536.

⁴F. T. Tyler, "The Prediction of Student-Teaching Success from Personality Inventories," *University of California Publications in Education*, XI (1954), 233-242, as reported in Getzels and Jackson, *Handbook of Research on Teaching*, pp. 543-545.

Michaelis followed the same general pattern of study as Tyler but modified the design by adding nine clinical scales and using only one criterion group. His results were no more promising; he concluded, "None of the scales included in the MMPI . . . were found to have a significant relation to rated success of university graduate students enrolled in elementary school student teaching."¹ It is significant that Michaelis complained of the need for basic information about the personality traits and characteristics of normal persons who choose teaching as a profession. It is noted that the Ryans series of studies described below began with an attempt to identify the actual characteristics of teachers on the job.²

Another psychological instrument called the Sixteen Personality Factors Test, which was developed by Cattell in the Laboratory of Personality Assessment and Group Behavior at the University of Illinois, may offer promise in relating teacher personality to teaching success. The instrument is based on an extensive program of theoretical and empirical work by Cattell and his associates. Getzels and Jackson state that, "Too little has been done with the Sixteen Personality Factors Test with teachers as subjects . . ."³ and they point out some advantages of this instrument over other measures of personality.

Attempts have also been made to determine the usefulness of projective techniques in teacher selection using such instruments as the Rorschach Test and the Thematic Apperception Test. A study by Symonds and Dudek gives some encouragement in the use of the Rorschach technique, but it concludes, ". . . the trouble is not with the Rorschach, which presents a faithful picture of the many sided aspects of personality, but of knowing which of the aspects are crucial in determining the kind of teacher a person will be."⁴ Here again the need for defining the teaching process is encountered. It should be noted that these conclusions were based on small samples of teachers.

¹J. U. Michaelis, "The Prediction of Success in Student Teaching from Personality and Attitude Inventories," *University of California Publications in Education*, XI (1954), 473, as quoted in Getzels and Jackson, *Handbook of Research on Teaching*, p. 545.

²See below, pp. 14-15.

³Getzels and Jackson, *Handbook of Research on Teaching*, p. 553.

⁴P. M. Symonds and Stephanie Dudek, "Use of Rorschach in the Diagnosis of Teacher Effectiveness," *Journal of Projective Technique*, XX (1956), 233-34, as reported in Getzels and Jackson, *Handbook of Research on Teaching*, p. 557.

Researchers using the Thematic Apperception Test have reached contradictory conclusions according to Getzels and Jackson,¹ who made this observation after reviewing the work of Ohlsen and Schultz, of Oelke, and of Sheldon, Coale, and Copple. Consequently, no application has yet been found for the TAT in teacher selection.

Relation of Selected Traits to Teacher Competence

In order to help bring what is known about teacher competence into focus, three associations, the American Association of School Administrators, the Department of Classroom Teachers of the National Education Association, and the National School Boards Association, joined together to study the cluster of complex questions about teacher competence. The first work was done by Fattu, who summarized the available research on the relationship of the following factors to teacher effectiveness: intelligence, knowledge of subject matter, scholarship, educational background, age and experience, professional knowledge, cultural background, socio-economic background, teaching attitude and interest, and voice and speech characteristics.

Fattu states that "In general, there appears to be only a slight relationship between intelligence and *rated* success of an instructor."² He hastens to point out, however, that teachers have already been selected on the basis of intelligence and that within the range of scores characteristic of teachers no crucial differences have been shown. In the same vein, Fattu continues, "As was true with intelligence, within the range of knowledge represented by those who have been selected as teachers, knowledge of subject matter does not appear to be a major factor in teaching performance."³

With respect to scholarship, Fattu summarizes, "Good grades in college and effective teaching appear to be consistently related."⁴ But he says, "No investigator has shown that the attainment of a particular standing in high school or college or the mastery of any single course or group of courses is essential to teaching competence."⁵

¹Getzels and Jackson, *Handbook of Research on Teaching*, p. 557.

²Nicholas A. Fattu (Manuscript), William J. Ellena, Margaret Stevenson, and Harold V. Webb (eds.), *Who's a Good Teacher?* (Washington, D. C.: The American Association of School Administrators, The Department of Classroom Teachers of the NEA, and the National School Boards Association, 1961), p. 22.

³*Ibid.*, p. 23.

⁴*Ibid.*, p. 23.

⁵*Ibid.*, p. 23.

There is evidence that teachers who have had professional preparation are more effective than those who have not—Turner and Fattu found significant differences between those who had completed a methods course and those who had not; those who had an education degree and those who had a liberal arts degree; those who had one year of experience and those who had none. The differences were in favor of those with the greater professional knowledge.¹

In his summary he found no substantial evidence of a significant relationship to teaching effectiveness of cultural background, socio-economic status, sex, marital status, teaching aptitude, teaching attitude, or job interest. He did not deny that significant relationships exist but rather he pointed out that research has thus far failed to produce conclusive results.

Significant Teacher Characteristics Studies

Mention has been made of the use of product criteria; that is, using the products of the teaching process as criteria. Several significant efforts have been made using the teaching process itself as the criteria. These approaches use some theory of the teaching process which can be translated into observable actions and conditions within the classroom, the assumption being that teachers who are in closest conformity to the theoretical ideal are the most effective. Reliability is achieved by the use of standardized rating scales, thorough orientation of the observers, and multiple observations over a prolonged period of time. The use of process criteria can be illustrated in the scheme developed in Flanders²

Flanders reported that when teachers provided more flexible patterns of influence and adapt their behavior to fit the various types of learning situations that occur in a classroom, there was more student achievement and better attitudes toward the teacher and toward the class work. However, he discovered that many teachers were unaware of their own behavior in the classroom. He developed a process called interaction analysis, for determining the extent to which teachers and pupils interact in the classroom and for appraising the degree of flexibility in the classroom.

¹R. L. Turner and N. A. Fattu, *Problem Solving Proficiency Among Elementary Teachers: I. The Development of Criteria*, Monograph of the Institute of Educational Research (Bloomington: Indiana University, May, 1960).

²Ned A. Flanders, "Interaction Analysis and Teacher Education," *Recent Research and Development in Teacher Education*, Proceedings of the Thirty-First Annual Conference on Teacher Education at the University of Minnesota, December, 1960, pp. 30-41.

Using the Flanders scheme, Wilk and Edson had a team of observers rate student teachers on the interaction analysis scale and then they compared the results with the teaching performance ratings made by the supervising teachers. They concluded:

The student teaching supervisors and the research observers, that is, the experts and the trained observers, exhibited a high degree of general agreement when rating either personality variables or judging classroom performance.¹

Wilk and Edson also reported some support for predicting the desirable teacher-pupil interaction in student teachers from a combination of the sophomore grade point standing and the scores on the Minnesota Teacher Attitude Inventory.

Perhaps the most extensive research relating to teacher candidate selection was The Teacher Characteristics Study by Ryans. During the ten-year period 1948 to 1958, approximately one hundred separate researches were carried out, involving over six thousand teachers in seventeen hundred schools and four hundred fifty school systems. Ryans states that the needs prompting the research were:

1. The need for the accumulation of evidence permitting extension of understanding of the personal, social, and intellectual attributes of persons who teach in the schools, and perhaps contributing to the development of teacher behavior theory and to the improvement of teacher education.
2. The need for procedures for appraising certain characteristics of prospective teachers before or during preservice training and at the time of employment by school systems to help improve teacher selection and assignment.²

With respect to the second need stated above, Ryans began by using carefully trained observers to study teachers in the classrooms in order to discover patterns of teacher behavior and associated pupil behavior. For this purpose descriptive scales for recording teacher behavior were developed. From these observations there emerged certain patterns of behavior made up of clusters of separate behavioral traits. Ryans then used these patterns of behavior which were de-

¹Roger E. Wilk and William H. Edson, *A Study of the Relationship Between Observed Classroom Behaviors of Elementary Student Teachers. Predictors of Those Behaviors, and Ratings by Supervisors* (Minneapolis: University of Minnesota, 1962).

²David G. Ryans, *Characteristics of Teachers* (Washington: American Council on Education, 1960), p. 9.

scriptive of teachers and compared them to certain background variables for correlation. He also compared the characteristics of teachers who were rated by principals as being superior or inferior, using the teacher characteristics patterns. In other comparisons, pupil gains as determined by pretest and posttest measurements were related to the teacher characteristics patterns. Subject to the limitations of the investigation, Ryans summarized the results as follows:

For elementary and secondary teachers combined, some of the more notable characteristics which distinguished the high group from the low and the low group from the high are those which follow.

There was a general tendency for high teachers to: be extremely generous in appraisals of the behavior and motives of other persons; possess strong interest in reading and literary affairs; be interested in music, painting, and the arts in general; participate in social groups; enjoy pupil relationships; prefer nondirective (permissive) classroom procedures; manifest superior verbal intelligence; and be superior with respect to emotional adjustment. On the other hand, low teachers tended generally to: be restrictive and critical in their appraisals of other persons; prefer activities which did not involve close personal contacts; express less favorable opinions of pupils; manifest less high verbal intelligence; show less satisfactory emotional adjustment; and represent older age groups.¹

Beery, using an adaptation of the rating scale developed by Ryans, studied the effectiveness of beginning teachers having professional preparation and regular teacher certification in comparison with beginning teachers who were paired insofar as possible except that they lacked varying amounts of the usual professional education preparation required for regular certification.

From the ratings of seventy-six matched pairs of teachers by the observers, Beery concluded: "Completion of the professional sequence of education courses is reflected in more effective teaching, at least during the first year of teaching."² It was further noted that there was no appreciable difference in the ratings given the same teachers by observers who were themselves professional educators and by observers who had other types of professional backgrounds.

¹*Ibid.*, pp. 397-398.

²John R. Beery, *Professional Preparation and Effectiveness of Beginning*

Implications for the Present Study

The present study is directed toward the strengthening of programs of selective admission and retention of teacher candidates in the Kentucky teacher education institutions. These programs are conceived as having several elements ranging from recruitment, selective admission to teacher education, admission to student teaching, final evaluation, job placement, and evaluation of teacher performance on the job.

With respect to recruitment, one comprehensive study pointed to the organized teaching profession of the state and the state education agency for long-term, sustained efforts. The organizations of the Student National Education Association at the college level and the Future Teachers of America at the high school level were considered as effective forces for teacher recruitment. Therefore, the present study should consider means of fostering further growth of the SNEA and the FTA organizations with assistance from both the state education association and the state education agency.

The studies to establish dependable criteria for teacher effectiveness and the studies to find predictive devices for teacher competence have not yielded satisfying results. While some studies tend to support the view that scholarship, knowledge of professional practices and techniques, intelligence, and certain personality traits are associated with success in teaching, these results cannot be accepted as absolutes without more extensive study.

Nevertheless, the forces affecting teacher preparation are tending in the direction of stronger programs of selective admission and retention based upon certain assumptions which are held to be valid for the preparation of quality teachers. Among these forces are the state and national accrediting agencies for teacher education, the organized teaching profession, and the forces of public opinion as expressed in the legislative branches of state government. Among the assumptions which have been made for the preparation of teachers and for the selection of teacher candidates are the following: teacher candidates should have a strong interest in working with children rather than having little concern for children; teacher candidates should be vigorous and possess good physical health rather than be possessed of incapacitating disabilities; teacher candidates should be of high moral and ethical character as opposed to being unprincipled, immoral persons; and teacher candidates should achieve high aca-

ademic standing on college courses as contrasted with below-average academic standing.

A review of the available research reveals that the above assumptions are not positively supported in strength, although several studies tend in the direction of the assumptions. It should be emphasized that the available research does not negate these assumptions. There is room for the conjecture that more positive support for the assumptions might be found when more dependable criteria are established for teacher effectiveness.

In the meantime, the development of programs for the selective admission and retention of teacher candidates is important even though few discriminating measures may be applied in the process. It is conceived that such programs operating in every teacher education institution in the state will provide the means for accumulating a vast reservoir of data which can contribute to the research studies needed. Furthermore, the assumptions now being promoted for teacher candidate selection cannot be tested or evaluated except in the setting of well-organized and well-coordinated programs for teacher candidate selection.

Some pragmatic evidences have accumulated which tend to indicate that some of the assumptions made by the teaching profession are warranted, at least insofar as teacher supply is concerned. In a project which was jointly sponsored by the American Association of Colleges for Teacher Education and by the National Commission on Teacher Education and Professional Standards, Stout studied the selective admissions and retention practices in teacher education in 785 institutions. She ascertained the extent to which the institutions were applying selective criteria and procedures for teacher candidates and then categorized the institutions into "high," "medium," and "low" groups on this basis. Stout found that the 189 institutions which ranked "high" on the basis of the reported extent of their practices of teacher candidate selection were distinctly better producers of teachers, both in terms of graduates in teacher education and in the placement of their graduates in teaching positions. Stout concluded:

The present study provides evidence that programs of selective admission and retention can be justified not only as a means for improving the quality of the product but for actually increasing the supply of qualified teachers. There-

fore, judicious efforts to expand and extend selection admission and retention programs should be greatly increased at once.¹

Individual teacher education institutions across the nation have accumulated several years of experience with an institution-wide program of selective admission and retention of teacher candidates. Scattered reports from several of these institutions indicate satisfaction with the programs. As one example, Stripling and Horton, in 1954, reviewed procedures for selective admission to teacher education at the University of Florida and concluded that under a selective admission program the students improved in quality and increased in numbers.² In a follow-up study of the University of Florida program made by Fordyce in 1958, he concluded: "... The University of Florida continues to have confidence that it [the selective admission program] is one important move in the right direction."³

In conducting the present study, attention was given to the implications noted above for recruitment, for the accumulation of basic data for research purposes, for the testing of assumptions currently in vogue, and for future evaluation of whatever programs are instituted as a result of this study.

Definitions and Terminology Used in This Study

Teacher candidate.—A person who wishes to follow a college curriculum in teacher education.

Teacher education curriculum.—A prescribed program of studies leading to eventual qualification and legal certification for a specific teaching position.

Teacher education institution.—A senior college or university which offers a teacher education curriculum that is approved by the State for teacher certification.

General education.—The portion of the academic preparation which is designed to provide a generally well-rounded or liberal education.

Subject matter concentration.—The portion of the academic prep-

¹Ruth A. Stout, "Selective Admission and Retention Practices in Teacher Education," *Journal of Teacher Education*, VIII, No. 4 (1957), 432.

²Robert O. Stripling and Thomas R. Horton, "Selective Admission to Teacher Education," *Journal of Teacher Education*, V (March, 1954).

³Joseph W. Fordyce, "Admission to Teacher Education," *Journal of Teacher Education*, X, No. 3 (1959), 325.

aration which is designed to provide depth of study or specialization in a specific subject matter field.

Professional education.—The portion of the academic program which is designed to give specific preparation for the professional responsibilities of teaching.

General admission to college.—The point at which prospective students are granted official permission to enroll for college credit at a given institution.

Selective recruitment.—The act of recruiting young people to become teacher candidates, with emphasis on those young people who show the greatest promise of future success in the teaching profession.

Admission to teacher education.—The point in the academic career at which the teacher candidates are given official permission to follow a teacher education curriculum.

Selective retention.—The practice of retaining in the teacher education curricula only those teacher candidates who continue to meet the prescribed criteria at each progressive step in the program.

Selective admission and retention in teacher education.—A more comprehensive term which incorporates the two steps of initial admission to teacher education curricula on the basis of established standards and of retaining in the program only those candidates who continue to meet the prescribed standards at each progressive step in the program.

Procedures

The study began with a survey of the practices of the Kentucky teacher education institutions with respect to the selective admission and retention of teacher candidates. For this phase of the study visits were made to the college campuses for direct interviews with the officials having this responsibility. As a guide to the type of information sought, the accreditation standards for teacher education institutions were used. The visitations were supplemented with data from the self-evaluation reports and the accreditation visitation reports when available. The results were evaluated to give a summary of the actual practices and to identify problem areas.

An analysis was made of the conditions and circumstances which were thought to have implications for selection and admission in teacher education. Analysis was made of the state of readiness of

the teaching profession for participation in the effort, the financial structure for state aid for teacher salaries, developments in teacher certification, the state regulations regarding teacher assignment, trends in teacher supply and demand, trends in the level of academic preparation of teachers, the process of State accreditation of teacher education institutions, the process of accreditation by the National Council for the Accreditation of Teacher Education, the possible influence of the recommendations of the Kentucky Commission on Public Education, the enrollment trends in the Kentucky colleges and universities, and the previous history of attempts to improve teacher candidate selection.

An investigation was made to identify the major professional groups and agencies which are more directly concerned with improving the programs of teacher candidate selection. Several organizations and agencies were selected as being central to teacher education in general and as having a special concern for teacher candidate selection. A search was then made for recommendations, policies, position statements, and the like which had the official sanction of the organization or agency, and which related specifically to the problem.

Following the survey of institutional practices, the analysis of influencing conditions and circumstances, and the investigation of the responsible professional organizations and agencies, the results were reviewed with officials of the State education agency. As a consequence of these discussions, the Chief State School Officer called upon representatives of the teacher education institutions, of the State education association, and of the public school administrators, to join with members of the state education agency staff in a study of ways and means of improving practices in selection and admission in teacher education. These representatives were designated as a State Study Committee on Selection and Admission to Teacher Education Programs. The writer was named secretary and resource person to the committee.

The next phase of the study was the work of the State Study Committee. Full records were kept of the presentations of committee consultants, of the committee discussions, of the reports of sub-committees, and of the materials reviewed by the committee. Tape recordings were made of the full committee meetings and then digested for the official minutes. Proceedings of the committee were prepared in mimeograph form. (A final comprehensive report is in

preparation for publication as one of the series of monthly official bulletins of the state education agency.)

Communication was effected with many Kentucky groups to promote the concept of the high standards approach in teacher education and to relate the particular group to the work of the State Study Committee. These groups included school administrators, local teachers' groups, the junior colleges, the college registrars, the State Board of Education, and others.

On the basis of the information derived from the first three phases of the study and on the basis of the experiences with the State Study Committee, the writer prepared a guide by which the recommendations of the committee could be applied by each teacher education institution in developing its own program of selective admission and retention of teacher candidates. The guide was approved by the State Study Committee and recommended for use by the teacher education institutions. The plan was distributed to the institutions in sequence with a request from the state education agency to prepare written programs of selective admission and retention as provided with the State's guidelines for teacher preparation-certification. Within a period of one year after this request, all of the Kentucky teacher education institutions developed or reviewed their programs and submitted a written plan to the state agency.

As the final phase of the study an analysis was made of the conditions at the end of the three-year period covered by the study; conclusions were drawn and recommendations were made for further strengthening the programs of selective admission and retention of teacher candidates, including suggestions and recommendations for action by the state education association, the local teachers' groups, the public school administrators, the state education agency, as well as the teacher education institutions.

CHAPTER II

**SURVEY OF KENTUCKY INSTITUTIONAL PRACTICES
IN SELECTION AND ADMISSION TO TEACHER
EDUCATION IN 1959-60 WITH RESPECT
TO THE MAJOR RESPONSIBILITIES
IDENTIFIED IN THE ACCREDITATION
STANDARDS**

Purposes, Procedures, and Introductory Statements

During the spring of 1960, a survey was made of the practices in selection and admission to teacher education programs being observed by the Kentucky teacher education institutions during the 1959-60 school year.

The purpose of the survey was to establish a starting point for an effort to improve practices in the selective admission and retention of teacher candidates by identifying the strengths and weaknesses of the existing programs.

All of the Kentucky teacher education institutions offering four-year programs of preparation accredited by the State Department of Education were included in the survey except one special purpose institution which offered only one curriculum pattern in business education for secondary teachers.

