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Traditional and nontraditional teacher perceptions and applications of Dap

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**TRADITIONAL AND NONTRADITIONAL TEACHER
PERCEPTIONS AND APPLICATIONS OF DAP**

by

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**A dissertation submitted in partial fulfillment
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**Doctor of Philosophy Degree
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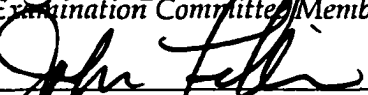
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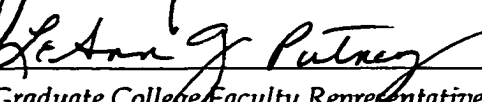
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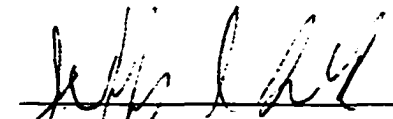

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ABSTRACT

Traditional and Nontraditional Teacher Perceptions and Applications of DAP

by

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Dr. Jeffrey Gelfer, Examination Committee Chair
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This study was conducted to ascertain the perceptions of developmentally appropriate practices in teachers trained through traditional teacher preparation programs and a nontraditional teacher preparation program conducted in a Professional Development School. The secondary purpose was to determine whether the teachers' perceptions were applied as instructional practices.

In Phase One of the study, 60, first year teachers were asked to complete The Primary Teacher Questionnaire to determine their perceptions of developmental appropriateness. A total of 12 subjects were stratified, randomly selected to advance to Phase Two and were observed teaching a 60 minute literacy lesson for applications of developmentally appropriate or traditionally based instructional practices. Formal interviews were conducted to assist with data triangulation.

Analyses of variances were performed to determine whether a relationship existed between the teachers' perceptions and applications by grade levels and groups. A Tukey HSD was performed to determine whether a correlation existed between the grade levels and groups of subjects in the study. Domain analyses were constructed to provide evidence of grounded theory in the perceptions and applications of the teachers.

No significant differences were found in teachers' perceptions. Results showed the professional development group appeared to be the most developmentally appropriate in its applications of instructional practices. By grade levels, the third grade teachers appeared to be the most developmentally appropriate in perceptions, but the least appropriate in applications. Second grade appeared to be the least developmentally appropriate in perceptions and the most appropriate in applications.

To help understand the results of the study, further research should be conducted with a larger population. Further research should also be conducted over a longer period of time.

TABLE OF CONTENTS

ABSTRACT	iii
LIST OF FIGURES	viii
LIST OF TABLES	ix
ACKNOWLEDGEMENT	x
CHAPTER I INTRODUCTION.....	1
Teacher Preparation Programs	2
Teaching Practices	5
Teacher Perceptions	9
Field Experiences	11
Statement of the Problem	11
Research Questions	13
Null Hypotheses	13
Significance of the Study	13
Limitations of the Study	15
Definition of Terms	16
Summary	18
CHAPTER 2 REVIEW OF LITERATURE	20
Introduction	20
Traditional Teacher Preparation Programs	21
Nontraditional Teacher Preparation Programs	28
Developmentally Appropriate Practices	37
Teachers' Perceptions	41
Field Experiences	48
Summary	56
CHAPTER 3 METHODS	60
Overview	60
Research Questions	61
Setting	61
Teachers	66
Description of the Environment and Materials	68
Instrumentation	68

Design and Procedures	75
Phase One: The Primary Teacher Questionnaire	78
Phase Two: Observations	80
Phase Three: Interviews	82
Treatment of the Data	83
Quantitative Data	83
Qualitative Data	84
Summary	86
CHAPTER 4 RESULTS	88
Results of Analysis of Teachers' Perceptions of DAP	89
Phase One: Results of the PTQ	89
Results of Analysis of Teachers' Instructional Applications of DAP	98
Phase Two: Field Notes and Observations	98
Phase Three: Structured Formal Interviews	126
Triangulation of Data Sources	137
CHAPTER 5 DISCUSSION AND CONCLUSIONS	144
Discussion of Teachers' Perceptions of DAP	144
Group A: Teachers Trained at the PDS	145
Group B: Teachers Trained at SWUU	146
Group C: Teachers Trained Elsewhere	147
Summary	148
Discussion of Teachers' Instructional Applications of DAP	149
Group A: Teachers Trained at the PDS	149
Group B: Teachers Trained at SWUU	152
Group C: Teachers Trained Elsewhere	156
Summary	160
Discussion of Teacher Interviews	162
Group A: Teachers Trained at the PDS	162
Group B: Teachers Trained at SWUU	163
Group C: Teachers Trained Elsewhere	164
Summary	165
Comparison of Results Between the Three Groups	166
Initial Sixty Subjects	166
Final Twelve Subjects	166
Summary	167
Conclusions and Educational Implications	169
Questions	175
Recommendations	176
APPENDICES	
APPENDIX A Research Proposal Letter	177
APPENDIX B Cooperative Research Request	181

APPENDIX C	Subject Research Request	186
APPENDIX D	List of Subjects For the Study.....	189
APPENDIX E	Letter and Consent Form for Subjects in the Study	191
APPENDIX F	Groups and Grade Levels of Study Participants	193
APPENDIX G	Primary Teacher Questionnaire	195
APPENDIX H	Letter of Confirmation for Inclusion in the Study	200
APPENDIX I	Timeline of the Study	202
APPENDIX J	Observation Rubric.....	204
APPENDIX K	Interview Questions	206
APPENDIX L	Interview Transcripts.....	210
REFERENCES	301
VITA	315

LIST OF FIGURES

Figure 1	Ways to Teach	119
Figure 2	Classroom Environment	121
Figure 3	Definitions of DAP	128
Figure 4	Definitions of TBP	130
Figure 5	Definitions of Child Development	133
Figure 6	Triangulation of Data Sources	138

LIST OF TABLES

Table 1	Demographic Table of Schools	62
Table 2	Demographics of Children	64
Table 3	Demographics of Subjects Completing the PTQ	65
Table 4	Demographics of Teachers Observed and Interviewed	66
Table 5	Average PTQ Responses Sixty Subjects by Group	90
Table 6	Teachers' Perceptions of DAP by Group	91
Table 7	Teachers' Perceptions of DAP by Grade Level	92
Table 8	Two-Way Analysis of Variance for PTQ Scores	93
Table 9	Test of Simple Effects for DAP	94
Table 10	Test of Simple Effects for TBP	95
Table 11	One-Way ANOVA for the Observation Rubric	96
Table 12	Selected Subjects' Perceptions of DAP	97
Table 13	Field Notes Matrix from Classroom Observation: Kindergarten	103
Table 14	Field Notes Matrix from Classroom Observation: First Grade	108
Table 15	Field Notes Matrix from Classroom Observation: Second Grade	113
Table 16	Field Notes Matrix from Classroom Observation: Third Grade	117
Table 17	Averaged Observation Rubric Scores for DAP & TBP by Groups and Grade Levels	123
Table 18	Rater Reliability for Observation Rubric	126
Table 19	Relationship Between Child Development and Teaching Materials Selections	135
Table 20	Relationship Between Child Development and Lesson Delivery Techniques	136
Table 21	Triangulation of Data Sources from the PTQ and the Observation Rubric for Groups and Grade Levels	140
Table 22	Triangulation of Data Sources by Grade Levels	142

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women they've become as they have grown and developed throughout my doctoral program. Their hugs, editing of papers, and words of encouragement kept me going through the hard times. I would like to leave my daughters with this thought by Scott Vanderford.

Every waking moment of our lives is an opportunity to learn. Only those who possess an observant eye will reap the knowledge and wisdom of each lesson taught.

CHAPTER I

INTRODUCTION

The concern of the American people's dissatisfaction with public schools has enhanced discontentment with Colleges of Education (Darling-Hammond, 1999). However, this concern is not recent. Teacher preparation programs have undergone scrutiny and have attempted reform since the end of World War I (Smylie & Kahne, 1997). Even with this concern, Freiberg & Waxman (1990) believe that few changes in teacher education programs have been noted since the 1930s.

Dissatisfaction has also been voiced within the teaching profession itself. The Holmes Group, a consortium of education deans and chief academic officers from major research universities in each of the fifty states, began their analysis of teacher education in 1983 (Holmes Group, 1986). Recommendations arising from the research conducted by this group spoke to the complexity of quality teacher preparation programs in conceptualizing and instigating quality standards of practice in teachers themselves. As an overall theme, the Holmes Group (1986) noted that curriculum development, material selection, classroom environment, and administrative capability could not overcome the negative effects of ineffectual teaching or match the positive effects of a well prepared teacher on the development of young children. The Holmes Group concluded that to

improve the quality of teachers at all levels would involve the improvement of teacher education programs.

Teacher Preparation Programs

Teacher preparation programs have been referred to as programs that lead to the development and certification of professionals prepared to work in a school setting (NCATE, 2001). This concept of teacher preparation by NCATE has encompassed the following elements: (a) undergraduate or graduate studies that disseminate information regarding background knowledge in general studies and foundations courses, (b) professional specialization in courses critical to a field of specialization, (c) courses of study that provide future educators with the skills and knowledge to integrate what they have learned with instructional methods, and (d) field experiences that allow future teachers an opportunity to put into practical application the skills, content, and knowledge covered in their preparation programs in a real world setting (NCATE, 2001).

Traditional Teacher Preparation Programs

Traditional teacher education programs have been seen as influential forces instructing students in the study of pedagogy or developmental theories of teaching and learning (Rigden, 1997). These programs integrate pedagogical methods to target the audience of a classroom for identifying and incorporating students' learning styles developing cognitive growth, processing verbal and visual information, and imparting communication styles and procedures when planning and implementing concept development (Darling-Hammond, 1999). Roth (1999) noted that university education provided future educators with a variety of courses in critical thinking, perceiving,

analyzing, reflecting, developing beliefs and values in discipline areas as well as personal philosophies, understanding self, and intellectual and psychological maturity. University-based teacher education has typically been an undergraduate four year program of study utilizing a preservice or field experience before awarding an education degree and a teaching certificate (Dial & Stevens, 1993).

Darling-Hammond (1999) noted that one critique of traditional programs has been the separation of theory and application with lecture delivered lessons on subject matter and content as opposed to integrated curriculum combined with practical methods or applications. Cooperating teachers have noted that in their field experiences, student teachers seem unable to incorporate what they have learned in their university lessons with what they do in a classroom setting (Darling-Hammond, 1999).

Nontraditional Teacher Preparation Programs

Alternative methods for recruiting individuals into the field of teaching have become popular across the United States (Feistritzer, 1993). Within the past twenty years, universities have had an increase in the number of students over the age of twenty-five who are seeking a career change (Manos & Kassambira, 1998). Individuals who enter alternative teacher preparation programs tend to have at least a bachelor's degree in a field other than education and want licensure to teach (Feistritzer, 1993).

Alternative routes to teacher licensure have taken on various forms. Some states have opted to incorporate university-based teacher education programs for nontraditional students and others have utilized a mixture of college course work, school district inservice hours, and a mentoring system to prepare nontraditional students for working with children in classrooms (Manos & Kassambira, 1998).

In addition to programs that incorporate nontraditional students, other programs for the preparation of teachers take on a nontraditional format. Yet another option for the preparation of teachers in a nontraditional format has been Professional Development Schools (PDS). The intent of the Holmes Group model was to establish a school of education for exploring issues involving the practice of the teaching profession (Holmes, Group, 1995). The nontraditional PDS expose prospective educators to the day-to-day learning of children while creating a layering of knowledge and a gradual building of expertise through field based teaching experiences (Holmes Group, 1995).

Under PDS format, teaching professionals incorporate opportunities for future educators to integrate theoretical principles with hands-on instruction as they experiment with teaching styles and techniques covered in university course work and modeled by mentor teachers. These field experiences are in direct collaboration with a mentor teacher and can last for a semester, a year, or longer; allowing future educators the ability to practice and build onto what they learn with what they do directly in a classroom setting with children and youth (Holmes Group, 1995). The ultimate goal of the PDS has been to bring together the best in theory, practice, and research (Molseed, 2000). By interlacing pedagogy, field experiences, and knowledge of child development, future educators are being prepared to handle the daily demands of working in a classroom setting with children of various ages.

Teaching Practices

The development of educational professionals has been focused on four dimensions. Included in these dimensions were: (a) professional characteristics associated with

individual qualities, behaviors and attitudes, (b) educational knowledge gained through degree program coursework, (c) professional practices associated with active and philosophical concepts when working with children and adults, and (d) public presentation to include articulation, representation, and advocacy (Morrison, 2001).

To further explain the development of education professionals, Morrison (2001) identified professional characteristics as those related to personal character, emotional stability, and physical and mental health. The educational dimension of an educator has incorporated the degree program achieved at a university. Within this degree program, have been the elements of curriculum coursework, professional development seminars, and the field experience. Field experiences have had positive effects on prospective teachers. Decker and Decker (1997) noted that prospective teachers have learned to connect knowledge gained through university work with the reality of the classroom field experience by learning the technical aspects of teaching. Decker and Decker (1997) also noted that educational trends have moved toward increasing the number and length of field experiences in order to assist in teacher preparation.

The concepts of professional practices have been further defined within these four dimensions. Professional practices have involved teaching and caring for children, working with parents and families, collaborating with communities, and assuming the responsibilities associated with the teaching profession (Morrison, 2001). Within the teaching profession, educators have been asked to: (a) gain knowledge of child development, (b) develop an educational philosophy, (c) plan for instructional procedures, (d) assess students, programs, and self, (e) reflect and think, (f) collaborate

and communicate with families, (g) engage in ethical practices, and (h) seek continual professional development (Morrison, 2001).

Research reported by Wideen, Mayer-Smith, and Moon (1998) has shown teachers bring with them to their field experiences their prior perceptions. In addition student teachers' prior experiences, their perceptions about teaching, and their images of what teachers are, impact the way these individuals conduct their professional practices (Goodfellow and Sumison, 2000).

Professional practices have included teaching with and from a philosophy of education and life based on a set of beliefs concerning how children develop and learn. To further define this philosophy of how children develop and learn, are woven the strands of age, individual, and sociocultural appropriateness defined through developmentally appropriate instruction (Kostelnik, Soderman, & Whiren, 1999). Even more pertinent to this philosophy has been a personal philosophy based on core values of life related to an individual's beliefs about life, teaching, relationships, and responsibilities (Morrison, 2001). This life philosophy has been directly associated with the teachers' perceptions of supportive adult-child interactions, the physical setting of the classroom, a consistent daily routine centered on active learning, and the use of varied assessment strategies to gather pertinent information concerning a child's knowledge level (Kostelnik, Soderman, & Whiren, 1999). Michell (1988) found that teachers trained in early childhood education and child development were more likely to use developmentally appropriate instruction than those who had no early childhood backgrounds.

Traditional Based Practice

Traditional based practice (TBP) has been yet another philosophy directly associated with teachers' perceptions. TBP has long been associated with academics or the traditional content lessons of reading, writing, and mathematics delivered in schools (Kostelnik, Soderman, & Whiren, 1999). Advocates of TBP have believed their children were acquiring the essentials for critical skills and achievement in academic learning (Kostelnik, Soderman, & Whiren, 1999).

Developmentally Appropriate Practice

Developmentally appropriate practice (DAP) has been one educational theory focusing on all aspects of child development addressed in both traditional and nontraditional teacher preparation programs. DAP has provided educators a resource for contemplating, planning, and implementing high quality programs for young children based on professional practices (Kostelnik, Soderman, & Whiren, 1999). The National Association for the Education of Young Children (NAEYC) published position statements defining developmentally appropriate practice for young children (Bredekamp, Knuth, Kunes, & Shulman, 1992). In its statement, NAEYC noted that DAP results from professionals utilizing what they know about the well being and education of children based on their knowledge of child development, individualism, and social emotional development (Bredekamp & Copple, 1997).

Characteristics of DAP have included: (a) a focus on all aspects of child development, (b) expectations that all child can learn at individual rates of time, (c) a student-centered classroom environment, (d) the use of play as a necessary vehicle for learning, (e) well developed and integrated curriculum across subject areas, (f) use of

hands-on concrete lessons and visual lessons, (g) use of children's choices in learning process, (h) assessment of children's learning in accordance with what was taught in the classroom, and (i) treatment of parents as allies in the educational process.

In opposition to DAP, TBP has been characterized by the following: (a) focus on limited aspects of child development, (b) expectation that all children learn and so the same things at the same time and in the same manner, (c) creation of a teacher-centered or teacher dominated classroom environment, (d) unwillingness to accept play as a necessary vehicle for learning, (e) creation of rigid classroom environments, (f) fragmentation and compartmentalizing of curriculum with little or no integration across subject areas, (g) use of auditory instruction with little or no concrete applications, (h) hindering children's choices in the learning process, (i) assessment of children's learning in opposition of what was covered in class, and (j) treatment of parents as adversaries rather than allies (Kostelnik, Soderman, & Whiren, 1999).

In 1997, after the publication of NAEYC's position statement on DAP, the International Reading Association (IRA) stressed the importance of articulating DAP in early literacy. In a joint position statement of the IRA and NAEYC (1998) the early years of childhood from birth to age eight were stressed as an important developmental period for promoting reading and writing abilities. The position statement consisted of a set of principles and recommendations for teaching practices and public policy to provide guidance for teachers of young children. The IRA/NAEYC position statement stressed that good teachers based their instructional decisions on reading and writing knowledge, current research, appropriate student expectations, and their knowledge of individual children's growth and development (1998).

Wortham (1998) noted that DAP as a concept has been vital yet difficult for many teachers to comprehend and use since it there has not been a designated curriculum with implementation guidelines. Wortham continued to explain that DAP was more of a philosophy that required teachers to translate its principles into practices or applications using individual judgments and beliefs.

In their study of early childhood programs, Dunn and Kontos (1997) noted that researchers have assumed the application of DAP was based on the teachers' beliefs about early childhood education. In addition, Hyson, Hirsh-Pasek, & Rescorla (1990) found modest relationships between early childhood teachers' beliefs and practices. Their report indicated that teachers who possess a strong conviction to uphold DAP in their classrooms were more likely to do so than those who were less inclined.

According to Wortham (1998) teachers have been confused about the meaning of DAP and how to configure appropriate activities and teaching strategies in their classrooms. Wortham also noted that teachers have believed they are developmentally appropriate in their instructional techniques, but their actual classroom practices show that they are more teacher directed.

Teacher Perceptions

Wilson and Cameron (1996) conducted a study of student teachers as they participated in their field experiences. Focusing on the perceptions gained in their field experiences as they carried out the daily tasks of teaching. The conclusion of their study indicated that student teachers' field experiences should be less about practice teaching and more about investigating the teaching practice (Wilson & Cameron, 1996).

Noting the relevance of investigating the relationship between teacher practice and teacher beliefs of DAP in early childhood education settings, Smith & Croon (1993) stressed that teachers' beliefs and practices affect a young child's cognitive and social emotional development as well as academic achievement. Four identified critical components affecting teacher beliefs and applications of DAP were: (a) the teaching degree obtained, (b) content area covered in teacher preparation programs, (c) curriculum, and (d) student interaction and practical field experiences with young children (Ketner & Smith, 1997).

Discrepancies between teacher beliefs and applications concerning DAP have been attributed to environmental or work-related stresses (McMullen, 1999). Work-related stresses are related to teachers' perceiving a lack of support by parents, administrators, and peers, as well as the need to emphasize skill development to prepare their students for standardized tests (McMullen, 1999). Environmental stresses concern individual personality traits, levels of teacher preparation, and professional experiences that act together with work-related stresses causing a discrepancy between the beliefs that teachers hold and their applications of DAP (McMullen, 1999). McMullen (1999) also noted that the tendency to hold developmentally appropriate beliefs by teachers has less to do with their years of teaching experience and more to do with the quality or type of preparation and experiences they have had.

Field Experiences

Student teaching or field experiences in teacher preparation programs have been viewed as one of the most important points of training future teachers and for examining their beliefs. During the field experience, student teachers are asked to move from their university theoretical orientation to practical concerns of daily classroom management and from the role of student to professional. Student teachers question their beliefs, attempt to maintain a constancy of what they have experienced in their training classes, and try to justify or reconfigure their beliefs as they function within a classroom setting (Smith, 1997).

Therefore, it's important to study the impact of student teachers' beliefs on instructional decisions and classroom practices by student teachers in their field experiences influences the actions and choices they make in their classroom applications (Stuart & Thurlow, 2000). Bryant, Clifford, & Peisner (1991) noted that researchers have reported a discrepancy between the self-reported beliefs and actual classroom practices of teachers. Studies reporting discrepancies between self-reported beliefs and practices of student teachers have typically reported highly appropriate beliefs but less appropriate classroom practices (McMullen, 1999).

Statement of the Problem

Osunde (1999) stressed that student teachers are expected to demonstrate content knowledge and training. Therefore, field experiences have been conceptualized as vital elements in teacher preparation programs. Research has shown that educators believe in DAP but do not always apply this in their classroom environments (McMullen, 1999).

The emergence of PDS and cooperative partnerships between Colleges of Education and local school districts have aided in the integration of teachers' perceptions and applications of appropriate teaching practices as future teachers spend more time interacting with children in the classroom environment.

Smith (1997) stressed that field experiences have been one of the most important points to utilize when examining teacher beliefs or perceptions concerning DAP. Student teachers have been asked to incorporate what they have learned in their academic preparation programs with the day-to-day work of the field experience to construct individualized understandings of what a teacher should be. Pajares (1992) noted that teacher perceptions of DAP are formed early and persist over time, education, and experience. Maxson (1993) noted that teachers combine theoretical beliefs and practical experiences to formulate individual belief systems impacting instructional practices within the classroom setting.

The primary purpose of this study was to ascertain the perceptions related to DAP in teachers trained through traditional and nontraditional teacher preparation programs. The secondary purpose of this study was to determine whether the teachers' perceptions were carried out in their classroom instructional practices or applications. The final purpose of the study was to determine if the teachers' perceptions were related to traditional or nontraditional field experiences in their teacher preparation programs. In order to obtain information concerning teachers' perceptions and instructional applications of DAP, the following research questions were developed.

Research Questions

1. Is there a difference in teachers' perceptions of DAP between those teachers trained at a large southwestern urban university (SWUU), teacher trained elsewhere through traditional teacher preparation programs, and teachers trained in a nontraditional (PDS) teacher preparation program at SWUU?

2. Is there be a difference in teachers' instructional applications of DAP between those teachers trained at SWUU, teachers trained elsewhere through traditional teacher preparation programs, and teachers trained in a nontraditional (PDS) teacher preparation program at SWUU?

Null Hypotheses

Based upon the areas to be investigated in this study, the null hypotheses were:

1. There is no difference in the perceptions of DAP for teachers trained at SWUU, teachers trained elsewhere through traditional teacher preparation programs, and teachers trained in a nontraditional (PDS) teacher preparation programs at SWUU.

2. There is no difference in teacher instructional applications of DAP for teachers trained at SWUU, teachers trained elsewhere through traditional teacher preparation programs, and those trained in a nontraditional (PDS) teacher preparation programs at SWUU.

Significance of the Study

Given the significance of teacher preparation programs on the development of future educators, it is important to identify the impact these programs have on future teachers. Bray (1995) predicted that the number of nontraditional students would increase in both traditional and nontraditional programs within the next decade. To facilitate both of these teacher preparation programs, Dial & Stevens (1993) addressed the issues of course work, training in pedagogy, and teaching methods as key components for the development of good teachers. They also questioned whether knowledge of one's content area is a sufficient prerequisite for becoming a good teacher.

Another significant factor in this study concerns the issue of DAP with young children in an elementary school setting. Zepeda (1993) noted that little empirical data has been documented to indicate the effects of DAP. Of particular interest to this study is the correlation of teachers' field experiences to the beliefs and applications of DAP within a classroom setting. Veenman (1984) made note of several variables that balance beliefs and practices of teachers. The quality of teacher preparation programs, years of teaching experience, work conditions, and the ease or difficulty in working with parents affect an individual's beliefs and teaching practices

A growing concern that many of the nation's teachers are under qualified has shifted toward preservice teacher training (National Center for Education Statistics, 1999). Universities have required future educators to take classes in educational foundations, theory, and methods with the most obvious links to schools accomplished through practicum and field experiences (Molseed, 2000). Professional Development Schools (PDS) have arisen as an answer to the need for teacher education reform to integrate

teacher preparation programs with the applied knowledge of classroom learning and practice (Molseed, 2000).

Smith and Croom (2000) examined the relationship between teacher beliefs about DAP in early childhood classrooms. The outcome of their research led them to conclude that information about teacher beliefs and classroom behaviors need further investigation. Due to the limited availability of empirical data regarding teachers' perceptions and applications of DAP in coordination with teacher preparation programs and field experiences, data collected in this study will aid in research concerning the efficacy of field experiences for both traditional and nontraditional teacher preparation programs. This study will also provide information concerning traditional undergraduate teacher preparation programs and an undergraduate PDS program through a comparative study of perceptions and applications of DAP within the elementary school setting. Since limited empirical data exists that substantiates the efficacy of the PDS, this study will benefit universities and schools of education that are concerned with the training of teachers.

Limitations

Six limitations were noted as significant factors in this study. These were:

1. The population of traditional and nontraditional teachers used in this study was limited to undergraduate first year teachers employed by the local school district.
2. The population of traditional teachers used in this study was randomly selected, but limited to match the number of teachers at each grade level from kindergarten to grade three based on the availability of subjects from the PDS group.

3. The sample size for the study was limited due to a small population of individuals who had completed the PDS training. This number of subjects determined the number of individuals to represent the traditional SWUU group and teachers who had been recruited from elsewhere.

4. The findings of this study may not be generalized to the general population of teachers from kindergarten to third grade as the random selection of observed subjects may not be representative of teachers who teach outside of the local school district.

5. The response effect of using a questionnaire had an effect on the data collected and analyzed. In giving the Primary Teacher Questionnaire as a self-report instrument, some of the subjects might believe the researcher wanted them to give different answers or opinions.

6. The Observation Rubric used in this study was not validated prior to its use as it was originally meant to be a qualitative instrument. However, numerical values were assigned to each of the six task areas on the rubric quantifying the data collected. To lend credibility to the instrument, three separate raters independently used the Observation Rubric establishing an interrater reliability of 87% to 90%.

Definitions of Terms

For the purposes of this study, the following terms or definitions will be used:

1. **Developmentally appropriate practices (DAP)** – are decisions made and tasks utilized by a classroom teacher to reflect the educational well being of children based on knowledge of child development and individual learning styles in a student-centered learning environment.

2. **Doctoral student** – an individual involved in an advanced degree pursuing an Ed.D. or Ph.D. in a selected field of study.

3. **Field experience** – is the practice of student teaching with an experienced teacher serving as a role model and mentor, guiding learning and instruction within an elementary classroom setting.

4. **First year teacher** – is as an individual having completed a teacher preparation program with teacher certification having received his/her first appointment in an instructional position.

5. **Instructional applications** - are the direct use of instructional practices or strategies by an educator in a classroom setting.

6. **Instructional practices** – are teaching strategies used to enhance the conceptual understanding and development of children.

7. **Nontraditional preparation program** – is a teacher preparation program utilizing a practice-based philosophical approach for training teachers with their field experiences in a laboratory school setting such as a PDS.

8. **Professional Development School (PDS)**– is a laboratory school that employs university course work and school district mentoring for future teachers through a collaborative relationship allowing for a layering of knowledge and skills practice through field-based teaching experiences’ used as an example of a nontraditional teacher preparation program.

9. **Teacher perceptions** – are beliefs and characteristics held by teachers that influence their educational practices.

10. **Traditional based practice (TBP)** - are decisions made and tasks utilized by a classroom teacher to reflect current grade level and chronological age expectations for curriculum development and student performance in a teacher centered learning environment.

11. **Traditional preparation programs** – are university-based programs of teacher education implementing theoretical foundations, liberal arts coursework, and practical field experiences with children or youth in a school district assigned setting.

Summary

A framework for exploring traditional and nontraditional programs of teacher preparation has been presented. The Holmes Group (1986) noted that subject matter knowledge, systematic knowledge of teaching, and reflective practical field experiences exemplified by traditional teacher preparation programs have been seen as vital elements to competent teaching. One representation of the nontraditional teacher preparation programs has been the PDS. Comparisons have been made between traditional and nontraditional (PDS) teacher preparation programs. Educational theory has been examined under the constraints of field experience with a close interplay noted between colleges of education and public schools in a guided PDS setting (Holmes Group, 1995).

A framework for investigating teachers' perceptions and applications of DAP within a classroom setting has been presented. Corroborated by the Holmes Group, Reynolds (1987) furthered the explanation of teaching knowledge by adding that: (a) future elementary teachers should be required to achieve special knowledge for teaching small children, (b) future elementary teachers should have an extensive practical grasp of

developmental psychology, and (c) future elementary teachers should have a substantial comprehension of curriculum. Bredekamp and Copple (1997) concurred with this notion by indicating that DAP required teachers to integrate their knowledge base of child development, curriculum content, and teaching techniques when working with children from birth to age eight.

Limited empirical data and research findings indicate there may be a correlation between DAP and the types of teacher preparation programs in which future teachers participated (Zepeda, 1993). This study has been developed to ascertain teachers' perceptions and instructional applications of DAP in relation to their preparation programs.

CHAPTER 2

REVIEW OF LITERATURE

According to Magrath (1987) research and national reports regarding the education of children and the improvement of the educational process at all levels have been central concerns of politicians and the American public for the last century or more. America's concern for education and the quality of classroom teachers has been attributed to the ability of teacher preparation programs to recruit, educate, and sustain good individuals. The quality of teachers, education delivered in the schools, and teacher preparation programs have become inseparable entities (Magrath, 1987).

Imig & Imig (1987) noted three prominent issues regarding the supply and demand of teachers. The first concerned the inability to predict the number of teachers needed over time as classrooms become more crowded and class size reduction becomes more prevalent. The types of individuals who are interested in education and the degree to which they have elected to remain in the profession of teaching has brought forth the possibility that the most talented people are not selecting education for a career choice. Finally, the high individual standards demanded by the American public for teachers, as well as the issue of responsibility for ensuring that these needed traits have been instilled in all educators have become accountability measures for teacher preparation programs (Imig & Imig, 1987).

Schwartz (1987) stated her concern for the recruitment, retention, and induction of the brightest and best of college students into the field of education. In her research, she noted five key elements to be addressed in order to enlist talented individuals for teaching in the American schools. Element one called for teacher preparation programs to raise the entry standards for its students in order to bring the field of teaching to professional status and first-class citizenship. Element two expounded the dilemma of teacher equity versus differentiation by duties and rewards. Element three questioned whether the act of teaching was something of an art or a science. Here Schwartz (1987) questioned whether teachers were good instinctively or whether they could in fact be trained in this instinctive manner by teacher preparation programs. Element four questioned the need for standardization of curriculum and teacher preparation programs across the United States. Finally, element five addressed the focal intent of teacher education programs related to either curriculum based or student based instruction.

Traditional Teacher Preparation Programs

No one knows for sure where education was developed or who the first educated people were, however education has been around for a considerable period of time (Williams, 2000). The onset of a written language brought forth the need for formal education and created the need for formal teacher education (Johnson, 1968).

With the founding of The American Institute of Instruction in 1830, college graduation was set as a prerequisite for teaching (Beyer, Feinberg, Pagano & Whitson, 1989). The intent of this system was to have teachers become scholars as well as schoolmasters. Horace Mann in the United States became an advocate for the development of common schools and then for normal schools. He believed that these

public schools were a means of fostering social development and individual well-being in students and he believed that teacher training should facilitate social harmony (Beyer et al., 1989).

Around 1871, social class, gender, racial, and ethnic issues became direct reflections of the kind of education being offered to students (Beyer, et al., 1989). At this time, a difference arose between individuals attending normal schools and those attending colleges. The course of study for prospective teachers was linked to the social class backgrounds of individuals (Beyer, et al., 1989). Therefore, students of higher class studied liberal arts and those of a working class had a more practical course of study or didn't go to college at all.

In the early 1900s, John Dewey entered the education scene with his own views of teacher preparation. He identified two alternatives for preparing teachers. The first model was that of an apprenticeship. This theory implied that a model behavior was observed and imitated by an individual studying under a master as skills were observed, practiced, and utilized by the apprentice (Patterson, 1991). The second model, a laboratory model approach as described by Patterson (1991) was Dewey's preference. In this model, problems were identified, judgment was made and carried out, and then an analysis and/or evaluation took place as a result of a completed act according to Patterson (1991). Dewey saw this as a continual learning process for teachers where they would acquire skills, knowledge, and attitudes to encourage them to be continual learners throughout their careers. Dewey favored an approach where skills that were learned would lead to an understanding of the learner, an acquisition of insight, and a continuance of professional development.

Teacher education programs have undergone critical analysis concerning their curricular studies. One school of thought advocated a liberal arts specialization and the other reported the need for classes in teaching methodologies (Conant, 1963). Conant concluded that teacher education should be the responsibility of universities. He believed that prospective teachers needed to complete course work in key academic subjects and should be prepared to teach in a specific field of study (Jones, 1987). Kunz (1999) noted educators realized it was necessary for them to specialize in specific teaching skills as well as the needs of children in order to be more productive as teachers. Therefore, as future teachers entered teacher preparation programs, they concentrated on specific training in specialty fields to diversify their knowledge and to focus in areas that held their interest (Clifford, 1987).

Tom (1997) outlined teacher preparation programs typically utilized in traditional schools of education and continued to discuss these professional courses by noting that teacher training involved the development of specialized knowledge. In these programs, the education of teachers has utilized a professional program beginning with foundation classes that introduced developmental and learning theories while showing connections between education and society. Methods classes have also been used to provide insight for future educators in teaching school subjects areas. Elective classes have been included to incorporate multicultural and special education to extend and diversify a teacher's view of students. The educational programs culminate in practical field experiences like those of a practicum class and student teaching (Tom, 1997).

Darling-Hammond (1999) summarized various views on teaching by noting that Americans tend to believe that anyone can teach or that teaching was best learned as on

the job training through trial and error. Evertson, Hawley, & Zlotnik (1985) indicated that research conducted over a thirty year period of time pointed out that individuals enrolled in formal teacher preparation programs who had gained specific teaching knowledge and skills appeared to be more effective in educating children than those who did not. Further research has shown that beyond basic subject matter knowledge, the extent to which one has received pedagogical training makes the difference in teacher effectiveness (Wise & Darling-Hammond, 1992).

Su (1992) reported on a national research project conducted between 1985 and 1990, The Study of the Education of Educators. As one of the research members, she looked at the study of the socialization experiences of teacher candidates. The study targeted 4644 students and university faculty members across the United States utilizing a survey and an open-ended interview questionnaire. The response rates were 63.5% for the students and 59.6% for the university faculty. Data analysis of the study showed patterns of preferences and relationships in the initial process of teacher socialization. Among these were: (a) the influence from prior socialization experiences, (b) preservice socialization on university campuses, and (c) preservice socialization in the practice schools where the students completed their field experiences (Su, 1992).

Focusing at this point on the university element, teacher candidates were asked to consider the formal curricular components of their teacher preparation programs and the professors who trained them. Results from the surveys and interviews showed that course curriculum offered in teacher training programs was considered by the students to be only mildly influential to their preservice socialization. Faculty members considered

themselves to be more influential to these teacher candidates than the candidates themselves noted (Su, 1992).

A further breakdown was conducted to compare private and public institutions of varying sizes with traditional and nontraditional students of different age groups. Interview results indicated a more positive feedback from younger, traditional students from private institutions than from those in larger public schools. Comments from the interviews suggested private schools demanded their faculty be readily available to students. Su (1992) noted that young, traditional students tended to have more frequent, positive, and informal interactions with their faculty members than did the older more nontraditional students. Older nontraditional students tended to be more independent as they had families and jobs that demanded more of their attention.

The author also noted that information from the interview data indicated students in both the private and public universities believed their faculty members had a certain influence on the development of their educational beliefs and values as they trained for becoming teachers. In her summarization from the completed surveys, Su (1992) noted that students relied on their faculty members to be sources of authority, information, and knowledge on matters concerning teaching and the teaching profession. Su (1992) also suggested that data indicated student teachers in early childhood and middle grade programs tended to perceive their faculty members as having more of an influential factor on their educational values than those in secondary education programs. The author concluded that teacher education faculty members themselves perceived their influences on students' educational values and beliefs to be only moderately strong.

Dunkin (1996) issued an evaluation of several statements made by Kagan in 1992 concerning teachers' professional growth pertaining to preservice teachers. In his report, Dunkin (1996) addressed three generalizations made by Kagan: (a) teacher education is ineffective in bringing about change in student teachers' personal beliefs and images, (b) university courses are not sufficiently relevant to meet the needs of student teachers, and (c) the disagreement of beliefs and actions between cooperating and student teachers assists in the reconstruction of student teachers' beliefs about teaching (Dunkin, 1996).

One question concerned Kagan's reporting of a study completed by Grossman in 1989. At Stanford University, Grossman conducted a study of three English majors who had elected to enter teaching later in life. In his research Grossman noted the three individuals in his study were knowledgeable of their subject matter, but discouraged with having to learn about the teaching process through a reliance on an apprenticeship model with little instruction about the complexities of students and the teaching process. Frustrated with their preparation, the three individuals left teaching. In his summary, Grossman emphasized these university students had received an unstructured and unguided experience of teacher preparation with limited instruction or mentoring about the characteristics of school children and the teaching process (Dunkin, 1996). Dunkin also reported that Grossman acknowledged that teacher-education coursework was highly important for providing future teachers with a knowledge of students' learning difficulties, interests and prior knowledge, and in helping teachers rethink their specialty areas from a pedagogical standpoint (1996). Dunkin (1996) believed that no disclaimers concerning the fact there may have been errors or misrepresentation of these issues by Kagan had been made, therefore this possible misrepresentation of information could

have been injurious to universities preparing new teachers and could have a compounding effect on future research and the reporting of ineffective preservice teacher educational practices.

Doyle (1997) conducted a study of preservice teachers entering the elementary education at Indiana University South Bend. Here, the elementary education professors had worked to restructure their teacher preparation program by redesigning upper-level methods course sequences prior to student teaching. Therefore, they restructured their program into two integrated curriculum blocks. Prior to entering the two methods blocks, preservice teachers completed several foundations classes with a 20 hour field experience. Block One teachers were then scheduled into Reading, Language Arts, and Math methods courses and worked in established partnership elementary school classrooms two mornings per week. Block Two students were then scheduled in social studies and science methods classes and also worked in established partnership elementary school classrooms two mornings per week.

Preservice teachers in the study were asked to respond to surveys before and after completing each of their block schedules. They were also required to keep a reflective journal with weekly reactions concerning their field experiences. Doyle (1997) noted the surveys were designed to examine the preservice teachers' views and belief statements of teaching and learning while the journal analyses were designed to give insight into the thinking of preservice teachers.

Survey results showed the following four central themes: (a) teaching is giving students information, (b) learning is a process of receiving information, (c) teaching is a process of guiding and facilitating student learning, and (d) learning is an active process

of student growth and change (Doyle, 1997). The author reported that in coding the above themes, it was found that 68% of the students entering Block One believed that teaching was the giving of information. However, by the time these teachers had completed both blocks, 45% of the preservice teachers changed their views to incorporate teaching as a facilitation of student learning.

In Doyle's study, it was noted at time became a critical element in the changing of preservice teachers views of instructing and student learning. Doyle (1997) stated her study that more time in the field during a teacher education program allowed for preservice teacher reflection on pedagogical issues allowing teachers time to develop their own beliefs concerning the teaching and learning process.

Nontraditional Teacher Preparation Programs

At the center of the teacher preparation debate, has been the issue of a nontraditional student population and alternative routes or programs for preparing individuals for teaching certification. Many teacher preparation programs have had nontraditional students over the age of twenty-five enrolled in education classes (Feistritzer & Chester, 1996). This population of individuals encompasses a wide range of people. Included are: (a) those seeking career changes, (b) former teachers returning to the field for current or expanded certification, (c) older students looking for degrees in education, (d) early military retirees seeking a new profession, (e) delayed entrants updating their certification, (f) minority students recruited with corporate funds, and (g) teacher aides and assistants wishing to upgrade their job classifications (Bray, 1995; Feistritzer, 1996; Manos & Kassambira, 1998). Traditional university-based teacher education programs and alternative certification programs employing a mix of college course work, school

district inservice sessions, and intensive mentoring programs by experienced teachers (Manos & Kassambira, 1998) have been only two means of educating nontraditional students. Many states have endorsed alternative certification programs as an answer to teacher shortages in their districts. Available in 41 states, alternative programs have certified more than 50,000 individuals within the last decade and numbers are predicted to rise for the future (Feistritzer & Chester, 1996).

Alternative certification programs have been viewed as methods for recruiting many types of individuals into teaching quickly without the inconvenience of taking teacher education classes (Wise & Darling-Hammond, 1992). These authors continued to note that proponents of alternative programs have suggested that on the job training is more beneficial than classes in pedagogy and that traditional teacher education programs have been grounded in undergraduate work that is inaccessible to nontraditional students.

In response to a shortage of primary teachers in New Zealand, the government introduced competitive contracts for the development of initial teacher education programs that could be completed in a twelve to eighteen month timeframe (Hope, 1999). An incentive program was introduced in an attempt to recruit teachers from Australia, the United Kingdom, and Canada to relocate to New Zealand. Allowances were made for compressed preservice courses to be developed to serve the country's need for more teachers. The University of Auckland responded to the government's plea and created a new program.

The National Center for Education Information (NCEI) conducted survey each summer from 1983 to 1992 to determine the impact of alternative routes to licensure. Feistritzer (1993) indicated that NCEI data have shown the number of individuals

certified through alternative routes had risen from 20,000 to 40,000 between 1985 and 1992. The author discussed NCEI's studies. The purpose of the surveys was to collect, analyze, and disseminate information concerning individuals trying to get into teaching, what programs of preparation and licensing were in place for nontraditional teacher education students, and who was getting hired to teach.

Results of the studies indicated: (a) more states had reserved the term alternative certification for new programs designed specifically to bring adults who already had at least a bachelor's degree into teaching as a profession, (b) 40 states reported implementing alternative routes for certifying teachers, (c) all of the programs included formal instruction and mentoring while teaching, (d) alternative certification programs had recruited individuals who were more interested in working in inner cities, and (e) alternative certification programs had expanded the pool of potential teachers willing and qualified to work in the public schools (Feistritzer, 1993).

In the United States, alternative means of bringing individuals into the field of education have been developed. Universities, school districts, and statewide departments of education have designed programs for people with at least a bachelor's degree in a field other than education who want to earn a teaching license (Feistritzer, 1993). Feistritzer (1993) continued to note laws have dictated that individuals permitted to teach in a public school in the United States must have a license with each state responsible for determining how teacher licensing should take place.

Yet another exemplary alternative licensure program was that of the University of Southern Maine's Teachers for Secondary Schools Program. This program began as an alternative route to certification as a one-year program providing teacher preparation for

mid-career and post-baccalaureate students at the graduate level (Broyles, 1992).

Specific guidelines were set for potential candidates, interviews were held, essays were written and scored, records were reviewed, and candidates were selected for program entry. A partnership between the university and area high schools was established for planning, placing, and evaluating the students. The Ford Foundation recognized the partnership and awarded a grant to the university and schools in order to establish them as clinical training sites (Broyles, 1992). Professors, administrators, and cooperating teachers worked together to design, instigate, and evaluate the curriculum covered, the evaluations used, and the practical fieldwork experienced by each of the student teachers.

Goodlad (1993) noted the term PDS arose from the clinical school concept as a suggested cooperation between universities and school districts. He stated that PDS convey the idea that schools and teacher education programs had formed a partnership whereby school district and university personnel shared the decisions of operating both the school and the teacher education program. Abdal-Haqq (1998) verified that collaborative alliances between schools and university teacher education facilities have continued to exist in PDS models of teacher preparation programs. Patrick & Reinhartz (1999) reported that effective teacher preparation required a paradigm shift with an integration of the best practices taken from schools, universities, communities, and industries.

Three different perceptions of PDS have evolved. The first has focused on inservice teacher education with the school occasionally named as a professional development center (Goodlad, 1993). Goodlad (1993) noted a second view of PDS has been that of a center of inquiry in which schools and universities have come together to improve

instruction, learning, and teacher education. He defined the final perception of PDS as that of a laboratory school in a school district rather than on a university campus. Here, individuals from both the school district and the university have joined together to design exemplary educational practices for future teachers and students.

In an effort to solve the problem of teacher preparation, PDS is one means of empowering teachers to prepare or assist in the preparation of new teachers. Duffy (1994) noted that open communication between university professors and teachers in the classrooms have lead to joint university-school district restructuring of teacher preparation programs. In this PDS system, professors and classroom teachers have assumed the roles of jointly teaching, supervising, and questioning what would work best to prepare new teachers to work with students. In his work with PDS, Duffy (1994) continued to note that essential elements in the creation of the PDS has been the equity of professor-teacher decisions and shared knowledge, the genuine effort to share expertise, and the necessity for the involved university and school district to commit to the development and retention of the PDS one it had been formed.

Bullough, Hobbs, Kauchak, Crow, & Stokes (1997) conducted a study at the University of Utah in the spring of 1995 to gather information concerning PDS models utilized in their teacher preparation program. In this study, 12 faculty members were interviewed.

Results of the research indicated the need for shared beliefs between university and school based teacher educators in order to sustain the PDS over an extended period of time (Bullough et al., 1997). The authors noted that professors teaching foundations classes needed to rethink existing relationships between content and pedagogy and

between practice and images of what should be programmatically in place to cause a functioning integration for the teaching profession. The study also emphasized that tenured faculty members needed to become more involved with the PDS program to provide more intellectual rigor for the students. Departmental goals, allocation of resources, hiring of personnel, and a continued commitment to preservice and inservice programs in teacher education were also brought forth in the study as necessary elements of a successful PDS program. Finally, the authors concluded that an increased importance placed on teacher education through the integration of universities and community schools would continue to increase the quality of teacher education programs.

Teitel (1999) conducted research in 1990 and then again in 1995 to study professional development schools by looking at the extent to which involvement in PDS were bringing about changes in teacher education at the university level. Data were collected from available written materials and interviews held with key liaison personnel from three universities in Massachusetts (Teitel, 1999).

Teitel (1999) summarized initial findings in 1990 to record the changes in approach, philosophy, and faculty members' attitudes as the result of the PDS. Specifically, changes included: (a) the placement of students with teams and collaborative supervisory teachers, (b) the acknowledgement of professionalism by experienced teachers in dealing with the student teachers' development, and (c) the receptive, cooperative attitudes of university faculty as they interacted with the school administrators and mentor teachers. These elements had been identified as characteristics portrayed due to the PDS and university partnerships. However, the attitude changes of the university faculty members were only associated with those directly involved with the PDS program. Other faculty

members did not seem to share the same views, as they had no direct involvement in the program itself.

Addressing the five-year update, Teitel (1999) attributed the subtle changes in the program to the maturation of the relationships between the schools and universities. A closer relationship between the mentor teachers and university faculty had sustained itself to provide for a meshing of roles in dealing with the student teachers. Both sets of faculty members shared responsibility for the development of student teachers, through instructional and supervisory roles. School personnel took a greater role in the instructional methodology classes and university faculty took more of an interest in supervising student teachers in higher quality field experiences. They also developed a greater understanding of the public school teachers' needs and mindsets in order to restructure their own courses of university instruction.

In order to meet the diversified needs of students, the University of Texas at Arlington (UTA) created a PDS model of teacher preparation. In 1992, UTA formed a partnership with members of the educational and business communities. The Collaborative Redesign of Educational Systems in Texas (CREST) was formed and supported by state grant funds for a period of five years in an attempt to redesign UTA's delivery system of teacher education (Patrick & Reinharz, 1999).

In the CREST model, collaboration was developed through an advisory board with representation from teacher education, the colleges of liberal arts and sciences, the public schools, the business community, and preservice teacher education students. Formal and informal evaluation components were put into place with a request that preservice teachers reflect on their choice of materials used with young children, their demonstrated

knowledge of content and pedagogy, and their proficiency at teaching in the classrooms, especially in modifying classroom instruction for students with diverse needs.

Data in the forms of interviews, written questionnaires, checklists, observations, anecdotal records, focus groups, and performance assessments were collected from teachers, administrators, university personnel, both public school and university students, and parents (Patrick & Reinhartz, 1999). The Texas Assessment of Academic Skills (TAAS) a criterion-referenced exam was given to students in grades 3-8 and seniors for high school graduation. Examination of test scores at ten CREST PDS sites from 1993-1994 and from 1995-1996 provided evidence that TAAS scores improved (Patrick & Reinhartz, 1999).

Conclusions were drawn by the authors to indicate that increased student performances on TAAS were due to the cadres of university students at campus sites, the impact of more than one teacher in a classroom, the use of instructional technology, and the professional growth of inservice and preservice teachers. However, the authors cautioned that more information was needed to validate relationships between PDS teacher preparation and improved student achievement to determine the effectiveness of the program. Abdal-Haqq (1998) concurred with Patrick and Reinhart by noting that recent literature has begun to inform people of the outcomes of PDS, but efforts to link instructional changes to improvements in student outcomes would still be needed.

Harriman (1998) also reported on PDS and concluded they were but one method for embedding extended practice in the real tasks and assessment of teaching into teacher education programs. Interactions between experienced teachers, university faculty and other professionals working in the sites, as well as the student teachers themselves served

as a merging point for implementing reform initiatives that would nurture and assess teacher preparation program (Harriman, 1998).

Koehnecke (2001) reported on a PDS initiated by a midwestern university that integrated educational practices linking the university, the public schools, and the community. The mission of this PDS was to prepare new teachers, support children's learning, continue professional development, and incorporate practice based on inquiry within a school setting (Koehnecke, 2001). Positive elements of this program were found to be: (a) students and professors spend more time in field experiences, (b) student and mentor teachers have implemented and assessed a variety of learning styles, (c) student teachers spent extended time in their practice schools encompassed in the day to day workings of teachers, and (d) the PDS setting allowed for collaboration, accountability and a learning-centered community of professionals. Koehnecke (2001) also noted that increasing the amount of time spent in public schools allowed for more theory and practice based instruction needed in teacher preparation programs.

Teacher preparation like a PDS model has held the possibility of simultaneous school/university reform, improvement in education for grades K – 16, continued professional development for experienced teachers, and model preparation for beginning teachers (Ross, 2001). Since there have been few PDS models in existence for more than ten years, Ross (2001) conducted a narrative inquiry study to look at a PDS model of teacher preparation.

Four structured research questions were asked of each of the subjects of the study. From those questions, Ross (2001) focused on two themes: (a) the influence of the subjects' life histories on their perceptions of PDS teacher preparations program and (b)

the similarities and differences between the subjects' experiences and outcome goals in PDS programs for each of them as graduates. Subjects of the study reported that overall, their experiences in the PDS were strong and positive.

Addressing the issue of the subjects' perceptions of teacher training programs, Ross (2001) reiterated that experiences students enter teacher training programs have influenced how they engage in and interpret what is happening in their teacher preparation, especially in a PDS setting. Therefore, one of the implications of the author's study concerned the alignment of prior schooling experiences with teaching practices. Ross (2001) stated the alignment of prior schooling experiences with teaching practices might have had an influence on the beliefs and practices of teachers while a nonalignment of the two may have had less of an influence.

Developmentally Appropriate Practices

Two major concerns noted in PDS were student teacher choices of materials and modification of classroom instruction for students with diverse needs (Patrick & Reinhartz, 1999). In order to address these concerns, Bredekamp & Copple (1997) stressed that an understanding of child development and learning from birth to age eight generated guidelines that have affected the practices of early childhood education. Those involved in the early childhood profession itself have indicated that curriculum and assessment should be based on the best knowledge of theory and research concerning how children develop and learn. Attention should be given to individual needs and interests in a group in relation to program goals (Bredekamp, Knuth, Kunesh, and Shulman, 1992). DAP require teachers to integrate their knowledge base of child development with the knowledge of how to teach, what to teach, and when to teach

(Bredekamp & Copple, 1997). The principles of DAP require teachers to individualize educational practices with children at varied developmental levels with different interests and styles of learning (Wortham, 1998). Teachers use child development theories to identify the range of appropriate behaviors, activities, and materials for a specific age group while integrating this knowledge with understanding individual children's growth patterns, strengths, interests, and experiences designed to maximize the learning environment (NAEYC, 2001).

Specific developmental and preacademic skills can be acquired and will be more generalizable if learned in the course of child initiated activities in DAP classrooms (Mahoney & Robinson, 1992). Procedures associated with DAP have also been noted to have potential for promoting cognitive, language, and social development in children with disabilities as long as the implementation of DAP are at the interest and functioning levels of the children involved (Mahoney & Robinson, 1992). DAP has also included smooth transitions from one grade level to the next in order to insure that teachers work together with common curriculum and assessment practices to provide an academic continuity for children (Bredekamp, Kunesh, and Shulman, 1992). Although curriculum content has been influenced by tradition, subject matter of the disciplines, social or cultural values and parent desires, developmentally appropriate content and teaching strategies should incorporate age and individually appropriate techniques (NAEYC, 2001).

DAP describes an approach to education that focuses on the child as a developing individual and life long learner (Houser & Osborne, 2001). Human development research has indicated that predictable sequences of growth and change occur in children

during the first nine years of life (NAEYC, 2001). Curriculum and adult interaction with children should be responsive to individual differences to encourage children to think and experience various forms of materials and interactions with people (NAEYC, 2001).