The data for the survey were collected in the main from personal visitations to the college campuses for interviews with the appropriate officials. The writer visited seventeen institutions during the spring semester, 1960, and he participated on prior accreditation visits of the other five institutions. Data recalled from the accreditation visits were verified and supplemented by further communication with the institution officials. Following is the list of the institutions included in the survey:

Name of the Institution	Location of the Institution
Asbury College	Wilmore
Bellarmino College	Louisville
Berea College	Berea
Brescia College	Owensboro
Campbellsville College	Campbellsville
Centre College	Danville

Name of the Institution	Location of the Institution
Cumberland College	Williamsburg
Eastern Kentucky State College	Richmond
Georgetown College	Georgetown
Kentucky State College	Frankfort
Kentucky Wesleyan College	Owensboro
Morehead State College	Morehead
Murray State College	Murray
Nazareth College at Louisville	Louisville
Pikeville College	Pikeville
Transylvania College	Lexington
Union College	Barbourville
University of Kentucky	Lexington
University of Louisville	Louisville
Ursuline College	Louisville
Villa Madonna College	Covington
Western Kentucky State College	Bowling Green

The visitations were supplemented by reviewing accreditation reports which were available for twelve of the twenty-two institutions. These accreditation reports included the institutional self-evaluation report, followed by the written report of a visiting evaluation committee. The catalogs of the institutions were also reviewed.

The practices in selection and admission to teacher education programs were studied in terms of the standards for the National Council for the Accreditation of Teacher Education. These standards have been adopted by the Kentucky State Board of Education to be used for state accreditation of teacher education institutions along with supplementary standards developed in Kentucky. Section III of the NCATE standards provided the outline for describing the practices in selection and admission:

The major student personnel responsibilities of an institution relate to: (1) informing students about teaching, (2) admission to and retention in teacher education curricula, (3) advising and registration, and (4) records and placement.¹

Once the visitations were begun, it became immediately apparent that the institutions generally were unable to furnish the types of data needed for an objective, detailed evaluation of their programs of selective admission and retention in teacher education. The char-

¹*Standards and Guide for Accreditation of Teacher Education* (Washington, D. C.: National Council for Accreditation of Teacher Education, 1958), p. 8.

acter of the survey necessarily shifted to a study of those major elements of the programs which could be determined objectively and which portend for the operation of sound programs of selection and admission to teacher education. Before visiting the institutions the initial communication was made with the academic dean who then arranged the interviews with the person or persons responsible for admission and selection to teacher education at the institution.

Survey of Institutional Practices with Respect to the Four Major Student Personnel Responsibilities

Responsibility: Information About Teaching

The NCATE Statement on this responsibility reads as follows: Institutions that prepare teachers, whether single or multiple purpose in type, should make provisions for informing secondary and college students about the nature of the teaching profession, requirements for entry, and the teacher education program offered by the institution.¹

All of the institutional officials indicated that some provisions were made at their respective institutions for carrying out this responsibility. The procedures reported were very much the same from one institution to another; that is, students were informed about teaching and about the teacher education program through student assemblies and through the faculty advisement system.

Five institutions reported that supplementary written materials regarding the nature of the teaching profession have been prepared for students. In the other seventeen institutions no supplementary written material on the nature of the teaching profession has been prepared specifically for either the students or the faculty advisers. The five institutions having special written material regarding the teaching profession also had similar information available for other vocational choices. One of the institutions has prepared a separate brochure relating to the advantages of a teaching career.

An examination of the college catalogs for the twenty-two institutions reveals that eighteen catalogs made general references to teaching but four made no reference at all except for a listing of the professional education courses offered. Also, of the twenty-two institutions' catalogs, thirteen made no reference whatsoever to a process of selection and admission to the teacher education cur-

¹*Ibid.*, p. 8.

riculum, three indicated that there was a screening process before admission to supervised student teaching, and seven indicated that there was a program of selection and admission to the teacher education curricula as well as to student teaching. Generally, the references to the program of selection and admission gave no details of the requirements.

With respect to the Kentucky teacher education institutions for the 1959-60 school year, it can be stated that generally there was no written material prepared specifically for teacher education students as an outline of goals or objectives for the teacher education program. Nor was there written material prepared for advisers giving them up-to-date information about the teaching profession.

It was evident that one of the gaps in providing information about teachers and about teaching was the lack of an accurate written description of the teaching profession, the opportunities in the teaching profession, the prerequisites for entering the profession, and the program of preparation for teaching. Students were subjected to the various notions held about the teaching profession by the faculty advisers and the other persons whom they consulted. At a time when the status of the teaching profession in Kentucky was changing rapidly, the students had no reliable image of the profession nor did they have a reliable guide to the requirements for the profession.

In a study of the characteristics of students in teacher education and the factors influencing their occupational choices, Phipps, using the data from a sampling of two thousand fifty-seven teacher education students in fourteen Kentucky teacher education institutions in the 1954-55 school year, made the following statement:

Even though at least 53% of the candidates had decided on teaching before entering college, many more probably would have made the decision at that level had adequate guidance been provided. The conclusion is based on the fact that fewer than one in four revealed that he either had received systematic guidance or a course in occupations during high school. Furthermore, as a reason for the selection of the teaching profession, "guidance in high school" was an insignificant factor. "Guidance in college" was considered just as ineffective. It is apparent that more efficient vocational guidance should be provided in high school and at least through the early stages of college, as well, than is now being provided.¹

¹Curtis Phipps, "The Characteristics of Students in Teacher Education and the Factors Influencing Their Occupational Choices" (unpublished Ed. D. dissertation, Graduate School, University of Kentucky, 1955), p. 146.

The survey showed little evidence of change in the findings of Phipps during the intervening period.

**Responsibility: Admission to and Retention
in Teacher Education**

The NCATE standards include the following statements on this responsibility:

An institution should have a plan of selective admission which offers reasonable assurance that only persons of professional promise are prepared and recommended for entry into the teaching profession. . . . Whatever the plan, the institution should state it as a matter of public record and should follow it.¹

At thirteen of the twenty-two institutions, it was readily conceded that there was no written plan stated as a matter of public record. Representatives of nine institutions indicated that there was a written plan but raised a question regarding the meaning of the phrase "stated as a matter of public record." These officials indicated that there was no secret about their plans and that they were readily available to faculty and students but not written as public presentations of the institutional practices.

Of the thirteen institutions which conceded that there was no written plan, ten institutions stated that there was nevertheless a plan of admission to teacher education in effect and in operation. The remaining four institutions stated that the practices in teacher education were handled by the regular faculty advisement system.

Responsibility: Advising and Registration

The NCATE standard on this responsibility reads as follows: Every student who prepares to teach should at some point be admitted to a teacher education curriculum and once admitted should be expected to pursue that curriculum in an orderly manner. Once the student is admitted to a teacher education curriculum, his registration should be such that he is readily identified as a person preparing to teach.²

It was found that of the twenty-two teacher education institutions, eleven practiced some plan of admission to the teacher education curriculum, involving application by the student and official action by a designated committee. Six institutions designated a point

¹*Standards and Guide for Accreditation of Teacher Education* (Washington, D. C.: National Council for Accreditation of Teacher Education, 1958), p. 9.

²*Ibid.*, p. 9.

of entrance to the teacher education curriculum but with no formal action other than by the faculty adviser. The remaining five institutions provided for a point of admission at the time application was made for student teaching; however, it was noted that curriculum contracts for these students were usually made at the beginning of the junior year.

All institutions reported that there was no difficulty in identifying teacher education students from their records.

It was apparent that in nearly all teacher education institutions the curriculum was arranged so that there was a point near the end of the sophomore year, or at the end of the freshman year, at which the professional education curriculum was begun. At some institutions this point was an occasion for a formal application by the teacher candidate for admission to the teacher education curriculum, and the application was processed by a special committee and a formal decision rendered. At other institutions this point was merely an occasion for the student to become officially identified in the college records as a teacher candidate with no further effort on his part. At all institutions this point seemed to be the occasion for working out a curriculum plan for the next two years to ensure the completion of all graduation requirements.

Responsibility: Records and Placement

A unified system of records should be established for all persons preparing to teach. . . . and should be readily available for use by faculty members concerned with the students.¹

The institutions were found to be following a variety of practices in the record keeping for teacher education students: cumulative records on every teacher education student maintained and filed in the department of education; cumulative records maintained by the respective faculty advisers and kept in their offices; cumulative records maintained and filed in the central student personnel office of the institution; all records kept in the office of the registrar.

Wide variations were also found in the type and quantity of material maintained for teacher education students by the institutions. No attempt was made to judge the adequacy of the folder material or the extent to which it was used.

General Observations

While no attempt was made to rank the teacher education institutions according to an evaluation of their practices in selective admis-

¹*Ibid.*, p. 9.

sion and retention of teacher candidates, it must be pointed out that nine institutions were able to show considerably more tangible evidences of the operation of their programs. The practices at these nine institutions were characterized by:

1. Fixed responsibility for admission and selection, with either a special committee or a designated official of the college.
2. Well-defined procedures, written in quantity and available to everyone.
3. A set of forms in use along with a system of cumulative record keeping.
4. Evidences of adequate communication among the faculty members responsible for the operation of the program, and also among the other faculty members who contribute information from time to time.
5. Evidence of continuous evaluation of the effectiveness of the program, at least to the extent of making revisions in the program from time to time.
6. Total staff involvement at certain intervals to discuss the operation of the total program.
7. A record of several years' experience in operation.

It is quite possible that the programs in several other institutions would compare favorably with those of the nine institutions referred to above; however, it is difficult to accept such an assumption without more tangible evidence. These institutions should therefore be alerted to the fact that they must find more adequate means of communicating their practices to outside observers such as those who might participate on an accreditation visit to their respective institutions.

Generally speaking, the institutions which have highly organized systems of student personnel services made definite provisions for the selective admission and retention of teacher candidates, while the institutions having a minimum of student personnel services suffered by comparison with respect to practices in the selective admission and retention of teacher candidates.

**Selected Practices Observed in Kentucky Teacher
Education Institutions with Respect
to Selection and Admission in
Teacher Education—1959-60**

Each of the practices listed below were reported by one or more of the Kentucky teacher education institutions. In each instance, the

college officials were positive about the value of the practice to the process of selective admission and retention of teacher candidates.

Pre-admissions counseling.—Before the freshman student comes to college and before a decision is made on his admission to college, the prospective students and their parents are encouraged to participate in pre-admissions testing and counseling.

Parents invited to freshman orientation.—During freshman orientation, parents are interviewed in relation to the academic career in which the students will be engaged.

Students appraised before class scheduling.—Entering freshmen are given placement tests during an orientation period and the test scores are available before class registration. Special sections of classes in various subjects such as English and mathematics are set up for students whose score and high school record place them in certain categories.

Comprehensive personnel services for all students.—There is a guidance and counseling system for all students which gives complete informational services about the total college program with additional attention to any specific questions raised by the student.

Testing program at sophomore level.—A comprehensive examination is given near the end of the sophomore year which covers the various areas of general education. These tests are used as a basis for determining the future academic program of the student. Attention is given to any particular strength exhibited on the examination as a possibility for future specialization. Areas of particular weakness may be designated for strengthening by additional course work or other remedial action.

Formal admissions procedure for the teacher education curriculum.—A formal application is required for admission to teacher education at a point near the end of the sophomore year. The application is reviewed by a committee set up for this purpose. In making a decision on the application, the committee has access to the cumulative records of the student which include the entire academic record from high school and two years of college; scores on entrance tests, placement tests, and other tests taken by the student; rating scales which have been filled in by faculty members; the student's autobiography; other personal data such as his reasons for wanting to enter the teaching profession; personal recommendations from the high school principal and/or high school teachers and/or others, and so on.

Special brochure of information about teaching.—A special brochure is distributed which outlines some of the important aspects of the teaching profession as a career including the various job opportunities, current salary levels, preparation levels required, and so on. The brochure also includes a list of the characteristics or competencies desired in a candidate for the teaching profession. These competencies can be used as goals by which the student may evaluate his potential and by which the student may evaluate his progress throughout the preparation program. Information is also given on the teacher education curriculum and procedure for certification.

Regular review of student progress by adviser.—As a regular procedure, the designated faculty adviser makes a review of the student's progress at the end of each regular rating period to determine whether the student's progress is satisfactory. The teacher education students are identified and all faculty members make periodic reports on the students who are in their classes.

Positive help for remedial cases.—Students whose over-all potential is promising but who show a weakness in one or more remedial areas are assisted in overcoming this weakness or in removing the deficiency for their program. This process is a positive program by the college which goes beyond the mere identification of the weaknesses which bar the student from favorable consideration in continuing his preparation for teaching.

Assessment of proficiency in teaching specialty required.—There is participation in the decision on admission to teacher education and for retention in the program by the professors in the academic departments; in particular, when a student is specializing in a particular subject area, the head of the respective department must join in the approval for admission to student teaching. The recommendation is based on personal knowledge of the student, the academic record as shown by the grades, a comprehensive examination in the subject, or ratings of the various professors with whom the student has studied.

**Problems Identified in a Study of the
Practices of Selection and Admission
in Kentucky Teacher Education
Institutions—1959-60**

Uncertainty among some college officials about the prerogatives of the institution to deny admission to a teacher education program.—Among some private institutions the officials expressed a feeling of

responsibility to the individual applicant. They raised questions about how anyone can be certain that such and such individual will be unsuccessful as a teacher and should therefore be screened out. More than one official compared the process to "playing God" with someone's life. In state-supported institutions there were occasional questions about the prerogative of any tax-supported institution to deny admission to teacher education. At these institutions the general practice has been that admission to the freshman class was tantamount to admission to teacher education; consequently, the thinking was in terms of a decision being made at the point of admission to college rather than in terms of a decision being made at a later date for admission to the teacher education curriculum.

Generally no provisions for guidance or counseling beyond the usual faculty advisement system.—The faculty advisement system was generally overloaded. The main function performed was the checking of courses which would meet the graduation requirements. There were few provisions for professional help in personal counseling, academic counseling, or for providing occupational information needed as a basis for making occupational choices.

Lack of informational services about teaching.—Few institutions have developed any type of written material which outlines for the prospective teacher the goals or objectives of the teacher education curriculum or which gives up-to-date information on the teaching profession.

Lack of clear-cut information on teacher selection program.—Several institutions claimed to observe a process of selection and admission to teacher education but lacked the objective evidences to communicate the adequacy of their programs to an outside observer.

Selective admission not always made on basis of standards.—While most institutions had a point near the end of the sophomore year or at the beginning of the junior year where academic programs were outlined leading to graduation, there was little emphasis on this being a point of admission to a professional curriculum. Except for the few institutions which had a formal plan of admission to teacher education at this point, the matter of screening for the profession occurred only incidentally, and was usually a matter of the individual opinion of the faculty adviser or perhaps the joint opinion with the faculty adviser and the dean of the college, rather than with a committee designated for this purpose. There seemed to be a lack of commit-

ment to the notion that rigid practices in selection and admission to the teacher education curriculum are desirable. While most of the individual faculty members and administrative officers readily agreed that such a program was desirable, this feeling was seldom translated into the formal objectives and operating procedure of the institutions.

Preference for concurrent development of institutional programs.—There was still a reluctance at some institutions to take any drastic steps with respect to selection for teacher education unless the neighboring institutions did likewise. Although the enrollment projections across the nation predict overflowing enrollments at the college level in the years to come, there was still considerable competition among institutions for student enrollment.

Need for information on program planning.—While agreeing that practices in selection and admission to teacher education should be strengthened, several college officials questioned how this could be done. They referred to the wealth of material "preaching" about more rigorous standards for the teaching profession but stated that they could find very little useful information on how such a goal could be implemented.

Summary and Recommendations

A survey was made during the second semester 1959-60 of the practices in selective admission and retention of teacher candidates in the twenty-two Kentucky teacher education institutions, using as a general guide the state standards for accreditation which include the standards of the National Council for the Accreditation of Teacher Education. Nine of the twenty-two institutions compared favorably with most of the objective factors mentioned in the standards.

Institutional officials, while generally endorsing the notion of a program of selective admission and retention of teacher candidates, nevertheless expressed reservations about instituting such a program. These reservations may be summarized in the form of questions: When a teacher-candidate passes his course work satisfactorily, what right does the institution have to prescribe additional qualifications? How can a tax-supported institution discriminate among applicants for any curriculum that is offered? Why be so selective at a time when there is such a shortage of teachers? How can we be selective as long as the state certifies on an emergency basis the candidates that we reject? How can we be selective unless our neighboring institutions follow a similar plan? How can a program of selective admission and

retention be developed when the available research in this area is so limited?

On the other hand, several institutions appeared to have reconciled these questions with respect to their own programs of selection and admission to teacher education.

There was keen interest expressed in the selection and admission phase of teacher education by the personnel in the Kentucky institutions who were interviewed, even by those who stated their reservations; also, there was expressed the desire to study ways and means for the improvement of current practices.

It was concluded that if some means could be provided by which the representatives of the teacher education institutions could come together and give deliberate study to strengthening the practices of selection and admission in teacher education, they might thereby reconcile the questions and issues which seemed to be barriers to further progress. Through such a study a foundation of understanding might be laid for the development of institutional programs which would more adequately discharge the responsibilities for the selective admission and retention of teacher candidates.

CHAPTER III

CONDITIONS AND CIRCUMSTANCES WHICH HAVE IMPLICATIONS FOR THE GENERAL PROBLEM OF THE SELECTIVE ADMISSION AND RETENTION OF TEACHER CANDIDATES

Introduction

An analysis was made of the conditions and circumstances which were thought to have implications for the improvement of programs of selection and admission in teacher education in Kentucky. Some of these factors were found to be progressive in nature, and in these instances the trends have been reported to include the three-year period of time covered by this study.

It was found that such influences as the action program of the organized teaching profession, the state financial structure for public education, the new developments in teacher preparation-certification, the new emphases in public school accreditation, the new directions in the accreditation of teacher education institutions, and others, all converged to accentuate the need for further strengthening the quality of the programs for teacher candidate selection. A brief analysis of these conditions and circumstances is presented in the remainder of this chapter along with a review of the previous efforts in Kentucky to improve teacher selection on a state-wide basis. Also included is a review of a development which occurred during the course of the study—the concern of the Kentucky General Assembly for teacher education and the appointment of the Governor's Commission on Public Education.

Previous Efforts at the State Level to Establish Standards for the Selective Admission and Retention of Teacher Candidates

The concept of selection for teacher preparation has been accepted for many years. More than twenty years ago, the Kentucky State Board of Education adopted a regulation which directed the teacher education institutions to establish a system of selection for prospective teachers as follows:

During the year, 1940-41, each college offering curricula for the education of teachers shall take steps to develop a

workable plan of selecting from the total student body and guiding-in-training, those persons who offer promise of becoming effective teachers in the public schools. Such a plan, also, should tend strongly to prevent persons from entering the teacher profession who are (1) physically handicapped to any marked degree, (2) poor in general scholarship, (3) unable to use English fundamentals, (4) low in general intelligence, and (5) who have personalities which obviously make them unfit to be teachers.

Such a program of selecting teachers from the student body should employ such measures as (1) physical examination by the college physician, (2) the use of standardized general scholarship tests, (3) standardized tests which measure the use of English fundamentals, (4) the use of general ability tests, and (5) an advisory committee on personal growth, made up of members from the education faculty, the academic faculties, and the training school faculty.

On or before September 1, 1941, each college educating teachers shall file with the State Board of Education and the Council on Public Higher Education a description of the plan of selecting persons from its student body to enter teacher preparation curricula. This plan shall be approved by the State Board of Education and the Council on Public Higher Education as a part of the college's teacher education program.¹

The above regulation was never implemented to any appreciable extent because of the conditions which attended the outbreak of World War II. The war emergency caused such a shortage of teachers that the regulation was repealed.

In 1953, plans were made to discontinue the initial issuance of elementary certificates based on two years of preparation, and renewed attention was given to the need for establishing adequate programs of selection and admission to teacher preparation. After a period of study by the Advisory Committee on Teacher Education, the Council on Public Higher Education made a recommendation which was adopted in 1955 by the State Board of Education. It developed, however, that the minimum standard of four years of preparation and the bachelor's degree for elementary teacher certification did not become operationally effective until the 1960-61 school year. For this reason, the regulation developed in 1955 was not fully implemented.

¹Commonwealth of Kentucky, Department of Education, "Teacher Education and Certification Supplement," *Educational Bulletin* (Frankfort, Ky.: Department of Education, May, 1941), p. 108.

The Professional Standards Movement of the Organized Teaching Profession

The current activity within the teaching profession with respect to upgrading the processes of selection and admission centers in the professional standards movement of the National Education Association. The professional standards movement in teaching had its formal inception in 1946, with the creation of the National Commission on Teacher Education and Professional Standards by the National Education Association. Since 1946, this Commission, through its publications and formal pronouncements, has encouraged the development and strengthening of processes of selection and admission in teacher education.

The most recent effort in this direction is found in the *Report of the Task Force on New Horizons in Teacher Education and Professional Standards*.¹ One of the nine chapters of the report deals specifically with identification, selective admission, and retention in teacher education. The goals set forth in the New Horizons project have now become the object of professional activity all over the nation.

As a part of the Kentucky Education Association there is a Kentucky Commission on Teacher Education and Professional Standards which is moving forward with the national program. The organized teaching profession in Kentucky is thus committed to strong programs of selective admission and retention in teacher preparation and presumably will support efforts to improve these programs.

The State Financial Structure for Public Education As Provided by the Foundation Law

In 1954 the Kentucky General Assembly passed the Foundation Law which provided for a minimum foundation program in public education. During 1954-55 and 1955-56, the structure of the law was put into operation, although all of its provisions were not fully financed. In 1956 the Foundation Law was revised and more adequately financed.

At the outset of this study, in the spring of the 1959-60 school year, the Foundation Law provided for an allocation of \$2900 for certified teachers with the bachelor's degree. This amount was raised

¹*New Horizons for the Teaching Profession, A Report of the Task Force on New Horizons in Teacher Education and Professional Standards* (Washington, D. C.: National Education Association of the United States, 1962).

by the General Assembly to \$3800 for 1960-61 and to \$4000 for 1961-62.

The major implication of the Foundation Law for the selection and admission of teacher candidates is that it served as a signal to all of the young people of the Commonwealth that Kentucky was really concerned about education and was truly committed to its support. With such a commitment to public education it was reasonable to expect that a teaching career would offer a more promising future.

It is believed that these conditions served to attract a larger portion of young people as teacher candidates, thus increasing the reservoir of applicants for admission to teacher education.

The New Developments in Teacher Preparation-Certification

Two developments in teacher preparation-certification have significant implications for the programs of selective admission and retention of teacher candidates. One is the adoption of the four-year teacher preparation program and the bachelor's degree as the minimum standard for regular certification; the other development is the adoption of new curricula for the four-year preparation programs for both elementary and secondary level teachers.

The degree standard for elementary teachers became legally effective in September, 1959, but was not operationally effective until the 1960-61 school year since new teachers for the 1959-60 school year were already certified under the old standards.

Prior to 1959 the usual route of elementary teachers to the profession was to begin teaching on the basis of the two-year preparation-certification program and complete the remaining two years of academic work for the bachelor's degree at the rate of 16 semester hours credit each two years as required for certificate renewal. Where selection programs were in effect, the primary criterion, and usually the only one, was that of a minimum academic standing.

The adoption of the four-year preparation program for the initial certification of the elementary school teachers offered the opportunity for teacher education institutions to develop processes of selection and admission spanning the entire four-year period of preparation.

In June, 1959, the State Board of Education adopted a comprehensive revision of the programs of preparation-certification for elementary and secondary teachers, following a two-year study by the

Council on Public Higher Education and its Advisory Committee for Teacher Education.¹ The new programs became effective with the college freshman classes for the 1960-61 school year and the first group of teachers to come through the new programs of preparation are scheduled to graduate in June, 1964.

An integral part of the new programs is a plan for the selection, admission and guidance of prospective teachers in terms of the competencies which are considered desirable for professionally educated teachers. The State Board regulations which call for this plan were originally adopted in 1955 and have been carried forward in the new programs of preparation. Following are the excerpts from the regulations which relate to selection, admission and guidance:

Provision shall be made for identifying, developing and evaluating the competencies which are considered desirable in professionally educated teachers. The processes involved in this phase of the professional program should begin early and continue throughout the professional program of each prospective teacher.

There shall be a planned program for selection, admission and guidance of prospective teachers. The college shall show evidence of follow-up activities which will serve as a check on the quality of its teacher education programs. The college shall conduct periodic surveys to discover the teacher education needs of its service area²

Kentucky was one of the pioneering states in the nation to adopt the competency approach for the preparation of teachers, and a set of competencies have been incorporated into the programs of teacher preparation for elementary and secondary teachers for many years.

There has been a renewed interest in the competency approach as it relates to the development and operation of processes of selection and admission. The desirable competencies of teachers represent the goals toward which the teacher candidates are being developed, and the competencies provide a frame of reference for assessing potential success in teaching as the students move through the preparation program.

The new curriculum in teacher education calls for a planned

¹Commonwealth of Kentucky, Department of Education, "Kentucky's New Program of Teacher Preparation-Certification (Laws, Regulations, Guidelines for Program Planning)," *Educational Bulletin* (Frankfort, Ky.: Department of Education, September, 1959).

²*Ibid.*, p. 631.

pattern of general education for all teachers based on the objectives of general education as given in the report of the President's Commission on Higher Education.¹ The general education aspect of the curriculum requires a minimum of forty-five semester hours credit distributed among several areas of learning according to certain guidelines. Since a teacher is expected to be a generally well-educated person, it naturally follows that one of the features of a plan of selection and admission to the teacher education program would be an appraisal of the candidate's background of general education.

The teacher education curriculum also calls for competency in the subjects which are to be taught. It follows that a depth of preparation is necessary in the courses related to the subjects which the teacher will teach. Each institution prescribes its own scope and sequence of courses for specialization in a particular subject field. The teacher must be able to relate the separate courses which he has taken in a given subject field into a unified and systematic body of knowledge which he can apply in the teaching situation. Somewhere in the selection process, the teacher candidate must be appraised for competency in the teaching specialty.

The Development and Application of New Standards of Accreditation for the Elementary and Secondary Schools

New standards for state accreditation of elementary and secondary schools were adopted in 1959 by the State Board of Education. The new standards give added weight to proper teacher assignment in determining the final accreditation rating of the school.² Furthermore, the new standards indicate that teachers who do not meet the assignment standards for their respective positions should earn the additional credits necessary in order to be considered fully qualified. The new accreditation process has thus given added emphasis to the notion of special preparation of a teacher for a special assignment.

The implication for selection and admission to teacher education is that teachers are more apt to be found teaching in positions for which they were specifically prepared than in former years. Teacher education institutions can devote added energy to the determination

¹*Ibid.*, p. 723.

²Commonwealth of Kentucky, Department of Education, "Accrediting Standards and Courses of Study for Kentucky Elementary and Secondary Schools," *Educational Bulletin* (Frankfort, Ky.: Department of Education, August, 1959), XXVII, No. 8.

of competency for specific teaching positions and can also make recommendations regarding the specific assignment or recommended placement of the teacher during the early years in the profession.

Trends in Teacher Preparation, Supply, and Demand

For the 1962-63 school year, 86.1% of the Kentucky teachers in service had the bachelor's degree or higher preparation, according to figures published by the State Department of Education.¹ The proportion of degree teachers has rapidly advanced during the six-year period following the full financing of the Foundation Law for education from a level of 60.3% in 1956-57. The projected figures of the Division of Teacher Education and Certification indicate that by the 1966-67 school year more than 99% of the Kentucky teachers will be college graduates. The implication for the selection and admission of teacher candidates is that the point of entry into the teaching profession in Kentucky has changed. In previous years many teachers obtained certificates on the basis of a two-year program of preparation and thereby launched their teaching careers. As a result of requirements in teacher preparation-certification and as a consequence of an increased supply of college graduates prepared to teach, new teachers must be college graduates in order to obtain regular teacher certification.

Table 1 shows the number of professional school personnel employed in the Kentucky public schools for selected years in comparison with the number of college graduates who were prepared to teach during the calendar year immediately preceding the school year.

Not only has the proportionate increase in the number of persons prepared to teach advanced more rapidly than the proportionate increase in the total number of public school personnel but the ratio between the new graduates and the total teaching staff has continued to increase.

The implication for the selection and admission of teacher candidates is that the supply of newly prepared degree teachers has become sufficient to meet the demand for new teachers. There are some exceptions to this due to an imbalance between the types of positions available and the types of preparation programs completed. It is evident that qualified personnel will be available to staff the Kentucky

¹Commonwealth of Kentucky, Department of Education, "Reporting Progress in Preparation of Kentucky's Teachers," *Educational Bulletin* (Frankfort, Ky.: Department of Education, February, 1963), XXXI, No. 2.

public schools if they can be attracted by competitive salaries and reasonable working conditions.

TABLE 1

COMPARISON OF THE PROFESSIONAL PERSONNEL EMPLOYED IN THE KENTUCKY PUBLIC SCHOOLS WITH THE KENTUCKY COLLEGE GRADUATES WHO WERE PREPARED TO TEACH DURING THE CALENDAR YEAR IMMEDIATELY PRECEDING THE SCHOOL YEAR FOR SELECTED YEARS^a

Professional Personnel Employed in the Kentucky Public Schools			Kentucky College Graduates Who Were Prepared to Teach			Percentage (5) (2)
School Year (1)	Number (2)	Increase (3)	Calendar Year (4)	Number (5)	Increase (6)	(7)
1948-49	18,820		1948	893		4.7%
1951-52	19,739	4.9%	1951	1,730	93.7%	8.8%
1954-55	20,868	5.7%	1954	1,604	-7.2%	7.7%
1957-58	23,432	12.2%	1957	2,182	35.4%	9.3%
1960-61	25,680	9.6%	1960	2,643	21.1%	10.3%
1962-63	27,181	5.8%	1962	3,448	68.2%	12.7%

^a*Ibid.*, pp. 33 and 71, adapted.

The New Directions in the Accreditation of Teacher Education Institutions

The function of accrediting the Kentucky teacher education institutions is now vested in the Division of Teacher Education and Certification of the State Department of Education. Previously, the University of Kentucky carried the responsibility for accrediting teacher education institutions. In 1947, the University of Kentucky announced through the Kentucky Association of Colleges, Secondary and Elementary Schools, that accrediting privileges were being withdrawn in an effort to help set up other accrediting plans which might prove to be more effective. There followed an eight-year period of transition.

Accreditation of the Kentucky teacher education institutions by the State Department of Education got under way in 1955. The process developed by the Division of Teacher Education and Certification involves self-evaluation by the teacher education institution, followed with a visitation by an accrediting team having membership which

includes representation from the Council on Public Higher Education, the Advisory Committee on Teacher Education, the Kentucky Commission on Teacher Education and Professional Standards, public school personnel, and the State Department of Education. The standards of the National Council for the Accreditation of Teacher Education are used along with some supplementary Kentucky standards on professional laboratory experiences.

The NCATE standards include a section dealing with selection and admission to teacher education programs. The Kentucky standards on professional laboratory experiences include statements on the program of selection and admission to teacher education.

All of the Kentucky colleges and universities that are accredited by the Southern Association of Colleges and Secondary Schools offer programs of teacher preparation. Bellarmine College offers programs for the preparation of secondary teachers but not for elementary teachers. The Bowling Green College of Commerce is not accredited by the Southern Association and offers preparation only for secondary teachers of business education.

Table 2 shows all of the Kentucky institutions approved for offering four-year programs of preparation in teacher education and shows the number of June, 1961, graduates and the number of those graduates who were prepared to teach. Of the twenty-one institutions which offer teacher education programs for both the elementary and secondary levels, the proportion of June, 1961, graduates in teacher education ranged from 23.0 per cent to 96.4 per cent. For all of the teacher education institutions, 57.3 per cent of the June, 1961, graduates finished teacher preparation programs. Even in the private institutions, 49.0 per cent of the June, 1961, graduates finished programs of teacher preparation.

In all the Kentucky institutions which prepare both elementary and secondary teachers, the teacher preparation program is a significant part of the total operation of the institution. Therefore, the administration and organization for teacher education cannot be an incidental matter but must be a matter of concern and commitment for teacher preparation characterized by formal approaches to the elements which contribute to a strong teacher education program.

The fact that all institutions have a commitment to teacher education contributes to their willingness to participate in an effort to strengthen the processes of selection and admission to teacher preparation.

TABLE 2

PROPORTION OF THE JUNE, 1961, GRADUATES WHO RECEIVED BACHELOR'S DEGREES FROM
KENTUCKY COLLEGES AND UNIVERSITIES AND WHO WERE PREPARED TO TEACH

Institution	Total Number of Graduates	Number of Graduates Prepared to Teach	Percentages of Graduates Prepared to Teach	Percentage of Total Teacher Graduates Prepared by the Institutions
Asbury	169	80	47.3	4.1
Bellarmino	118	7	5.9	0.4
Berea	171	66	38.6	3.4
Bowling Green	66	6	9.1	0.3
Brescia	49	22	44.9	1.1
Campbellsville	110	106	96.4	5.4
Centre	61	14	23.0	0.7
Cumberland	49	40	81.6	2.0
Eastern Kentucky State	386	285	73.8	14.5
Georgetown	140	84	60.0	4.3
Kentucky State	84	65	77.4	3.3
Kentucky Wesleyan	60	27	45.0	1.4
Morehead State	206	168	81.6	8.5
Murray State	275	219	79.6	11.1
Nazareth at Louisville	90	60	66.7	3.1
Pikeville	59	53	89.8	2.7
Transylvania	80	38	47.5	1.9
Union	78	45	57.7	2.3
University of Kentucky	611	190	31.1	9.7
University of Louisville	126	49	38.9	2.5
Ursuline	50	34	68.0	1.7
Villa Madonna	91	24	26.4	1.2
Western Kentucky State	306	285	93.1	14.5
Total	3,435	1,967	57.3	100.1

The Attitude of Kentucky Teacher Education Institution Officials Toward a Statewide Effort to Improve the Selective Admission and Retention of Teacher Candidates

Reference has been made to the fact that at the Teacher Education Conference held in February, 1958, it was recommended that statewide standards for selection and admission be developed. There is implied in this recommendation a readiness to accept the processes by which studies of this nature are conducted cooperatively through the leadership of the State Department of Education. This attitude is expressed in another statement from the same Conference:

There is a general feeling of satisfaction among the personnel from the teacher training institutions with reference to leadership being given by the Division of Teacher Education and Certification in regard to the development of teacher education curricula in the use of state-wide committees and the college evaluation processes. The colleges are pleased with the emphasis of responsibility of teacher education programs being placed at the institutional level rather than at the state level.¹

The request made at the Conference for a cooperative study of selection and admission to teacher education was reaffirmed by the college officials who were visited during the campus-to-campus survey made during the spring of 1960.

Concern of the Kentucky General Assembly for Public Education

The House of Representatives of the Kentucky General Assembly, through House Resolution No. 55, adopted February 11, 1960, provided that a special committee would be appointed to investigate the State Department of Education. The wording of the resolution follows:

The special committee appointed pursuant to this resolution shall conduct a complete investigation of the organization of the Department of Education, the administration of expenditures of funds appropriated to the Department, the administration of laws relating to education by both the Department and the State Board of Education, the salary and job classification plan employed in the Department. The committee also shall have the power to investigate all other as-

¹Commonwealth of Kentucky, Department of Education, Division of Teacher Education and Certification, *Conference Report: Curriculum and Accreditation*, February 14, 1958, Teacher Education Circular No. 113, March 12, 1958, p. 18.

pects of the administration of the Department of Education as the committee shall deem proper.¹

The special committee reported on March 8, 1960, hardly four weeks after its appointment, and levied many criticisms against the Kentucky education program. The report was never officially accepted by the House of Representatives of the General Assembly, but it did receive wide publicity through the public press. Perhaps its greatest effect, other than the splash of publicity, was its recommendation for the appointment of an Advisory Committee on Public Education.

While the General Assembly did not follow the details of the recommendation for an Advisory Committee on Public Education, it did pass enabling legislation for the appointment of a Commission on Public Education by the Governor.

In creating the Commission on Public Education, the 1960 Kentucky General Assembly directed that:

The Commission shall study the problems and evaluate programs of public education within the Commonwealth. Such studies and evaluations shall include but not be limited to present policies concerning public school transportation, free textbook programs, school personnel, public school physical plants. The Commission shall submit an annual report to the Governor and such special reports on its findings as the Governor may require.²

The Commission authorized three studies: A curriculum study conducted by a special group of Kentucky educators called the Curriculum Study Committee; The Minimum Foundation Program study by the Associated Consultants in Education, of Meridian, Mississippi; and The Program Evaluation Study conducted by the Booz, Allen and Hamilton Management Consultants of Chicago, Illinois. The latter study included a specific investigation of teacher preparation and higher education and in the final report considerable attention was given to the processes of selection and admission in teacher education.

In the first report of the Commission on Public Education, dated December, 1961, one of these recommendations related to the selection and admission of candidates to the teaching profession. The General Assembly took no legislative action on this recommendation.

¹Harry M. Caudill and Others, *Report of Special Committee to Investigate Education to the House of Representatives of the Kentucky General Assembly* (Frankfort, Ky.: Legislative Research Commission, March 10, 1960), p. 1.

²Commonwealth of Kentucky, Commission on Public Education, *First Report of the Commission on Public Education* (Frankfort, Ky.: December, 1961), p. 1.

CHAPTER IV

SELECTED STATEMENTS AND RECOMMENDATIONS REGARDING THE SELECTIVE ADMISSION AND RETENTION OF TEACHER CANDIDATES

An investigation was made to identify the major professional groups and agencies which are more directly concerned with improving programs of selective admission and retention in teacher preparation. The literature, policies, and programs of these organizations and agencies was searched for recommendations and position statements relating to the general problem.

The organizations selected represent the main stream of professional activity in teacher education for the promotion of stronger programs of selective admission and retention in teacher education. The position statements and recommendations of these organizations reflect the pooled judgments and analyses of many competent individuals.

In addition to the positions of the professional organizations selected for this Chapter, the recommendations of the Commission on Public Education are also included.

The National Association of State Directors of Teacher Education and Certification

The State Directors of Teacher Education and Certification are more directly concerned with upgrading the quality of teacher candidates than any other organized group. The purpose of the national association is to improve the educational programs in the various states by the exchange of experience and ideas, especially those concerned with the development of more effective standards for certification and for preservice and inservice teacher education. The national association, commonly referred to as NASDTEC, emphasized its position on several topics by means of a Declaration of Policy on Teacher Education and Certification which was released at its national convention in Bowling Green, Ohio, on June 24, 1958. The specific reference to teacher selection was as follows:

NASDTEC believes that the growing and changing demands on society in the last half of the twentieth century require that:

1. Prospective teachers be carefully selected from among our more capable college students.¹

The five other points of the policy declaration were related to other aspects of teacher preparation-certification.

As early as 1952, the NASDTEC organization prepared a document outlining proposed minimum standards for state approval of teacher-preparing institutions. The national association recommended that the minimum standards be incorporated by each of the states as a part of its standards for the accreditation of teacher education institutions. The proposed standards called for a comprehensive student personnel program including:

... a systematic method by which the student may make application for admission to teacher education curricula and a clear-cut method for selection and retention of such applicants by competent committees.²

The National Commission on Teacher Education and Professional Standards, National Education Association of the United States

The National Commission on Teacher Education and Professional Standards, commonly called the NTEPS Commission, has been the central rallying point for thought on improving teacher education. Through its *Journal on Teacher Education* all significant developments in teacher preparation and certification are reported. The activities of the Commission have served to focus attention on the problems and issues in teacher education and to crystallize thought on avenues of action. Several Kentucky educators helped to create the Commission and many others have participated actively in its work. Also, the Kentucky Education Association has included a Commission on Teacher Education and Professional Standards as a part of the state organization.