Davis (1993) conducted a study of five teachers to determine if they understood, perceived, and carried out developmentally appropriate techniques during their classroom instruction. Results of the study showed that as a group, these teachers understood and defined a developmentally appropriate classroom, but as a whole, they utilized traditional practices in their instruction. Their techniques modeled teacher-directed activities. In a similar study utilizing Head Start teachers as subjects, O'Brien (1991) obtained similar results. The Head Start teachers described developmentally appropriate classrooms as child-centered, individualistic, and activity based. However, O'Brien (1991) found these teachers practices to be inappropriate for preschoolers' development as they were formal and teacher-directed in nature.

Burts, Hart, Charlesworth, and Kirk (1990) observed kindergarten classrooms with teachers who used developmentally appropriate and developmentally inappropriate instructional techniques. Increased stress behaviors were noted in children whose classrooms were characterized as developmentally inappropriate. Burts, Hart, Thomasson, Charlesworth, Fleege, & Mosley (1990) characterized developmentally inappropriate classrooms as those who utilized more workbook/worksheet activities, more small and large group differentiations, more transitioning and waiting between activities and more punishment techniques for classroom management; while developmentally appropriate classrooms used more center activities, more story time, and more music activities.

Zepeda (1993) conducted a study in a central California county concerning kindergarten retention and the uses of DAP in the spring of 1989. Seven elementary schools were identified by the Office of the County Superintendent of Schools based on suburban/rural and socioeconomic standards for the study. For the purpose of the study, the term retention was categorized as either presently repeating kindergarten or presently being considered for retention in kindergarten (Zepeda, 1993).

To explore the relationships between retention and DAP, districts identified kindergarten teachers who did and did not retain students. Zepeda (1993) explained in her study that the low retaining group of teachers perceived themselves as having more opportunities for their students to work with manipulatives, allowing children to work more often in groups or individually, and using real life materials to foster student learning. The high retaining group of teachers perceived their instruction as utilizing deskwork, formal reading and writing instruction, practice test-taking skills, and the use of worksheets/workbooks/dittos for abstract concept work. Zepeda (1993) concluded that teachers with a low retention rate provided more developmentally appropriate activities concentrating on manipulatives and materials familiar to children. Teachers with a high retention rate used more developmentally inappropriate practices that focus on formal reading instruction with a higher emphasis on test taking skills.

Ketner and Smith (1990) conducted a study of kindergarten and primary grade teachers to observe their practices of developmentally appropriate lessons, their theoretical backgrounds for reading instruction, and the role that demographics played on each of these factors.

The results of the study indicated that kindergarten and primary teachers' perceptions of DAP and the whole language process were congruent. Beliefs about one appeared to be consistent with beliefs held about the other (Ketner & Smith, 1990). The researchers also suggested that individuals educating future teachers should present their students with information concerning belief systems in an effort to assist students in making instructional decisions.

Teacher Perceptions

Searching for one inclusive definition for the term perceptions has proven to be a difficult endeavor. The term perception has been found to be synonymous with beliefs, ideologies, and theories (Maxson, 1993). The issue of teachers' perceptions or beliefs of DAP has been complicated by varying degrees of individual educational knowledge, emotions, life experiences, interactions with students in and outside of classrooms, and curriculum content (Maxson, 1993). Clark and Peterson (1986) stated that teachers' beliefs incorporated knowledge, planning, practice, and decision-making skills in the educational process. Su (1992) stated that teacher candidates held certain educational values and beliefs upon entering their teacher preparation programs. These beliefs were based on individual prior socialization experiences, based on observing the educational system, and observations of their teachers from a student's observational standpoint for twelve or more years. In the process of observing instructional strategies, teacher candidates unconsciously internalized some degree of the values and beliefs exhibited by their own teachers.

Lortie (1975) suggested that formal teacher education programs have had little impact on preservice teachers as the time they have spent as students has had more of an

impact on their internalization of the characteristics of a teacher should be. Research conducted by various experts in teacher preparation programs has noted that the prior experiences of preservice teachers have influenced their views concerning the teaching and learning process (Boger, 2000). Preservice teachers have internally visualized a view of what they would like to be as a teacher based on individual experiences. Formal educational coursework and field experiences in teacher preparation programs serve as a reference point for new teachers, but are often been abandoned when the opportunity arises for their use (Boger, 2000).

Pre-existing beliefs held by preservice teachers shape their perceptions of their observations and performances in a classroom setting during their field experiences (Kagan & Tippins, 1992). Wenzlaff (1998) noted that teacher characteristics, attitudes, concepts of self, intelligence, and interpersonal dispositions determined the formal and informal curriculum they follow within a classroom. Wenzlaff (1998) noted that people entering teacher programs brought unique background experiences with them. These experiences in turn tended to have more of an impact than did the formal teacher education program when a new teacher entered a classroom (Wenzlaff, 1998).

Hansen, (2000) reported the results of a study conducted in the preparation of technology teachers at the University of Western Ontario. Two subjects were selected to study their diverse backgrounds, perceptions, tendencies, and expectations of their preparation program. The subjects were asked to record their reflections as they went through their field experiences. Observations and interviews were also used as sources of data collection. In the study's conclusion, Hansen (2000) suggested that a flexible and well-delivered teacher education program could help future teachers examine beliefs and

predispositions and sometimes, these preparation programs could help future teachers change their belief systems. He suggested that a re-socialization might be necessary for movement into the field of education from the role of student to the role of teacher.

Brookhart & Freeman (1992) noted that teacher beliefs about students had an influence on what actions they took in the classroom. They also noted: (a) knowledge and skills that were inconsistent with existing beliefs were discarded in classroom use, (b) practical classroom experiences could be used to modify individual beliefs held, and (c) educators' beliefs should be taken into account when changing teaching practices.

Wilson & Cameron (1996) conducted a study of 10 first year students, 9 second, and 9 third year students from the University of Western Sydney to substantiate their theory that students begin teacher education programs with well established perceptions of what teaching is, based on their own previous experiences. Data collected for the study were unstructured journals kept by each of the students. In these journals, students were asked to write daily about issues or experiences that needed reflective thought or were concerns for them.

An analysis of each journal entry was conducted using a comparative method involving separate analysis and coding of each of the journals as a basis to identify possible categories of similarities and/or differences (Wilson & Cameron, 1996). Four areas of concern were found as common factors. These included classroom management concerns, characteristics of successful teaching, general perceptions of practice teaching, and relationships with others. The Program for Effective Teaching (PET) was used to analyze and describe the elements of effective teachers. Six proposed elements of analysis were: (a) knowledge of content, (b) selection and use of appropriate materials,

(c) human relation skills, (d) planning skills, (e) classroom management skills, and (f) instructional skills (Wilson & Cameron, 1996). From these elements, the researchers broke teaching into three fundamental areas of instruction, management, and building relationships.

Further definitions were derived by Wilson & Cameron (1996). Instruction was defined as the perceptions relating to teacher skills and competencies and student learning outcomes. Management was defined as perceptions relating to classroom organization and planning, the use of time and resources, and teacher directions of a behavioral nature. Finally, relationship was defined as perceptions concerning teacher attitudes toward children and the nature of children, to children's attitudes toward each other, and to perceptions relating to the relative status of teachers and children (Wilson & Cameron, 1996).

Results of the PET study indicated that student teacher perceptions relating to instruction were dominant. Students' perceptions noted through the journal entries, showed that a number of teacher qualities and practices lead to the development of effective instruction. A common thread among the journals on this issue showed that teachers needed to be able to include all levels of student performance with reinforcement being used for effective teaching. First year students saw effective teaching as something that was teacher generated, while third year students saw it as quality student learning and outcomes (Wilson & Cameron, 1996).

Further results by Wilson and Cameron (1996) showed that a main concern of students' was the need for classroom management and control. Almost unanimously, the first and second year students believed classroom control by the teacher was the key to

effective classroom management. Third year students tended to see effective management in terms of effective planning and flexibility on the part of the teacher.

Finally, the results of the study showed that first year students were more concerned with the development and retention of relationships with classroom students than were the second and third year students. First year teachers perceived that a relaxed, friendly environment and teaching approach characterized successful classroom relationships. The first year teachers also wrote of the importance of teacher empathy toward students in order to understand their backgrounds. First year students had more of a need to bond with their pupils than did the second and third year students (Wilson & Cameron, 1996).

From the data collected and analyzed, Wilson and Cameron (1996) identified three specific generalizations concerning dealing with the development of students in teacher preparation programs. These generalizations were: (a) student teachers developed from a teacher centered to a pupil-centered view of effective instruction., (b) student teachers developed from a control view to a holistic view of classroom management, and (c) student teachers developed from a personal to a professional/outcomes view of relationships with pupils.

Wilson and Cameron (1996) concluded in their research that student teachers grew and developed as they continued through their programs of education. In this growth, they encounter obstacles or tensions that cause them to have to reflect on what they believed and then took an action that may or may not be contrary to what they practiced or applied in classroom settings.

McMullen (1999) explained that DAP has become the politically correct philosophy and that many teachers have found it difficult to admit that they do not accept this

philosophy when asked to state their beliefs. She believes that for educators who do believe in DAP, the discrepancy between beliefs and practices could be attributed to environmental or work related stresses, individual personality traits, and levels of professional training or preparation. For her study, McMullen (1999) chose to look at beliefs and characteristics that influenced teachers to select the use of best practices. Among these were self-efficacy, locus of control, and educational background and experience.

Results of McMullen's study showed a high relation between the beliefs and practices instruments used (1999). There were also differences between preschool and primary teachers' beliefs about DAP as well as their actual classroom practices. Preschool teachers exhibited higher scores between their beliefs and practices. DAP beliefs were found to be the first predictor of DAP practices in both preschool and primary teacher groups. In a sub-sample of preschool teachers' practices, the best predictors of DAP were teachers' beliefs to be followed by high personal teaching efficacy. The data also indicated that teachers who were high in DAP had early childhood backgrounds or child development in their educational backgrounds. Finally, primary school teachers who had early childhood degrees or elementary degrees with preschool experience scored higher in DAP than those with elementary degrees and no preschool teaching experiences (McMulle1999).

In a study designated to measure teachers' beliefs and practices in DAP, Smith (1997) collected data concerning the beliefs of student teachers. He rationalized that student teaching experiences were important points in the lives of future educators. To substantiate his opinion, Smith (1997) listed course work and field experiences, the

socialization of student teachers, the influence of cooperating teachers, and the student teachers' locus of control as influential factors affecting student teachers' beliefs.

Results indicated that student teachers with early childhood backgrounds scored higher for DAP than those with elementary education backgrounds (Smith, 1997). Elementary education student teachers rated their cooperating teachers as more traditionally based than did the early childhood majors. The early childhood student teachers rated their cooperating teachers as more developmentally appropriate in their classroom practices (Smith, 1997).

Smith (1997) concluded that patterns noted in the study reflected the impact of differences in professional preparation programs between the early childhood and elementary majors. He believed that although each group shared a preparation program that addressed both child-centered and teacher centered practices, the emphasis placed in each preparation program seemed to be the main difference between developmentally appropriate or traditionally based practices. Smith (1997) noted that the early childhood group of student teachers endorsed practices that were similar to their preservice training while the elementary education teachers endorsed different practices consistent with their training. Over the course of the student teaching field experiences, the beliefs of the student teachers did not converge with the perceived beliefs of their cooperating teachers. In other words, those student teachers who started out with child-centered beliefs ended with the same beliefs and those who started out with teacher-centered beliefs also retained those same beliefs (Smith, 1997).

Field Experiences

McIntyre & Byrd (1996) discussed and defined one preservice phase of teacher preparation. Included in this phase were field experiences in the forms of practicum or pre-student teaching and student teaching. The authors noted these experiences existed to assist future educators in carrying out necessary skills for their chosen profession and that field experiences had been known to range from abstract to concrete. They defined abstract experiences as pre-student teaching experiences using indirect observations of actual classrooms at a school or a given sight. Concrete experiences were defined as those that involved student teaching with actual involvement and participation in a classroom for the purpose of instructing children (McIntyre & Byrd, 1996).

Teacher educators have believed that student teaching should occur after a mastery of prerequisite skills for professional knowledge (Tom, 1997). During the student teaching or field experience, the prospective teacher was asked to apply the accumulated knowledge of his/her chosen profession to the problems of the teaching practice with limited assistance from a university supervisor and a cooperating classroom teacher (Tom, 1997). Prospective educators were expected to observe, reflect upon, and engage in various forms of tutoring and teaching (Katz, 1991). Student teaching has been considered to be a developmental time when students become teachers, teachers become colleagues, and colleagues become friends and mentors (Fallin & Royse, 2000). Student teaching has also been a time when theory, practice, and idealism meet reality for self-evaluation, values clarification, and the production of a graduate who is able to effectively instruct children (Fallin & Royse, 2000).

From 1968 to 1983, the field-based portions of traditional teacher education programs had grown nearly 50% (Johnson, 1968). Despite the popularity of field-based instruction, serious problems had been noted. One such problem involved the coordination of university-based coursework and the field experience. Most preservice teachers had completed coursework prior to beginning student teaching with few connections to the real world of the classroom (Darling-Hammond, 1999). Many preservice teachers had experienced different practices than those studied at the university level and were unable to remember or apply what they had learned; therefore, they reverted to what they had learned as students in grades K –12 (Darling-Hammond, 1999). McIntyre & Byrd, (1996) addressed the issue of time spent in field placements. These researchers noted the more time preservice teachers spent in field placements, the more negative the effects on student teachers' attitudes, knowledge, and classroom practices.

Alternative forms of teacher preparation have practical teaching experiences in isolation from professional training (Zeichner, Melnick, & Gomez, 1996). These authors noted that through alternative teaching routes, teacher candidates have undergone their field experiences within the culture of a particular school without awareness of the range of teaching practices gained from theoretical and methodological training similar to that of traditional teacher preparation programs. Therefore, there has been a narrowing of the range of settings for which these teachers have been prepared (Zeichner, et al., 1996).

Still, proponents of nontraditional teacher preparation programs have seen a necessity for schools and universities to unite in training teachers. The PDS movement has been an influential factor affecting the structure of teacher preparation programs'

field experiences since the 1980s. (McIntyre & Byrd, 1996). The PDS offer a greater partnership between university-based instruction and the public school systems with a reality-based program of preparation. Future educators involved in the professional development schools have been noted to have more practical experiences with classroom management and instructional techniques as well as longer classroom contact hours with students in actual settings (McIntyre & Byrd, 1996). These authors stressed that systems with field-based components should produce more effective and confident teachers for diverse student populations.

For many teachers, the closest thing to real teaching during their preparation programs has been student teaching (McIntyre & Byrd, 1996). Green and Chedzoy (1998) conducted a study at the University of Exeter, School of Education to view student teachers' experiences of teaching the arts in primary schools. The researchers focused on how the university courses had supported and prepared the student teachers' practices for school settings. They also wanted the students' perceptions of how ready they were to enter their field experiences.

In England, to prepare the students for their field experiences, the University of Exeter required the students to have foundation subjects and foundation curriculum courses in their field of study within the first two years of the degree (Green & Chedzoy, 1998). Lectures and practical workshops were used to inform these future teachers about teaching the arts to primary students. The study used a questionnaire that was disseminated to 106 university students. Randomly selected for structured interviews following the collection of the questionnaires were 16 subjects. Analysis of the data involved a coding of responses to a set of criteria in terms of subject knowledge and

application as well as the readiness to plan, teach, and assess the subject areas (Green & Chedzoy, 1998).

Results looked specifically at the effectiveness of the university-based courses in supporting student teaching and the student teachers' perceptions of whether pedagogical and subject area knowledge was enough to support teaching and learning in the schools (Green & Chedzoy, 1998). The authors noted that 100 of the 106 respondents believed their coursework had prepared them for teaching the arts to students.

However, Green and Chedzoy (1998) went on to say that comments from the 16 interviews conducted after the student teaching field experiences suggested some of the prospective teachers had to rely heavily on the subject and pedagogical knowledge and advice gained from the university supervisors during their field experiences. Therefore, students seemed to lack confidence in teaching and relied heavily on what was given to them during their coursework. Green and Chedzoy (1998) noted the student teachers asked for help in planning appropriate activities for children and for approaches to teach the prepared lessons. As a conclusion to their study, the authors reiterated that experience by itself was not sufficient for thinking, reflecting, and learning to teach. In their estimation, experience and theory must go together as important elements for successful teaching (Green & Chedzoy, 1998).

In another study conducted by Curtner-Smith (1997), two physical education teachers' perceptions of effective teaching during or following early field experiences were investigated. One year prior to student teaching, the subjects enrolled in a physical education teacher education (PETE) methods course. The intent of the course was to socialize preservice teachers toward programmatic perspectives and practices in a

behavioristic orientation to teacher education (Curtner-Smith, 1997). The PETE course consisted of a theoretical component and a two week long early field experience. The field experiences were closely supervised and both students were asked to complete reflection papers concerning their perceptions and fieldwork. Both subjects conducted student teaching after they completed methods courses for one semester. Results of this phase of the study indicated 47 thoughts and perceptions from their reflection papers concerned strong aspects of the preservice teachers' teaching focused on management of students and the topics covered.

Data collected involved questionnaires, interviews, and journal entries. Both student teachers were also asked to supervise 20 new preservice teachers who were engaged in an early elementary education field experience to look for 22 lessons of fine locomotor skills. They were also asked to devise a list of weak and strong aspects of teaching, provide written recommendations and suggestions for improving teaching methods, and discuss their evaluations with the preservice teachers. Each student teacher was to provide written evaluations for further research study.

Results of the study further showed that 84 thoughts and perceptions were coded from the strengths sections of the 20 preservice teachers who were supervised by the student teachers. Thirty-two of the student teachers' thoughts and perceptions concerning the preservice teachers' strengths referred to instructional behaviors. Forty thoughts and perceptions were coded from the weaknesses section (Curtner-Smith, 1997).

In their conclusions, Curtner-Smith (1997) stressed that prior to student teaching, the two preservice teachers had experienced theoretical and practical training that fostered a nurturing learning environment. During their student teaching experiences, many of the

nurturing conditions were absent or weakened and they were exposed to antagonistic conditions. Despite these conditions, when asked to supervise the 20 preservice teachers, both of the student teachers revealed their student teaching perspectives congruent with their own encounters during their methods course. In other words, the two student teachers were concerned with elements of teaching related to the promotion of pupil learning (Curtner-Smith, 1997).

Pierson and Panasuk (1998) believed that a variety of field experiences could be utilized to help prepare future teachers with a solid foundation of knowledge for professional growth, decision making, reflection on practice, and for successful teacher preparation. The University of Massachusetts Lowell Graduate Program in Teaching designed a program for individuals who wanted initial teacher certification and a master of education degree in mathematics curriculum and instruction. Students were given one year to complete the state provisional certificate with advanced standing (Pierson & Panasuk, 1998). Campus-based and field-based experiences were offered during the formal course of study and were integrated with a student teacher practice supervised by school district and college teacher educators.

Pierson and Panasuk, (1998) described field experiences over a variety of semesters for the program and the University of Massachusetts. In the first semester of the full time program, the students spent an entire school day once a week for eight weeks in schools chosen by the instructor. While in the classrooms, the student teachers observed lessons, communicated with practitioners, familiarized themselves with the schools' cultures, and developed reflections on what had been observed. Over the next six weeks, the student teachers experienced a prepracticum period. Here, the students started practicing their

own teaching through assisting and/or teaching a full lesson under supervision of a practitioner. Feedback and suggestions were given to each student teacher.

Secondary mathematics teachers had a collaborative observation and analysis lesson module incorporated into their field experience. This module's intent was to: (a) help student teachers make connections between teaching theory and practice, (b) make in depth decisions; (c) develop critical examination skills, and (d) become reflective individuals (Pierson & Panasuk, 1998). During each semester of the methods course, four college-based sessions were replaced with school-based meetings to allow learning to occur in a natural school environment. Model first year teachers were selected for the student teachers to observe and discuss lesson elements in an effort to assist with lesson planning and demonstration of instructional techniques.

Pierson and Panasuk (1998) concluded that these series of field experiences in a real life setting with novice teachers had proven to be effective in the professional development of student teachers. Preservice teachers involved in this program had time to: (a) practice exploring pedagogical skills, to build a teaching framework, (b) gain insights into influential factors that affect their beliefs and practices, and (c) examine contemporary trends and alternative perspectives for teaching (Pierson & Panasuk, 1998).

Bean (1997) reported on a series of studies conducted concerning student teaching experiences. He noted the following results: (a) student teachers coped with the multiple cultures of a school by becoming more teacher centered in their lessons, (b) student teachers adapted to their environments by selecting alternatives that aided in surviving their field experiences, (c) student teachers model approaches to instruction used by their

cooperating teachers, and (d) workplace realities and routines overtake the student teachers' idealistic beliefs.

Bean (1997) also emphasized four influential factors that have affected student teachers' construction of beliefs and practices about teaching. These were: (a) discipline-based theories about learning, (b) the culture of the classroom and the cooperating teacher's style, (c) reflection on preservice experiences, and (d) one's personal biography as a filter for reflection on teaching experiences. The most influential factor noted was that of the cooperating teacher's style. In a series of interviews with ten secondary student teachers, Bean (1997) noted the most dominant influence in strategy selection for use of content delivery and classroom management was the cooperating teacher. Classroom climate and signals given by cooperating teachers guided the strategies and behaviors student teachers made to complete their field practice experiences.

Dunn and Kontos (1997) addressed the assumptions made that by merely engaging in DAP, one would suppose that teachers believed in its practices (Dunn & Kontos, 1997). However, research has indicated that teachers' beliefs and practices are complex entities. The authors continued to note that discrepancies have existed between teachers' beliefs in DAP and their classroom practices.

Kontos and Dunn (1993) looked at childcare in various classrooms. The amount and use of free play utilized by preschool teachers was examined to determine their perceptions of DAP. Results of their study showed no differences in the beliefs of teachers whose classrooms differed in DAP. The authors also noted that teachers beliefs were more consistent with DAP than their classroom applications or practices. Teachers who had received training in DAP were more likely to apply what they had learned with

preschoolers in their own classrooms. Consequently, preservice and inservice training were identified as important elements for the overall use of DAP in early childhood settings (Dunn & Kontos, 1993).

Summary

The training of future educators has required a mixture of subject matter knowledge with instructional methods appropriate to the chronological ages and grade levels of children (Jones, 1987). Central to the preparation of teachers have been the foundations classes. Here, historical, philosophical, sociological, and political perspectives have been integrated into core coursework drawing together the humanities and social sciences (The Holmes Group, 1995). The Holmes Group (1995) continued to stress that foundations classes have been offered as a means for integrating interdisciplinary knowledge for creating successful classrooms and teachers that: (a) employ a comprehensive understanding of educational goals in society, (b) develop critical thinking skills and literacy competency, (c) question the nature and essence of teaching, and (d) attempt school reform for the benefit of school organization, pupil placements, curriculum, and parental involvement.

Many evaluators of traditional teacher preparation programs have found that student teachers have attributed their success in classrooms to their field experiences (The Holmes Group, 1986). Evidence has shown that cooperating teachers who supervise student teachers have more of an influence on the early teaching styles of student teachers than other people in their preparation programs (Krumbein, 1965). Hynes-Dusel (1999) noted five areas of concern stressed by cooperating teachers as they worked with student teachers in their field experiences. These included: (a) discipline and classroom

management techniques, (b) creation of developmentally appropriate learning tasks, (c) progressive ordering of skills, (d) creation of a safe student environment; and (e) creation and implementation of a back-up plan. Hynes-Dusel (1999) also noted that cooperating teachers supervising future educators believed that graduate education teachers holding a bachelors degree in another subject area were being rushed through a teacher preparation program and were missing components necessary to the creation of good teachers. The author also stressed these same cooperating teachers believed student teaching should be at least a year long in order to provide time for future educators to deal with the situations and problems teachers confront on a daily basis in their jobs.

In an effort to meet the ever increasing demand or need for teachers, nontraditional teacher preparation programs have been used in many of the states. Colleges and classroom teachers have generally agreed that recruiting adults with experience in careers other than teaching could improve the educational system today (Manos & Kassambira, 1998). In an effort to meet the needs of nontraditional teachers, various methods for training them have been employed across the United States. One such method has that of the PDS.

PDS have been used as one of many methods for allowing nontraditional students the opportunities to function in field experiences while integrating pedagogy and methodologies from university classes. These schools are viewed as one primary way to integrate faculty members in higher education with educators in the public schools (The Holmes Group, 1995). Since no two PDS look or function the same, (The Holmes Group, 1995) traditional and nontraditional students have been found utilizing this program setting.

Research has shown a relationship between teachers' beliefs and teachers' behaviors characterized by practice and student learning (Maxson, 1993). Brookhart and Freeman (1992) studied the characteristics of entering candidates into the field of teaching. The results of their study showed: (a) teachers' beliefs about students and classrooms influence what they do in the classroom, (b) teachers' knowledge and skills inconsistent with their beliefs are not utilized in classroom practices, (c) practical classroom experiences have the ability to modify an individual's belief system, and (d) teachers' beliefs must be considered at the inception of teacher preparation. Researchers have discovered that teachers do not consistently base their classroom practices on theoretical beliefs, knowledge, or practical experiences (Maxson, 1993). Instead, these factors were integrated into the individual's own belief system to dictate decisions made and carried out in practical applications (Maxson, 1993). Maxson (1993) also stressed that researchers have indicated that teachers appear to operationalize their beliefs regarding the best methods for teaching young children based upon the relationships between their own articulated beliefs and day-to-day classroom practices.

Decision-making is not only a portion of a teacher's belief system; it is also been an element necessary for following DAP when working with young children. Bredekamp and Copple (1997) noted that NAEYC's position statement concerning DAP saw that teachers made daily decisions concerning child development, content learning and skills acquisition, as well as social and cultural relationships when dealing with families. The authors also expressed the cooperative nature of decision-making between the teacher, the school staff and administration, and the school district personnel, and school administrators. However, Bredekamp & Copple (1997) stressed that teachers were

ultimately responsible for planning and implementing curriculum practices within their own classrooms.

Research studies conducted by various individuals have demonstrated a need to look at teachers' perceptions and applications of DAP with young children in a primary school setting. It appeared that researchers have been unable to verify the relationships of teacher preparation programs and the formation of teachers' perceptions of how DAP should be applied to working with young children from birth to age eight. It also appeared that researchers have been unable to empirically substantiate a relationship between teachers' perceptions and applications of DAP and field experiences gained through traditional and nontraditional field experiences in teacher preparation programs. Investigating teachers' perceptions and applications of DAP while concomitantly examining the types of field work employed in traditional and nontraditional teacher preparation programs appeared to be an area requiring additional research.