¹National Association of State Directors of Teacher Education, "NASDTEC Declaration of Policy on Teacher Education and Certification, June 24, 1958," *TEPS Newsletter of the National Commission on Teacher Education and Professional Standards*, Vol. II, No. 1 (September, 1958), p. 7.

²W. Earl Armstrong, Henry C. Herge, and T. M. Stinnett, "Proposed Minimum Standards for State Approval of Teacher Preparing Institutions," Circular No. 351, Federal Security Agency, Office of Education, Division of Higher Education (Washington: U. S. Government Printing Office, 1952). This document is out of print but the National Association of State Directors of Teacher Education and Certification is preparing a revision which should be ready for publication in 1964, probably by the Office of Education, now in the Department of Health, Education and Welfare.

The selective admission and retention of teacher candidates has received the continuing attention of the activities sponsored by the NTEPS Commission, and indeed the present impetus for more rigorous standards comes from these efforts. Selected activities of the NTEPS Commission with respect to the selective admission and retention of teacher candidates have been reviewed below.

Establishment of the National Commission on Teacher Education and Professional Standards

The National Education Association, by vote of its Delegate Assembly on July 5, 1946, established a Commission on Teacher Education and Professional Standards. The motion which established the Commission included the following statement which gives the purpose and function of the Commission:

That the Commission on Teacher Education and Professional Standards shall be charged with the responsibility of implementing the recommendations of the National Emergency Conference on Teacher Preparation and Supply, and of developing and carrying forward a continuing program for the profession in matters of recruitment, selection, preparation, certification, and advancement of professional standards, including standards for institutions which prepare teachers.¹

In anticipation of this action, the National Education Association had already established a Committee on Teacher Preparation and Certification which held a National Emergency Conference on Teacher Preparation and Supply on June 28-29, 1946, in Chautauqua, New York. This conference was reported by the Commission.

The conference was held during a period of critical shortage of teachers throughout the nation. Following are three crucial decisions made at this conference with respect to selection and admission to teacher education:

In view of the present teacher shortage, should teacher education institutions attempt to select students for admission? The present admission standards must be maintained and the selection of teacher candidates should go forward continually and vigorously after entrance into college. It is better to

¹*The Chautauqua Conference: National Emergency on Teacher Preparation and Supply* (Official Report of the First Annual Conference of the National Commission on Teacher Education and Professional Standards held at Chautauqua, N. Y. in June, 1946; Washington, D. C.: National Education Association of the United States, 1946), p. i.

certify fewer teachers and continue with emergency certificates during the present period than to certify inferior persons who will become a permanent drag upon the profession.

Through its Research Division, the National Education Association should undertake a long-term study of selective criteria with a view to defining and establishing nationally acceptable standards of teacher selection.

The National Education Association should propose to the states that they meet the present teacher shortage by issuing further emergency certificates rather than by lowering the permanent certification standards.¹

The attitude of the teaching profession has crystallized and grown around the notion of the high-standards approach to teacher education.

Because of the crisis in teacher shortage, the National Commission on Teacher Education and Professional Standards sponsored the National Commission on Teacher Education and Professional Standards sponsored the National Teacher Selection Campaign in April and May, 1947. This was perhaps the most comprehensive publicity effort on teacher recruitment and selection.²

In the report of the third national TEPS conference which was held in 1948, one of the major topics was "Student Personnel in Teacher Education." In a section on "Criteria for Selection" are these statements:

... The role of the successful teacher requires that only those who demonstrate at least reasonable capacity for and competence in the areas of intellectual, personal, social and professional development be admitted for preparation for the profession. Competencies needed in the total work of the teacher should be the criteria for selection.

... It is the responsibility of the elementary and secondary schools to *identify*, and the teacher education colleges to select for preparation only those individuals who have demon-

¹*Ibid.*, pp. 14 and 15.

²"... A Significant Effort" *The National Teacher-Selection Campaign* (Washington, D. C.: National Commission on Teacher Education and Professional Standards of the National Education Association of the United States, June, 1947).

strated capacity for, and achieved competence in, the selected areas of development.¹

The theme of the seventh annual conference, held in 1952, was "Evaluating Progress and Charting the Future of Teacher Education." Among the goals set at this conference was the following:

A continuous and rigorous program of teacher selection extending from high school, through institutional admission, throughout the preservice period, and including the inservice period.²

Origin of the Emphasis on the High Standards Approach in Teacher Preparation

The theme of the ninth national TEPS conference held in 1954 was "Competent Teachers for America's Schools—Lay-Professional Action Programs to Secure and Retain Qualified Teachers." One of the conference recommendations was:

That in the search for an adequate supply of competent teachers, quality must be the keynote—quality in candidates for admission to teacher education; quality in preparation; quality in certification standards; quality in service. Let the other occupations have the cast-offs; teaching doesn't want them and can't afford them. The teaching profession wants no "Gresham's Law" operating to drive human talent to other fields.³

At the Albany Conference a "Special Group C" was set up to study the probable effects of the high-standards approach upon balancing teacher supply and demand. A digest of the report of Special Group C was printed under the title, "The High-Standards Approach to Teacher Supply," as an official statement by the National Commission. The report defined the high-standards approach, as follows:

¹*The Education of Teachers—as Viewed by the Profession* (Official Report of the Third Annual Conference of the National Commission on Teacher Education and Professional Standards held at Bowling Green, Ohio, in June, 1948; Washington, D. C.: National Education Association of the United States, 1948), p. 100.

²*Evaluating Progress and Charting the Future of Teacher Education* (Official Report of the Seventh Annual Conference of the National Commission on Teacher Education and Professional Standards held at Kalamazoo, Michigan, in June, 1952; Washington, D. C.: National Education Association of the United States, 1952), p. 31.

³*Competent Teachers for America's Schools: Lay-Professional Action Programs to Secure and Retain Qualified Teachers* (Official Report of the Ninth Annual Conference of the National Commission on Teacher Education and Professional Standards held at Albany, New York, in June, 1954; Washington, D. C.: National Education Association of the United States, 1954), p. 11.

The meaning of the term "high-standards approach," as used herein, is substantially as follows: The adoption and enforcement of standards of selection, preparation, certification, in-service growth, and teacher welfare at levels which will assure that those admitted to practice will be professionally competent teachers. In terms of preparation and certification requirements, the qualified beginning teacher is defined as one who has completed at least the bachelor's degree of approved preparation as a prerequisite to initial regular certification. For full professional qualification and continuing, standard certification, there should be completed a fifth year of approved preparation.¹

Along with this definition, the report presented a most critical issue:

It is urgent that the position taken here be widely debated, for two incompatible forces are now converging upon the issue of certification standards. On the one hand, there is being advocated the so-called "common sense" solution to the teacher shortage—a return everywhere to the relatively low standards that prevailed quite generally a generation ago; on the other hand, the organized profession is moving aggressively to obtain in every state the same high, fully professional standards that now exist in about half of them.²

After studying the available evidence, and the report cited evidence, the Special Group C concluded that the high-standards approach was the best attack on the teacher shortage problem and gave this viewpoint of the high-standards approach:

The effect of high standards upon the long-term stability of the profession is scarcely subject to serious debate. It seems clear that effective insistence upon degree-educated teachers would, over a period of years, raise the profession in public esteem and make it more attractive to able young people.³

The Special Group C took into account the fact that the teacher shortage was so great that all positions would not be filled with personnel who qualified according to the high-standards approach. It urged a clear identification be made to distinguish sub-standard personnel, using the following language:

All others (other than qualified teachers as defined above), who for one reason or another are admitted to the classroom,

¹The High-Standards Approach to Teacher Supply, p. 4.

²*Ibid.*, p. 4.

³*Ibid.*, p. 5.

should then be clearly labeled as "emergency" or "permit" teachers (as distinguished from regularly certificated teachers). There is no other way to keep both the dimensions of the teacher shortage and the definition of a teacher as a professional clearly before the public.¹

The report cautioned that the assumption of the success of the high-standards approach rested upon a minimum preparation of four years for the new teacher:

There is, however, actually good reason to believe that raising standards improves the supply of teachers rather rapidly. This apparent paradox—that supply increases as admission to the profession is made more difficult—is supported by both logic and by certain incomplete but fairly conclusive evidence from states that have already increased their standards. However, all evidence upon this issue depends upon general acceptance of a proposition stated earlier: *that at least four years of college study is required to prepare an adequate teacher, and that the employment of persons having less preparation is an emergency measure which is acceptable only as an alternative to closing the schools.*²

The Special Group C report recognized the relationship between adequate salaries and teacher supply, but made the following incisive statement:

Salaries are important, too, of course, and the relationship of salaries to status is undoubtedly complex. It is not true that high salaries will invariably accompany high status, but it seems certain that the salary problem cannot be solved until the status problem is solved. Probably, to be more exact, salaries and status will tend to rise together, with each advance in one category re-enforcing and stimulating advances in the other.³

Highlights on Teacher Selection Selected from the Period 1956-1960

The theme of the eleventh annual conference, held in 1956, was "The Professional Standards Movement in Teaching: Progress and Projection." The keynote speaker, Ralph W. McDonald, referred to the selective process in teacher education, as follows:

A fact of tremendous importance that we must face squarely is that the shortage of prospective teachers is not a quantita-

¹*Ibid.*, p. 9.

²*Ibid.*, p. 9.

³*Ibid.*, p. 7.

tive one; it is a qualitative one. The number of degree graduates emerging from our colleges into teaching this very year is sufficient to maintain a permanent career staff of two million teachers if teaching in this country had the same holding power as other major professions. Our problem is not one of increasing the number of individuals preparing to teach; rather, it is one of keeping qualified teachers in the classrooms for normal life-time career service. The American people have been kidding themselves in this matter. What is even more serious, the leaders of the profession have also been kidding themselves.¹

Walter W. Cook, in an address to the section of the conference dealing with the selective processes for prospective members of the profession stated:

Perhaps the most difficult task of all in the process of selecting students of promise for teacher education curricula is to convince teachers, college presidents and faculties that it is desirable to do so.²

Among the goals to be achieved through action programs, the section on The Selective Processes for Prospective Members of the Profession included the following:

1. Recognition by teacher education institutions of the necessity of setting and adhering to appropriate minimal standards in the selection of prospective members of the profession.
2. Development of appropriate standards for admission to and retention in teacher education programs.
3. Recognition and effectuation by the organized teaching profession of its responsibility for participating in the recruitment and selection of prospective members of the profession.³

The focus of the twelfth annual conference, held in 1957, was on "Personnel Policies for the Schools of the Future."⁴ With respect to

¹The Professional Standards Movement in Teaching: Progress and Projection (Official Report of the Eleventh Annual Conference on Teacher Education and Professional Standards held at Parkland, Wash.; Washington, D. C.: The National Education Association of the United States, 1956), p. 17.

²*Ibid.*, p. 46.

³*Ibid.*, p. 24.

⁴*Personnel Policies for the Schools of the Future* (Official Report of the Twelfth Annual Conference of the National Commission on Teacher Education and Professional Standards held at Washington, D. C. in June, 1957; Washington, D. C.: National Education Association of the United States, 1957).

selective admission and retention of teacher candidates, the implications of this conference were to provide a more desirable working climate for the teaching profession and thus improve its attraction as a career for young people.

"The Education of Teachers: New Perspectives" was the theme of the thirteenth annual conference held in 1958. Ruth A. Stout reported research dealing with the selection of teacher education students, which included the following findings:

Although it is apparent that no one sequence of selective procedures provides the best pattern for all teacher education programs, it is clear that, in addition to academic achievement, the constant elements in the pattern of the most selective institutions is repeated evaluation of emotional stability and the various communication skills.

Early identification of candidates for teacher preparation and a positively oriented selective admission and retention program are clearly desirable. Selective programs in any profession run the risk of eliminating some persons who could become successful in the field and of including others who will fail. But there is general acknowledgement of the need for selective programs and of the right to select persons entering the service professions.

To the recognized need and responsibility for selection should be added (1) the pragmatic evidence of the desirable effects of selective programs on quality of teacher production, and (2) the statistically valid evidence of the positive relationship between selective programs and quantity of production.

With survival dependent upon the effective functioning of the nation's schools, and hence upon a high degree of competence among teachers, it would seem a justifiable conclusion that the profession and the colleges preparing teachers should accelerate their efforts to extend and improve programs of selective admission and retention for teacher education.¹

The fourteenth annual conference held in 1959 had as its theme "The Education of Teachers: Curriculum Programs." The working papers for this Conference included descriptions of the undergradu-

¹*The Education of Teachers: Curriculum Programs* (Official Report of the Thirteenth Annual Conference of the National Commission on Teacher Education and Professional Standards held at Bowling Green, Ohio, in June, 1958; Washington, D. C.: National Education Association of the United States, 1958), p. 254.

ate teacher education programs of thirty-two selected institutions. In these descriptions, the institutional processes for selective admission and retention of teacher candidates were reviewed.¹

The fifteenth annual conference in 1960, on "The Education of Teachers: Certification," was the third of a series held cooperatively by the National TEPS Commission with the nine national associations representing membership from subject fields and education, and some sixty national organizations typically representing single-subject fields. One of the Conference recommendations was:

... that organizations concerned with professional education should be invited to study the question of professional competence needed in teaching. These groups should also consider the problem of developing tests and other means of evaluating competences on an objective basis. NCTEPS would apparently spur this activity. At the same time the National Commission should urge the subject-matter organizations to accomplish the same result for their areas.²

The New Horizons Movement

The theme of the sixteenth annual conference, held in June, 1961, was "New Horizons: The Becoming Journey." A major purpose of this Conference was to recommend action programs to implement the recommendations found in the report of the New Horizons Task Force. One of the challenges in the report was the identification, selective admission and retention in teacher education. As one step in the implementation of this section of the report, the conference made the recommendation that the profession move with speed to implement the following:

It is recommended that the National Commission on Teacher Education and Professional Standards, in cooperation with other agencies, establish a comprehensive definition of teacher competence acceptable to the profession.¹

¹*The Education of Teachers: Curriculum Programs* (Official Report of the Fourteenth Annual Conference of the National Commission on Teacher Education and Professional Standards held at Lawrence, Kansas, in June, 1959; Washington, D. C.: National Education Association of the United States, 1959), pp. 193-360.

²*The Education of Teachers: Certification* (Official Report of the Fifteenth Annual Conference of the National Commission on Teacher Education and Professional Standards held at San Diego, Calif., in June, 1960; Washington, D. C.: National Education Association of the United States, 1960), p. 41.

³*New Horizons: The Becoming Journey* (Official Report of the Sixteenth Annual Conference of the National Commission on Teacher Education and Professional Standards held at University Park, Penn., in June, 1961; Washington, D. C.: National Education Association of the United States, 1961), p. 13.

In keeping with the recommendation reported above for the 1961 annual conference, the theme of the seventeenth annual conference, held in 1962, was "Professional Imperatives: Expertness and Self-Determination." One of the major sections of the Conference dealt with the specific topic, "Expertness in Teaching: Approaches to the Study and Definition of Professional Competence." In one of the major conference addresses, Robert N. Bush made the following statements with respect to admission to teacher preparation:

Control over entry into teaching takes place at the points of admission and of licensing. Over both of these portals should the profession stand as the sentinel.

The sheer magnitude of numbers presents problems unknown to other professions. While conditions in some places are good and in others are improving, an honest appraisal of the situations reveals that the diversity of standards is so great that almost anyone can enter teaching. If an aspirant is not admitted to the institution of his first choice, he goes a few miles down the highway to another. If it also refuses, he travels farther and farther until he finds one that will accept him for so long as he cares to attend. This must be changed.

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Paul Woodring reminds us that, regardless of how promising a teacher education curriculum may be, it will be ineffective unless able students take it. We must bring about a situation in which a large number of persons of high caliber wish to enter into preparation and follow a career in teaching. This cannot be accomplished solely at the point of admission. Nonetheless, we have learned that a program that admits everybody tends to attract nobody. High admission standards attract more candidates, as states that have raised entrance standards report, even in the face of general teacher shortages.

No infallible means exists for selecting only those who will succeed in teaching or in any occupation. Enough is known, however, about the intellectual, emotional, and physical factors and the qualities of character and temperament essential for teaching success to enable us markedly to improve the quality of those who are permitted to enter preparation. On all these characteristics we should draw from the top rather than the lower half of the distribution. Some parts of the teaching profession have always drawn from the top. Other segments must do likewise, to the point that places are left vacant unless filled by superior persons. Our obligation

during the next decade should be to err, if err we must, on the side of strictness in entrance standards.¹

The American Association of Colleges for Teacher Education

The American Association of Colleges for Teacher Education is a voluntary association organized to improve the quality of institutional programs of teacher education. It is an autonomous member of the National Education Association and, as a consequence of this relationship, the AACTE is allied with the professional standards movement of the NTEPS Commission.

In 1949, the AACTE published a handbook on student personnel services which included several chapters pertinent to the selective admission and retention of teacher candidates.² The AACTE also established a system of accreditation for teacher education, using standards for institutional self-evaluation and for the accreditation visit. These standards included specific references to the program of selection and retention of teacher candidates.

The AACTE joined in the creation of the National Council for the Accreditation of Teacher Education, and thereby has accepted the accreditation standards now used by the NCATE, including the section on student personnel.

The National Council for the Accreditation of Teacher Education

The National Council for the Accreditation of Teacher Education was organized in 1952 through the joint efforts of several organizations; namely, the American Association of Colleges for Teacher Education, The National Commission on Teacher Education and Professional Standards, The National Council of Chief State School Officers, The National Association of State Directors of Teacher Education and Certification, and the National School Boards Association. The AACTE yielded the accreditation function to the new council which began its work in 1954.

The accreditation standards include a section on student personnel

¹*Professional Imperatives: Expertness and Self-Determination* (Official Report of the Seventeenth Annual Conference of the National Commission on Teacher Education and Professional Standards held at Fort Collins, Colo., in June, 1962; Washington, D. C.: National Education Association of the United States, 1962), p. 41.

²John R. Emens and Others, *Student Personnel Services* (Washington, D. C.: American Association of Colleges for Teacher Education, 1949).

which, in a sense, becomes a mandate to any institution seeking NCATE accreditation.

In the 1960 revision of the NCATE Standards, the section which deals with student personnel programs and the services for teacher education included the following statements with respect to selection and admission:

An institution should have a plan of selective admission to and retention in teacher education which offers reasonable assurance that only persons of professional promise are prepared and recommended for entry into the teaching profession. Criteria for such admission and retention should be in addition to the general policies and procedures for admitting students to the institution as a whole. Once the student is admitted to a teacher education curriculum, his registration should be such as to identify him as a person preparing to teach.

An institution should have a well-defined plan of counseling designed to give assurance that advice to students and prospective students is given by persons of competence; that is, by persons who know the nature and scope of the teaching profession, the problems of the schools and the resources of the institution available for preparing for the various school positions.

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The standards of admission will include some measures of the academic scholarship of the student in high school and early years of college, the ability of the student in areas especially needed in teaching, such as verbal expression and health, and the aptitude of the student for the areas or levels of teaching for which he is seeking admission. Certainly the standards for admission to and completion of teacher education curricula will be greater than the minimum required for students not following professional curricula.

Advising will be regarded as most effective when it is shared by academic and professional education faculty members with well-formulated curricula to be used by them as a basis for guidance.¹

Other statements in the standards related to the processes of registration, identification of teacher education students, record keeping, and placement. The standards also included a guide by which

¹*Standards and Guide for Accreditation of Teacher Education* (Washington, D. C.: National Council for Accreditation of Teacher Education, 1960), p. 8.

institutions may prepare the specific types of information needed for depicting the program clearly for the report to the Council.