CHAPTER 3

METHODS

Overview

American people, politicians, and Colleges of Education have noted their dissatisfaction with teacher quality and the lack of pupil progress in schools across the country (Darling-Hammond, 1999). Educators have been called upon to understand the developmental processes of children and to collect artifacts or proof that children have developed an understanding of the content covered within their classrooms (Goodlad, 1999). Teacher education programs have been responsible for ensuring that future educators present material truthfully and clearly, give their students an opportunity to practice what they've learned, and test the extent to which their students have understood the theories and educational practices behind the art of teaching (Murray, 1999). Since people learn best when they are actively involved in their education, incorporating DAP into traditional and nontraditional teacher preparation programs has allowed learning to be good practice for future teachers (Bredekamp & Copple, 1997). Learning has been found to be more meaningful and lasting when it has been supplemented with experiences similar to those encountered in preparational programs' field experiences (Williams, 2000).

The methods and procedures that were used to collect and analyze data concerning perceptions and applications of DAP from the teachers' perspectives in either traditional or nontraditional field experiences are described in this chapter. A comparative approach was applied to investigate teachers' perceptions of DAP for kindergarten through third grade. This study fit the comparative design parameters because beliefs and practices related to their perceptions of DAP were assessed.

Research Questions

This study focused on the following questions.

1. Is there a difference in teachers' perceptions of DAP between those teachers trained at a large southwestern urban university (SWUU), teacher trained elsewhere through traditional teacher preparation programs, and teachers trained in a nontraditional (PDS) teacher preparation program at SWUU?
2. Is there a difference in teachers' instructional applications of DAP between those teachers trained at SWUU, teachers trained elsewhere through traditional teacher preparation programs, and teachers trained in a nontraditional (PDS) teacher preparation program at SWUU?

Setting

To fully understand the demographics of the study, it is necessary to get an insight into the setting of the schools and classrooms of the 12 subjects. Although the 12 schools were all located in the local school district ranging from the southeastern location to the northwestern vicinity of the city, the economic levels of the schools themselves ranged

from affluent to neighborhood schools located in high poverty areas. Some of the schools were in neighborhoods still under construction, which meant the schools were less than two-years old while other neighborhoods were well established with no construction and the age of the school was at least ten-years old.

Table 1

Demographic Table of Schools

Number of Schools Viewed in Location	Location of School	Age of School	Type of Neighborhood	Economic Status
1	Southeast	10+ yrs,	Established	Affluent
1	Southeast	8 + yrs.	Established	Title I
2	Central	1 – 2 yrs.	New	Midrange
2	Northeast	1 – 2 yrs,	Newly Constructed	Midrange
1	North	2 yrs.	New	Title I
2	Northwest	3 – 5 yrs.	Established	Title I
1	Northwest	1	Newly Constructed	Title I
2	Northwest	7 +	Established	Title I

Note. Low socioeconomic schools are those considered to have a high percentage of their population at-risk and a high percentage of the population of children need free or reduced lunches. These schools qualify for Title I funds. Middle socioeconomic schools have a portion of their populations receiving free or reduced lunches. High socioeconomic schools have few or none of their students qualifying for free or reduced lunches.

The classrooms were varied in their physical make-up. Some of the schools were overcrowded which meant that teachers had portable classrooms set behind or beside the main school building. Other classrooms were physically located in the schools and arranged by grade level pods or hallways. Each classroom had student desks and chairs, a teacher desk and chair, file cabinets, tables, and some sort of wardrobe for storage of materials. The classrooms all had bookcases, televisions and VCRs located on a portable stand, various student books, mathematic manipulative materials, and brightly colored walls that housed student work. Depending on the school and classroom, the teachers either had white boards and felt tipped pens for writing or chalkboards and chalk. The daily schedules and work to be completed were listed on the boards. In addition, each of the classrooms in the school housing Group A had brightly colored posters of butcher paper marked with words that children used frequently when reading and writing.

Despite the similarities in each of the 12 rooms, there were also differences that portrayed the teachers' personalities. One first grade teacher had a rocking chair from which she read to the students. Another teacher had Science experiments, plants, and seeds sitting on tables along the outside wall of the classroom. Yet another teacher had hard covered, brightly illustrated books lined up across the front board in the chalk tray of various sizes and titles.

The arrangement of the student desks within the classrooms also varied according to teacher preference. In many cases, students sat in rows. These rows varied in length from four to eight desks. In other classrooms, student desks were arranged in small teams of four to six students with the students facing each other. Teachers in Group A used the team arrangement of desks throughout the grade levels. Teachers in Group B

used rows for kindergarten and second grade and the team arrangement for first and third grades. Teachers in Group C also utilized the team arrangement of student desks using groups of four to six students in a group.

The children themselves covered ages five to eight years old. The ethnicity of the students were Hispanic, African-American, Asian, and Caucasian. Many of the lower socioeconomic schools had a predominance of Hispanic-Americans; some of whom had limited English proficiency as noted when they tried to answer the teacher's questions.

Table 2

Demographics of Children

Ethnicity By Groups	Kindergarten			First			Second			Third		
	A	B	C	A	B	C	A	B	C	A	B	C
African-American	5	1	-	-	-	5	2	7	2	-	5	-
Asian	1	-	4	-	4	-	4	-	2	-	2	-
Caucasian	13	23	17	2	18	9	13	8	30	5	6	3
Hispanic-American	4	-	5	20	-	7	6	6	2	13	8	14
Middle Eastern	2	-	-	-	1	-	-	-	-	-	1	-
Native American	-	1	-	-	1	-	-	-	-	-	-	-
Total	25	25	26	22	24	21	25	21	36	18	22	17

Note. Number under each category signifies how many children from that ethnicity were enrolled at schools involving teachers from each teacher preparation group at each grade level.

The 60 teachers who completed the PTQ varied in ethnic backgrounds and age levels. The female population outnumbered the male population 52 to 8. Ethnic backgrounds of the teachers were: (a) African-American, (b) Asian, (c) Caucasian, (d) Hispanic-American, (e) Middle Eastern, and (f) Native American. The teachers' ages ranged from mid-twenties to mid-forties.

Table 3

Demographics of Subjects Completing the PTQ

Quantity	Gender	Age Range	Ethnicity
2	female	20-30	African-American
2	female	30-40	African-American
1	female	40-50	African-American
2	female	20-30	Asian
2	male	20-30	Asian
18	female	20-30	Caucasian
2	male	20-30	Caucasian
18	female	30-40	Caucasian
2	male	30-40	Caucasian
3	female	40-50	Caucasian
2	male	20-30	Hispanic-American
2	female	20-30	Hispanic-American
1	female	30-40	Hispanic-American
1	female	20-30	Middle Eastern
1	female	30-40	Middle Eastern
1	female	20-30	Native American

The teachers themselves were also varied in ethnic backgrounds and age levels. Eleven of the 12 teachers observed were females ranging in age from the mid-twenties to the early thirties. Of these 11 subjects, nine were Caucasian, one was African-American,

and one was Hispanic-American. The only male subject was Caucasian in his late twenties.

Table 4

Demographics of Teachers Observed and Interviewed

Quantity	Gender	Age Range	Ethnicity
1	female	30-40	African-American
1	male	30-40	Caucasian
6	female	20-30	Caucasian
2	female	30-40	Caucasian
2	female	20-30	Hispanic-American

Teachers

Participants

The initial 60 teachers who participated in this study were educators employed as first year teachers in the local school district. Two distinct populations, nontraditional and traditional participants were formed from these 60 subjects based on their teacher preparation programs. From these two populations, three groups were formed to encompass teachers trained in a PDS model, teachers trained at SWUU in a traditional four year undergraduate degree program, and teachers who were trained elsewhere through traditional four year undergraduate degree programs.

Nontraditional Teacher Preparation Participants

Group A consisted of 20, first year teachers who had completed their teacher preparation program through a PDS located at SWUU. This nontraditional (PDS) preparation allowed participating future teachers to take university courses at an accelerated pace while completing their field experiences in an elementary PDS setting. This field experience started on the first day of school and was interwoven with the coursework taken at the university. These individuals had completed their field experiences at PDS and had been hired by the local school district for the position of elementary teacher.

Traditional Teacher Preparation Participants

Group B consisted of 20, first year teachers who had completed their traditional undergraduate teacher preparation at SWUU. At SWUU the students obtained knowledge in theoretical foundations, liberal arts coursework, and completed their field experiences in one of the elementary schools located in the local school district. These individuals had been hired by the same school district for the position of elementary teacher.

Group C consisted of 20, first year teachers who had completed their traditional undergraduate teacher preparation at an accredited school of teacher education elsewhere. At their selected universities the students obtained knowledge in theoretical foundations, liberal arts coursework, and completed their field experiences in elementary schools having cooperative relationships between the local school districts and the universities issuing the teacher preparation degree. These individuals had been hired by the local school district for the position of elementary teacher.

Description of the Environment and Materials

The local school district has been reported to be the sixth largest school district nationwide for the 2000-2001 school year. At the elementary level there were 158 schools with 121,138 students and 7,827 teachers. Local elementary schools were visited for this study with classrooms ranging from kindergartens housing five year olds to third grades housing eight or nine year olds. The student population in each classroom varies within the school district. Typically, an elementary classroom would house 15 to 30 children with a single teacher or more than 30 students with two classroom teachers. For the purpose of this study, the classroom housed no less than 15 and no more than 25 students with a single classroom teacher.

Instrumentation

Primary Teacher Questionnaire

The quantitative research instrument for this study was the Primary Teacher Questionnaire (PTQ). Smith (1993) constructed the PTQ based on the NAEYC's Position Statement about DAP in the primary grades (Smith, 1993). Smith's central consideration for development of the PTQ was the perceived need for a reliable instrument to assess the degree to which primary teachers' beliefs and values matched their teaching principles and classroom behaviors (Smith, 1993).

The PTQ was designed based on a positively worded four-point Likert-type scale consisting of 42 responses. There were 24 opportunities for individuals to respond to items concerning TBP and 18 instances to respond to items with DAP using the categories strongly agree, somewhat agree, somewhat disagree, and strongly disagree to

indicate level of agreement. Its development as a four-point scale was a forced-choice response to enable respondents to indicate either developmentally or traditionally based perceptions with no room for a neutral response (Smith, 1993).

The PTQ was initially field tested on 144 elementary and early childhood preservice and inservice teachers. From the initial 144 teachers, 60 undergraduate student teachers from a Midwestern university campus volunteered to further participate in the study. The student teachers were placed in kindergarten, first, second, and third grades for 16 week placements. The study took place over a three semester period of time with 16 participants the first semester and 22 for the remaining two. Results of the field test indicated high reliability estimates of DAP and TBP throughout the course of the study (Smith, 1993).

Observations

One qualitative research methodology employed for this study was that of observation. Merriam (1998) noted that observations are an important firsthand encounter with the events to be studied within the natural setting. Observation becomes a research tool when it serves a purpose, is planned deliberately, and is recorded systematically and subjected to checks and controls on validity and reliability. (Merriam, 1998).

In order to understand the observations made, characteristics of DAP and TBP must be qualified. Bredekamp and Copple (1997) characterized DAP in the primary school grades as a connection between children's social, emotional, physical, and cognitive development. Within these areas listed, one would see: (a) an integration of skills across the elementary curriculum, (b) planned learning centers where children can interact with

learning materials, (c) planned learning activities that allow for peer interaction and socialization, and (d) instruction led by teachers who have knowledge about child development (Bredekamp & Copple, 1997).

Teachers who utilize TBP would: (a) have little knowledge of child development, (b) utilize a teacher directed method of instruction, (c) use little or no integration of skills across the elementary curriculum, (d) develop a rigid classroom environment that hinders socialization between the students, and (e) rely on auditory dissemination of knowledge with little or no use of concrete learning materials (Kostelni, soderman, & Whiren, 1999).

One visitation was made to each of the stratified randomly selected subjects representative of kindergarten through third grades for a total of 12 videotaped observations. Four subjects within Group A, the nontraditional (PDS) preparation group and four subjects from each of Groups B and C, the traditional preparation groups were observed for the purpose of video taping a 60 minute literacy lesson. These 12 videotapes were documents of teacher instructional practices with students. Merriam (1998) explained that documents are a wide range of written, visual, and physical materials relevant to a study. In particular, these videotapes served as researcher generated documents. Merriam (1998) noted that researcher generated documents are those often taken in combination with participant observation as a means of remembering and studying details that could have been overlooked if the visual images were not available. For the purpose of this study, field notes were taken during the observation.

An observation rubric from the DAP items on the PTQ was devised to note instances of developmentally appropriate instructional practices within each of the 12 subjects' literacy lesson. Wenzlaff, Faager, and Coleman (1999) noted a rubric was a guide or set

of criteria used to evaluate performances on an assessment. Stanford (2001) noted a rubric requires the design of a Likert-type scale to describe different levels of learning for a particular activity.

For this study, the observation rubric was divided into six developmentally appropriate tasks taken from the PTQ. These were (a) teacher integration of curriculum, (b) teacher guidance of individual students, (c) use of concrete and relevant materials, (d) variation of instructional techniques to include student directed instruction, (e) use of peer interaction, and (f) use of intrinsic rather than extrinsic motivation. Four rating levels were used to record the number of instances each of the six tasks was observed. Level one, none, called for zero observed instances of DAP. Level two, few, called for one to three times of observed instances of DAP. Level three, some, called for four to six observed instances of DAP, and the final level, many, called for seven or more observed instances of DAP. In order to remain consistent with the PTQ, TBP incorporated categories one and two on the observation rubric. Categories three and four would be the criteria to indicate DAP.

To utilize the observation rubric, each of the three raters separately viewed the 12 videotaped observations. Tally marks were placed next to the noted developmentally appropriate tasks and the correct level was checked to correspond with the number of completed tally marks. This gave a raw data score to each rater.

Three people were trained to address the issues of reliability and validity. Three training sessions were established to familiarize the three raters on the use of a devised rubric. In session one, the raters were shown the rubric while a detailed description for completion was given. Questions were asked and clarifications were given concerning

the observed characteristics and the rubric usage. At the second session, the three raters were taken to a preschool located on the SWUU campus to observe a lesson conducted by one of the lead teachers. Together the three raters filled out the rubric noting and discussing what they viewed as developmentally appropriate or traditionally based. Discussion followed to clarify any misconceptions or questions. In the third session, the three raters observed another lesson conducted in one of the preschool classrooms without commenting on what was observed. Each filled out her own rubric noting the DAP or TBP of the teacher viewed. A comparison of the three rubrics was made after the completion of the observed lesson. Discussion of the rating system followed with a check done for accuracy in scoring. Each rating level on the rubric was assigned a numerical value from 1 to 4. The numerical values were added together and each rater calculated a total score for the final observation. To determine interrater reliability during this final training session, a comparison of the total rubric scores was completed. Interrater reliability for the three raters was 81.6%.

For the study, the three raters viewed videotapes of the 12 subjects' literacy lessons. On separate instances, the three raters viewed the video and utilized the rubric to indicate instances of DAP and TBP practices. Once again, all individuals separately viewed each video for the 12 teachers. Each rater again gave totals to the 12 separate subjects. To determine a final rubric score for each subject, the three raters' scores were totaled and averaged. The three raters compared their results to establish an interrater reliability of 87% to 90% for DAP or TBP for each of the subjects viewed.

Field notes

Fieldwork involves a researcher going to the site of a study to observe the phenomenon in question (Merriam, 1998). Spradley (1980) noted that fieldwork has served as a grand tour. Here a researcher has investigated the place, actors, and activities within a culture for descriptive observations. Added dimensions of a grand tour have been to provide the study with further information about the objects or artifacts, actions of the participants, events that take place, the time span in which the events take place, the goals of the participants, and the feelings of the actors in the environments being studied (Spradley, 1980).

In order to record as much data as possible for analysis, and to provide information beyond the categories devised for the observation rubric, field notes have been used. For the purpose of this study, on-site notes of what the teachers did and said as well as how they interacted with the students in their rooms were devised. Field notes also contained information concerning the classroom environment and the role the teacher played during the literacy lesson.

Merriam (1998) explained that field notes are written accounts of the observations conducted. She also explained the content of field notes may include verbal descriptions of the setting, people and activities, direct quotations or written substance of what was said, and observer's comments as a narrative for giving meaning to what took place. Weiss (1998) noted that field notes have been extensive documentation of the information learned through observations, interviews, conversations, and other data collection procedures. She further noted that field notes have produced information about main themes evolving in order to assist in gaining an understanding of what was

happening within the setting and why this event takes place. Upon the completion of the video taped observations, the videotapes were reviewed and field notes were recorded of what took place. When observing in the classroom setting, events and conversations were also recorded as they took place.

Interviews

Merriam (1998) noted that interviews have been utilized to obtain specific information with the most common form of interview being that of a person-to-person encounter. In particular, Merriam (1998) noted that one individual asks questions in order to elicit information from another. For the purpose of this study, a formal interview of not more than 50 minutes was held and audio taped with each of the 12 subjects representing Group A, Group B and Group C.

Spradley (1980) explained that formal interviews were such that an appointed time and request to hold an interview had been set. To elicit information relevant to the study the researcher used standardized open-ended interview questions. Standardized open-ended questions were carefully worded and arranged for the purpose of taking each respondent through an identical sequence of questions in the same manner with essentially the same words (Patton, 1987). These questions were used to minimize variations in the questions asked in order to reduce the bias that could occur from having different interviews for different people to include getting more information from one person and less from another (Patton, 1987). Patton (1987) also noted that standardized open-ended questions have been beneficial when the interview was held once for a limited period of time. He noted these questions allowed for obtaining the same type of information from each individual interviewed, allowed for the locating of each

respondent's answer in a more timely fashion, aided in organizing similar questions and answers, and allowed other evaluators the opportunity to replicate a study with different subjects. The questions to be used in this study reflected what was reported on the PTQ and clarified issues that arose from the observations. Two raters were utilized to listen to the audiotapes recorded of each interview to verify information collected by transcribing the conversations from the interviews.

Design and Procedures

Selection of the Subjects

This study incorporated six separate processes or stages. Stage one involved the completion and submission of necessary paperwork at SWUU (see Appendix A), to the local school district (see Appendix B), and to PDS (see Appendix C) to obtain permission to do the actual research.

Stage two involved the selection of teachers to complete the study. This began with the identification and location of first year teachers in the local school district with the assistance of the Director of Human Resources. A list was generated noting individuals who had completed nontraditional teacher training at PDS, as well as those who had completed traditional undergraduate training at SWUU, and other accredited teacher preparation programs elsewhere (see Appendix D). Approximately 75 names were generated by the school district for inclusion in the study. Added to this list were the names of elementary schools, principals, and grade levels represented for each of the first year teachers.

In stage three, first year teachers for the study were secured from the information on the list generated from the Director of Human Resources for the local school district. Principals named on that list were contacted by phone for the purpose of introduction and to set a meeting to discuss the study. Meeting times were set and each principal's consent and assistance was recruited in order to disseminate letters to his/her first year teachers (see Appendix E). These letters introduced the purpose of the study and asked the new teachers to consent for inclusion in the research. The letters included a time line and a self addressed stamped envelope for returning the signed permission forms to the researcher.

Stage four called for a compilation of subjects to complete and return the PTQ. This was done through the use of completed and returned teacher consent forms. In all, 60 of the first 75 forms were returned with permission granted to be included in the study. Returned forms were then separated into the appropriate three groups and then by grade level (see Appendix F). Those individuals who had signed and returned permission forms from Group A were automatically included in the program as they were the only subjects available for this study who had undergone this form of teacher preparation. The number of subjects for Group A was 20. The subjects from Group B and Group C were chosen through a stratified random selection. The population of traditional teachers from both groups was divided into strata by grade level. The strata were then randomly sampled by group and grade level as initial subjects for the study. Names were drawn from a hat by grade level and group to closely represent the number of subjects by grade level as had been represented by Group A. The total number of subjects for Groups B and C was 40.

For stage five, all 60 teachers representative of Groups A, B, and C were sent a copy of the PTQ (see Appendix G), a time line for completion, and a self addressed stamped envelope for returning the questionnaire. Follow-up phone calls were made and personal visitations were scheduled one week after the completion deadline to collect the completed questionnaires that had not been returned. A second copy of the PTQ was disseminated at visitation time to individuals who had not returned the first one in an effort to get a 100% response rate from the 60 subjects.

Once the 60 questionnaires had been collected, stage six consisted of a final stratified random selection of subjects to produce 12 subjects to advance to the observation and interview portions of the study. Questionnaires were again separated by group and grade level. First, the researcher looked at the grade level representation of subjects in Group A. Each participant's name was placed in a hat by grade level. The name pulled from the hat by the researcher was the subject chosen to be observed and interviewed. The number of subjects for Group A was four to indicate one teacher for each grade level from kindergarten to third grade. Groups B and C underwent the same stratified randomization and selection process as those members in Group A. The final number of participants in Groups B and C was eight individuals with each group having a teacher selected for each grade level from kindergarten to third. Should any of the individuals selected for the study decline the invitation to participate, the researcher was prepared to select another name from the appropriate group and grade level from the pool of first year teacher names having agreed to be in the study. A total of 12 subjects were contacted by a letter of confirmation (see Appendix H) and then by phone to schedule observation days and times.

As noted, three specific groups of teachers were used as participants in this study. In order to be included in the groups, each teacher must have been either a first year teacher having completed a traditional undergraduate program at SWUU or at another accredited university elsewhere or having completed a nontraditional (PDS) teacher preparation program. Each teacher was employed with the local school district as either a kindergarten, first, second, or third grade teacher. Each teacher had completed a field experience in an elementary classroom in his/her teacher preparation program and each teacher had to return the signed permission form granting a desire to participate in the study.

Timeline of the Study

This research design used both quantitative and qualitative measures to complete a comparative study. Three separate phases were employed to collect the necessary data.

In an effort to coordinate the implementation of the study in each of its three phases, a timeline was constructed (see Appendix I). For this study, the events and procedures were coded and chronologically sequenced by weeks.

Phase One: The Primary Teacher Questionnaire

The sixty subjects randomly selected from those individuals having returned the permission forms for each of Groups A, B, and C were given the PTQ, a self-report instrument utilizing responses relying on a four-point Likert-scale measurement. The PTQ contained 42 questions or items for which each item was responded to on a four-point format ranging from “strongly agree to strongly disagree” and assigned a number ranging from one to four.

The purpose of the PTQ according to Smith (1993) was to report the degree to which primary-grade teachers' beliefs were developmentally or traditionally based. For this study, the PTQ was used to report the degree to which a teacher's beliefs were DAP or TBP. A Two-Way Analysis of Variance (ANOVA) was computed to test the main effects and interaction for the three groups and for the two types of questions on the PTQ. These two types of questions indicated the teachers' perceptions of DAP and TBP. From this Two-Way ANOVA, data were examined to note if there was an interaction between the groups and the questions. A significance level of $p < .05$ was used.

A post hoc procedure known as a test of simple effects was conducted to look for comparisons of differences between means for the levels of one independent variable within the levels of the second independent variable (Hinkle, Weirsma, & Jurs, 1998). For this study, the two independent variables were DAP and TBP. The post hoc test used for this study was the Tukey HSD method as the group sizes were equal (Hinkle, Weirsma, & Jurs, 1998).

A One-Way ANOVA was computed to look at the Observation Rubric scores for each of the three groups. For this computation, a $p < .05$ was used to determine whether there was a significance in the teachers' instructional practices by group. The Observation Rubric's results for each teacher were reported as raw scores by each of the three independent raters as they tallied the number of instances a particular event was observed during the literacy lesson. Each of the raw scores was then added together per individual subject, averaged and reported by grade level for each group. A group score was then computed by adding each grade level.

Stangor (1998) noted that one of the problems associated with the use of questionnaires is the low response rate or percentage of people who have completed and returned the instrument to the researcher. He also noted that this could lead to incorrect conclusions regarding the study due to a lack of sampled responses. To combat this notion of a low response rate, follow up phone calls and visits were used to collect completed questionnaires from those individuals who failed to return them to attempt at least an 85% rate of response. From the 75 questionnaires distributed, 60 were returned for an 80% rate of response. From the total 60 responses, 12 subjects, one per grade level per group, were stratified randomly selected to participate in phases two and three of the study.

Phase Two: Observations

Phase two employed qualitative research methods in the forms of observations and field notes to record what occurred within the classroom during a 60 minute period of time. In this phase, each of the 12 subjects was observed and video taped during a literacy lesson as this has traditionally been a long period of concentrated instruction period in an elementary classroom.

Merriam (1998) drew attention to the impact of qualitative studies in the field of education as she emphasized that educational researchers seek to discover and understand a phenomenon, a process, or the perceptions of the people involved. A basic qualitative study in education takes in concepts, models, and theories in educational, developmental, and cognitive psychology as well as sociology to explain what is seen and heard (Merriam, 1998). Finally, Merriam noted data to complete such a study would involve interviews, observations, or document analysis.

Reliability for phase two involved portraying an accurate representation of the features of the phenomena intended to describe, explain, or theorize (Hammersley, 1987). Lincoln & Guba (1985) noted the qualitative terms credibility and transferability were comparable to the quantitative terms of internal and external validity. For the purpose of this study, credibility or internal validity consisted of an accurate representation of multiple constructions of the truth through the use of observation, triangulation, checking preliminary findings and interpretations against raw data, and member checking through interviews for direct testing of findings and interpretations with sources (Lincoln & Guba, 1985). External validity or transferability were evidenced as contextual similarity through in depth descriptions of the observations and interviews and through analysis of information such that a conclusion could be reached as to whether the results appeared to be applicable to other settings (Lincoln & Guba, 1985). The 12 subjects who had been selected from phase one participated in observational research in the second phase. Observational research has involved making observations of behavior and recording these in an objective manner (Stangor, 1998). Patton (1987) noted that data collected through observations can be used to describe activities that have taken place, the people who have participated in them, and the meaning of what has been observed. One 60 minute observation took place in each of the 12 classrooms during a literacy instruction lesson for the purpose of recording what DAP or TBP applications took place during the instructional lesson by the teacher (see Appendix J).

Field notes were taken directly from each observation and coded after collection. Merriam (1998) explained that coding is a form of assigning a short hand designation to various aspects of collected information for retrieval of data pieces. She also noted that

coding encompassed the identification of data and the interpretation of ideas related to the study to form domains. Miles & Huberman (1994) specified and defined the following three types of codes associated with data collection. Descriptive codes entail little interpretation, as they are events taking place. Interpretive codes have been used to provide background knowledge concerning the events taking place and pattern codes have been used from field note samples to illustrate emergent patterns or relationships. This study utilized each of the three codes to analyze the observations conducted.

Phase Three: Interviews

Phase three took place as the final element of the study. In this phase, formal interviews were held with each of the twelve subjects. Formal interviews are systematic methods for obtaining data (Weiss, 1998). Standardized open-ended interview questions were asked of each of the eighteen subjects to discern their perceptions of DAP and to clarify questions that arose from the observations (see Appendix K). This structured interview format allowed the researcher to compare responses across different individuals while controlling for the time frame and response format of each respondent (Stangor, 1998).