A further insight into the attitude of the National Council for the Accreditation of Teacher Education may be found in the tentative working statement entitled, "The Teacher Education Curriculum," which the Council distributed for criticism and comment:

The committee believes, therefore, that the teacher education curriculum should be made to appeal to able students. Such a curriculum would be characterized by rigorous admission standards, high scholarship requirements, reasonable specialization in subject-matter and professional education, and by meaningful and challenging courses that point directly at the professional objective.¹

The Association for Student Teaching and the Student Personnel Association for Teacher Education

The members of these two organizations work with the teacher candidates as individuals and probably have the major responsibility for selection and retention in the programs of their respective institutions. Among the contributions of these two organizations has been their joint production of a yearbook entitled "Guidance in Teacher Education."² The publication presented the best thinking of the two organizations with respect to selective admission and retention of teacher candidates, along with the other aspects of a student personnel program for teacher education.

In 1957, the executive secretary of the NEA Teacher Education and Professional Standards Commission requested the Association for Student Teaching to prepare a statement which would describe a high quality student teaching program. A statement was prepared and endorsed by the executive committee of the Association for Student Teaching which includes the following excerpt:

Students when making application for a teacher education curriculum are carefully screened.

¹W. Earl Armstrong, "The Teacher Education Curriculum," *The Journal of Teacher Education*, VIII, No. 3 (September, 1957), 241.

²*Guidance in Teacher Education*, Thirty-Sixth Yearbook of the Association for Student Teaching in cooperation with The Student Personnel Association for Teacher Education (Cedar Falls, Iowa: The Association for Student Teaching, 1957).

There is a systematic process of selective retention as the students progress through the teacher education program.¹

Although the statement was focused primarily on the student teaching experience, this excerpt indicated the position of the Association with respect to the fact that the supervised student teaching experience must be preceded by a plan of selection and admission to the program of teacher education.

The Commission on Public Education (Kentucky)

On the basis of the Program Evaluation Survey made by the Booz, Allen and Hamilton Management Consultants, the Commission on Public Education in its first report dated December, 1961, included the following recommendation:

The Commission recommends that the General Assembly, by resolution, direct the appropriate authorities to develop and adopt uniform standards for admission to teacher training programs, admission to graduate programs, and review certification standards.²

In discussing this recommendation, the Commission reported:

Twenty-two public and private Kentucky institutions presently prepare teachers. Three-fourths of the teachers graduating each year come from public colleges. Reports to the Commission indicate that lack of coordination and definition of goals and standards among these institutions is a continuing problem. Standards are not uniform, and a degree from one college does not necessarily represent the same achievement as a degree from another. Admissions and retention policies are developed by each institution and do not always correspond to those elsewhere. Evidence indicates that greater cooperation among the colleges is necessary to raise standards of the teaching profession.³

The Commission supported its recommendation further by quoting from the Program Evaluation Study, as follows:

"In the absence of publicly determined, publicly expressed admissions policy, Kentucky's public colleges are admitting and retaining greater numbers than they might if

¹"A High Quality Student Teaching Program," Statement by the Association for Student Teaching, Iowa State College, Cedar Falls, Iowa, January, 1958.

²Commonwealth of Kentucky, Commission on Public Education, *First Report of the Commission on Public Education* (Frankfort, Ky.: December, 1961), p. 57.

³*Ibid.*, p. 57.

(1) quality of students and (2) quality of education experience were given first consideration.¹

The Commission report also made suggestions regarding the development of programs for selection and admission to teacher education, again referring to the Program Evaluation Study:

"The criteria should be standardized, to the extent possible, for use throughout the entire state. They might well include grade point standings, measures of motivation, competence in English and mathematics as demonstrated by scores of standardized state-wide proficiency examinations, recommendations of faculty, scores on standardized tests. . . .

At the close of the junior year, when all candidates should file for admission to student teaching, a screening committee representing the entire college faculty should evaluate the qualifications of the applicant. . . . Here again, established selective criteria should be used."²

As its final statement on this subject, the Commission made a bid for legislative action:

The Commission, therefore, recommends that the General Assembly direct all authorities and institutions concerned with teacher education to cooperate in developing uniform standards to assure the best possible staff for Kentucky's schools. Sufficient progress has been made in the past to indicate that those involved will meet this challenge, and that legislative enactment of such standards should not be necessary. A legislative directive to the appropriate authorities would, however, provide an incentive for such action and encourage development of adequate criteria for teacher education.³

It is significant that the first report of the Commission on Public Education, dated December, 1961, took no notice of the fact that a State Study Committee on Selection and Admission to Teacher Education was at work on the problem of strengthening teacher education programs through selection and admission. A progress report of the work of the State Committee, including the tentative outline of a program of selection and admission to teacher education, was prepared by the State Study Committee secretary for distribution to the State Commission on Public Education on October 13, 1961. Evidently the report of the Commission was already too far advanced at

¹*Ibid.*, p. 58.

²*Ibid.*, p. 58.

³*Ibid.*, p. 59.

that time to consider the progress of the State Committee on Selection and Admission.

It should also be recorded that the representatives of the Booz, Allen and Hamilton Management Consultants, while making the Program Evaluation survey, discussed the work of the State Committee with the Committee secretary. Yet, in the Program Evaluation Report, no mention is made of the State Committee other than the following recommendaion that there should be one:

A state-wide committee, carefully selected for the purpose by the State Superintendent of Public Instruction, and representing adequately those concerned with the problems of teacher education, should develop criteria for admission to teacher education programs.¹

¹Booz, Allen and Hamilton, Management Consultants, "Program Evaluation Survey" (unpublished study done by contract for the Commonwealth of Kentucky, Commission on Public Education; Frankfort, Ky.: October, 1961), p. 191.

CHAPTER V

THE COOPERATIVE DEVELOPMENT OF GUIDELINES FOR PLANNING INSTITUTIONAL PROGRAMS OF SELECTIVE ADMISSION AND RETENTION OF TEACHER CANDIDATES

Introduction

As an overview of the developments discussed in this chapter, it is noted that a State Study Committee was created to consider the general problem of strengthening the practices of selection and admission in teacher education; the committee reached agreement on broad principles; on the basis of these principles and other expressions of the committee members, and using the data reported in previous chapters, the writer prepared a set of guidelines for planning institutional programs of selection and admission in teacher education; the guidelines were approved by the State Study Committee and recommended for use by the teacher education institutions; the guidelines were distributed to the institutions; the Division of Teacher Education and Certification of the State Department of Education requested the institutions to prepare and submit written programs of selective admission and retention of candidates as a part of the State plan of teacher preparation-certification; the institutions responded by developing or reviewing their programs and submitting written programs to the Division of Teacher Education and Certification; the written programs have been published in an official bulletin of the State Department of Education as a matter of public record.

The Creation of a State Study Committee on Selection and Admission to Teacher Education Programs

The results of the study reported in Chapter II were reviewed in cooperation with the Director of the Division of Teacher Education and Certification in the State Department of Education. In view of the status of the development of programs of selection and admission to teacher education in Kentucky as revealed by the study, it was apparent that the original plan to hold a state-wide conference at this point would not be as productive as was originally anticipated, and, in fact, due to the moderate level of development of concepts in

this area, any progressive efforts might be strongly challenged. It was thought that a more productive step would be to set up a special study committee to explore the matter in depth and make considered recommendations regarding selection and admission to teacher education programs. The technique of a state study committee is one which has had considerable success in Kentucky and one which has enjoyed the confidence of the persons involved.

With the Director of the Division of Teacher Education and Certification, the whole proposal was then discussed with the Head of the Bureau of Instruction, the Assistant Superintendent for Instruction, and with the Superintendent of Public Instruction in the State Department of Education. The Superintendent of Public Instruction concurred with the recommendation that a state study committee should be appointed and designated the Assistant Superintendent of Public Instruction to serve as chairman of the committee. The writer was named secretary to the committee, and members were appointed in accordance with the recommendations of the writer and of the Director of the Division of Teacher Education and Certification.

In constituting the committee, an effort was made to secure representation from those institutions which produced the most teachers, along with personnel from related organizations and agencies. Also included were specialists in student personnel work and representatives from institutions having commendable programs in selective admission and retention of teacher candidates. The over-all size of the committee was the only limiting factor, since it was felt that the group should be small enough to promote a free flow of discussion among the members. Initially, the committee was made up of twenty-one regular members plus twelve consulting members, but after the second meeting all persons participated on the same basis.

The following list shows the types of positions held at the time of appointment by members of the State Study Committee on Selection and Admission to Teacher Education Programs:

- President of a State college
- Academic Dean of a State college
- Academic Dean of a State college
- Academic Dean and Registrar of a State college
- Academic Dean of a College of Arts and Sciences in a State university
- Associate Academic Dean of a private college
- Academic Dean of a private junior college

Dean of Students and Head of the Department of Education
 of a private college
 Dean of Students and Head of the Department of Education
 of a private college
 Dean of Admissions of a State university
 Head of the Department of Education of a private college
 Chairman of a Division within the College of Education of a
 State university
 Director of the Testing Office of a State university
 Director of School Relations of a State university
 Director of Admissions in the School of Medicine of a municip-
 al university
 Coordinator of Student Teaching in the Department of Educa-
 tion of a municipal university
 Professor of Elementary Education of a State college
 Professor of Education Administration of a State college
 Executive Secretary to the Kentucky Council on Public Higher
 Education
 Director of Public Relations of the Kentucky Education Asso-
 ciation
 Superintendent of a county school district
 Superintendent of a county school district
 Assistant Superintendent of a metropolitan county school
 district
 Director of Teacher Recruitment of a metropolitan county
 school district
 Supervisor of Instruction of an independent school district
 Supervisor of Instruction of an independent school district
 Assistant Superintendent of Public Instruction, State Depart-
 ment of Education
 Director, Division of Guidance Services, State Department
 of Education
 Director, Division of Home Economics Education, State De-
 partment of Education
 Assistant Director, Division of Teacher Education and Certifi-
 cation, State Department of Education
 Supervisor of Certification, Division of Teacher Education
 and Certification, State Department of Education
 Supervisor of Elementary Education, Division of Instructional
 Services, State Department of Education
 Consultant for In-Service Teacher Education, Division of
 Teacher Education and Certification and a State college
 (joint appointment)
 While the above listing presents a general picture of the makeup

of the Committee, it is noted that the potential contribution of certain members is not apparent from their immediate positions. For example, the Director of School Relations of a State university was new to this position, having just given up the position of Director of the Division of Guidance Services in the State Department of Education; prior to this, he was a Dean of Students in a private college.

A summary of selected prior experiences of the committee members is shown in Table 3. No attempt was made to categorize all prior experiences so it should not be assumed that none of the committee members has had a given type of experience. Table 4 shows the roster of agencies and professional organizations represented on the State Study Committee.

Plan of Work Followed by the State Study Committee

The plan of work for the State Study Committee evolved out of its deliberations from meeting to meeting.

The committee chairman and the committee secretary planned the first meeting only to the extent of setting the stage for the work to be done. The first meeting included a charge to the committee from the State Superintendent of Public Instruction, in which he asked the committee to make recommendations for strengthening the programs of selection and admission of candidates to the teaching profession in Kentucky colleges and universities. A keynote speaker was also presented to the committee, and he reviewed some of the major issues regarding selection and admission in teacher education. The committee secretary reviewed the history of events with respect to selection and admission in Kentucky, including a report of the survey which he made for the 1960-61 school year. The secretary also reviewed the background materials and data which he had prepared for use by the committee.

Following this introduction to the discussion, the committee began to deliberate on the general problem.

The committee proceeded to hear from consultants on certain topics and to appoint sub-committees for special studies. Throughout all of the meetings of the State Study Committee and its sub-committees, careful records were kept. During the meetings of the total committee, tape recordings were made of the discussions. All addresses and presentations of the consultants and all sub-committee reports have been written and incorporated into the minutes of the committee.

TABLE 3

**Record of Selected Experiences of the Thirty-three Members
of the State Study Committee on Selection and
Admission to Teacher Education Programs**

Type of Experience	Number of Members Who Have Had This Experience
Teaching at the elementary school level	13
Teaching at the secondary school level	15
School administration at the local district level (principal, supervisor, superintendent, etc.)	23
Teaching at the college level	18
Junior college administration	2
Senior college administration ^a	12
State Department of Education ^b	11

^aIncludes one as college president, five as academic deans, four as dean of students.

^bIncludes one as state superintendent of public instruction, two as assistant state superintendent of public instruction.

TABLE 4

**Roster of Agencies and Professional Organizations Represented
on the State Study Committee on Selection and Admission
to Teacher Education Programs**

Name of Group	Representation
Council on Public Higher Education	Executive Secretary
Advisory Committee on Teacher Education	Six Members
Kentucky Commission on Teacher Education and Professional Standards	State Chairman
Kentucky Unit of the Association for Student Teaching	President-Elect
Kentucky Education Association	Director of Public Relations
Kentucky Association of School Administrators	Vice President
Kentucky Cooperative Counseling and Testing Service	Director
Kentucky Association of Colleges, Secondary, and Elementary Schools	President-Elect
Kentucky Association of Junior Colleges	One Member
Kentucky Registrars Association	Two Members

Note: Where the group representation included an officer, the other members are not indicated.

Four meetings of the State Study Committee were held over the nine-month period from January 18, 1961, to October 10, 1961. The final meeting was held on March 14, 1963. Throughout this period, the secretary engaged in coordinating activities with other agencies to promote the concept of selection and admission in teacher education.

Following is a summary of the activities of the State Study Committee:

1. The keynote speaker for the first meeting was the president of the University of Kentucky, and he reviewed some of the major issues and related research findings with respect to selection and admission in teacher education.

2. The Director of the Division of Teacher Education and Certification served as a consultant and presented the "competency approach" to teacher education with implications for the process of selection and admission.

3. The chairman of the Admissions Committee of a medical college, who is also a psychiatrist, reported on the process followed in screening applicants for medical colleges and discussed the use of various selective devices and techniques.

4. The director of the University Testing Office had served as the chairman of a committee on selection and admission in teacher education at the University of Kentucky and he reported the results of a two-year study to develop a plan of selection and admission in teacher education at his institution.

5. The chairman of the Kentucky Commission on Teacher Education and Professional Standards was asked to report on the New Horizons Project with respect to selection and admission and to present the viewpoint of the teaching profession on this topic. This report was presented through the committee secretary, since the state chairman was unable to attend the scheduled meeting.

6. A Sub-Committee on Purposes and Objectives of Education summarized the major national statements on goals for American education.

7. A Sub-Committee on Recommended Administrative Practices Connected with Selective Admission and Retention in Teacher Education studied the difficulties involved with transfer students and made recommendations.

8. A Sub-Committee on Long-Range Planning investigated the feasibility of securing support for basic research in teacher education.

9. A special Sub-Committee of ten members reviewed the first two years of work of the State Study Committee and asked the secretary to translate the gist of the group's thinking into a tentative plan by which institutions could set up stronger programs of selection and admission to teacher education.

The person doing this study also served as secretary to the State Study Committee on Selection and Admission in Teacher Education Programs, and engaged in the following activities in connection with the committee's work:

1. As a follow-up to the 1959-60 study of the practices in selection and admission, a request was made of the senior colleges for a one-page summary of their programs of selection and admission for the 1960-61 school year. Returns were received from all institutions and summarized for the committee.

2. Inquiries were directed to the state education associations of the several states, to determine whether any state professional groups were studying selection and admission to teacher education in a manner comparable to the approach of the Kentucky State Study Committee. Not every state education association responded. Several replies indicated that the Teacher Education and Professional Standards groups in their states were beginning to give attention to the topic but that no state-wide efforts were in progress.

3. Inquiries were directed to the Directors of Teacher Education and Certification in the fifty states, to determine what action was being taken, or had been taken, at the state level comparable to the State Study Committee. The information was obtained from all states and revealed that there were no groups organized on a basis comparable to the Kentucky project. California had a committee of the California Council on Teacher Education studying selective admissions which grew out of a sub-committee on teacher recruitment. Minnesota reported a workshop experience in which the responsible groups studied selection and admission in teacher education and reached agreements on certain basic principles of operation, but the written report of the workshop was not available at the time.

4. A questionnaire was directed to the presidents of the Kentucky Future Teacher chapters, requesting them to briefly list their activities for the school year and to identify from the student's viewpoint some of the characteristics which they considered essential for a teacher. The questionnaire was mailed out about two weeks before the end of the school term; consequently, there was a light response.

The few replies were tabulated and reported to the State Committee. No conclusions were drawn.

5. A bibliography of 124 selected references relating to selection and admission in teacher education was prepared and distributed to the committee and to the officials of the Kentucky teacher education institutions.

6. The circumstances and conditions relating to selective admission and retention which the writer had studied were discussed at length with the State Committee.

7. The work of the State Committee and the concepts of stronger programs of teacher selection were promoted among other groups, and liaison was affected with other groups, namely: the Kentucky Commission on Teacher Education and Professional Standards, the Kentucky Association of Junior Colleges, the Kentucky Registrars Association, the Kentucky Unit of the Association for Student Teaching, the Kentucky Association of School Administrators, the Kentucky State Board of Education, and the Commission on Public Education.

8. At the request of the State Study Committee, the writer prepared the "Guidelines for Institutional Planning of a Program of Selection and Admission to Teacher Education" as reported in a section below.

Major Actions of the State Study Committee

The State Study Committee on Selection and Admission to Teacher Education Programs was made up of persons who were themselves knowledgeable about teacher education and who had participated in previous efforts to improve other aspects of the teacher education program. Most of the members were personally acquainted with each other prior to the creation of the committee. Thus, the warm personal relationships plus the previous experiences in similar group studies made it possible for the committee to engage in productive discussion immediately with the first meeting. The committee secretary was able to record the flow of discussion at the meetings and to reflect the trend of thinking back to the committee for approval. The discussions and the decisions on many minor issues led gradually to the final position of the State Study Committee. This position was stated in three parts:

1. The State Study Committee affirmed that an adequate program of selective admission and retention of teacher candidates is an *imperative* in teacher preparation. With this position the committee

resolved the questions and issues relating to whether teacher candidates should be selected.

2. The State Study Committee observed that an adequate program of selective admission and retention of teacher candidates in each and every Kentucky teacher education institution is dependent upon the acceptance and the fulfillment of definite responsibilities not only by the institutions, but by the State Department of Education, by the public schools, and by the teaching profession. These respective responsibilities were then delineated by the committee.

3. Since the teacher education institutions bear the primary responsibility for teacher candidate selection, the State Study Committee caused to be prepared a set of guidelines by which programs of selective admission and retention could be developed or improved by the institutions, and recommended the use of these guidelines by the institutions.

The position of the State Study Committee is further elaborated below.

In declaring that a program of selective admission and retention of teacher candidates as an imperative in teacher preparation, the committee discussed five essential contributions which such a plan makes to the teacher education program. A digest of the committee's expressions follows.

To communicate the image of the type of persons wanted as candidates to the teaching profession.—A written description of the program should portray the type of persons wanted as candidates to the teaching profession, on the assumption that high standards attract better quality students. The communication of this information is expected to attract greater numbers of the better students to the teaching profession. The statement along with the description of the total program serves to give faculty advisers, high school guidance counselors, parents and students more accurate information on which career decisions can be based. The information may also serve as a guide for self-evaluation on the part of an individual teacher candidate and as a guide by which he may carry on his own plan of self-improvement. Such information is also needed to give citizens and school patrons a better understanding of teacher preparation and lay the groundwork for a better respect for the total teaching profession.

To provide a continuous means of assessment and appraisal of teacher candidates which is more comprehensive than courses and

grades.—An adequate program of teacher selection and admission will tap the total resources of an institution to provide advice and evaluation on individual teacher candidates. Through objective tests, rating scales, self-evaluation, and personal guidance and counseling, a candidate can gain better insight into his own ability and will be able to make a better assessment of his potential for the teaching profession. Not only will he make a judgment as to whether he will select the teaching profession but he may gain some insight into the specific teaching assignment where he would like to begin his career. The evaluation procedures may also reveal areas of strength for possible specialization and further study, and may reveal areas of weakness for which remedial action may be necessary. From the point of view of the faculty and the selection committee, the continuous evaluation provides a feed-back for curriculum evaluation and development. At times the evaluation data must serve as evidence to support a decision to eliminate a candidate from the curriculum or to deny admission to the curriculum.

To provide a system of initial admission to the teacher education curriculum, based on adequate standards, and to provide for the selective retention of candidates throughout the professional education curriculum.—Only those students who show evidence of professional promise are admitted to the teacher education curriculum; only those students who continue to show evidence of professional promise are retained in the curriculum to the point of graduation.

To provide information for teacher certification and for teacher placement, including recommendations for the initial teaching assignment.—There must be a permanent repository for information on each teacher candidate for reference by the officials who must make recommendations for teacher certification and recommendations for employment. This information lends itself to a joint review by the teacher candidate and his faculty adviser to determine the type of initial teaching position which will offer him the greatest promise of success during his first years in the teaching profession. It also lends itself to helping ascertain the types of positions which probably should be avoided in the early years of teaching. The same information can lead the prospective employer to make wise assignments in keeping with the promise of the teacher. In this manner, the college may be protected from charges arising out of the misuse of personnel. Not only are the teacher, the employer, and the college benefited by this procedure, but the pupils will be served more adequately.

To provide a point of departure for research on better processes

of admission and selection to teacher education programs.—The programs should include provisions for adequate record keeping and for follow-up of both the candidates who were not admitted to the program, and those who were admitted and later eliminated, as well as those who were accepted and who went on to become teachers in the profession. Paradoxically, it is necessary to operate a program of selection and admission in order to learn how to perform this function more effectively. Only by setting up a program can the research information be derived which is so vital for making the decisions.

The State Study Committee viewed the process of selection and admission as being so completely interwoven in all facets of teacher preparation that success is dependent upon the full cooperation of several groups. The committee has delineated responsibilities for several groups—teacher education institutions, the State Department of Education, the local school districts, and the teaching profession—as discussed below.

The teacher education institutions have the major responsibility since this is the point of application of standards for selection and admission. The institutions have a responsibility, both individually and collectively. While adequate standards may be developed at one institution, it is necessary that these processes be coordinated with those of other institutions. The officials of the teacher education institutions must share in the development of standards on a state-wide basis in order to be able to implement them effectively on their respective campuses.

The cooperation among institutions and the cooperative development of standards can be facilitated through the coordinating function of the State Department of Education—in particular, the Division of Teacher Education and Certification. The Division also serves as a channel of communication among the institutions. A definite legal relationship exists between the Division of Teacher Education and Certification and the teacher education institutions with respect to the accreditation for teacher education and with respect to teacher certification. The State Department of Education, through its Division of Instructional Services, has a responsibility with respect to the proper assignment of teachers.

The local school districts have several responsibilities. More and more, it is necessary for the public schools to serve as laboratories for the pre-service preparation of new teachers. In this connection, the districts have a responsibility for providing observational situations

and for supervised student teaching. There is also the responsibility for placing new teachers in an assignment and in an environment which is conducive to initial success. There is the responsibility for providing effective instructional leadership for the new teachers. Finally, there is the responsibility for providing evaluative data on new teachers to the teacher education institutions for research purposes and to the State Department of Education for supply and demand studies.

The teaching profession, through its organizations, must serve as professional partners with the teacher education institutions and with the local school districts. A major contribution is the support of the colleges in the operation of the program of selection and admission. As individual teachers and as members of a professional organization, professional persons have a responsibility to assist the teacher candidates in their pre-service preparation and to assist the new teachers in their initial adjustment. An important responsibility of any profession is the recruitment of new members for the profession. In teaching, one major aspect of recruitment is done at the high school level. Support of activities such as the Future Teachers of America is essential. This particular responsibility should not be left to the school administration alone, but should be accepted as a responsibility of the local professional organization in each district.

The State Study Committee, after expressing its viewpoints on the need for adequate programs of selection and admission in teacher education and after expressing its viewpoints on the responsibilities of the various groups, then desired to give further guidance to the teacher education institutions with respect to planning adequate programs. Using the expressions of the committee reports and the reports of the sub-committees as a basis, the secretary prepared a set of "Guidelines for Planning Institutional Programs of Selection and Admission in Teacher Education" for consideration by the State Committee. With a few revisions, the State Committee approved the guidelines and recommended them for use by the Kentucky teacher education institutions. The guidelines are included in the next section.

Guidelines for Planning Institutional Programs of Selection and Admission in Teacher Education Institutional Committee on Selection and Admission to Teacher Education

Purpose and function.—The purpose of the committee is to improve the quality of the teachers prepared by the institution by means of

selective admission to the teacher education curriculum and by selective retention throughout the teacher education curriculum. It is recognized that this purpose must be approached in a manner consistent with the institution's responsibility for the guidance and counseling of its student body.

Authority and responsibility.—The committee has the responsibility for setting up operational procedures to achieve its purposes and functions and should have sufficient authorization for operating the program. In particular, the committee must have sufficient authority to determine whether a student may continue in the teacher education program.

Composition of the committee.—The committee members should be representative of all of the departments of the institution which contribute significantly to the preparation of teachers.

Operational guidelines.—The committee shall develop institutional guidelines to follow as a matter of general practice. Representatives of the committee should meet periodically with representatives of other institutions through conferences sponsored for this purpose by the State Department of Education. It is expected that certain agreements will be reached on a state-wide basis from time to time which will subsequently be incorporated into the institutional programs.

General Outline of the Over-All Plan

Initial admission to teacher education.—There should be a point at which each teacher candidate makes a formal application for admission to the teacher education program (usually this point will be at or near the end of the sophomore year). The committee has the responsibility for rendering a decision regarding each applicant.

Selective retention throughout the program.—The progress of each student admitted to the teacher education curriculum should be reviewed by the faculty adviser at the end of each semester thereafter until graduation. The total committee needs to act only in those cases which are referred by the faculty adviser.

Admission to student teaching.—There should be a point at which the teacher candidate applies for permission to do directed student teaching (or begin a professional semester experience) and the committee should render a decision on each application. The application and the decision should be made well in advance of the assignment to student teaching.

Final evaluation and recommendation.—At the end of the preparation program there should be recommendation by the total committee for teacher certification. There should also be a brief report of the student's progress, to serve as placement information by the college placement agency and for the prospective employer.

Initial Admission to Teacher Education

Student's application for admission to teacher education.—Each student should make application for admission to the teacher education program on the forms developed for this purpose by the committee. The student should provide such pertinent information as the following:

1. Previous experiences—work experiences, extra-curricular activities, etc., and especially experiences with school age children such as school teaching, church activities, club activities, etc.
2. Applicant's own statement of why he wants to become a teacher and how he reached this decision.
3. Applicant's own self-evaluation of his potential for becoming a teacher.
4. Details of future goals—teaching level preferred, majors and minors to be completed, type of teaching assignment preferred, etc.
5. Names and addresses of personal references who may be consulted, including the high school principal.

Type of information needed to supplement student's application.—The student's application should be supplemented with additional information secured from within the institution by the committee, such as:

1. Academic record thus far—both high school and college.
2. Evaluation of the student's potential for the teaching profession by the high school principal, or other high school person in position to make such an evaluation.
3. Evaluation of the student by the college instructors who have had him in their classes. (This need not be a scaled rating, but rather a device to identify those who may be doubtful prospects so that they can be investigated further.)
4. Report from other college personnel, such as the dormitory counselor, work supervisor, club sponsor, etc.
5. Record of standardized tests, including college entrance tests and general achievement test scores, such as the sophomore comprehensive examinations.

6. Health and physical fitness evaluation—It is important to give this item some prominence since it is the basis for screening mentally disturbed persons and those with unusual physical handicaps.

7. Evaluation of communicative skills of student—If the application form must be prepared in the student's own handwriting, and if some members of the committee are personally acquainted with the applicant, this information may suffice in institutions which are unable to set up a more formal evaluation of this item.

Committee response to student's application for admission.—Each institutional committee will develop its own procedures, but several possibilities are pointed out:

1. Admission approved, subject to continued satisfactory progress in the program.

2. Admission approved, subject to continued satisfactory progress in the program, but with the understanding that certain minor deficiencies will be corrected immediately.

3. Non-admission, but with some encouragement to re-apply at a later date when major deficiencies (identified by the committee) are corrected.

4. Non-admission, but with referral for guidance regarding some other vocational choice.

Guidance of students who are granted admission.—Students who are admitted to the teacher education curriculum at this point may, or may not, need further guidance regarding the goals declared in the application.

Selective Retention in the Teacher Education Program

The progress of all teacher education students initially admitted to the program at the end of the sophomore year should be reviewed again at the end of each semester until graduation. Usually this review can be made by the faculty adviser and only those cases referred by the faculty adviser would require the attention of the total committee. Factors which might be taken into account at the end of the semester are as follows:

1. Poor academic progress.

2. Reports of questionable nature from class instructor, or from other sources.

3. Failure to make up deficiencies previously prescribed for the student.

**Application for Directed Student Teaching
(or for the Professional Semester)**

Application by the student.—Most institutions provide the student teaching experience during the first or second semester of the senior year which would place the application for permission to do student teaching near the latter part of the junior year. At this point, the student should be far enough along in his academic program for an evaluation of his competencies in the area of specialization and should be far enough along in some of the pre-professional and professional courses to give an indication of his promise as a teacher. The student should make a formal application to the committee for permission to do student teaching and a decision should be rendered on such application. The information supplied by the student at this point might include the following:

1. A self-evaluation.
2. An indication of his plans for the future in the teaching profession.
3. A summary of his non-academic activities since the date of his original application for admission to teacher education.
4. A summary of academic preparation at the college level categorized in a manner decided by the committee.

Additional information.—The application for student teaching should be supplemented with additional information gathered by the committee, as follows:

1. Access to the official academic record.
2. Recommendation from the department in which the student is specializing.
3. Recommendation from the professional education department.
4. Rating by other college personnel who have had close relationship with the student—dormitory counselor, work supervisor, club sponsor, etc.
5. Health and physical fitness examination (as required of all public school teachers who are to be working with children).
6. Any other information which the committee may desire to be supplied for all applicants or for an individual applicant.
7. Standardized test information desired by the committee.

Final Evaluation and Recommendation for Teacher Certification; Preparation of Placement Information

Before the date of graduation a final decision should be made regarding the recommendation of the candidate for the teaching profession. Some of the pertinent information which should be indicated at this point follows:

1. The type of "approved program" which the student completed at the college.
2. The official recommendation by the committee for teacher certification.
3. A summary of participation in non-academic experiences.
4. The type of employment and assignment preferred by the student.
5. A recommendation as to the type of situation in which the person would probably give his best performance as a beginning teacher, a notation of any outstanding abilities or weaknesses of the student.

Other Considerations

Several institutions have reported a phenomenal change in the attitude of the teacher education students in response to a statement or bulletin describing the type of teachers which the institution is trying to prepare. This "image" of a well-prepared teacher gives the desirable personal characteristics, level of academic preparation, competencies in certain areas, and so on. It provides a means for the prospective teacher to make a self-evaluation of characteristics that cannot be measured objectively by any available measuring technique. These institutions report that when such a statement is prepared and distributed, fewer of the border-line cases apply for the teacher education curriculum. There is also an indication that the portrayal of a well-qualified competent teacher serves to attract more of the better students into the curriculum. The State Study Committee on Selection and Admission in Teacher Education Programs strongly recommends that each teacher education institution develop literature for the purpose of communicating to their students the type of teacher it hopes to present to the profession.

It is recognized that absolute screening devices for teacher education are not available and that any attempt to set up "absolutes" in the way of test scores or grade point standing should be approached with caution. The State Study Committee recommends that in the early stages of a program of selection and admission that attention be

given to screening out those who are obviously unfit for the teaching profession at an early point in the student's academic career. The institutional committee should not hesitate to make decisions when in their professional judgments, a person is obviously unfit for the teaching profession and/or would be detrimental to the welfare of the children. Further refinement in the manner of objective criteria can be developed with experience. In the meantime, certain generally accepted procedures can be adopted, such as:

1. Academic standing: at the point of admission to teacher education; at the point of admission to student teaching; over-all academic standing; and standing in the field of specialization.
2. In ability test scores—not as an absolute screening device but very low scores should certainly warrant further investigation by the committee.
3. Achievement test scores.
4. Personal rating sheets secured independently from a number of different persons. A majority of poor reports would certainly be cause for investigation.
5. Health and physical fitness evaluation.
6. Student's self-evaluation.

In any program of selection and admission adjustments are necessary to handle the cases of students transferring to, or from, another institution. Provisions must be made by the first institution to give pertinent information to the second institution, especially in those cases where a student applied for admission to teacher education but was not accepted. It is not intended that such information forever block a student from a teacher education program. It is recognized that a person who does not qualify for admission at one point may be able to qualify at a later date, in the same institution or at a different institution.

Progress in the Use of the Guidelines for Planning Institutional Programs of Selective Admission and Retention of Teacher Candidates

The guidelines were approved by the State Study Committee on October 10, 1961, and were distributed to the teacher education institutions. In December, 1961, the Director of the Division of Teacher Education and Certification requested the teacher education institutions to prepare and submit their programs of selection and admission to teacher education in compliance with the State Board

regulation. Reference was made to the guidelines approved by the State Study Committee. During the following twelve-month period, the institutions which had no programs developed programs and submitted them to the Division of Teacher Education and Certification. The other institutions had the opportunity to review and revise their programs, and these were received by the Division of Teacher Education and Certification.

Before the final meeting of the State Study Committee, it was reported by the Division of Teacher Education and Certification that all of the Kentucky teacher education institutions had prepared and filed written programs of selection and admission to teacher education. The Division further reported that the institutions had given approval for publishing these programs in a Bulletin of the State Department of Education.

A review of the programs submitted shows that all institutions have designated committees with the authority and responsibility for selection and admission of teacher candidates; all institutions have determined a point at which selective admission to the teacher education curriculum is made on the basis of stated criteria and formal consideration by the institutional committee; and all institutions prescribe a further application for permission to enroll in supervised student teaching which must be considered by the institutional committee. Only six institutions make specific references to the final recommendation for certification and for job placement. The programs show a wide range in the use of standardized tests and other evaluative criteria. Many institutions have established minimum grade-point standing requirements for course work in professional education and in the teaching specialty as well as for the over-all standing.

CHAPTER VI

THE INVOLVEMENT OF RESPONSIBLE AGENCIES IN A COOPERATIVE REPORT TO STRENGTHEN PRACTICES OF SELECTION AND ADMISSION TO PROGRAMS OF TEACHER PREPARATION

Following the appointment of the State Study Committee on Selection and Admission to Teacher Education Programs efforts were made to publicize the activities of the committee among other professional groups and agencies which have some connection with the selective admission and retention of teacher candidates. Efforts were made to lay the groundwork for the support of the recommendations which were expected from the State Study Committee by creating a climate of understanding and of concern for the general problem. The remaining sections of this chapter describe some of these efforts.

Coordinating Activities of the Division of Teacher Education and Certification of the State Department of Education

Throughout the study the center of operations was the office of the Division of Teacher Education and Certification of the State Department of Education and the planning was done in cooperation with the Director of the Division. The mutual contribution of resources by the Division of Teacher Education and Certification, the State Study Committee on Selection and Admission to Teacher Education Programs, and the person conducting the present study gave strength and coordination to the effort.

Most of the contacts with other agencies and organizations reported in this chapter were made possible through the fine working relationships which exist between them and the Division of Teacher Education and Certification.

The Division Director was consulted with respect to the processes and procedures which would be most effective in bringing the study to a satisfactory conclusion and with her assistance the State Study Committee was created. She served as a special consultant to the State Committee and through the Division office, supplied the committee with study materials related to the project. The Division also published a bibliography of references related to selection and ad-

mission to teacher education, prepared by the person conducting this study, for distribution to the State Committee and to officials of all the Kentucky teacher education institutions. The secretarial services for the State Study Committee were provided by the Division.

The Division of Teacher Education and Certification made a major contribution to the study in working to eliminate the practice of certifying teachers on an emergency basis who did not have a satisfactory academic standing on their college coursework. The State Study Committee identified this practice as a barrier to further progress in teacher selection when it was discovered that some persons who had been rejected from the teacher preparation program were nevertheless employed in certain school districts on an emergency basis. As a preliminary to the adoption of stronger academic requirements for emergency certificates it was necessary for the Division of Teacher Education and Certification to get the support of the school superintendents of the districts which were employing the teachers who were to be eliminated. It was then necessary to obtain the approval of the State Superintendent of Public Instruction and the State Board of Education. The Division has been working for several years in the direction of a minimum academic requirement of a "C" average for emergency certification and through a succession of steps finally secured support from all groups for this regulation to become effective with the 1962-63 school year. It is recognized that the present study gave impetus to this achievement.

Participation with the Kentucky Commission on Teacher Education and Professional Standards in the Professional Standards Movement

The Kentucky Commission on Teacher Education and Professional Standards has been promoting the New Horizons Project which includes emphasis on the selective admission and retention of teacher candidates. The Director of the Division of Teacher Education and Certification of the State Department of Education is a member of the Kentucky Commission and through her the activities of the State Study Committee have been communicated. The State Chairman of the Kentucky Commission is a member of the State Study Committee and he has provided several opportunities for the discussion of the topic at meetings of state, regional, and local TEPS groups. At these meetings the goal has been to encourage a climate of support among the profession for the selection policies being established by the

teacher education institutions and to create an awareness of the profession's responsibility for selective recruitment.

Agreements Reached with the Kentucky Association of Junior Colleges

The Kentucky Association of Junior Colleges instituted what is hoped to be a series of annual spring conferences during the month of March of each year. At the first meeting on March 17, 1962, the secretary to the State Committee was invited to discuss recent developments in teacher education and their implications for the junior college. As a part of this discussion, there was an exploration of the responsibility of the junior college with respect to the selection and admission of teacher candidates. The Association agreed to operate a plan of selection and admission to teacher education as a part of the first two years of the four-year teacher preparation program and to supply whatever information may be requested by the senior colleges for the junior college graduates. The report of this meeting is presented in Teacher Education Circular No. 168 which was released April 1, 1962, under the title, "Recent Developments in Teacher Education with Implications for the Junior College Curriculum."

The State Study Committee includes one member from the Kentucky Association of Junior Colleges and he spoke to his colleagues on behalf of the work of the committee.

Discussion with the Kentucky Registrars Association

For several years the staff of the Division of Teacher Education and Certification has met annually with the Kentucky Registrars Association which includes the secretary to the State Study Committee. The Division staff was invited to conduct the program at the annual meeting of the Kentucky Registrars Association held on October 26, 1961.

Two of the members of the State Study Committee belong to the Kentucky Registrars Association. A brief progress report was made on the work of the State Study Committee. It was pointed out that when the final report of the committee is prepared, it might include recommendations for the communication of additional information on transfer students in teacher education.

Cooperative Relationship with the Kentucky Unit of the Association for Student Teaching

One of the staff members of the Division of Teacher Education and Certification has always been included on the advisory council

of the Kentucky Unit of the Association for Student Teaching. The State Study Committee secretary has served in this capacity previously and continues to meet with the group on occasion. During the 1962-63 school year, the Association and the Division of Teacher Education and Certification cooperated in the development and the publication of a Circular relating to the work of the Association and to the improvement of teacher preparation and student teaching.¹ Included in the Circular are reports of some of the recent developments in the institutional programs of selective admission and retention in teacher education. The president of the Association is one of the members of the State Committee.