An audio recording was made of all interviews for the purpose of transcribing the information given by each subject. Weiss (1998) noted the process of transcribing and the writing of notes during the interview sessions catches what the individual is saying, the main points of the discussion, the reactions of the researcher to the subject and what he/she says, and acts as qualitative data in the form of field notes. The responses were transcribed, and recorded in narrative form. In a similar fashion to that of the observation

process, coding and domain analysis of the interviews were conducted to look for patterns that emerged.

Lincoln & Guba (1985) discussed the correlation between the quantitative and qualitative terms for reliability. The qualitative term dependability is the reliability associated with observed changes through inquiry audit and the examination of the process and product produced by others (Lincoln & Guba, 1985). For this study, dependability was confirmed through interviewing of the 12 subjects. Questions that had arisen from the observations and the completion of the PTQ were used as added information to the standardized open-ended questions.

Treatment of the Data

Quantitative Data

To address the question of teachers' perceptions regarding DAP between those trained in traditional teacher and nontraditional (PDS) preparation programs, quantitative data was collected through the use of the PTQ assessment device. Ketner & Smith (1997) described the PTQ as a 42 item self-report measure that utilized a four point Likert-type scale to assess teacher endorsement of statements about DAP and TBP with young children. Approximately 18 items on the PTQ dealt with DAP and the remaining 24 items addressed TBP.

Smith (1993) reported the guidelines for the development of the PTQ were sets of paired statements for appropriate and traditionally based instructional practices in the primary grades based on NAEYC's position statement concerning DAP in 1987. Smith (1993) also noted the pairs of statements did not necessarily represent direct opposites for

teacher behavior; however, they were conceptual alternatives with one more developmentally based than the other. At the inception of the PTQ, there were 28 developmentally appropriate and 28 traditionally based items to measure teacher beliefs (Smith, 1993). The PTQ was administered to 47 undergraduate students with an item-analysis conducted on the returned data. Based on this data, 18 items were selected for the DAP scale and 24 for the TBP scale (Smith, 1993). These items remained on the PTQ if they produced significant correlations with the total subscale score with the item deleted (Smith, 1993). Totaling the responses of both categories of items provided an indication of whether the questionnaire respondents' perceptions were developmentally appropriate or traditionally based (Ketner & Smith, 1997).

To address the questions concerning teacher perceptions of DAP and TBP as well as instructional applications of DAP and TBP data reported by each of the subjects in all three groups and the data recorded by the three raters for the Observation Rubric were used. An investigation of whether or not there was a relationship among traditional or nontraditional (PDS) field experiences and the teachers' perceptions of DAP through the use of One-Way ANOVAs, a Two-Way ANOVA, and the Tukey HSD was conducted.

Qualitative Data

To address the questions concerning teachers' applications of DAP and a relationship between their DAP applications and field experiences, qualitative data was collected through the use of observations, field notes, and a formal structured interview. Four subjects in Group A and eight subjects in Groups B and C were observed and video taped once for the purpose of documenting the teachers' applications of DAP. Field notes were constructed to give an in depth explanation of which DAP are in effect in each of the

classrooms. To further clarify the observations and the information reported on the PTQ, formal interviews with each of the twelve subjects were conducted.

To show a relationship between teachers' perceptions and instructional practices of DAP involved the development of grounded theory. Glaser & Strauss (1967) defined grounded theory as theory that emerges from or is grounded in the data collected. Grounded theory derived from the data collection of a study was substantive as it emphasized the development of theory (Glaser & Strauss, 1967). Substantive theory has been referent specific consisting of categories, properties, and hypotheses that have defined or highlighted the conceptual elements of the theory being developed (Glaser & Strauss, 1967).

Denzin & Lincoln (1998) have noted that grounded theorists are interested in constructing patterns of action and interaction between and among types of social units. In this particular study, social units were the actors or teachers who were subjects of the study. They also noted that grounded theorists have been interested in noting the process of change in patterns of action and interaction as well as the relationship with the changes or the conditions of the process of change itself. Grounded theories have been systematic statements of plausible relationships gathered from collected data or properties (Denzin & Lincoln, 1998).

In this particular study, the properties analyzed were the teachers' applications of DAP in the classrooms. Finally grounded theorists have utilized the formulation of hypotheses or links between the categories that emerged from the observations and interviews and the properties relevant to each of the categories (Merriam, 1998). For the purpose of this study, hypotheses attempted to link teachers' perceptions and applications

of DAP or TBP through the use of observations, field notes, and interviews. Merriam (1998) noted that deriving a theory from data has involved both the integration and refinement of properties and hypotheses in order to transfer the findings. Miles & Huberman (1994) associated this qualitative transference with the testing of the hypotheses or the theories involved in the study to degrees of freedom found in quantitative analysis. The greater the number of particulars and the greater their overlap, the more confidence one has in the findings and in the potential for the findings to be transferred (Miles & Huberman, 1994).

Finally, triangulation of data was conducted. Triangulation has been seen as a combining of methodologies in the study of the same phenomena (Denzin, 1989). Miles and Huberman (1994) noted that triangulation sources should have different biases, different strengths, and should compliment each other. For the purpose of this study, triangulation of data types was utilized. Information collected from the PTQ, the observations, and the interviews were compared and contrasted to contribute to the overall credibility of the findings presented (Patton, 1987). Miles and Huberman (1994) noted that data types include qualitative text, recordings or documentation, and quantitative data collected. They also noted the findings of a study have been more dependable when several independent sources of data collection are used. Guba & Lincoln (1981) noted that conclusion of a study depends on the subjects and the conditions rather than on the individual conducting the study. Therefore, validity was enhanced when confirmed by more than one instrument measuring the same thing (Miles & Huberman, 1994).

Summary

Discussion of the methodology and procedures for this comparative study have been described for the purpose of determining the perceptions and applications of DAP within three different groups of teachers prepared through traditional and nontraditional (PDS) teacher preparation programs utilizing their field experiences. The participants in the study were elementary education teachers from the local school district having received an undergraduate degree in teacher education. Group A participants were individuals who had experienced their education and field experiences in a PDS setting through a nontraditional teacher preparation program. Group B participants were individuals who had experienced their education and field experiences in an elementary classroom through a traditional teacher preparation program at SWUU. Group C participants were individuals who had experienced their education and field experiences in an elementary classroom through a traditional teacher preparation program elsewhere.

SPSS was used to analyze quantitative data from the PTQ and the Observation Rubric. Analyses of variances and a post hoc test of simple effects were used to analyze the subjects' responses to the questionnaire. Qualitative measures consisted of formal observations, written and documented field notes, and formal interviews. Qualitative analysis through a grounded theory approach assisted in developing correlations between teachers' perceptions and instructional practices of DAP within the classroom setting. Data analysis in the forms of quantitative and qualitative research was used to compliment each other in both the methodologies and findings of the research conducted to determine perceptions and applications of DAP in traditionally and nontraditionally (PDS) based field experiences.

CHAPTER 4

RESULTS

Two research questions were the emphasis of this study. The study itself investigated teachers' perceptions and instructional applications of DAP. The first research question of this study investigated whether a difference existed between teachers trained at SWUU, teachers trained elsewhere through traditional teacher preparation programs, and teachers trained in a nontraditional (PDS) teacher preparation program at SWUU.

The second research question of this study investigated whether a difference was visible in teachers' instructional applications of DAP between teachers trained at SWUU, teachers trained elsewhere through traditional teacher preparation programs, and teachers trained in a nontraditional (PDS) teacher preparation program at SWUU.

Three specific groups of 20 first year elementary teachers were studied. These teachers had been hired by a local school district to teach kindergarten through third grade. Each of the teachers agreed to participate in the study. They were observed and interviewed over an extended period of time. The first 20 teachers, Group A was a group of nontraditionally trained individuals who received their teacher preparation program

through a PDS at SWUU. Group B were traditionally educated individuals who had completed their undergraduate degree from SWUU. Group C was comprised of traditionally trained individuals who had completed their undergraduate degree from teacher preparation institutions elsewhere.

Results of Analysis of Teachers' Perceptions of DAP

The data were analyzed to answer the following research question: Is there a difference in teachers' perceptions of DAP between those teachers trained at a large southwestern urban university (SWUU), teacher trained elsewhere through traditional teacher preparation programs, and teachers trained in a nontraditional (PDS) teacher preparation program at SWUU?

Phase One: Primary Teacher Questionnaire. In order to complete the first phase of the study, three study groups were organized. A total of 25 subjects in each of the three groups were asked to complete the PTQ in an effort to obtain their perceptions of developmentally appropriate or traditionally based practices. A total of 20 people voluntarily responded in each of these groups resulting in 60 participants in the study. In the PTQ, 18 questions addressed DAP and 24 addressed TBP. The manner in which the questions were answered by each of the subjects determined their scores for DAP and TBP. Table 5 gives a mean score for DAP and TBP responses by group.

To calculate the mean scores by groups and questions, the total DAP and TBP scores were averaged. Group A had a mean score of 62.66 DAP and 45.83 for TBP. Group B had a mean score of 61.55 for DAP and 49.71 for TBP. Group C had a mean score of 61.95 for DAP and 45.63 for TBP. Looking across the data for the three groups, Group A had the highest mean score for DAP and Group B had the highest mean score for TBP.

Table 5

Averaged PTQ Responses Sixty Subjects by Group

GROUP	DAP	TBI
Group A	62.66	47.34
Group B	61.55	49.71
Group C	61.95	45.63

In an effort to determine teachers' perceptions of developmentally appropriate or traditionally based practices, the PTQ was used. Scores were given to the subjects' responses based on the Likert scale values for DAP and then again for TBP questions. To obtain a total group score, the individual scores of each of the 20 subjects per group were added together. By totaling the 18 DAP questions and the 24 TBP questions by person and then again by group, a grand total by group for DAP and TBP were obtained. Table 6 shows Group A had 1128 for DAP perceptions and 1100 for TBP perceptions. Group B had 1108 for DAP perceptions and 1193 for TBP perceptions. Group C had 1115 for DAP perceptions and 1095 for TBP perceptions.

Looking at the data in Table 6, Group A had a range of scores from 40-77 for its DAP perceptions and a range of 30-70 for its TBP perceptions. Group B had a range of scores from 43-75 for its DAP perceptions and 35-68 for its TBP perceptions. Group C had a range of scores from 42-78 for its DAP perceptions and 31-65 for its TBP perceptions.

Table 6

Teachers' Perceptions of DAP by Group

Group	DAP Score	Range	TBP Score	Range
Group A	1128	40–77	1100	30-70
Group B	1108	43-75	1193	35-68
Group C	1115	42-78	1095	31-65

Table 7 shows the descriptive scores by grade levels and then again by groups. From this table, each of the three groups is compared for each of the grade levels. For the Group A, data indicate kindergarten teachers received the highest scores for DAP. Following in a descending order were first and second with the same score and then third grade. Group B subjects reported results descending in numerical order from kindergarten, third second, and then first grades. Group C had data that showed first grade teachers to have the highest perceptions of DAP. Following again in descending order were third, kindergarten, and then second grade teachers.

Totaling the scores in Table 7 for each of the grade levels gave yet another view of DAP by groups. This data would indicate that Group A teachers scored the highest in their perceptions of DAP, followed by Group C and the Group B.

Table 7

Teachers' Perceptions of DAP by Grade Level

Grade Level	Group A	Group B	Group C	Grade Level Score
K	3.38	3.28	3.22	3.28
1	3.11	3.00	3.36	3.11
2	3.11	3.10	2.97	3.09
3	3.06	3.17	3.28	3.12
Average Group Score	3.11	3.05	3.25	

Note. Values utilized in this table were the scores reported by the 60 subjects when completing the PTQ. These values represent the median scores of the selected DAP answers reported by each individual within a group and by grade levels from the PTQ responses.

In an effort to analyze the data collected from the PTQ, a Two-Way ANOVA was conducted. Groups A, B, and C were analyzed in the collected data. Questions from the PTQ were organized by the 18-DAP items and the 24-TBP items. The number of subjects in each group was 20. The grade levels included in the study were kindergarten, first, second, and third.

Table 8 indicates the main effects for the three groups and the type of questions. No significance was found within the groups. No significant difference was found between the groups for DAP at the $p < .05$ level. No significant difference was found between the groups for TBP at the $p < .05$ level.

Table 8

Two-Way Analysis of Variance for PTQ Scores

Source	df	F	p
Between subjects			
DAP Group A	10	.919	.555
DAP Group B	10	.600	.793
DAP Group C	10	1.124	.435
TBP Group A	15	.773	.683
TBP Group B	15	.618	.779
TBP NUNLV	15	.901	.612
DAP x TBP within-group error	20	(0.00)	
Within subjects			
DAP Group A	9	-	-
DAP Group B	9	-	-
DAP Group C	9	-	-
TBP Group A	4	-	-
TBP Group B	4	-	-
TBP Group C	4	-	-
TBP x DAP within-group error	20	(0.00)	

Note. Value enclosed in parentheses represent mean square errors. For this study, alpha was set at $p < .05$.

Table 9 shows the Post Hoc Test of simple effects known as the Tukey HSD. The graphic representation of data shows $n = 20$ for each of the three groups with no significance for DAP at a $p < .05$ level. Information from this test of simple effects would indicate no significance was found between the mean differences for the independent variable DAP questions for the three groups.

Table 10 shows the Post Hoc Test of simple effects, the Tukey HSD for the three groups where $n = 20$. No significance was found for TBP at a $p < .05$ level. Information from this test of simple effect indicated no significance was found between the mean differences for the independent variable TBP questions for the three groups.

Table 9

Test of Simple Effects for DAP

Group	(I)	(J)	Mean Difference (I-J)	Std. Error	Significance level
A		B	1.4500	.97125	.302
A		C	-.3000	.97125	.949
B		A	-1.4500	.97125	.302
B		C	-1.7500	.97125	.178
C		A	.3000	.97125	.949
C		B	1.7500	.97125	.178

Note. No significance noted for the harmonic mean sample size of 20 for the Tukey.

Table 10

Test of Simple Effects for TBP

Group (I)	(J)	Mean Difference (I-J)	Std. Error	Significance level
A	B	30000	.81698	.928
A	C	1.3000	.81698	.258
B	A	-.3000	.81698	.928
B	C	1.0000	.81698	.444
C	A	-1.3000	.81698	.258
C	B	-1.0000	.81698	.444

Note. No significance noted for the harmonic mean sample size of 20 for the Tukey.

In an effort to narrow the analysis of data, a One-Way ANOVA was conducted to compare scores calculated for the Observation Rubric. Three independent raters separately viewed 12 videotapes and recorded the number of instances for 6 sets of tasks that were observed. Rating levels were given each task with a low score of one corresponding to zero observed instances, a score of two corresponding with one-to-three observed instances, a score of three corresponding with four-to-six observed instances, and a score of four given to more than seven observed instances. Each rater totaled the rating levels for the six tasks on individual rubrics for a total rubric score. The rubric scores from each of the three raters per each of the 12 subjects were averaged to obtain an observation score. Table 11 indicates the observation scores at a $p < .05$ level.

Table 11

One-Way ANOVA for the Observation Rubric

Source	df	F	p
Between subjects			
Group A	2	.145	.880
Group B	2	.737	.636
Group C	2	.174	.861
Within group Error	1	(3.920)	
Within subjects			
Group A	1	-	-
Group B	1	-	-
Group C	1	-	-
Within group Error	0	(.000)	

Note. Value enclosed in parentheses represent mean square errors. For this study, the alpha was set at $p < .05$.

From the 60 subjects, 12 were stratified and randomly selected to represent each group and grade level for Phase Two of the study. Table 12 shows the median scores for each group and grade level represented by the 12 subjects for DAP perceptions.

Table 12 shows the median scores by grade levels and then again by groups. From this table, each of the three groups is compared for each of the grade levels. For the

Group A, data indicate third grade teachers received the highest scores for DAP.

Following in a descending order were kindergarten, first and second grades. Group B subjects reported results descending in numerical order from second, third, kindergarten and then first grades. Group C had data that showed first grade teachers to have the highest perceptions of DAP. Following again in descending order were third, second, and then kindergarten teachers.

Totaling the scores in Table 12 for each of the grade levels gave yet another view of DAP by groups. This data would indicate that Group C teachers scored the highest in their perceptions of DAP, followed by Group A and the Group B having similar scores.

Table 12

Selected Subjects' Perceptions of DAP

Grade Level	Group A	Group B	Group C	Grade Level Score
Kindergarten	3.28	3.06	2.67	3.06
First Grade	3.11	2.94	3.52	3.11
Second Grade	2.83	3.22	2.94	2.94
Third Grade	3.78	3.17	3.28	3.28
Average	3.20	3.20	3.40	

Note. Values utilized in this table were the median scores reported by the 12 selected subjects when completing the PTQ.

Results of Analysis of Teachers' Instructional Applications of DAP

The data were analyzed to answer the following research question:

Is there a difference in teachers' instructional applications of DAP between those teachers trained at SWUU, teachers trained elsewhere through traditional teacher preparation programs, and teachers trained in a nontraditional (PDS) preparation program at SWUU?

Phase Two: Field Notes and Observations. In order to complete the second phase of the study, each of the twelve subjects was observed and videotaped while instructing students in literacy. Literacy instruction was selected as it has been known to be an extended period of instructional time in the elementary classroom setting. Selection of this subject area allowed for optimal observation of each teacher without disruption or changing of classes.

From the PTQ constructed by Kenneth Smith in 1993, four particular areas were developed to encompass DAP. While keeping these four areas in mind, other potential categories could be constructed from the data. These four areas were classroom environment, behavior management strategies, curriculum content, and instructional strategies. From the field notes, domains were constructed regarding the role of the teacher, the role of the students, groupings used during the lesson, and activities conducted.

Table 13 represents results of analysis of observational characteristics constructed from field notes collected during observations of kindergarten classrooms. Each of the kindergartens in the three groups exhibited both DAP and TBP characteristics within teacher and student roles. Examples of these practices are highlighted in the following

excerpts from field notes from the kindergarten classes in each of the teacher preparation groups.

The Kindergarten teacher in Group A exhibited more instances of DAP, as demonstrated from the following field note excerpt:

To initiate the classroom activity called Circle Time, the teacher first called on a child who was the morning helper to help facilitate the movement of students from their table groups to being seated on the floor in a large circle. The teacher was seated on the floor, waiting for students to join her. She called the students to the circle by table numbers. The children brought with them a Unifix Cube to represent themselves, and handed the cube to the helper as they entered the circle. The morning helper snapped each cube together until she had a stick of ten cubes, which she handed to the teacher. The other students waited patiently in line as the sticks were formed. When all were seated in the circle, the teacher had the helper count the cubes by tens and then by ones to take attendance.

They continued their activity by singing a good morning song, first in Spanish, and then in English. They talked about the weather, the calendar, and what was written on the board while the helper pointed to the appropriate items. The students choral read or repeated after the teacher what was on the board. They also read books during this time. The teacher read the story and the students repeated after her while the helper turned the pages and pointed to the pictures as they read. This activity continued for 40 minutes, with the teacher acting as facilitator and actively involving the children in the activity with lots of eye contact and verbal praise for them all. (F.N. 5-24-01)

The Kindergarten teacher from Group B set her classroom up in a manner that would suggest suitable DAP practices. However, her affect and actions toward the children negated the appropriateness of the curricular activities as illustrated in the following field note excerpt:

The teacher began the lesson by giving a large group discussion of what to do at assigned centers. The teacher then pulled five students to a back table and began to hold a teacher directed reading group as she listened to students doing Round Robin reading and questioned their comprehension. The students working with the teacher were given direct instruction and called upon to read orally and then to answer the teacher's questions. At the same time, those students working at centers were expected to do what was assigned without moving about the room and with little interaction with each other. They were asked not to speak to the teacher while she worked with her group.

Small groups were used for each center and for the lesson with the teacher. The children were placed in ability groupings as the teacher noted to the researcher that they need to work with students who can help them at their level. The students with the teacher had small reading books and flash cards. There were other students listening to stories on a cassette tape, another group making letters with bingo daubers, and yet another group working with paper and pencil writing the letters of the alphabet.

While interacting with students, the teacher used appropriate eye contact, but in giving praise to the students, she only used general blanket statements of "good work", "nice job", and "excellent" without letting the students know specifically what

was good about their work. In addition, her voice was often intimidating and demanding and she even caused one student to suck her thumb and cry after asking for the teacher's help and being sent back to her desk. (F.N. 05-19-01)

The Kindergarten teacher in Group C demonstrated mostly DAP in her actions and curriculum. For example, the children worked together at their tables, getting ready for their school day. As the teacher began her morning song, she called each of the table groups forward to be seated on the floor in four rows with six or seven in each row. This activity was further captured in this field note excerpt:

The teacher had six sea animal cards: a whale, otter, octopus, dolphin, fish, and a bat ray. She called up six children to place the cards under the appropriate vowel sounds she had displayed on the board. After they discussed the vowel sounds, the brainstormed other words that rhymed with the pictured animals. As each child came up with a rhyming word, they each acted out the words in front of the class while the teacher sat on the floor with the other children. After generating a list of words, they choral read them aloud. The teacher transitioned them back to the other animal cards. She called on children to come forward and move the animals from one board to another one labeled, "Where in the ocean would you find these animals?"

As they sat on the floor, she asked the children to "get into the boat" with her. They pretended to row and she would call out, "I spy with my little eyes, a whale! Can you see it? You can? Where do you see it?"

One little boy answered, "Teacher, it's on the top of the water. It's blowing stuff out of its hole!"

“Wow,” the teacher answered. “I wonder if we can see anything else. Let’s look. Oh look! I spy with my little eyes, some dolphins! Can you see them?”

“We can,” screeched two little girls. “They’re jumping by my boat. Oh, they splashed us and we’re wet.”

“I love the things you’re saying,” said the teacher. “I wonder if we could put them into sentences on the board. Who would like to come up and write a sentence about the dolphins for us?”

One little boy in the back row raised his hand and was called on to come forward. He wrote, “I can see the gray dolphin by my boat.” The teacher had the child read his sentence to the class and then they all choral read the sentence together. The boy returned to his spot on the floor as the teacher told him how wonderful his sentence was and what good handwriting he had used on the board. Two more children were called on to write sentences on the board as they too were read aloud and praise given by the teacher.

The teacher then pulled a worksheet from her desk and gave students instructions for completing the work at their seats. They were dismissed one row at a time to return to their tables to write a sentence about an animal they saw in the ocean. As the children wrote, the teacher went around the room giving praise and help when needed.

During the entire lesson, the teacher and the children actively interacted with each other and with the lessons at hand. The teacher exhibited a positive attitude through her enthusiasm and eye contact with the students. She also used genuine praise and

verbal feed back as she told each child what he/she had done well and why she appreciated what was done. (F.N. 06-01-01)

Table 13

Field Notes Matrix from Classroom Observations: Kindergarten

	Teacher Role	Student Role	Grouping Strategies	Activities Conducted
Group A	*Guide *Facilitator *Participant *Questioner	*Listener *Learner *Participant *Questioner *Helper	Large group on the floor Individual - return to seats	*Calendar *Songs *Choral reading *Finger plays
Group B	*Guide *Facilitator *Questioner Instructor Monitor Disciplinarian	*Listener *Learner *Participant *Helper Follower of directions	*Small group with the teacher Students at seats or in center groups	*Reading group *Listening center *Letter center *Writing center *Math center *Alphabet center *Book center
Group C	* Guide *Facilitator *Questioner Instructor Monitor	*Listener *Learner *Participant *Questioner *Helper *Peer *Instructor *Decision *Maker	Large group on the floor Individual - return to seats *Free to move about the room to get new activity when finished	Whole group instruction Individual work at seats *Move to book center to read *Move to listening center

Note. An asterisks has been placed in sections where DAP was noted in the observations.

Table 14 represents results of analysis of observational characteristics constructed from field notes collected during observations of first grade classrooms. Each of the first grades in the three groups exhibited both DAP and TBP characteristics within teacher and student roles. Examples of these practices are highlighted in the following excerpts from field notes from the first grade classes in each of the teacher preparation groups during literacy lessons.

The First grade teacher in Group A exhibited more instances of DAP, as demonstrated from the following field note excerpt:

To initiate the classroom activity for literacy, the teacher began the lesson by giving an explanation of the centers in which the children would be working. One by one, she introduced a listening center, a quiet reading center, a writing center, and a partner read center. She told the children to listen for an egg timer to go off and then demonstrated the sound it would make. This would signal the end of the center and the beginning of the rotational process to the next center. The students listened attentively and raised their hands to ask questions for clarification. The students were then dismissed to begin working in small groups at assigned centers.

As the students moved to their assigned locations in the classroom, the teacher called two boys to come to a small table in the back of the room to work with her. She handed each of the boys a small book and explained to them that they would be working with her for a little while from the book. As directed, the boys opened to the beginning of the book and together with the teacher, they began to choral read the story. Periodically, the teacher stopped and asked the boys

comprehension questions concerning what they had just read. The boys were free to respond without raising hands. If one boy could not answer his question, he was free to seek help from the other boy at the table without repercussions from the teacher. Throughout the lesson, the teacher kept her fingers on the children's books to help them to keep on task and to assist them when they lost their places reading. She also supplied them with words they could not pronounce as they read. If corrective feedback was needed, the teacher gave it and then explained what had been done incorrectly in order to help them to avoid a similar error another time. (F.N. 7-08-01)

The first grade teacher from Group B used a mixture of large and small group activities in her lesson. This lesson had elements of DAP as far as the role of the teacher, but the role of the students was more TBP as illustrated in the following field note excerpt:

Students were called from their seats to sit in a rows on the floor in front of the teacher who was sitting in a chair facing the students. To the teacher's left was a large pocket chart hanging from an easel. The students were introduced to the story that was going to be read to them by the teacher. As she previewed the book's title, students could see the cover of the book and were then asked to predict what they believed the story was to be about for the day. Children raised their hands to make a prediction and the teacher called on those students. Students who called out answers were reprimanded gently and redirected to raise their hands if they had suggestions or ideas.

After allowing five students to predict what the book was about, the teacher told the children they were to listen as she read the book. The kinds of words she wanted them to listen for and think about was an adjective or describing word. The teacher began to read the book aloud to the students and occasionally as she completed each page she would say, “Mmm, I wonder if I just passed a describing word?” When she had completed the book, the teacher stood by the easel and began to ask comprehension questions of the students. Verbal praise like “Good thinking” and “I can tell M was listening as I read the story” were used. The children were not allowed to interact with each other as they sat on the floor. The teacher would remind them that they were to watch and follow her as she was talking.

After ten minutes of comprehension questions, the teacher then pulled some sentence strips from a table nearby. She put these in a pocket of the chart. From there, she asked students to raise their hands and tell her what describing words from the story matched the sentence strips. For approximately the next twenty minutes, the teacher and students interacted to work on this activity. Upon completion, the students were sent back to their seats to work. They were to copy one sentence from the chart on a piece of paper and then illustrate it. (F.N. 5-16-01)

The first grade teacher in Group C demonstrated mostly TBP in her actions and Curriculum. For example, she read a book to the students and then sent them back to their seats to work independently on an assigned task. This activity can be captured in the following field note excerpt:

The teacher was seated in a rocking chair facing her students who were sitting on the floor in front of her. In her hands she held a big book about baby animals. The teacher told the students she was going to read the story to them and they were to listen quietly as this was the first time they had heard the story. She wanted to make sure they heard the words correctly. As she read to the students, the only voice that could be heard was that of the teacher while the students sat mesmerized by the pictures on the pages. Occasionally as she read, the teacher looked up and established eye contact with the students. As she read, the teacher introduced new vocabulary words and asked one child to use the word in a sentence for the others.

No interaction was allowed on the part of the students. In order to speak, each student had to raise his/her hand and comment on what the teacher had directed. The teacher rarely smiled and the students were given no praise for a correct answer. Comments were made by the teacher concerning student behavior. Feedback was given concerning proper ways to sit and proper ways to focus on the teacher, but nothing was mentioned concerning literacy skills or story comprehension.

When the story was completed, students were sent back to their seats with directions to stay quiet. As the teacher noted each student had returned to his/her desk, she then passed out white paper. Students were directed to draw a mommy or daddy animal to match one of the babies they had just read about on their paper. The students were also told to write a sentence about the animals and to color every inch of their paper to show where these animals would live. (F.N. 5-26-01)

Table 14

Field Notes Matrix from Classroom Observations: First Grade

	Teacher Role	Student Role	Grouping Strategies	Activities Conducted
Group A	*Guide *Facilitator Instructor Remediator	*Listener *Learner *Participant *Questioner *Helper *Reader	Small group with teacher Remaining students at their seats	Small reading group Individual seatwork
Group B	*Guide *Facilitator *Questioner Instructor Monitor Disciplinarian	*Listener *Learner *Participant *Helper Follower of directions	Large group with the teacher Students at seats or in center groups	*Reading group *Listening center *Letter center *Writing center *Book center Work completion at seats
Group C	*Guide *Facilitator *Questioner Instructor Monitor Leader *Instructor	*Listener *Learner *Participant *Questioner *Helper *Peer	Large group on the floor Individual - return to seats *Free to help fellow students when necessary or to ask for help from others when necessary	Whole group instruction Individual work at seats *Get books to look at when finished Read with a partner when finished

Note. An asterisks has been placed in sections where DAP was noted in the observations.

Table 15 represents results of analysis of observational characteristics constructed from field notes collected during observations of second grade classrooms. Each of the second grade teachers in the three groups exhibited both DAP and TBP characteristics within teacher and student roles. Examples of these practices are highlighted in the following excerpts from field notes from the second grade classes in each of the teacher preparation group.

The second grade teacher in Group A exhibited more instances of DAP as demonstrated from the following field note excerpt:

Students were seated in teams of four to six students facing the teacher as the lesson began. To initiate the lesson, the teacher began by giving an explanation of the centers in which the children would be working. One by one, she introduced a listening center, a quiet reading center, a writing center, and a partner read center, a homonym center, a word wall center, and a work with the teacher center. She told the children to listen for a bell to go off and then demonstrated the sound it would make. This would signal the end of the center and the beginning of the rotational process to the next center. The students listened attentively and raised their hands to ask questions for clarification. The students were then dismissed to begin working in small groups at assigned centers.

For the next thirty minutes, children could be seen working independently or actively helping each other. Children could also be seen moving around the room, reading to each other, and interacting with the teacher when needed. The teacher was in a corner of the room working with four students. At this time, each of the students was given a word by the teacher, asked to write it on a piece of

paper, and then asked to use a dictionary to find the word's meaning. The teacher gave assistance with this by helping the children to turn to the correct page and by helping children to spell the word correctly. The children were also encouraged to help each other before seeking the teacher's help. As the work continued, the timer went off and the children in the rest of the room switched to their next assigned center. The teacher looked up from what she was doing, but said nothing. (F.N. 6-30-01)

The second grade teacher from Group B had her classroom set in a manner that would suggest DAP. She utilized small group, hands-on learning and allowed for some student interaction. Examples of this are illustrated in the following field note excerpt:

The teacher was sitting in a chair calling out the names of students she wanted to have join her as the lesson began. As the students were called, the teacher put two plastic bags and a small colorful box on the floor beside her. Each of the students approached the teacher, was handed a poem on a piece of paper and was then asked to sit on the floor in an assigned spot. This could be evidenced as the teacher pointed to where she wanted each student to sit.

Once the whole group was on the floor, the teacher looked at each child, smiled, and welcomed them. The activity for the day was poetry. There was a nursery rhyme written on a piece of manila paper behind the teacher. She asked the students to help her read it and then for approximately ten minutes discussed rhyming words, what they were, and how could they find them in the poem. The teacher used many smiles and patted students on the shoulder as they worked. All of the students were actively engaged in the lesson. When the poem had been read three times by the

students, the teacher handed child a box of crayons, scissors, and the outline of a clock, its hands, and a small mouse. They were to color these items, cut them out, and ask the teacher for help in putting the pieces together. This activity took another thirty minutes and the teacher did help each student who needed her.

To handle discipline in the classroom, the teacher had instigated a card system. If a child's green card was facing the class, he/she was doing a good job. A yellow card signaled a time out, and a red card signaled lunch detention. During the lesson, the teacher only asked two children to go change their cards in class. The remainder of the classroom was on task working with assigned activities.(F.N. 5-5-01)

The second grade teacher from Group C had his classroom set in a manner that would suggest TBP. He utilized a large group, teacher directed lesson with little or no student interaction. Examples of this are illustrated in the following field note excerpt:

The teacher called all of his students to take out their reading books and to open to page 116. As he stood at the front of the room, he watched the students take out their books. Those who were not moving quickly enough were verbally prodded along. Once all of the books were out and opened, the teacher then asked the students to read the title of the story with him. All of the students did this and the teacher told them they had done a good job. He then directed them to think about what the story was about and to raise their hands. They would all work on filling out a K-W-L chart on page 58 in their workbooks. He then directed them to turn to the proper page in their workbooks and to begin.

Many of the children got right to work, but two boys in particular were looking around the room and at a child's book next to them. Noting this, the teacher issued a

verbal warning to the boys and directed them to the classroom rules chart on the wall. The boys were asked what rule had been broken, what the consequences of breaking the rule were, and told to get back to work. For the remainder of the lesson, the children worked from their workbooks with little or no teacher-student interaction except for disciplinary reasons.

The teacher spent the entire lesson moving back and forth in the front of the classroom looking at the work of those in the front row of seats and then over their heads to the students in the back of the room. Verbal conversation consisted of comments about behavior and a reiteration of directions at the top of the workbook pages for the students. No student raised his/her hand to ask for help. (F.N. 5-15-01)

Table 15

Field Notes Matrix from Classroom Observations: Second Grade

	Teacher Role	Student Grouping Role	Activities Strategies	Activities Conducted
Group A	*Guide *Facilitator *Questioner Remediator Instructor	*Listener *Learner *Participant *Questioner *Helper *Reader *Decision *Maker *Peer tutor	*Small group with teacher *Some students at their seats *Other students moving around the room to centers	*Small reading group *Listening center *Book center *Word center *Literature center *Silent reading center *Writing center
Group B	*Guide *Facilitator *Questioner Monitor Disciplinarian	*Listener *Learner *Participant *Helper Follower of directions	*Small group with the teacher Students at seats	*Reading group Work completion at seats
Group C	*Guide *Facilitator *Questioner Instructor Monitor	*Listener *Learner *Participant *Questioner *Helper	Large group at seats Individual - return to seats *Some peer interaction	Whole group instruction Individual work at seats Disciplinarian

Note. An asterisks has been placed in sections where DAP was noted in the observations.

Table 16 represents results of analysis of observational characteristics constructed from field notes collected during observations of third grade classrooms. Each of the third grade teachers exhibited both DAP and TBP characteristics within teacher and student roles. Examples of these practices are highlighted in the following excerpts from field notes from the third grade classes in each of the teacher preparation groups.

The third grade teacher in Group A exhibited more instances of DAP, as demonstrated from the following field note excerpts:

To indicate the classroom literacy lesson was about to begin, the teacher called the students to meet her in the back of the room on the floor. The book she had selected was a story that used alliteration techniques on each page. As the students were read pair of pages, she stopped and called on children who had raised their hands to react to what they had seen or heard. This entire process continued for twenty minutes.

The teacher and the other students listened attentively as child after child gave his/her opinion about the book. During this process, the students complimented each other by saying things like “Good observation” and “I like what you have to say”.

The teacher also used similar comments as children interacted with the story.

When the entire book had been completed, the teacher sent the students back to their desks. As they moved to their seats, the teacher walked to the front of the classroom and waited for them to get quiet. On the board she had previously begun an alliteration for which she now asked students to help her complete. Students anxiously called out ideas and the teacher called upon different children to help her. Upon the completion of the alliteration, the teacher gave directions for the students to write their own on a piece of paper she passed to them. The children began to

work on this project and to help each other as the teacher walked around the room and added her assistance when needed. (F.N. 5-17-01)

The third grade teacher in Group B utilized a combination of DAP and TBP for her lesson. Her role as the teacher was one of direct instruction with a focus on classroom management as she worked with the students. This can be seen in the following field note excerpt:

Students in this classroom were seated in groups of four facing the front board where the teacher was standing. The lesson for the day dealt with poetry, in particular, poetry concerning the children's lives for different times of the day. The teacher selected a book from the tray table of the front board and read it to the students. As she read, she walked back and forth in front of the students showing them the pictures of the story. When the book was completed, she directed the students to list for her new words they had heard from the story. The teacher wrote these on the board as she called on students to give her the words.

The behavior of the students was addressed as the lesson progressed. When the teacher saw good behavior, she gave team points to the group of students on task. When the behavior was bad, she removed team points, issued a verbal warning, or moved a student to another empty seat in the room. All the time she did this, she continued on with her lesson.

Once the words had been listed on the board, the teacher instructed the students to take out paper and pencils to begin writing their own poems using the ideas from the story she read to them and using the words from the board. The teacher moved from team to team to help those who needed her. (F.N. 7-08-01)

The third grade teacher in Group C utilized a combination of DAP and TBP for her lesson. Her role as the teacher was one of direct instruction with a focus on interaction as she worked with the students. This can be seen in the following field note excerpt:

The teacher asked the students to take out of their folders a copy of a ditto packet they had worked on the day before. She called them to come to the floor to sit in a large circle when they had done so. She stood and watched and told them to “Hurry along” as they pulled out their materials. When all students had entered the circle, she sat down and welcomed them. Each of the students smiled as she established eye contact with them.

Together, the teacher and the students choral read the story from the worksheet they had done the day before. As she read, the teacher looked from student to student to make sure each child was reading. If they weren’t she would tell them that she missed their voices and wanted to hear them read. Upon the completion of the story, the teacher began to direct questions toward the circle of children concerning what they had just read. The teacher called on her students by name, not necessarily waiting for them to raise their hands to speak. She used verbal praise like “Good idea” and “Excellent thinking” to let them know they were on the right track with their comments.

Once the students and teacher had discussed the story, each child was sent back to his/her seat to complete the rest of the packet. The teacher let them know that this was to be completed individually without help from anyone, as she would be taking a grade on what they had completed. Children returned to their seats and began working individually. (F.N. 5-29-01)

Table 16

Field Notes Matrix from Classroom Observations: Third Grade

	Teacher Role	Student Role	Grouping Strategies	Activities Conducted
Group A	*Guide *Facilitator *Questioner Instructor Disciplinarian	*Listener *Learner *Participant for individual work *Some peer interaction and sharing at seats	Large group with teacher Return to seats	*Large book share and discussion Individual at the seats
Group B	*Guide *Facilitator *Questioner Monitor Disciplinarian Instructor	*Listener *Learner *Participant *Helper Follower of directions Individual work at the seats	*Small group with some sharing Large group with teacher direction	*Literature work *Whole group share
Group C	*Guide *Facilitator *Questioner Instructor Monitor *Peer tutor	*Listener *Learner *Participant *Questioner *Helper	Small group at seats Large group on the floor Some peer interaction in Small groups	Whole group instruction Individual work at seats

Note. An asterisks has been placed in sections where DAP was noted in the observations.

Data collected from the Observation Rubric indicated teachers in all three groups had similar characteristics at all grade levels. The differentiation between the groups became

apparent past the kindergarten level. Teachers in first, second, and third grades tended to see themselves playing a more directed role as instructor and remediator.

The student roles in each of the three groups became differentiated based upon the task utilized by the teacher during the instructional process. In a large group activity, the students were listeners and participants. However, as the students moved back to their seats to work, they now became a follower of directions.

Data collected through the observation rubric compared the subjects by groups and by grade level. In comparing the data gathered for Table 12, Group A appeared to be the most developmentally appropriate for teacher roles at the kindergarten level. While Group B had DAP in the activities conducted within the classroom, the teacher took a more dominant role. Group C exhibited similar characteristics to those noted in Group B.

In conducting the observations, two particular elements came to light. These were ways to teach and the classroom environment. Domains were constructed regarding these elements and further analyzed for relationships of the included terms within each domain. From these domains, observable characteristics led to a further analysis of whole and small group instruction.

First noted was the instructional methods utilized by teachers at each grade level and within each group. Similarities could be found across the grade levels and groups. A domain analysis of the three groups was constructed to show what developmentally appropriate and traditionally based instruction might look like across the groups. An illustrative representation of this can be seen in Figure 1.

A taxonomy consists of a cover term to describe the major domain, ways to teach. The elements included within the domain, ways to teach, consist of whole/small group

practices. For example, under the cover term of ways to teach, the teacher exhibited either DAP or TBP in whole group instruction as well as in small group instruction. In the subdomain of whole group instruction, the practices of Groups B and C exhibited a more traditional configuration with the teacher doing mostly directed instruction while the students did most of the listening.

Figure 1. Ways to teach.

DAP	TBP
Whole Group Instruction	Whole Group Instruction
Group A	Groups B & C
<ul style="list-style-type: none"> * teacher and students exchange roles * student directed lessons * teacher speaks for a short time * variety of student activities conducted * student interaction appropriate time 	<ul style="list-style-type: none"> * teacher directed instruction * teacher reads a story * children listen quietly * children grouped at their seats * children to be on task for extended
Small Group Instruction	Small Group Instruction
Group A	Group B
<ul style="list-style-type: none"> * student interaction encouraged * learning centers used * students interact freely with the teacher * hands-on materials used * student directed learning used * students move freely about the room 	<ul style="list-style-type: none"> * students sent to their seats to work alone * worksheets used * little chance for student interaction * students raise hands for assistance * teacher directed discussion used * children directed where and when to

Figure 1. Ways to teach DAP and TBP are compared by groups based on field notes taken during the literacy lesson observations. Group C has not been represented under small group as they were observed doing only large group work.

The taxonomic analysis consists of a cover term to describe the major domain, ways to teach. The elements included within the domain, ways to teach, consist of whole/small group practices. For example, under the cover term of ways to teach, the teacher exhibited either DAP or TBP in whole group instruction as well as in small group instruction. In the subdomain of whole group instruction, Group B and Group C practices exhibited a more traditional configuration with the teacher doing mostly directed instruction while the students did most of the listening. In Group A, however, whole group instruction had the teacher and the students exchanging roles.

In the subdomain of small group instruction, the Group B exhibited a more traditional configuration with the teacher leading the discussion as she moved to assist the students when they raised their hands. In Group A, however, students moved freely about the room interacting with the teacher and with peers as they utilized hands-on materials to direct their learning.

A second noticeable element in each classroom was the setting or organization of the classroom itself. Some of the classrooms were organized to be teacher directed and others were set to be student directed. Again, following Smith's PTQ questions, elements of DAP and TBP can be found in the physical arrangement of the classroom. Elements of this can be seen in Figure 2.

Figure 2. Classroom environments.

Teacher Directed (TD)		Student Directed (SD)	
<ul style="list-style-type: none"> * teacher is authority figure * students at desks/tables 		<ul style="list-style-type: none"> * students share in the authority * students free to move around the room 	
<ul style="list-style-type: none"> * teacher work/materials on the walls 		<ul style="list-style-type: none"> * student work/materials on the walls 	
<ul style="list-style-type: none"> * textbook directed materials 		<ul style="list-style-type: none"> * students use hands-on materials 	
<ul style="list-style-type: none"> * room is adult decorated 		<ul style="list-style-type: none"> * room is child decorated 	
<ul style="list-style-type: none"> * teacher used seatwork 		<ul style="list-style-type: none"> * teacher used centers 	
<ul style="list-style-type: none"> * teacher controls student socialization 		<ul style="list-style-type: none"> * children control socialization 	
<ul style="list-style-type: none"> * teacher directs classroom decisions making 		<ul style="list-style-type: none"> * students assist in decision 	
<ul style="list-style-type: none"> * teacher handles books and materials 		<ul style="list-style-type: none"> * students can touch books as the teacher reads 	
Grade Levels	Group A	Group B	Group C
KINDERGARTEN	TD & SD	TD & SD	SD
FIRST GRADE	TD & SD	TD	TD
SECOND GRADE	SD	TD	TD
THIRD GRADE	TD & SD	TD	TD & SD

Figure 2. Observed characteristics of classroom environments for each group. TD signifies characteristics that were teacher directed and SD signifies characteristics that were student directed.

The taxonomic analysis consists of a cover term to describe the major domain, classroom environment. The elements included within the domain, classroom environment, consist of either teacher directed or student directed strategies in the physical set up of the room as well as in classroom control and instructional materials selection. Under the cover term of classroom environment, the teacher exhibited DAP, TBP, or a combination of DAP and TBP in classroom environment. Group A used a combination of teacher and student directed strategies at the kindergarten, first and third

grade levels. Group B relied heavily on the combination of teacher directed strategies at all grade levels except kindergarten. Group C relied heavily on teacher directed strategies at the first and second grade, with a combination approach at third and a student directed approach at kindergarten. Looking at Figure 2 then, Group B would appear to be more traditionally based as it utilized more teacher directed instruction across the grade levels. Group A would appear to be developmentally appropriate across the grade levels.

To determine whether developmentally appropriate or traditionally based practices were applied in each classroom, three raters separately and individually scored a rubric as they watched the video taped literacy sessions. Tally marks were used to note raw scores of specified observed tasks by each rater. The observation rubric was devised from elements of the PTQ to draw attention to: (a) the integration of curriculum across the content areas; (b) teacher guidance to assist children with individual learning; (c) use of concrete and relevant instructional materials; (d) instruction consisting of projects, learning centers, and play managed primarily by students; (e) opportunities for peer interaction; and (f) teacher use of intrinsic student motivation rather than extrinsic rewards.

Raw scores were obtained by having each rater tally the number of instances she viewed each of the categories listed above. These raw scores were then averaged from all three raters. From this average score, a subject was assigned either DAP or TBP for each task listed. A summary of the results by group and individual can be viewed in Table 17.

Table 17

Averaged Observation Rubric Scores for DAP and TBP by Groups and Grade Levels

Group	Grade Level	Number of DAP Scores	Number of TBP Scores
A	Kindergarten	3	3
A	First Grade	3	3
A	Second Grade	3	3
A	Third Grade	3	3
B	Kindergarten	2	4
B	First Grade	2	4
B	Second Grade	3	3
B	Third Grade	3	3
C	Kindergarten	3	3
C	First Grade	2	4
C	Second Grade	3	3
C	Third Grade	2	4

Note. The UNLV and NUNLV groups incorporated TBP practices in their instructional applications while the PDS group utilized only DAP applications.

Examples of each group's developmental appropriateness can be seen as the teachers and students work within a classroom setting. The following examples for kindergarten, first, second, and third grades can be used to describe what was observed. Excerpts for

Group A were:

The children and teacher were all singing songs and moving their bodies to the music. Children were laughing and interacting with each other as they sang. Children were working with their peers at their seats. As the teacher had a small group of children with her at a table, the remainder of the students helped each other with work at their seats. A group of students were sitting on the floor listening to cassette with headphones. The buzzer signaled them to move to another center. The students got up from the floor, picked up their materials and moved to the next center. As the students worked on creating poetry at their teams, they were able to leave their seats to get assistance from the teacher or from other students in the room.

The following examples for kindergarten can be used to describe the observations of DAP in Group B. The teacher called her group to come to her. Once they were before her, she welcomed them and let them know they would be working on rhyming words for the day. A chart was on the wall behind her. With a yardstick, she pointed to each of the words on the chart as she and the students read the poem together. When they had completed reading the poem, the teacher handed each student scissors, pictures, crayons, and a glue stick to begin the next portion of the lesson.

The following examples can be used to describe the DAP in Group C for kindergarten and third grades. The children were seated on the floor facing the teacher. On the board were pictures of the ocean and animals that live there. As children were asked to match the animal with its vowel sound, the teacher and the other students acted out the animal's movements and the sounds it makes. Together they laughed and made the sounds together. The teacher had her students join her on the floor in a circle. As they

sat together, the teacher had them look at a packet of worksheets they had used the day before. Together the students and the teacher choral read the story for the day. One student sat beside the teacher and appeared to be having great difficulty following along. The teacher moved closer to the student and finger pointed to each word as the students read in order to help this child stay on task. When the story was finished, the teacher patted the child on the shoulder and told him he had done a very good job reading.

Results of the data from Table 17 indicate that Groups B and C functioned within the DAP and TBP domains with a TBP emphasis at two grade levels. Group B had predominantly TBP applications in their literacy lessons for kindergarten and first grades while Group C had predominantly TBP applications for first and third grades. Group A appeared to use DAP and TBP equally for all of the reported grade levels.

To note the extent to which there was interrater reliability, a paired samples correlation was computed using *SPSS*. Computed results show Raters 1 and 2 having an 87.7% agreement, Raters 1 and 3 having an 87.7% agreement, and Raters 2 and 3 having a 90.7% agreement. The results of the interrater reliability serve as a means for verifying that the applications viewed on the videotapes, were in effect what was interpreted by three individual raters as either DAP or TBP instructional practices for each of the 12 subjects in the study. Statistical results of this can be viewed in Table 18 with a rater agreement of 87% to 90%

Table 18

Rater Reliability for Observation Rubric

Paired Samples		N	Correlation	p
Pair 1	Raters 1 & 2	72	.877	.000
Pair 2	Raters 1 & 3	72	.877	.000
Pair 3	Raters 2 & 3	72	.907	.000

Note. Correlation scores represent the reliability or agreement levels of the three raters when comparing the DAP or TBP tasks on the Observation Rubric. These levels ranged from 87% to 90%.

Phase Three: Structured Formal Interviews. In order to complete the final phase of the study, each of the 12 subjects was interviewed and audio taped after having completed the observed literacy lesson. Field notes of each interview were taken in order to clarify what was heard. Two different individuals also listened to the audiotapes at different times and locations for the purpose of transcribing the interview sessions.

The first question asked each subject for his/her definition of DAP. Comparisons were made by group and grade level. Global themes were constructed across the three groups with similarities existing. From these interviews, the most typical responses were selected to demonstrate these themes.

The first global theme exemplified that of age appropriate activities. In Group A, the typical response related to this theme was, "Um, I guess just to make sure that what you're teaching is right for that age level and that you're not doing anything that is not too hard or too easy for them." In Group B, the typical response related to this theme was, "Anything a child can do with simple explanation from the instructor that is right for

the age and does not exceed the ability level.” Finally, the typical response related to this theme for Group C was, “I believe it is basically right for the child’s age and finding the right main level the student is working on.”

A second global theme that came from the interviews incorporated the degree of difficulty of work given the child. In Group A, a typical response was, “Where the students have some difficulty, but not to where they’re frustrated and where it’s not too easy either. They have to think a little.” In Group B, a typical response was, “Just those things that are at their level where they can understand the material and learn.” Finally, in Group C, the typical response was, “Just so they can work out things up to their speed. My definition would probably be adapting to a child’s learning level, doing things that make the curriculum or the topic or the unit more understandable for a student of a lower level as well as keeping the higher level students interested and involved.”

Another global theme that came from the interviews concerning definitions of DAP incorporated the maturational stages of a child’s development. A typical answer for Group A was, “Depending on where you are, the children are in the stages, their development, that your strategies and your lessons apply to all of the children possible. You know, at the different levels and you’ve got to be aware who is at what stage and at what level so you’re not teaching above the conflict or skill that they can handle or that they don’t really comprehend and that they cannot process yet.” In Group B, a typical response was, “Just at their level that they can understand it and learn.” Finally, Group C’s response was, “Adapting to a child’s learning level, so you can challenge the higher level and keep the lower level happy.”

A final global theme that came from the interviews involved instructional techniques utilized by the classroom teacher. In Group A, the typical response was, "Whether you are teaching a child or a large group of children." Group B noted this to be, "Whether the teachers work with small groups or large groups." Finally, Group C said, "Whether the teacher works with one child or stands in front of the whole room all day."

Figure 3 provides a taxonomic diagram of the definitions of DAP given by the subjects through their interviews. The global themes have been exemplified in this diagram.

Figure 3. Definitions of DAP.

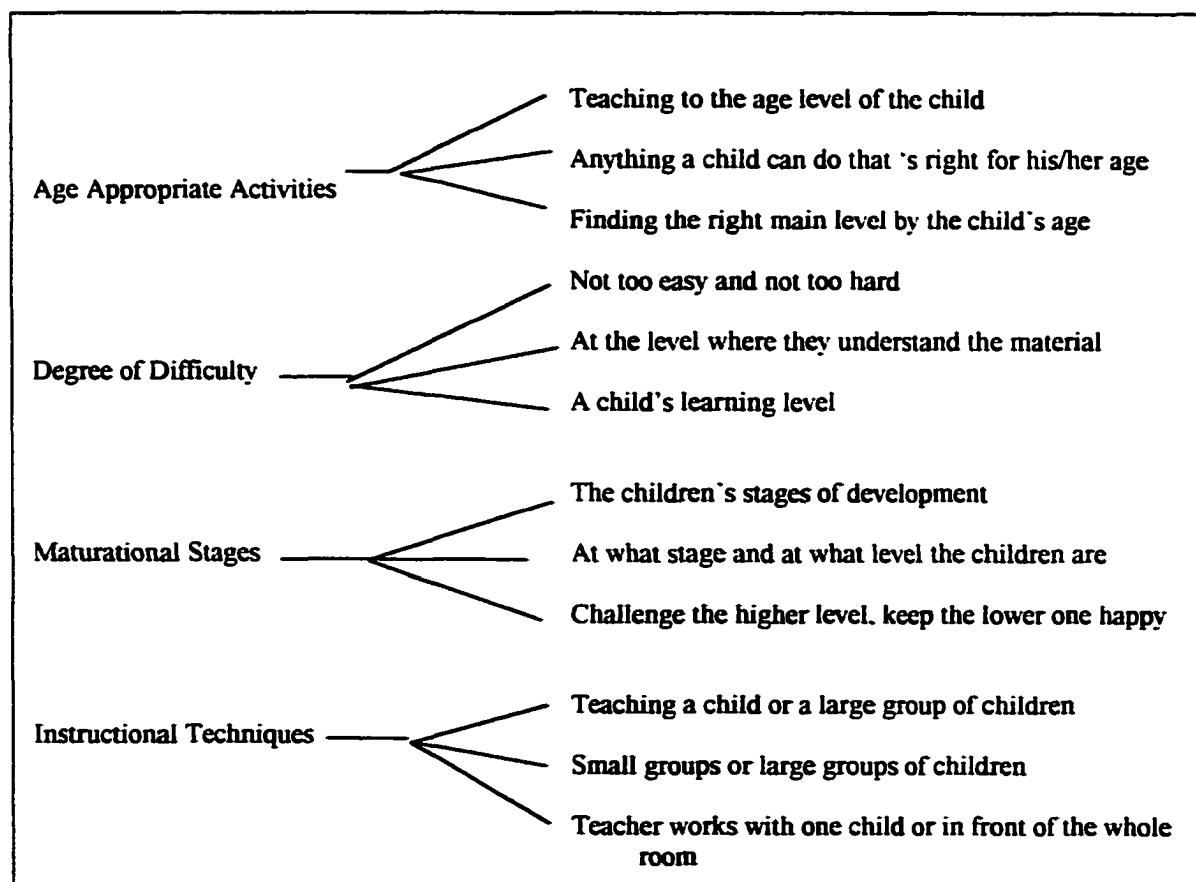


Figure 3. Definitions of DAP across the three groups of subjects as reported by teacher interviews.