Progress Reports to the Kentucky Association of School Administrators and the Local School District Superintendents

These two groups are listed together since virtually all of the local school district superintendents belong to the Association. The Association has its official meetings in December and in April of each year, but the programs are worked out jointly between the Association and the State Department of Education. Personnel of the State Department of Education also belong to the Association. When the State Superintendent of Public Instruction calls meetings of the local school superintendents to meet with the staff of the State Department of Education the cooperative relationship continues.

During the course of the work of the State Committee on Selection and Admission to Teacher Education Programs, the State Superintendent of Public Instruction held meetings to keep the school administrators informed of the progress of the various state study committees. On July 27, 1961, the State Superintendent of Public Instruction held a meeting of the Department of Education staff and the local school superintendents of the state, at which time a progress report of the work of the State Committee on Selection and Admission to Teacher Education Programs was made by the committee secretary. A brief statement of the work of the Committee, including some of the major issues being considered, was prepared for distribution at the meeting. A similar progress report was prepared for distribution in December, 1961.

¹Commonwealth of Kentucky, Department of Education, Division of Teacher Education and Certification, and the Kentucky Unit of the Association for Student Teaching, *Moving Forward in Student Teaching Programs*, Teacher Education Circular No. 178, January, 1963.

Concurrent with the work of the State Committee, the State Superintendent of Public Instruction urged parallel studies by local school district citizens committees. The materials used in the two meetings with the school superintendents were available on request for use by local committees. The materials included "A Guide for Local Study Groups" on the topic, "The Selection and Admission of College Students to Teacher Education Programs." The guide listed questions and issues appropriate for study by citizens groups.

Progress Report to the Kentucky State Board of Education

At the request of the State Superintendent of Public Instruction, who is also chairman of the State Board of Education, the committee secretary presented a progress report to the Board on June 20, 1961, regarding the work of the State Committee on Selection and Admission to Teacher Education Programs. The purposes of the brief report were to inform the State Board of Education of the issues involved, to indicate the directions being taken by the committee, and to give a projection of the anticipated outcomes of the work of the committee.

Regional Discussion at the Southern States Work Conference

Concurrent with the work of the State Study Committee on Selection and Admission to Teacher Education Programs, the annual Southern States Work Conference at Daytona Beach, Florida, had a committee studying "What Is Adequate Teacher Education?" One of the major aspects of the SSWC study was the process of selection and admission to teacher education. The committee secretary and another committee member participated in the SSWC study and through this activity exchanged information with representatives of the other Southern states. The committee secretary was invited to address the total SSWC Teacher Education Committee regarding the work of the Kentucky Study Committee. Copies of this address were prepared in advance for distribution at the SSWC and also for distribution to the State Study Committee members.

The Southern States Work Conference afforded the opportunity for an exchange of information with representatives of the other states located in the Southeastern region. Kentucky draws a considerable number of teachers from the teacher education institutions located in this area; consequently, it is important that the concept of selective admission and retention of teacher candidates be promoted among these states as well as within Kentucky.

Communication with the Governor's Commission on Public Education

While the various studies sponsored by the Commission on Public Education were in progress, the State Superintendent of Public Instruction was conducting other studies through various special study committees. On October 13, 1961, a joint meeting was held between the members of the Commission on Public Education and the State Superintendent of Public Instruction with selected members of his staff. The secretary to the State Committee on Selection and Admission to Teacher Education was included in this meeting where the progress of the Committee was reviewed briefly.

Relation to the Council on Public Higher Education and Its Advisory Committee

The legal agency for the development of teacher preparation-certification programs in Kentucky is the Council on Public Higher Education. The Council has established a working group called the Advisory Committee on Teacher Education. As a matter of practice, all questions relating to teacher education are routed through the Advisory Committee for study before being considered by the Council. The Council recommendations are submitted to the State Board of Education for final adoption as official regulations.

The Advisory Committee, the Council, and the State Board of Education were involved in the adoption of the regulation which directed that teacher education institutions have a program of selection and admission to teacher preparation.

This study is not concerned with the development of new regulations but rather with means of implementing those which are already in effect. Nevertheless, the Advisory Committee and the Council serve as avenues of communication and as authoritative agencies. Any recommendations relating to the teacher education program have greater effect if they have the approval and endorsement of the Advisory Committee and of the Council.

CHAPTER VII

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The purpose of this study was to promote the improvement of the programs of selective admission and retention of teacher candidates in the Kentucky teacher education institutions by means of a cooperative effort on a statewide basis. National professional organizations as well as representatives of Kentucky teacher education institutions have identified the selection and admission of teacher candidates as an aspect of the teacher education programs which needs strengthening.

In Kentucky, several factors converged to create an opportune time for progress in this direction: the recent upgrading of teacher preparation-certification standards, the rising level of the academic preparation of the teachers now in service, the improved financial structure for public education, the new directions in the accreditation of teacher education institutions, the renewed emphasis on proper teacher assignment in the elementary and secondary schools, and the impetus of the recommendations of the Governor's Commission on Public Education.

The study was begun with a survey of the practices in the Kentucky teacher education institutions with respect to the selective admission and retention of teacher candidates. For this survey the information was obtained from college catalogs, self-evaluation studies made by the institutions when available, reports on accreditation visits when available, followed by personal interviews with the college officials on the respective college campuses.

The state standards for the accreditation of teacher education institutions, which incorporate the standards of the National Council for the Accreditation of Teacher Education, were used for a rather general analysis of the practices in selective admission and retention of teacher candidates.

The survey and analysis of the institutional practices revealed serious weaknesses in thirteen of the twenty-two institutions. The status of the programs of selection and admission in teacher educa-

tion was found to be much lower than anticipated; consequently, the original plan of the study was altered at this point.

The findings of the survey and analysis mentioned above were reviewed with the Director of the Division of Teacher Education and Certification of the Kentucky State Department of Education and with other department officials and the decision was made to create a state committee, with the sanction of the State Superintendent of Public Instruction, to study ways and means of strengthening the programs of selection and admission to teacher education. It was assumed that the college officials who were appointed to the committee would promote more adequate programs on their home campuses as a result of their participation on the committee. It was also assumed that the final recommendations of the committee would be accepted with confidence by their colleagues in the institutions not represented. The State Study Committee gave attention to ways and means of assisting institutions to develop more adequate programs of selective admission and retention of teacher candidates rather than attempting to prescribe standards for compliance.

The writer was named as secretary and resource person to the State Study Committee. Using the deliberations of the committee as a basis, the writer prepared a set of guidelines for planning institutional programs of selective admission and retention of teacher candidates which were subsequently approved by the committee and recommended for use by the Kentucky teacher education institution. The state committee also affirmed the importance of the program of selection and admission in teacher education and delineated the responsibilities of the teacher education institutions, the state department of education, the local school districts, and the teaching profession for making an effective statewide program.

Parallel to the work of the state study committee, communication was effected to promote the concept of selective admission and retention in teacher education with other groups such as the State Board of Education, the Governor's Commission on Public Education, the Kentucky Commission on Teacher Education and Professional Standards, the Kentucky Association of School Administrators, and the Kentucky Association of Junior Colleges.

Following the distribution to the Kentucky teacher education institutions of the Guidelines for Planning Institutional Programs of Selective Admission and Retention of Teacher Candidates, the Division of Teacher Education and Certification referred to the guide-

lines and requested the institutions to submit their programs in accordance with the state plan of teacher preparation-certification. All institutions filed written programs of selection and admission to teacher education with the Division of Teacher Education and Certification.

The writer edited the written programs for publication and copies were distributed liberally to the teacher education institutions.¹

The remainder of this chapter is devoted to the conclusions and recommendations which have grown out of the continuing developments, the work of the State Study Committee, and the efforts of the writer over the three-year period of this study.

Conclusions

A survey was made of the Kentucky institutional practices in selection and admission to teacher education during the spring semester of the 1959-60 school year. Of the twenty-two teacher education institutions included in the survey, nine institutions were able to give tangible evidence of a continuing program of selective admission and retention of teacher candidates. Several other institutions might have been judged as having adequate programs, but the objective data for substantiating the effectiveness of the programs could not be supplied by the institutions. Problem areas identified in the survey included: the uncertainty among some college officials about the prerogatives of the institution to deny admission to a teacher education program, the inadequate provisions for the guidance or counseling of students beyond the usual faculty advising system, lack of adequate informational services about teaching and lack of clear-cut information on the institutional teacher selection program, the process of selective admission becoming at times a point of admission rather than a process based on standards, and a general lack of knowledge on the part of college personnel regarding the concepts and procedures which are basic to a program of selection and admission.

The survey of institutional practices revealed several commendable innovations in operation at one or more institutions including pre-admissions counseling, provision for orientation of parents during the usual freshmen orientation period, the appraisal of entering freshmen students by diagnostic testing prior to registration, comprehen-

¹Commonwealth of Kentucky, Department of Education, "Selective Admission and Retention of Teacher Candidates in Kentucky Teacher Education Institutions," *Educational Bulletin* (Frankfort: Department of Education, April, 1962), XXXI, No. 4.

sive testing program at the sophomore level, and the preparation of a special brochure of information about teaching.

In the course of the survey institutional officials expressed the keen desire for a study of the problems of selection and admission in teacher education in Kentucky.

From an analysis made of the conditions and the circumstances having implications to the general problem of selective admission and retention of teacher candidates, it was determined that immediate attention to improving selection and admission practices in teacher education was warranted, but that the same conditions and circumstances were conducive to making the needed improvements. The factors which considered included: The history of attempts in Kentucky to establish adequate standards of selection and admission to teacher education to which the present study could be anchored; the impetus of the professional standards movement of the teaching profession; the improving financial structure for public education as provided by the Foundation Law; the upgrading of teacher preparation-certification standards; the upgrading of the academic preparation of the corps of teachers in service; the increasing supply of college graduates who have prepared to teach; the stimulation of anticipated institutional visitations by accrediting agencies; the generally receptive attitude of teacher education officials toward efforts to improve practices in selection and admission; and the concern of the Kentucky General Assembly and the Governor's Commission on Public Education for improvement of teacher education.

A search was made to determine what pronouncements or recommendations if any have been made by the professional organizations and agencies which are responsible for teacher education regarding practices in the selection and admission of teacher candidates. It was found that the main stream of professional activity for the promotion of stronger programs of selective admission and retention in teacher education centers in such organizations as the National Association of State Directors of Teacher Education and Certification, the National Commission on Teacher Education and Professional Standards of the National Education Association, the American Association of Colleges for Teacher Education, the National Council for the Accreditation of Teacher Education, the Association for Student Teaching, and the Student Personnel Association for Teacher Education.

In their publications and policy statements it was found that all of these groups attached great importance to the selection process in

teacher education and urged that these processes be strengthened in the teacher education institutions. The National Commission on Teacher Education and Professional Standards, in particular, has worked vigorously toward this end since its creation in 1946.

As a vehicle for involving the teacher education institutions, the state legal agency for teacher preparation-certification, the state professional education association, and consultants in student personnel work, in a cooperative study of the problem, a State Committee on Selection and Admission in Teacher Education Programs was created. The two assumptions made at the time the committee was created have held true: (1) The college officials who served on the committee have worked to promote more adequate programs at their own institutions as a consequence of their participation on the committee; and (2) the teacher education institutions not represented on the committee have expressed confidence in the value of the committee recommendations.

The State Study Committee was able to reach agreement on several issues and thus reconcile some of the continuing reservations which have been expressed from time to time as barriers to progress in developing programs of selection and admission to teacher education. The committee concluded that an adequate program of selective admission and retention of teacher candidates is an *imperative* in teacher preparation and pointed out the valuable contributions of the program for teacher education. The committee delineated the responsibilities which should be accepted by the State Department of Education, by the public schools, and by the teaching profession for assisting the teacher education institutions in strengthening these programs.

Successful efforts were made in promoting the concepts of selection and admission in teacher education with other organizations and agencies in the state including several local organizations on teacher education and professional standards, the Kentucky Association of Junior Colleges, the Kentucky Registrars' Association, the Kentucky Unit of the Association for Student Teaching, the Kentucky Association of School Administrators, the Kentucky State Board of Education, and the Governor's Commission on Public Education. Communication was also established on a regional basis with other southern states through a Southern States Work Conference committee on teacher education.

On the basis of the deliberations of the State Study Committee and on the basis of individual study, the writer prepared guidelines by which programs of selective admission and retention could be devel-

oped or improved by teacher education institutions. This document entitled, "Guidelines for Institutional Planning of a Program of Selection and Admission to Teacher Education," was approved by the State Study Committee and recommended for use by the teacher education institutions of the state.

At the end of the first two-year period covered by this study the Division of Teacher Education and Certification requested the teacher education institutions to submit their written programs for selective admission and retention of teacher candidates in accordance with the state guidelines for teacher preparation-certification. Within a one-year period all of the Kentucky teacher education institutions developed programs of selective admission and retention of teacher candidates and submitted the written plans to the Division of Teacher Education and Certification. The development of these programs was fostered by the statewide efforts to resolve the issues related to selection and admission, by the recommendations of the State Study Committee, by the availability of dependable guidelines for program planning as recommended by the State Study Committee, and by the participation of many officials from teacher education institutions in the deliberations of the State Study Committee.

A plan for the continued study of the details of operation of the programs of selective admission and retention of teacher candidates has been recommended by the State Study Committee which provides for periodic meetings of members of the institutional committees on selection and admission with consultants from the Division of Teacher Education and Certification. There is every evidence that this recommendation will be followed.

It is significant that the State Study Committee concluded that no additional regulation by the State Board of Education was necessary or even desirable; instead, it was pointed out that the existing regulations calling for "... a planned program for selection, admission and guidance of prospective teachers ..." would be sufficient if implemented¹ The committee was more concerned with bringing about institutional commitments to the concepts of teacher selection rather than in mere compliance with specific regulations.

Even the most detailed of the existing regulations relating to minimum standards is written in language of encouragement:

¹Commonwealth of Kentucky, Department of Education, *Educational Bulletin* (January, 1962), XXX, No. 1, p. 46.

The scholastic standing for the area or the major and/or minor shall be no less than "C." It is desirable that the student have an average above "C" on his total preparation and an average above "C" in his majors and minors or area of concentration. (This would refer to elementary education where elementary education is considered a major.)¹

As a demonstration of the results of the approach taken by the State Study Committee and by the Division of Teacher Education and Certification, it is noted that in the written programs, ten of the twenty-three institutions state a minimum requirement higher than a "C" average on the over-all standing and nine of the twenty-three institutions require more than a "C" average in the teaching specialty.

A final conclusion is presented as an observation of the central role of the Division of Teacher Education and Certification, of the State Department of Education, in any attempt to improve teacher preparation. The working relationships and the avenues of communication which this Division has with the teacher education institutions, with the professional associations, and with the administration of the local school districts are unique. No doubt the progress effected by the present study could be duplicated in many other areas of teacher education by personnel from the Division.

Prior to the present study, the Division staff worked with four of the teacher education institutions in the transition from two-year junior college programs to four-year senior college programs. In these consulting relationships the Division staff emphasized the importance of selective admission and retention of teacher candidates. In the process of state accreditation of teacher education institutions the visiting committees have rendered consulting services along with the program evaluation. These activities account, in part, for the readiness with which the present study was received. It is expected that similar services from the Division would be welcomed enthusiastically and would result in accelerating the further improvement of teacher education in Kentucky.

Similar observations were made in the Program Evaluation Survey for the Commission on Public Education with the recommendation that the Division be staffed sufficiently to render such services. Considering the potential benefits to education in Kentucky, these staff additions would be a worthwhile investment.

¹*Ibid.*, p. 44.

Recommendations

During the three-year period covered by this study, the programs of selective admission and retention of teacher candidates in the Kentucky teacher education institutions were advanced from a stage characterized by unwritten policies, informal procedures, and little emphasis, to a stage characterized by definite written policies, more formal procedures, and recognition as a fundamental aspect of the teacher education program.

This study was terminated during a period of rapid and continuing change in the practices of the Kentucky institutions for selection and admission in teacher education, a dynamic condition which was effected, in part, by the study. As a consequence of this changing scene, the recommendations growing out of this study are presented with some retrospection and with occasional analysis.

The recommendations presented in this section have been organized in accordance with seven components of a program of selective admission and retention of teacher candidates as identified by the State Study Committee on Selection and Admission to Teacher Education Programs. A major concern is that the total program be implemented effectively in all of its component parts and with all responsible agencies fulfilling their portion of the total responsibility. The seven component parts of the total program have been identified, as follows:

1. A vigorous program of recruitment, to attract a larger proportion of the more able students into the teacher education program.
2. Formal admission to the teacher education curriculum, based on an evaluation by an institutional committee for teacher candidate selection.
3. Selective retention of the students admitted to the program, based on successful progress in the teacher education program.
4. Formal admission to the directed student teaching experience, based on an evaluation of the candidate's progress and potential by the institutional committee.
5. Final evaluation at the conclusion of the teacher education curriculum by the institutional committee, and preparation of the official institutional recommendation to the state educational agency for teacher certification.
6. Preparation of placement information, including the institutional recommendation concerning the initial assignment of the teacher.

7. Continuous revision and improvement of the process, implemented by means of a committee composed of members of each participating institution and coordinated through the State Department of Education.

The recommendation by the State Study Committee that the teacher education institutions use the Guidelines for Institutional Planning of a Program of Selection and Admission to Teacher Education which were produced in this study is corroborated at this point for emphasis. The guidelines may be used to set up the general organizational framework for a program of teacher candidate selection. In the following sections recommendations for the further implementation of the guidelines are given as they have grown out of this study and out of the writer's observations.

Recommendations for Recruitment

A share in the responsibility for the recruitment of able candidates to teacher education programs has been accepted by the nationally organized teaching profession. The Kentucky Education Association has sponsored the growth of chapters of the Future Teachers of America in the Kentucky high schools. Beginning with five chapters in 1952-53, the FTA had 165 chapters with 5,892 members in 1962-63.¹

This growth should be considered in terms of the potential for further development. In the 1961-62 school year, there were 461 high schools in Kentucky, but it should be noted that the trend is in the direction of consolidating the smaller schools. Of the 461 high schools, 321 have an enrollment of 200 or more students. If priority of effort is given to establishing FTA chapters in the 321 larger schools, it is readily apparent that even the commendable growth to 165 chapters at present represents an effort which is barely half completed.

It is recommended that efforts be continued toward the goal of establishing chapters of the Future Teachers of America in every Kentucky high school. To do this, the responsibility for organizing and continuing to support the chapters of the Future Teachers of America should be accepted by the teachers in each of the high schools. The office of the state education association has apportioned staff responsibilities for the promotion of the Future Teachers of America and the Student National Education Association. It is anticipated that additional allowances for staff time will be needed as more chapters and more members are added. One of the hallmarks of any pro-

¹Data secured from Office of the Kentucky Education Association, Louisville, Kentucky.

fession is the responsibility for selective recruitment of new members. The teaching profession, through the New Horizons Movement, has expressed a commitment for greater efforts in recruitment. Consequently, the board of directors of the Kentucky Education Association should continue its provisions for professional staff in this area of responsibility and make commensurate increases to foster the further growth of the Future Teachers of America and the Student National Education Association. It is recognized that in many instances a prerequisite to a chapter of the Future Teachers of America would be the existence of an organized local education association of the teachers in order to provide the continuing support and leadership needed by the chapter.

It is further recommended that local teachers' groups try other recruitment techniques in addition to FTA chapters. There is an opportunity and need for teachers to be creative in developing means of encouraging a larger proportion of the more able students to consider teaching as a career. For example, a standing committee of teachers might be designated to identify the students who by reason of their academic progress, personal characteristics, and general attitudes would be considered as "good prospects" for the teaching profession. Then, through some positive action (formal interview with the prospect and his parents, a dinner meeting with all prospects and their parents), indicate that in the opinion of the special recruiting committee the prospect shows potential for becoming a teacher and encourage him to consider teaching as a vocational choice. The special committee could then offer its services for providing information, advice and counsel, and so on, for these selected prospects.

The relative prestige of a profession or occupation is a factor which influences young people in making a career choice. It is recommended that in Kentucky the teaching profession concern itself with the type of image of the teacher which should be portrayed and the means by which this image of the profession might be communicated effectively to young people. As a digression, it is noted that other events have occurred in Kentucky which are not discussed in this study and which add to the urgency for the profession to rebuild its prestige. The importance attached to the need for presenting a better "image" of the teaching profession in Kentucky is such that it warrants the concerted attention of the highest leadership in the state. It is recommended that the Kentucky Education Association seriously consider this topic as a possible theme for one of the annual leadership conferences. As one of the outcomes of such a conference, it is

recommended that a profile of the Kentucky teacher be drawn to show the present status with respect to academic preparation, age, length of teaching experience, and so on, in comparison with this same profile as it existed five years ago, ten years ago, and twenty years ago.

It is recommended that the teacher education institutions give attention to the promotional literature and informational brochures which might be prepared for teacher-candidate recruitment. Samples of such literature may be seen on display by the different chapters of the Future Teachers of America and by the Teacher Education and Professional Standards organizations at the annual Conferences of the National Commission on Teacher Education and Professional Standards and at the annual Convention of the National Education Association.

Recommendations Regarding Formal Admission to the Teacher Education Curriculum and for Selective Retention in the Curriculum

At the conclusion of this study all of the Kentucky teacher education institutions had prepared written plans for the selective admission and retention of teacher candidates, and a review of these plans shows that every institution has provided for a definite point of admission to the teacher education curriculum. At this point of admission the teacher candidates must file a formal application which is then considered by an institutional committee on selection and admission. All of the teacher education institutions also reported that a similar application and a subsequent committee decision must be made prior to the supervised student teaching experience.

The operational details for these two points of decision are deceptively complex. In order to render a decision, the institutional committee should have a considerable amount of background information available for the particular student. Although much of the information will be supplied by the student himself, the committee must take the initiative in securing such information as the official academic record, personal recommendations, ratings or evaluations from the college instructors and other college personnel, test scores, and other evaluation data accumulated by the college. When large numbers of teacher candidates are involved, the mere process of keeping the cumulative student records up to date for committee action becomes a time-consuming function. Furthermore, the proper evaluation of such information as rating scales, personal recommendations, and test scores requires a competency which is not generally possessed

by all faculty members. It is recommended that in initiating or in strengthening this phase of the teacher selection program the institutions provide for the clerical work needed and also assign the specific responsibility of data collection to a professional staff member. It is further recommended that the institutional committee for teacher candidate selection include at least one person who is professionally prepared in student personnel work, particularly in testing and in counseling. This member can serve as the resource person for the committee in the proper evaluation of data and in the selection and application of the testing and evaluation instruments.

It is recommended that the total committee on teacher candidate selection include membership from the professional education faculty and from other disciplines as well. Also, new committee members should be given a thorough orientation to the concepts and procedures inherent in this responsibility.

In fixing the criteria to be applied in the process of formal admission to and retention in teacher education, it is important that the rationale for the criteria selection be clearly understood. Careful distinctions should be made between standards which are established on the basis of research studies and standards which have been adopted on assumptions which have been accepted by the committee. The research findings relating to teacher candidate selection do not yet positively support in strength any single criterion or combination of criteria as absolute predictors of future teaching success. Nevertheless, certain assumptions have been accepted for teacher candidate selection which are not negated by research, such as the following: teacher candidates should be above average in scholastic and intellectual ability rather than below average; teacher candidates should be in good physical and mental health rather than emotionally disturbed and physically impaired; teacher candidates should be interested in children and young people rather than disinterested; teacher candidates should have high moral and ethical character as opposed to being unprincipled, immoral persons; and teacher candidates should be vigorous and enthusiastic rather than lazy and apathetic. It is recommended that in establishing institutional standards for selective admission and retention consideration be given to the over-all profile of teacher candidates rather than to one or more arbitrary standards. For example, an arbitrary minimum grade-point standing might not take into account the rising and increasing performance of a candidate who encountered initial difficulties in adjusting to the college program but who overcame them satisfactorily.

The State Study Committee in its discussions expressed a concern about the standards of scholarship for teachers since they will be engaged in the intellectual activity of the teaching-learning process. The committee also noted the lack of provision for assessing the mental health and emotional fitness of teacher candidates. It is, therefore, recommended that high standards of scholarship be emphasized and that definite provisions be made for the verification of the emotional stability. The assessment of scholarship should include standardized measures and not be made solely from the grades recorded on academic courses.

While it is not desirable to interfere with the traditional autonomy of the institutions of higher education, there is a mutual need for cooperation among the institutions regarding the practices of admission to teacher education curricula and to student teaching. It is conceived that institutions could receive mutual benefits by agreeing on the use of certain evaluation instruments such as general ability tests, tests of scholastic attainment, appraisals of personal adjustment, interest inventories, and so on. By using the same instruments a wealth of research information would be readily available, and more valid results could be obtained from validation studies on the selection criteria being used. This type of cooperation would also facilitate the handling of transfer students among the institutions.

It was learned through the survey of institutional practices that few Kentucky institutions have guidance services other than the faculty advisement system. The State Study Committee stressed the importance of an adequate system of student personnel and guidance services as a necessary adjunct to the program of selective admission and retention in teacher education, as well as for the benefit of all students in general.

It is recommended that at each teacher education institution, the president, the academic dean, and the dean of students evaluate the adequacy of the student personnel program for the individual counseling needs of the student body.

**Recommendations with Respect to the Final Evaluation
and the Institutional Recommendation to the State
Legal Agency for Teacher Certification**

At one time in Kentucky, teacher certificates were issued on the basis of written examinations conducted by the State Department of Education, but this practice later gave way to the issuance of teacher certification on the basis of course credits earned in a normal school

or college. In recent years teacher certification has been based upon the recommendation from the teacher education institution which attests that the applicant has completed the program of teacher preparation that was planned by the institution in terms of the state guidelines for teacher preparation and approved by the Division of Teacher Education and Certification. A fundamental question arises, does the latter process, commonly referred to in teacher preparation-certification as the "approved program approach," give assurance that the certified teacher possesses the competence to assume a teaching position?

The burden of an affirmative response rests on the final evaluation of the teacher candidate by the institution. The approved program approach assures a sufficient element of uniformity in the teacher education curricula from institution to institution insofar as course distribution and subject matter content are concerned, but unless the institutions observe comparable standards of excellence in their academic programs there is no assurance in a minimum level of excellence for the teachers who are graduating.

At this point there is a crucial issue which was not resolved by the State Study Committee: Should all senior teacher education students at all Kentucky teacher education institutions take a final comprehensive examination? In the Program Evaluation Survey made for the Commission on Public Education a review was made of a test standardization study conducted in 1958 by the University Testing Service, University of Kentucky, in which test results obtained from the freshmen students of nineteen Kentucky colleges indicated extreme variations in the student populations of the institutions, with median percentile scores ranging as follows: 79, 78, 70, 66, 62, 59, 54, 52, 45, 43, 42, 37, 28, 25, 24, 10.¹ With such extreme variations in the student populations of these institutions at the freshman level, it is not plausible to expect that the institutions whose freshmen students made the lower scores to graduate seniors who compare in excellence with the seniors graduated by the institutions whose freshmen made the higher scores. It is recognized that institutions of higher education will vary with respect to standards and with respect to student population, but in matters which concern the competence of the teachers who will be charged with the instruction of the children of the Commonwealth consideration might well be given to the assurance of certain minimum levels of competency.

¹Booz, Allen and Hamilton, Management Consultants, "Program Evaluation Survey," pp. 143-144 and Exhibit XIX.

It is recommended that as an initial step the Kentucky teacher education institutions assess the scholastic achievement of all seniors in the teacher education programs, using some nationally standardized evaluation instrument and that state norms also be developed. Such instruments as the Graduate Record Examination and the National Teachers Examination might serve this purpose. As the means of implementing this recommendation it is suggested that, since the Kentucky Council on Public Higher Education is the legal agency for making decisions regarding teacher education curricula, the Council include this evaluation procedure as a part of all undergraduate teacher education programs.

As a word of caution, it is pointed out that no significant relationship has been established between the evaluation instruments mentioned above and success in teaching. However, the availability of such data will lend itself toward research studies which might yield such relationships. The application of the evaluation results should be made only on the basis of defensible and dependable criteria which are yet unidentified. It is noted that the report of the Commission on Public Education recommended that some type of qualifying examinations for teachers be adopted. A minority report of the Commission went further and recommended that the General Assembly enact legislation to require all candidates for teacher certification to be tested.¹ If the course of events brings such a proposal for qualifying examinations for teachers before the State Legislature for consideration, it is strongly recommended that the General Assembly take a broader view of the problems associated with producing quality teachers, and incorporate such a testing program only within the framework of a comprehensive research study to be accompanied by a supporting appropriation.

Recommendations for Preparation and Use of Placement Information

From the trends in teacher supply and demand it is evident that school administrators can be more discriminating in the employment of junior high and secondary school teachers and will make increasing requests for placement information from the colleges. More important, however, is the need for an institution to assess each of the teacher education graduates in terms of the teaching position

¹Commonwealth of Kentucky Commission on Public Education, *First Report of the Commission on Public Education* (Frankfort, Ky.: Commission on Public Education, December, 1961), p. 62.

which he can do initially with the greatest probability of success. The placement information should contain a recommendation for the initial assignment based on this assessment, and the employing administrator should give serious consideration to this recommendation when making the assignment of a new teacher. The new teacher should then be given careful orientation to the teaching responsibility by his employer, followed by assistance and supervision throughout the school year. Unless these steps are taken, it will be difficult to make an accurate evaluation of the performance of the new teacher which will have validity for evaluating the program of selective admission and retention at the teacher education institution.

It is recommended that teacher education institutions solicit the cooperation of school administrators in making initial assignments in keeping with the placement recommendation. It is also recommended that school administrators consider the ultimate mutual advantages which result from such cooperation.

The present study was delimited to the selection and admission aspects of the four-year programs of teacher preparation, and the recommendations immediately above have been made in relation to the pattern of teacher preparation and student teaching now in existence. It is evident, however, that there are inherent difficulties in the existing pattern for the integration of the preservice program of preparation and the first year of employment in the teaching position. Cognizance is taken of the movement toward a five-year program of preservice teacher preparation. Accordingly, it is recommended that the Advisory Committee on Teacher Education of the Council on Public Higher Education begin studies regarding the various possibilities afforded by five-year patterns of preparation. In these studies it is recommended that attention be given to some means of better integration of the preservice preparation with the initial teaching assignment. One possibility might be a paid internship—the internship to be offered cooperatively by the teacher education institutions and the local school districts with shared responsibilities among the institution, the school district administrators and the teaching faculty of the school where the internship is done—for a portion of the fifth year of the program.

**Recommendation for the Development of a
Statement of Goals and Purposes for
Public Education in Kentucky**

One of the difficulties in producing a description of the type

of teacher which the institution seeks to prepare and in producing a set of desirable teacher competencies is the lack of a statement of goals and purposes of public education in Kentucky. Statements of goals and purposes of American education have been produced from time to time by various national groups, but public education is a State function. While a statement of goals and purposes for public education in Kentucky might be little different from those expressed by national groups, the Kentucky statement would have greater utility if it were developed cooperatively by educators, school patrons and citizens, in terms of their aspirations for public education.

In view of the criticisms of public education reported by the various study groups of the Commission on Public Education, and in view of the increasing budgetary needs for public education, it would seem imperative that Kentuckians reach agreement on the goals and purposes of public education. The statement could then be used as a basis for determining the educational program necessary to carry out these goals and purposes and for determining the type of teachers needed to conduct the educational program.

In previous years an element of coordination on the goals and purposes of teacher education in Kentucky has existed through the working relationships of the Division of Teacher Education and Certification, through the Council on Public Higher Education and its Advisory Committee on Teacher Education, and through the Kentucky Education Association. The teacher education programs which have been developed reflect the individual and collective philosophies of the membership of these decision-making groups. It is felt, however, that teacher education would be served at this point by an explicit statement of the goals and purposes of public education in Kentucky.

Such a study would logically be initiated from the office of the State Superintendent of Public Instruction; however, it is noted that the General Assembly has taken bold steps in the study of education by creating the Governor's Commission on Public Education, which might take the prerogative for the study.

Recommendation for Leadership at the State Level

The central role of the Division of Teacher Education and Certification of the State Department of Education in the present study has been discussed in an earlier section of this chapter. With reference to the leadership role at the state level, the Program Evaluation

Survey made by the Booz, Allen and Hamilton Management Consultants for the Commission on Public Education includes these observations and recommendations:

The state department of education has exercised competent leadership in developing a state-wide teacher education and certification program.

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The division of teacher education and certification of the state department of education bears the responsibility, under the approved program approach, for leadership and supervision of programs of teacher education in Kentucky and accompanying certification standards and procedures. Both the director and the assistant director of the division have denoted available time to these areas of responsibility and have provided Kentucky with leadership in doing so. Their time, however, has not permitted them to give as much attention as circumstances warrant to either their chief area of responsibility or other areas within their purview.

The addition of three administrators to the staff of the director of the division is recommended to permit the division to meet its responsibilities more effectively: . . .

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The addition of these new supervisors should permit both the director and assistant director of the division to devote the greater part of their time to working with preparing institutions in devising better programs and higher standards for teacher education in Kentucky.¹

The Program Evaluation Survey also made recommendations for adding or extending the responsibilities for teacher education and certification at the state level in the following service areas: teacher recruitment, teacher placement information, student teaching program, inservice teacher education, and teacher education curriculum.

It is recommended as a consequence of the present study and in corroboration of the Program Evaluation Survey that the leadership services for teacher education and certification in the State Department of Education be expanded in keeping with the growing needs in teacher education. It is further recommended that the functions of teacher education and certification be given organizational status

¹Booz, Allen and Hamilton, Management Consultants, "Program Evaluation Survey" (Unpublished study done by contract for the Commonwealth of Kentucky, Commission on Public Education; Frankfort, Ky.: October, 1961), pp. 137, 219, and 220.

equal to that of any other branch of the department. Further support for this recommendation follows:

1. It is noted that the State Superintendent of Public Instruction has the responsibility for serving as the Chairman of the Board of Trustees of each of the state colleges and for serving as a member of the Board of Trustees of the University of Kentucky. He also serves as Chairman of the Council on Public Higher Education. For these responsibilities the Superintendent of Public Instruction should be supported by a unit within the State Department of Education that is specifically identified with higher education. (It is noted from Table 2, page 43, that higher education in Kentucky is predominately teacher education, in view of the large proportion of college graduates who are prepared to teach.)

2. A further expansion of the services is needed if the recommendations in this study are to be carried forward.

3. The leadership activities with respect to teacher education and certification should be expanded not only to vigorously work for further improvement of teacher education but to offer more of the consulting services requested by individual teacher education institutions.

Recommendations for Further Research

It is recommended that the teaching profession, as represented by the Kentucky Education Association, acknowledge a financial responsibility for research dealing with some of the basic issues relating to professional preparation and relating to teacher welfare. In particular, the basic question, "What is good teaching?" is yet unanswered. Certainly, the organized teaching profession itself should more actively seek the answer to this question.

It is recommended that the Kentucky General Assembly designate a substantial appropriation for research studies in teacher education, including studies having significance for the selective admission and retention of teacher candidates. These research studies are justified in view of the vast amounts of money now being expended for teacher preparation at the state colleges and university and for teachers' salaries in the public schools. As a first step, the Legislative Research Commission should study the general concept of state support for research in teacher education to lay the philosophical foundations for a continuing financial commitment, to establish priorities for areas of study, and to ascertain the scope of financial commitment to such studies. In this connection it is recommended

that the comprehensive study, next recommended below, be given high priority.

It is recommended that the Division of Teacher Education and Certification, the Council on Public Higher Education, and the Kentucky Education Association, with representatives of the teacher education institutions, jointly develop a research design by which follow-up studies of new teachers can be made in relation to the teacher preparation programs. It is further recommended that the research proposal be presented to the Kentucky General Assembly for financing. The design of the study might well follow the pattern used by Ryans, and later by Beery, for evaluating teaching performance through the use of a standardized rating scale and trained observers—supplemented with the ratings of teaching performance by school administrators and with measures of pupil growth. These data could then be related to the preservice preparation program and to the evaluative data accumulated through the programs of selective admission and retention.

The over-all design might well include clusters of less extensive studies which would be essential to the general undertaking, such as: comparisons of Kentucky teacher education and non-teacher education graduates with respect to such factors as general intelligence, scholastic achievement, and personal characteristics; comparison of the entering freshmen classes in the Kentucky teacher education institutions, with respect to selected factors — general intelligence, scholastic achievement, and personal characteristics; and comparison of first semester junior teacher-candidates who have been admitted to the teacher education programs in the Kentucky teacher education institutions, with respect to selected factors.

It is conceived that the general design would be for a continuing study over a period of from five to ten years. It is recommended further that such a study be formulated and initiated with all deliberate speed in order to secure data which will compare the teacher education graduates who have not been subjected to the new emphasis on teacher selection with those who will later come through the new programs.

Review of Recommendations

1. That the teacher education institutions use the Guidelines for Institutional Planning of a Program of Selection and Admission to Teacher Education which were produced in this study.

2. That efforts be continued toward the goal of establishing chapters of the Future Teachers of America in every Kentucky high school, and that in this endeavor the local teacher groups assume a more definite responsibility.
3. That local teacher groups exercise some creativity in developing additional means of encouraging a larger proportion of the more able students to consider teaching as a career.
4. That the teaching profession concern itself with the type of image of the teacher which should be portrayed and the means by which this image may be communicated effectively to young people.
5. That the teacher education institutions give attention to the promotional literature and informational brochures which might be prepared for teacher-candidate recruitment.
6. That the institutional committee for teacher candidate selection include at least one person who is professionally prepared in student personnel work, particularly in testing and in counseling.
7. That the total institutional committee on teacher candidate selection include membership from the professional education faculty and from other disciplines as well.
8. That in establishing institutional standards for selected admission and retention consideration be given to the overall profile of teacher candidates rather than to one or more arbitrary standards.
9. That high standards of scholarship be emphasized for teacher candidates and that definite provisions be made for the verification of emotional stability.
10. That institutions cooperate in the use of certain evaluation instruments such as general ability tests, tests of scholastic attainment, appraisals of personal adjustment, and interest inventories, so that research information can be accumulated for validation studies on the selection criteria being used.
11. That at each teacher education institution, the president, the academic dean, and the dean of students evaluate the adequacy of the student personnel program for the individual counseling needs of the student body.
12. That the Kentucky teacher education institutions assess the scholastic achievement of all senior students in the teacher

education programs, using some nationally standardized evaluation instrument and that state norms be developed.

13. That placement information be prepared by the institution, including a recommendation for the initial assignment, and that the employing administrator should give serious consideration to this recommendation when making the assignment of a new teacher.
14. That the Advisory Committee on Teacher Education of the Council on Public Higher Education give attention to some means of better integrating the preservice preparation with the initial teaching assignment—one possibility might be a paid internship as a part of a fifth-year program.
15. That the service capacity of the Division of Teacher Education and Certification be expanded by giving the teacher education and certification functions an organizational status equal to that of the major administrative units of the State Department of Education and by assigning additional professional staff to this unit.
16. That the teaching profession acknowledge a financial responsibility for research dealing with some of the basic issues relating to professional preparation and relating to teacher welfare.
17. That a comprehensive research design be developed, supported by a state appropriation, to attack the problems of defining and evaluating teaching effectiveness, and relating the resulting criteria to the preservice selection process.

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APPENDIX I

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*Position held at the time the Committee was appointed