In an attempt to continue clarification of terms pertinent to this study, the next questions asked each of the subjects to give his/her definition of TBP. Comparisons were again made by group and grade level. The basic responses given by each teacher for the three groups can be found in Figure 4. Comparisons were made by group and grade level. Global themes were constructed across the three groups with similarities existing. From these interviews, the most typical responses were selected to demonstrate these themes.

The first global theme exemplified that of whole group instructional teacher practices. In Group A, the typical response related to this theme was, "Every kind is at the same level of reading, the same information out of the basal reader, and no one is different." In Group B, the typical response related to this theme was, "That every child is participating, touching base on the skills that are taught in the lesson by the teacher." Finally, the typical response related to this theme for Group C was, "That's where everyone is on the same set of skills."

A second global theme that came from the interviews incorporated the kind of instructional techniques used by the teacher in a classroom. In Group A, a typical response was, "TBP would be more direct teaching, probably more basal oriented. If we're talking literacy, it's skills first and processing and maybe comprehension second." In Group B, a typical response was, "I bet that's instruction that would include direct instruction, examples, and full group involvement, where you allow the children to ask questions." Finally, in Group C, the typical response was, "Teacher standing and talking then all of the people working together."

A final global theme that came from the interviews involved instructional materials utilized by the classroom teacher. In Group A, the typical response was, "Every kid reading at the same level out of a basal reading book." Group B noted this to be, "Mainly textbooks and basals, worksheets, and more textbooks." Finally, Group C said, "Seatwork, lots of seatwork and worksheets."

Figure 4 provides a taxonomic diagram of the definitions of TBP given by the subjects through their interviews. The global themes have been exemplified in this diagram.

Figure 4. Definitions of TBP.

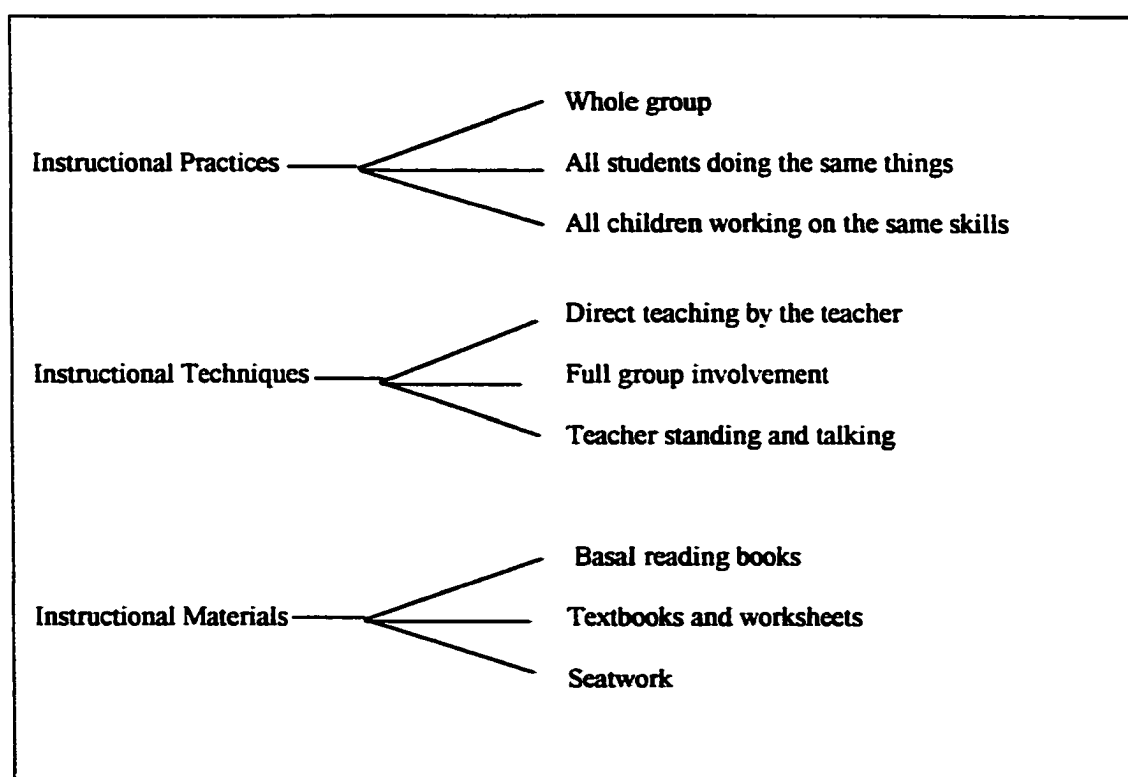


Figure 4. Definitions of TBP across the three groups of subjects as reported by teacher interviews.

A taxonomic analysis of the cover term TBP describes the teachers' definitions of TBP for each group and grade level in the study. Under the cover term of TBP meanings, Groups A, B, and C agreed that TBP concerned a more teacher directed approach with the use of direct instruction. They also agreed that textbooks, basals, and worksheets would be used and that instruction was not always on the child's developmental level.

Yet another question that relates to the subjects' definitions of DAP and TBP concerns the role of the teacher in each classroom. Again, domains were constructed to make comparisons by group and grade level. From these domains, similar responses could be found across the three groups. Examples of these were: (a) role model, (b) instructor, (c) disciplinarian, (d) guide, (e) facilitator, (f) manager, (g) counselor, (h) social worker, and (i) surrogate parent.

A taxonomic analysis of the major domain, role of the teacher, included actions that teachers have taken in a classroom setting. In this domain, actions or instructional applications have been described with the role of the teacher being similar across the three groups. Group A described behaviors taken by teachers that enlisted the children as active participants in the learning process. This group tended to have the teacher direct his/her attention to facilitate and structure the environment for active student learning. Group B tended to work in the same mode, but they added components that dealt with discipline. Group C saw themselves to be more of a facilitator or guide to help students to learn within the classroom setting.

One more essential question that related to the subjects' definitions of DAP and TBP concerned the role of the student in each classroom. Domains were constructed by group

and grade level to illustrate the teachers' answers. From these domains, similar responses could be found across the three groups. Examples of these were: (a) active participant, (b) learner, (c) detective, (d) investigator, (e) acquirer of knowledge, and (f) teacher.

A taxonomic analysis of the major domain, role of the student, included actions that students have taken in a classroom setting. In this domain, actions or instructional applications have been described with the role of the student being similar across the three groups. Group A described behaviors taken by students that enlisted them as active participants in the learning process. This group tended to have the student direct his/her attention to seek out and acquire knowledge for questions they want answered. Group B tended to work in the same mode, but one of the subjects added the idea that a student would never be a teacher. This was in direct conflict with the other answers from the other two groups. Group C saw students as individuals who could work alone or in a group setting. This group also drew attention to the impact that students have on each other.

NAEYC has addressed child development or the process of knowing how children grow and develop as an important element for a teacher to be DAP. Figure 5 has provided a list of terms used by the 12 subjects as they were asked to define the term child development.

Figure 5. Definitions of child development.

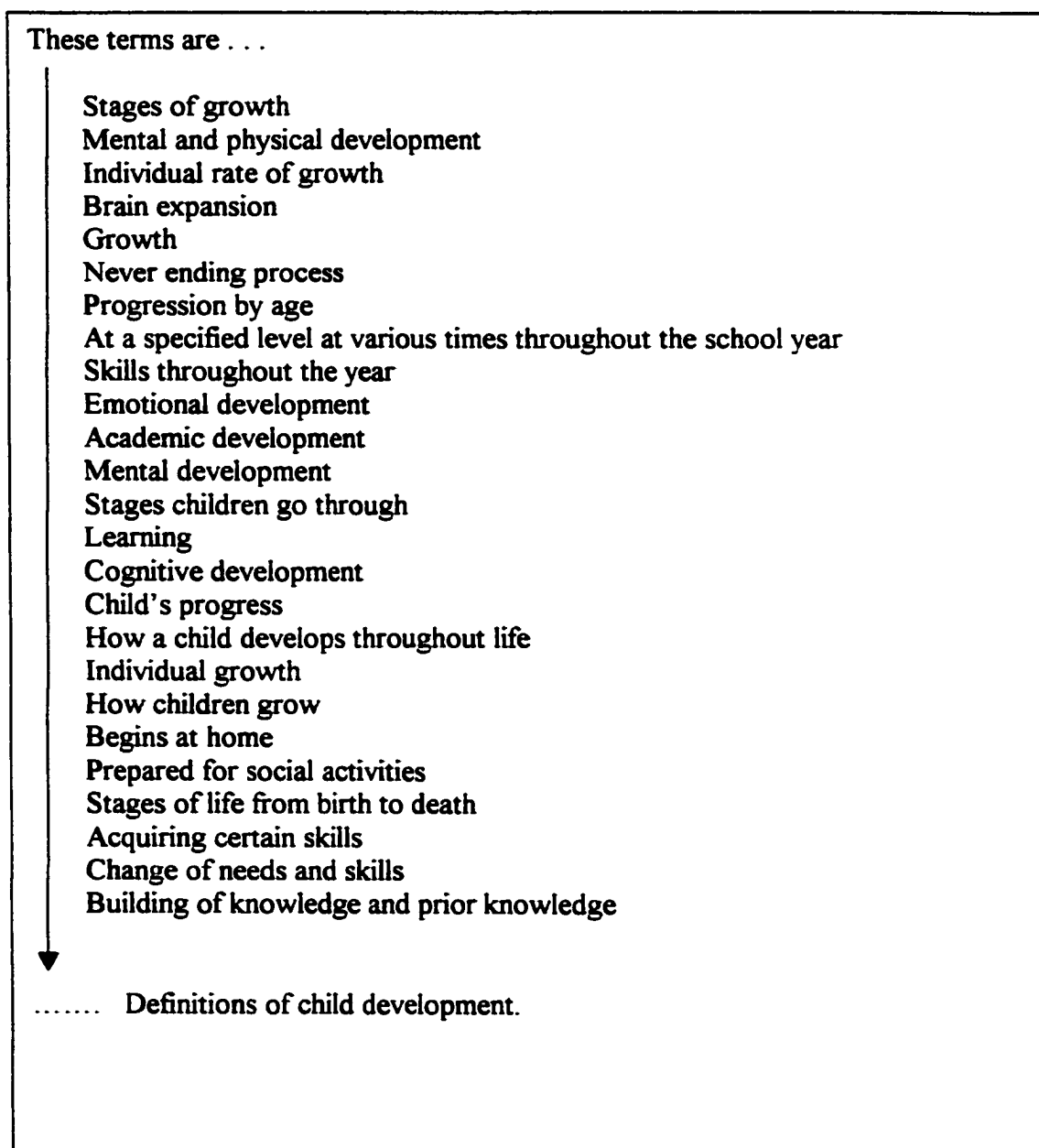


Figure 5. Definitions of child development across the three groups of subjects as reported by teacher interviews

Figure 5 has presented the definitions of child development across the three groups. In each of these terms, child development was identified as a process that began at home and continued as stages of growth for children. Child development was seen as an individual process as well as a process that could be identified as a performance level at various times throughout the school year. Child development was defined as mental, physical, social, and cognitive areas of growth.

In an effort to measure the final two elements of assessing developmentally appropriate applications in the classroom, teachers were asked to relate their definition of child development with their selection of teaching materials and their lesson delivery techniques. Specifically, the questions asked them to note how their definition of child development affected their choices of materials and their choices of lesson delivery techniques. Table 19 gives a representation of how knowledge of child development affects teaching materials selections.

Table 19

Relationship Between Child Development and Teaching Materials Selection

Grade Level	Group A	Group B	Group C
K	*Need manipulatives	Use the curriculum provided	*Need manipulatives
1 st	*Need visual materials	Grade appropriate materials	*Materials to meet the students' needs
2 nd	*Need materials for visual, tactile, and kinesthetic learning	*Hands-on materials Less paper and pencil work	*More visuals, more colors, more hands-on
3 rd	*More concrete learning materials	*Use manipulatives	*More use of manipulatives and pictures

Note. Items that contain an asterisk are characteristics of DAP.

The analysis of Table 19 has shown Groups A and C have established a relationship between their definitions of child development and their materials selections for their classrooms for kindergarten through third grade. Group B appeared to have less of a relationship between their definition of child development and the selection of teaching materials. It would appear that at the kindergarten and first grade levels, Group B relied on the curriculum for their grade level to guide them to the materials that should be used. In these two grade levels, grade level appropriateness has appeared to be the driving force for curriculum and material selection.

Table 20 provides a representation of how a teacher's knowledge of child development has affected his/her lesson delivery techniques. For the purpose of this graphic representation, lesson delivery techniques would incorporate the instructional applications of DAP in the classroom setting.

Table 20

Relationship Between Child Development and Lesson Delivery Techniques

Grade Level	Group A	Group B	Group C
K	Use visuals before auditory skills	Incorporate all three ability levels	*Hit all learning styles
1 st	*Change the way you teach to accommodate learning styles	Change tone of voice and lesson delivery techniques	Do more whole group work
2 nd	* Modify lessons for individuals	* Keep mental development of students in mind	* Integrate all curriculum materials
3 rd	*Model the lesson at a concrete level	* Watch the children's body language	* Give choices Guide learning Vary teaching

Note. Items that contain an asterisk are characteristics of DAP.

The analysis of Table 20 has shown Groups A, B, and C have established a relationship between their definitions of child development and their lesson delivery techniques for second and third grades. Group A appeared to have less of a relationship between their definition of child development and their lesson delivery techniques at the

kindergarten level as did Group B. It would appear that Groups A and C differ in their instructional practices at the kindergarten and first grade levels. Both groups of teachers expressed a need to know where their students were instructionally wise, but it appeared the Group C relied on student cues to assist them in changing their instructional practices. Group A teachers noted that various types of lessons determined whether children should be in close proximity to the teacher or whether they needed to be grouped with peers.

Triangulation of Data Sources

In order to triangulate the qualitative data and in an effort to pull together all of the information gathered for each of the twelve subjects from the PTQ, the observations, and the interviews, data triangulation has been used. For this particular study, quantitative and qualitative data will be combined to confirm or negate the teachers' perceptions and applications of DAP in their professional careers. Figure 6 exemplifies the foundation for the triangulation of data in order to see the links between the quantitative data gathered from the PTQ and the qualitative data gathered from the observations and interviews.

Figure 6. Triangulation of data sources.

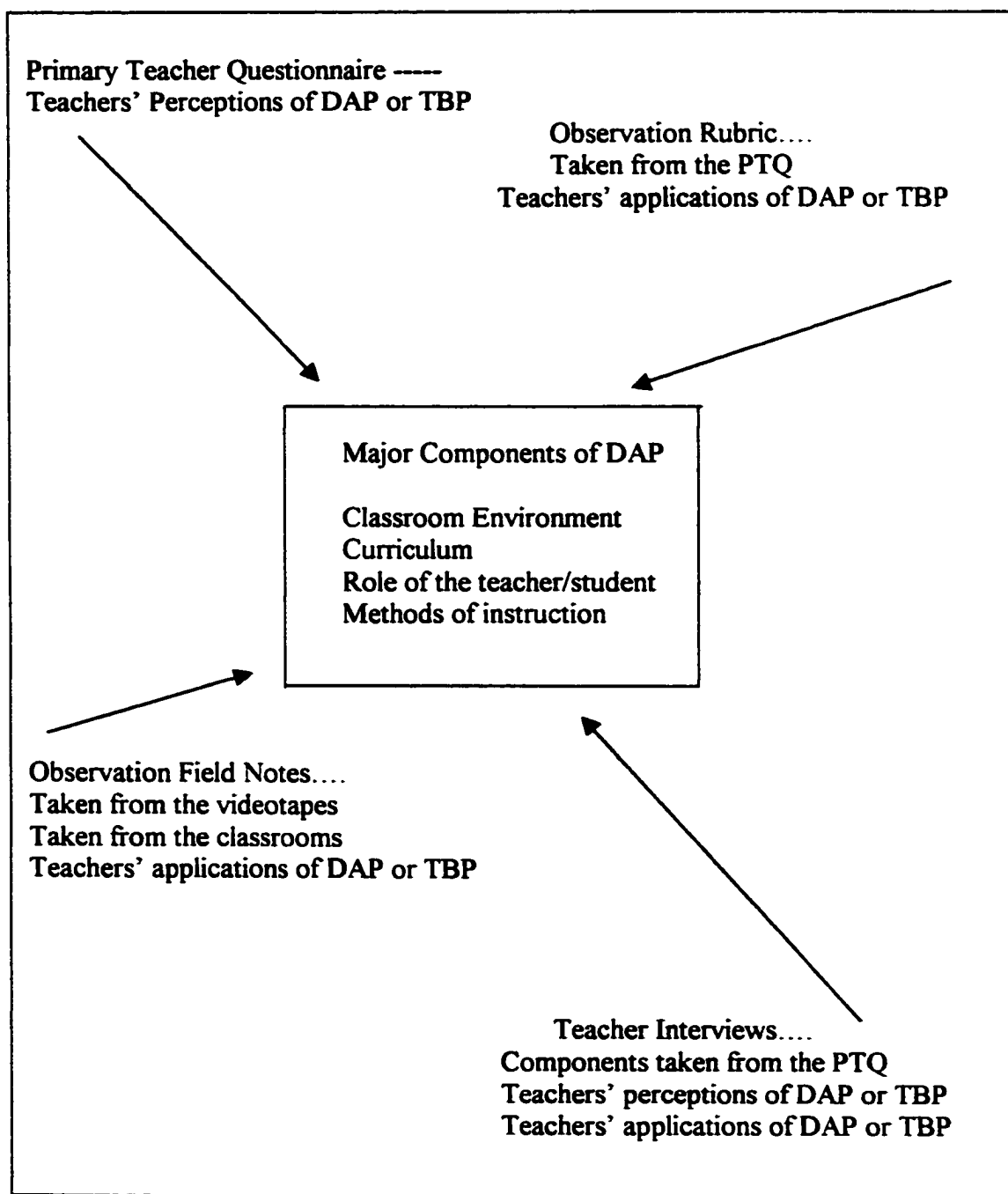


Figure 6. Foundation for the triangulation of data between the PTQ, observation rubric, observation field notes, and teacher interviews.

An analysis of Figure 10 would describe the major components of DAP as major domains gathered from the PTQ, the Observation Rubric, and the Interviews with each of the teachers. From the PTQ, the teachers' perceptions of DAP and TBP were gathered as quantitative data. The importance of the classroom environment, curriculum selection and use, the role of the teacher and students, and the instructional applications of DAP or TBP were identified.

Observation field notes were then used to substantiate or refute what the three raters had seen on the videotapes. This qualitative data was used to provide a richness of background information concerning the teachers in the study, their classroom environments, and their instructional applications of DAP or TBP.

Formal interview questions were constructed with elements taken from the PTQ. Through these interviews, qualitative data was collected to enrich and explain the teachers' philosophies regarding DAP and TBP perceptions and instructional applications from the study.

Table 21 represents the triangulation of data between the PTQ count, the PTQ score, and the Observation Rubric scores for each grade level and group in the study. Data from this triangulation should show the higher the PTQ scores, the more developmentally appropriate the teacher was in her perceptions. The PTQ count should also be high to be in agreement with the PTQ score. In looking at the Observation Rubric score, if the teacher was high in DAP for the PTQ count and score, she should be high in the rubric score. An agreement of high scores would indicate that a teacher was then high in developmentally appropriate perceptions and applications. A high PTQ score and count with a low rubric score would indicate that the teacher perceived herself to be

developmentally appropriate but was not so in her classroom applications. Therefore, one would surmise there was a discrepancy between what the teacher knew was necessary to be developmentally appropriate and what instructional practices were used in the classroom.

Table 21

Triangulation of Data Sources from the PTQ and the Observation Rubric for Groups and Grade Levels

Grade Level	Group	PTQ Score Perception Out of a 147 score	PTQ Count Perception Out of a 42 count.	Observation Rubric Scores Applications Out of a high score 6.
Kindergarten	A	129	31 DAP 11 TBP	3 DAP 3 TBP
First Grade	A	127	31 DAP 11 TBP	3 DAP 3 DAP
Second Grade	A	113	24 DAP 18 TBP	3 DAP 3 TBP
Third Grade	A	114	25 DAP 17 TBP	3 DAP 3 TBP
Kindergarten	B	127	33 DAP 9 TBP	2 DAP 4 TBP
First Grade	B	107	23 DAP 19 TBP	2 DAP 4 TBP
Second Grade	B	102	20 DAP 22 TBP	3 DAP 3 TBP
Third Grade	B	120	32 DAP 10 TBP	3 DAP 3 TBP
Kindergarten	C	115	25 DAP 17 TBP	3 DAP 3 TBP
First Grade	C	120	28 DAP 14 TBP	2 DAP 4 TBP
Second Grade	C	105	22 DAP 20 TBP	3 DAP 3 TBP
Third Grade	C	111	25 DAP 17 TBP	2 DAP 4 TBP

Note. Triangulation of data would indicate the Group A had the highest perceptions and instructional applications for DAP.

An analysis of the data triangulated on Table 21 would indicate that between the three groups in the study, the Group A had the highest scores for DAP perceptions as reported by the 12 stratified random subjects who had taken the PTQ. A Two-Way ANOVA reported as Table 8 indicated no significance for the three groups in their perceptions of DAP for the initial 60 subjects at a level of $p < .05$. Group A also had the greatest amount of incidences of DAP instructional applications in the classrooms as reported by the Observation Rubric, while Group C had the highest reported perceptions of DAP as reported on the PTQ.

There was not much difference between Groups A and B in the DAP perceptions and instructional applications for the 12 stratified random subjects. Teachers in both groups scored lower in their DAP perceptions than did Group C on the PTQ, while Groups B and C had fewer instances of DAP instructional applications in a classroom setting. This could also be verified in Table 8 as there was no significance reported for DAP or for TBP with the UNLV group at a level of $p < .05$.

Table 22 represents the three subjects at each grade level from each of the groups by triangulating the data for PTQ count, PTQ score, and the Observation Rubric. The higher the PTQ count and score, the more developmentally appropriate the teacher's perceptions. The higher the Observation Rubric scores in the category DAP, the more developmentally appropriate the teacher's were in their classroom applications. In this study, kindergarten and first grade teachers would appear to be the most developmentally appropriate in their perceptions. However, second and third grade teachers would appear to be more developmentally appropriate in their classroom applications.

Table 22

Triangulation of Data Sources by Grade Levels

GRADE LEVEL	TOTAL PTQ COUNT	TOTAL PTQ SCORE	TOTAL OBSERVATION RUBRIC SCORES
Kindergarten	89 DAP	371	7 DAP
	37 TBP		11 TBP
First Grade	82 DAP	354	7 DAP
	22 TBP		11 TBP
Second Grade	66 DAP	319	9 DAP
	60 TBP		9 TBP
Third Grade	82 DAP	345	9 DAP
	44 TBP		9 TBP

Note. Triangulation of data sources indicate kindergarten had the highest PTQ counts. PTQ scores and instances of DAP as seen in the observations followed by first, third, and then second grades.

In summary, the results of the analyses conducted to compare teachers' perceptions and instructional applications of DAP or TBP across each of the three levels indicated different results for each of the three phases of the study. In Phase One, the results reported by the 60 subjects showed Group C to have the highest total scores in its perceptions of DAP. Group A had the second highest score and then Group B. No statistical significance was noted through the Two-Way ANOVA on Table 8 for the three groups.

Analyses of data from Phase Two noted that overall, the Group A was observed by the three raters as exhibiting the greatest degree of developmental appropriateness in their instructional applications. Factors playing a part in this observation phase were: (a) integration of curriculum across subject areas by the teacher; (b) individual guidance of the students; (c) relevant and concrete instructional materials usage; (d) use of project, learning centers and play managed by the students; (e) opportunities provided for peer interaction; and (f) use of intrinsic versus extrinsic motivation to assist students with learning.

Finally, analyses of data collected in Phase Three the interviews, noted numerous similarities in responses when the subjects were asked to define DAP and TBP. Similar answers were also found among the grade levels and among the groups themselves.

Triangulation of the quantitative and qualitative data noted the Group A had the highest total score of the twelve stratified randomly selected subjects in the PTQ scores, the PTQ count, and in the observation rubric scores given by the three raters. Further triangulations of the quantitative and qualitative data indicated that kindergarten teachers across the three groups had the highest PTQ scores and the PTQ counts for their perceptions of developmental appropriateness. However, the three observers scored second and third grade teachers with more instances of DAP in their instructional applications.

CHAPTER 5

DISCUSSION AND CONCLUSIONS

The primary purpose of this study was to ascertain the perceptions related to DAP in teachers trained through traditional and nontraditional teacher preparation programs. The secondary purpose of this study was to determine whether the teachers' perceptions were carried out in their classroom instructional practices or applications. In addition to data related to these two purposes, data were collected and analyzed to investigate whether there was a relationship between the teacher preparation programs' field experiences and the teachers' perceptions and instructional applications of developmentally appropriate or traditionally based practices within a classroom setting. Perceptions and applications of developmentally appropriate or traditionally-based practices were compared between the groups and grade levels of teachers in this study.

Discussion of Teachers' Perceptions of DAP

The following discussion was based on these research questions:

1. Is there a difference in teachers' perceptions of DAP between those teachers trained at a large southwestern urban university (SWUU), teacher trained elsewhere through traditional teacher preparation programs, and teachers trained in a nontraditional (PDS) teacher preparation program at SWUU?

2. Is there a difference in teachers' instructional applications of DAP between those teachers trained at SWUU, teachers trained elsewhere through traditional teacher preparation programs, and teachers trained in a nontraditional (PDS) teacher preparation program at SWUU?

Teachers' Perceptions

Group A: Teachers Trained at the PDS. The initial response concerning teachers' perceptions of DAP indicated a total score of 2,384 points with a 119.2 average. When this score was compared to Groups B and C, it ranked second highest to Group C of teachers. The range of scores for this initial group was 100 to 133.

A second calculation of scores for Group A was conducted to include one teacher at each grade level from kindergarten to third. These four randomly selected individuals became the subjects for the remainder of the study. The total PTQ score for this group was 483 with an average of 120.75. This time, Group A ranked highest of the three groups with Group C at the lowest point. The range of scores for Group A was 113 to 129.

A number of factors may have caused this variation of scores. First, a stratified random sampling was used to select subjects to complete phases two and three of the study. In this sampling, the researcher determined the number of subjects in each of the groups to be represented in the study. In this particular study, one teacher per grade level was needed to represent Group A. Second, only teachers from the initial 20 subjects who wished to participate in the second and third phases of the study remained in the pile of subjects to fulfill the random selection. Third, since one teacher was needed for representation at each of the grade levels kindergarten, first, second, and third, teachers

were separated by grade level and then randomly selected from each grade to represent four subjects to continue with the study. In so doing, the highest and lowest scores reported for this group were randomly omitted from the total score for the four subjects. Fourth, since the same random selection of individuals was also used for the remaining two groups, the range of scores was again narrowed to limit the total scores represented by the remaining eight subjects to complete the study. This would affect the total scores reported and the overall ranking of scores per group.

Group B: Teachers Trained at SWUU. The initial response reported by the teachers from Group B totaled 2,331 points for 20 teachers completing the PTQ with an average of 116.55. The range of scores for these responses was 81 to 147. When looking at the initial scores for all three groups, Group B had the lowest scores reported for teachers' perceptions of DAP.

Upon the random selection of the four teachers from Group A to complete phases two and three of the study, the total score for the PTQ was 456 with an average of 114.0 points. At this point, Group B had moved from the lowest scores reported to the second highest.

Various factors may have caused this variation. First, much like those noted in the Group A, the random selection of the four teachers to move to the second and third phase of the study narrowed the range of scores. Upon the selection of the four teachers, the range of scores reported was 107 to 127. Second, the highest initial score was computed for a second grade teacher and the lowest initial score was computed for an individual in kindergarten. In selecting the subjects to move on, these two scores were eliminated as the teachers did not wish to continue with the study. They agreed to complete the PTQ

only. The narrowed range of reported scores at this point was 99 to 127. Third, this particular group of teachers had the greatest concentration of reported scores from 120 to 127. In fact, half of the reported scores were in this seven point range of scores. Therefore, it would stand to reason this range of scores would have a representation in the adjusted range of scores for the four subjects selected to complete the study. Fourth, as with Group A, the same random selection of individuals used for the remaining two groups, affected the total scores reported and the overall ranking of scores per group, thus affecting the ranking of scores between the three groups.

Group C: Teachers Trained Elsewhere. The initial responses from the PTQ concerning teachers' perceptions of DAP indicated a total score of 2,456 points with a 122.8 average. When this score was compared to Groups A and B, it ranked higher than these two groups of teachers. The range of scores for this initial group was 102 to 146.

A second calculation of scores for Group C was conducted to include one teacher at each grade level from kindergarten to third. These four randomly selected individuals became the subjects for the remainder of the study. The total PTQ score for this group was 450 with an average of 112.50. This time, Group C ranked the lowest of the three groups. The range of scores for this group was 111 to 120.

Several factors may have caused this variation of scores. First, in noting the number of initial responses by grade levels for Group C, kindergarten and first grade had six teachers who responded to the PTQ, second grade had five, and third grade had three. The highest total scores by grade level appeared in kindergarten and first grade. However, in comparison to Groups A and B, these scores were somewhat lower than the other scores reported by grade level after the

random selection was completed. Selecting participants for phases two and three from a larger number of subjects for these grade levels eliminated more reported scores than did the other two groups. The second explanation has to do with the range of scores calculated for each of the three groups for the twelve total subjects. The range of the PDS group was 15 points; for Group B it was 20 points; and for Group C the range was 9 points. The smaller range of scores would indicate the reported scores were closer together limiting the variation of scores for this group. Third, in comparison to the other two groups, the selected Group C subjects had a larger discrepancy of PTQ scores. At the kindergarten level, there was a fourteen-point difference between the high score reported by Group A, with a nine-point difference at the third grade level. This would account for the difference in sums when calculating the ranking of PTQ scores for each of the three groups.

Summary

In looking at the data gathered from the subjects' completion of the PTQ, a Two-Way ANOVA was conducted to view the scores reported by the subjects in Group A, Group B, and Group C. Questions from the PTQ were organized by the 18 DAP items and the 24 TBP items. The number of subjects in each group was 20. The grade levels included in the study were kindergarten, first, second, and third. No significance surfaced in the between-subjects effects for DAP questions and no significance surfaced in the between-subjects effects for TBP questions at a $p < .05$ level for any of the three groups.

In a continued effort to compare the three groups in the study, a post hoc multiple-comparison test was conducted. The Tukey HSD was selected to make pairwise comparisons, as the group sizes were equal. No significance was found at $p < .05$ for either the DAP or TBP questions on the PTQ.

In looking at the lack of significance found between the three groups for the DAP and TBP questions, one could surmise that an acceptance of the null hypothesis would be in order noting there would be no difference in the perceptions of DAP for teachers trained through traditional and nontraditional teacher preparation programs. No significance between these groups could indicate there could have been no difference in teacher preparation programs. Possible variations concerning: (a) the structure of field experiences the teachers had at their institutions of education; (b) personal beliefs held by the preservice teachers prior to their field experiences; (c) supervision of university personnel during the field experiences; and (d) the influence of the mentor teacher on the student teacher during the field experiences appeared to have equal influence on the teachers prepared through traditional and nontraditional (PDS) programs.

Discussion of Teachers' Instructional Applications of DAP

The following discussion was based on these research questions:

Is there a difference in teachers' perceptions of DAP between those teachers trained at a large southwestern urban university (SWUU), teacher trained elsewhere through traditional teacher preparation programs, and teachers trained in a nontraditional (PDS) teacher preparation program at SWUU?

Teachers' Applications

Group A: Teachers Trained at the PDS. During the observation portion of this study, the twelve teachers selected from the stratified random process to represent all groups and grade levels were observed and videotaped conducting a sixty minute literacy lesson. Teachers having completed their preparation programs at the PDS were characterized as facilitators, guides, instructors, remediators, disciplinarians, and questioners by the three raters observing the videotaped literacy session. In each instance, the instructional period began as a teacher directed lesson. At kindergarten and third grade, the teachers invited students to actively participate in the lesson, but still remained in charge of the whole group activity for 90% of the time. At first grade, the teacher worked in a small group with two boys as they read a story orally to her and she questioned them extensively to check comprehension levels. At second grade, the teacher began the lesson by acquainting the students with the literacy centers she had set for them. As she pulled a small group of students to work with, the remainder of the class moved in and out of the centers discussing what they were doing and logging their work in journals.

Field notes written during the observations helped to identify the instructional strategies used in each of the classrooms. The kindergarten and third grade teachers preferred large group work and the first and second grade teachers preferred small group work. The kindergarten and second grade teachers utilized multiple instructional materials, while the first and third grade teachers began and ended their lessons with one specific instructional tool.

The final element selected for notation was the classroom environment itself. Two specific elements were noted. First, the physical set up of the room, the grouping of students' desks, the positioning of learning materials, and the decorations on the walls were either teacher directed or student directed. Second, the role of the teacher and students in the classroom, the sharing of authority, the ability to move about the classroom to interact, and the ability to make decisions were either teacher directed or student directed. A breakdown of the field notes concerning the classroom environment provided insight into the teachers' styles of instruction. The kindergarten and third grade teachers used a mix of teacher and student directed classroom environments. The first grade teacher was totally teacher directed and the second grade teacher was the most successful in student directed instruction.

Characteristics of the four PDS teachers were uniform across the grade levels. The roles they exhibited as they taught, the set up of their rooms, and their classroom management styles could indicate that these were strategies they had been taught during their field experiences by supervising teachers. These same characteristics could be elements deemed instructionally appropriate by the staff and administration at this school. Since these were first year teachers and since their instructional styles were very similar, the researcher assumed that these ladies were using basic instructional methods they had been taught through their field experiences.

The definition for DAP in this study centers on the decisions made and tasks utilized by classroom teachers to reflect the educational well being of children based on their knowledge of child development and individual learning styles. From the observations then, one could hold the second grade teacher as an example of a developmentally

appropriate teacher. Her choices of instructional materials were age and individually appropriate, children had opportunities to interact with each other, and her use of various centers provided for a multitude of students' learning styles. The kindergarten teacher could also be somewhat characterized as developmentally appropriate. Even though she remained in charge for most of the lesson, her materials were age and individually appropriate, she allowed students to participate with her and with each other, and she used various sources of instructional materials to assist in student learning. The first and third grade teachers had elements of their lessons that were developmentally appropriate, but they lacked the element of a student directed, student centered learning. They could be seen as more traditionally based teachers as their decisions made and tasks utilized seemed to reflect current grade level and chronological age expectations for curriculum development and student performance.

Group B: Teachers Trained at SWUU. Teachers having completed their preparation programs at SWUU were characterized as facilitators, guides, instructors, monitors, disciplinarians, and questioners by the three raters observing the videotaped literacy session. In first and third grades, the instructional period began as a teacher directed lesson and ended up with children working in small groups. At kindergarten and second grade, each of the teachers invited students to actively participate in the lesson by working with her and other students in small groups. The kindergarten teacher had centers set up in the room and assigned children by ability levels to go to specific centers. She had a small group of students working at a table in the back of the room with her as they orally read a story and then worked with word cards related to that story. The first grade teacher read a story to the entire group and then asked them to participate in

selecting words to complete short sentences in a pocket chart she had ready. The second grade teacher had students work with her in a small group with poetry and rhyming words. To reinforce what they were learning, the students completed a hands-on project. The third grade teacher also had her students working with poetry. She began the lesson by reading a poem to the students, discussing the adjectives they heard, and then brainstorming appropriate words for poems they would be creating on a teacher assigned topic.

Field notes written during the observations helped to identify the instructional strategies used in each of the classrooms. The kindergarten and second grade teachers preferred small group work and the first and third grade teachers preferred beginning with a large group setting and moving to small group work. The kindergarten, first, and second grade teachers utilized multiple instructional materials, while the third grade teacher began and ended her lesson with one specific instructional tool.

The final element selected for notation was the classroom environment itself. As noted with the Group A, a breakdown of the field notes concerning the classroom environment provided insight into the teachers' styles of instruction. Teachers at kindergarten, first, and second grades used a combination of teacher directed and student directed elements to impart their instructional goals and objectives. The third grade teacher was more in control of her classroom. Very little student interaction was used to supplement student learning. Instructional materials were appropriate for all grade levels. The kindergarten and second grade teachers used more hands-on work than did the first and third grade teachers. The teachers in kindergarten, first, and second grades used learning centers while seatwork was used in third grade. The classrooms were neat and

orderly with a combination of student and teacher work on the walls. In all of the classrooms, the teachers assumed the roles of authority. Each of them stopped to reprimand students and to tell them what they did and did not like about their behavior.

Characteristics of the four SWUU teachers were somewhat uniform across the grade levels. The roles they exhibited as they taught, the set up of their rooms, and their classroom management styles dictated the instructional techniques they used with their students. These similar formats appeared to be linked to their field experiences by supervising teachers within the local school district. Having taught in the school district for many years, the researcher has had first hand experience working with tenured and nontenured graduates from SWUU. The observed instructional styles of this study parallel methods used by these experienced teachers. These same characteristics could be elements deemed instructionally appropriate by the staff and administration at their schools. Since these were first year teachers with similar instructional styles, the researcher hypothesized these ladies were using basic instructional methods they had been taught through their field experiences.

Major components like those found in classroom management styles could be directly attributed to instructional methods modeled by a supervising teacher during a field experience. In an attempt to provide the local school district with quality teachers, SWUU has established a partnership to prepare teachers for the needs of the district. Knowing the framework of the school district's educational system, specific schools could be approached to take student teachers during their field experiences. This would account for the continuation of similar instructional strategies and techniques. Another factor could be the administrators themselves. Within the district, administrators are

moved to various schools. Their leadership styles impact many faculty members. This would affect the socialization, mentoring, training, and feedback given to novice teachers within a building.

Despite the fact that these teachers had much in common, they had various dissimilarities. The kindergarten teacher had all the appearances of developmental appropriateness, but her persona or nurturing manner with the students was reserved only for the small group working with her. She had little patience for the others working at their seats and seemed to be frequently annoyed with their overt behaviors and questioning methods. This was obvious as she reprimanded them loudly and verbally and as one particular child was returned to her seat crying and sucking her thumb. The third grade teacher had a very tight hold on her classroom. Even though she was a bit more reserved and complimentary to her students than the kindergarten teacher, she seemed to rule the class and demand only appropriate behaviors from them. Few opportunities were provided for peer interaction as the teacher made her way throughout the room. The first and second grade teachers were also firm with their students, yet they allowed the students freedom to interact with each other to a certain point. When the noise became too much, the students were asked to pull cards or remove team points as a reminder of their inappropriate behavior. When this happened, peer interactions were also ended.

Once again, the definition for DAP in this study centers on the decisions made and tasks utilized by classroom teachers to reflect the educational well being of children based on their knowledge of child development and individual learning styles. The definition for traditionally based practices in this study centers on the decisions made and tasks utilized by a classroom teacher to reflect current grade level and chronological age

expectations for curriculum development and student performance. From the observations then, all of the teachers in Group B could be characterized as traditional teachers. Few accommodations were apparent to account for individual learning styles, teachers were concerned with completing work, and remaining on task. The first grade children were all expected to give the teacher adjectives or adverbs they had heard in the story she read. Many had problems remembering what they had heard from a lengthy book. The second grade children were expected to find rhyming words in a poem. This should have been no problem, but her students happened to be children who were learning English as their second language. The kindergarten children were expected to read a short story aloud to the teacher and then to find vocabulary words on a page. Finally, the third grade children, many of them also second language students, were asked to develop adjectives to describe things around them. In each instance, children appeared to have many problems and become easily frustrated, as did the teachers.

Group C: Teachers Trained Elsewhere. Teachers having completed their preparation programs at teacher preparation schools located elsewhere were characterized as facilitators, guides, instructors, monitors, leaders, and questioners by the three raters observing the videotaped literacy session. In kindergarten through third grade, the instructional period began as a whole group teacher directed lesson and ended with children working in small groups. The second grade teacher continued to work with his students at their individual seats in a large group, teacher directed lesson for the entire time. The kindergarten teacher began her lesson as a large group then gave the children something to complete at their seats. They were free to seek help from her and other peers. When they had completed the assigned task, children were free to move to other

centers set up in the room. The first grade teacher continued to lead a more directed lesson. After a story was read to the students and discussion took place, the students returned to their seats to work. Even though they didn't leave their seats, the students received assistance from the teacher and from peers. At third grade, the teacher sat on the floor with a large group of students working on a story and comprehension questions. Children were given constant praise and drawn into active participation by the teacher. One particular child was placed by the teacher's side and given one-on-one assistance when it was needed. The kindergarten and third grade teachers moved from a whole group instruction to small groups and individualized instruction. The first grade teacher also did a lot of individualized instruction as she moved about the classroom. The second grade teacher used little or no individualized instruction during his lesson.

Field notes written during the observations helped the researcher to identify the instructional strategies used in each of the classrooms. In particular, instructional materials were a focus of the observation. The kindergarten teacher used multiple hands-on materials when working with her students. Not only were the students utilizing materials that allowed for practice with fine motor skills; the students were allowed to interact with various sources of print to practice their literacy skills. The first grade teacher used only two kinds of materials. One was a large book and the other were crayons and drawing paper to produce a page to be placed in a big book. The second grade teacher had his students work from a reading textbook and workbook pages for the entire literacy period. Finally, the third grade teacher had her students work from story sheets and dittos during the entire reading period.

The final element selected by the researcher for notation was the classroom environment itself. As noted with Group C, a breakdown of the field notes concerning the classroom environment provided insight into the teachers' styles of instruction. Each of the rooms had desks or tables for students to work set up. The walls were brightly decorated with teacher materials and samples of student work. The kindergarten and third grade teachers had centers set up in their classroom for student use, although only the kindergarten teacher used hers when the observation was conducted. The kindergarten teacher had a classroom environment conducive to that of student directed learning. Even though she began the lesson whole group with specific goals, once she had gotten the students started, they were free to make choices and direct their need for assistance to either the teacher or other students. The first and second grade teachers had mainly teacher directed lessons. There was some student interaction in both classrooms, but the teacher mainly conducted the lesson. /the third grade teacher was a combination of teacher and student directed learning. The children had more freedom to interact in her lesson than did the first and second grade students, but they did not use the centers set up in the classroom during the literacy period.

Characteristics of the four teachers in Group C were somewhat similar across the grade levels. The roles they exhibited as they taught, the set up of their rooms, and their classroom management styles could indicate these were strategies they had been taught during their field experiences by supervising teachers outside of the local school district. At this point, assumptions could be made concerning traditional teacher preparation programs. The use of extrinsic rewards, teacher directed lessons, and the physical set up of the classroom environment utilized by Group C teachers directly paralleled those of

Group B. Research has reported similar elements of teacher preparation common to traditional four-year undergraduate programs that could account for the similarities. The major correlation factor noted has been the influence of the mentor teacher on the student teacher during the field experience.

These same characteristics could be elements deemed instructionally appropriate by the staff and administration at their schools. Since these were first year teachers and since their instructional styles were very similar, the researcher assumed that these individuals were using basic instructional methods they had been taught through their field experiences.

Despite the fact these teachers had much in common, they had various dissimilarities in their teaching and interactive styles with students. The kindergarten teacher had all the appearances of developmental appropriateness with a nurturing, enthusiastic manner to motivate her students to want to learn. The first grade teacher held a somewhat more reserved, stern appearance when directing her students. She would smile occasionally as she interacted with her students, but she had few personalization techniques to draw students to her. The second grade teacher attempted to use humor when he taught, but some of his remarks were condescending to the students. They tended to react well to him, but as the lesson progressed, there tended to be more students off task than were those participating. The third grade teacher was also a good developmentally appropriate teacher. Age appropriate and individually appropriate teaching materials and techniques aided this teacher in individualizing instruction for her students. The third grade teacher also had many elements of DAP in her instructional techniques. She was sensitive to the needs of her students, to the fact that socialization could be used as a form of peer

teaching, and did not hesitate to provide immediate assistance and corrective feedback to her students. Her choice of instructional material was limited for this lesson, but evidence of student directed centers could be found in her room. The definition for traditionally based practices in this study centers on a warm, nurturing teacher who was genuinely interested in assisting the students. They reacted well to her and she used a lot of enthusiasm and praise to get them to work with her.

Once again, the definition for DAP in this study centers on the decisions made and tasks utilized by classroom teachers to reflect the educational well being of children based on their knowledge of child development and individual learning styles. From the observation made, one could say that the kindergarten teacher exhibited the signs of the decisions made and tasks utilized by a classroom teacher to reflect current grade level and chronological age expectations for curriculum development and student performance. From the observations the first and second grade teachers could be characterized as traditional teachers. Few accommodations were apparent to account for individual learning styles, teachers were concerned with completing work, and remaining on task. The need to have a quiet well-run classroom was evident as the teachers continued to work with the students in structuring the class as a learning environment.

Summary

Field notes summarized in Table 21 for all three groups give an adequate description of the similarities and differences. Group A seemed to take more of a child centered approach over all, as the teachers spent a large portion of their time facilitating learning for the students. Group B spent a large portion of their time disciplining children and

using extrinsic rewards to keep children on task. Their students spent a large portion of the lessons following teacher directions, listening, and attempting to intake the information being given by their teachers. Although centers were used, children were not free to interact with their peers in a social nature as the teachers needed to have quiet to work with the small groups they had pulled aside. Group C monitored children's behaviors, but spent less direct time in vocalizing the disciplinary actions than did their counterparts in Group B. Children in these lessons began with large group instruction, but moved to work with peers or independently from the teacher before the completion of the lesson in most cases.

In scoring the Observation Rubric, Group A scored higher than the other two groups in the applications of DAP. This group appeared to be very strong in teacher guiding the students to learn with individual assistance and attention. They were also very strong in building the child's internal motivation rather than using an external reward system. Finally, Group A was noted to provide opportunities for students to interact with each other in an effort to do some peer instruction or clarification of misunderstood concepts or directions.

The Observation Rubric also showed Group B teachers to be strong in guiding the students to learn through individual assistance and attention. However, it is here you find a lack of socialization and more of teacher directed assistance as the child has problems. Group B was also noted to score highly in teacher building on the child's internal motivation rather than using extrinsic rewards. Again, this is an interesting twist to the observation process as the teachers used a lot of verbal praise and positive comments, but

they also had team point systems on the board and matched students' behaviors with team behaviors for rewards to be issued later in the day or the week.

Finally, Group C scored high on the Observation Rubric in teachers acting as guides to assist children to learn with individual assistance and attention. This particular group also scored very high in providing opportunities for students to interact with each other. This was evidenced through the use of small groups and center work. Children were free to speak with peers and to move about the room in an attempt to continue working on something individually or in another small group as their classmates completed a task assigned by the teacher.

Discussion of Teacher Interviews

The following discussion was based on these research questions:

1. Is there a difference in teachers' perceptions of DAP between those teachers trained at a large southwestern urban university (SWUU), teacher trained elsewhere through traditional teacher preparation programs, and teachers trained in a nontraditional (PDS) teacher preparation program at SWUU?

2. Is there a difference in teachers' instructional applications of DAP between those teachers trained at SWUU, teachers trained elsewhere through traditional teacher preparation programs, and teachers trained in a nontraditional (PDS) teacher preparation program at SWUU?

Teachers' Interviews

Group A: Teachers Trained at the PDS. During the interview with Group A teachers, various questions were asked to obtain inside information concerning each teacher's

definition of developmentally appropriate and traditionally based practices. The teachers were also asked to define child development and to note how this definition affected their lesson planning, their choice of instructional materials, and their instructional techniques. Teachers were also asked how they motivated students to learn, how they knew if academic success was being made, and how they took care of student needs and concerns.

Across Group A, DAP definitions encompassed instruction that was; (a) appropriate for the child's age; (b) not too easy or too hard work; and (c) strategies that would be applied to meet the different levels of children. Definitions of TBP encompassed: (a) the use of worksheets; (b) teacher directed learning; (c) basal reading books; and (d) work that was not always individually appropriate. The answers given for their definitions of child development came slower than those for DAP and TBP and appeared to be more difficult for the teachers to answer. Words like "I guess" or "Um" were used to allow for thinking time. Teachers also asked for the question to be rephrased or clarified in order to receive more of a direction for answering. Further questions asking teachers to address how their knowledge of child development affected their lesson planning, their material selection, and their instructional techniques were just as laborious for the teachers. There was an air of uncertainty or discomfort by the subjects as they answered these questions. Answers to these questions were: (a) knowing the developmental level means you have to show them stuff; (b) planning means you have to know strengths and weaknesses to accommodate; (c) lessons need to be done individually, not in groups; and (d) lessons are modeled and we start with concrete objects.

Group B: Teachers Trained at SWUU. The definitions of DAP across this group of teachers encompassed terms pertaining to work that: (a) a child could do with simple explanations; (b) were skills taught in class; (c) was teaching to the child's level; and (d) were practices with an individual rather than a whole group. TBI definitions were fairly similar with the teachers addressing: (a) teacher direct instruction; (b) whole group instruction; (c) not much hands-on learning; (d) use of worksheets; and (e) use of textbooks. Again, the answers for the definitions of child development came somewhat slower. Time was needed for these teachers to think as they too used words like "Um" to focus themselves. The answers for this question addressed stages of development for emotional, mental, and physical growth. Further questions concerning lesson planning, choices of materials, and instructional techniques based on their definition of child development also caused discomfort and uncertainty with this group of teachers. Answers varied considerably from individual to individual. Some attempted to explain they would: (a) consider the child's stage of growth, (b) need to prepare them for the next school year; (c) need to know that primary children needed more hands-on work; and (d) need to know what stage the students were at in order to work with them.

Group C: Teachers Trained Elsewhere. The teachers in this final group defined DAP as: (a) skills children needed for mastery; (b) what the child is ready for developmentally; (c) adapting to the child's level of learning; and (d) activities that correspond to the child's abilities. They defined TBP as whole group instruction, teacher directed instruction, basal readers with scripted lessons, and lots of seatwork. As with the other two groups, the definitions of child development came slower and with more deliberate thinking than the definitions for DAP and TBP. Words like "Um" and "Hmm" were used

to focus and redirect their thoughts before answering the questions. This group defined child development as: (a) how a child develops through life; (b) how their minds and bodies grow; (c) something that starts at home; and (d) certain stages of life. When asked how this definition affected their lesson planning, material selection, or lesson delivery techniques answers were varied and more directed toward the specific grade level they taught. The kindergarten teacher used her knowledge of learning styles as an impetus for lesson delivery. The first grade teacher noted the necessity of watching and taking instructional cues from the students themselves. The second grade teacher saw the need to use creativity and subject integration for lesson delivery and the third grade teacher noted the need for third graders to be more independent. She chose to use varied teaching strategies and student groups as her instructional technique.

Summary

One of the largest differences between the groups surfaced during the interviews when they were asked to tell what their strengths were during the instructional process. Group A answered the question from an internal standpoint. Any weaknesses they noted were those tied directly to their teaching styles or their own ability levels as the instructor of the classroom. Group B answered the question from a typical teacher standpoint. The answers here ranged from classroom management to needing more information as to how to teach a subject area. These answers seemed to be focused more on the kinds of things an administrator might comment on when doing a formal observation. Group C's interview questions appeared to be a mixture of those given by the previous two groups. Some of the teachers felt inadequate in their own preparation to instruct in subject areas and some of the teachers felt they needed to work on classroom management techniques

to allow for better instructional time. None of these groups seemed to give answers that were not typical of first year teachers. Their concerns were very similar as they were all genuinely concerned with giving the students the best they could as far as providing a quality learning environment and instructional content.

Comparison of Results Between the Three Groups

Initial Sixty Subjects. To compare the three groups of subjects involved in this study began with the initial sixty individuals who responded to the PTQ. The results of this data collected indicated the possible scores achievable with the PTQ as evidenced in Table 4. The mean score obtained from all three groups was 119.52. Anything at or above this score could be considered to be DAP and anything below this score could indicate the propensity to be TBP. Table 5 then shows that Group C held the highest score with Group A and Group B with scores lower than the mean score. This could verify that Group C appeared to be more developmentally appropriate than the remaining two groups. DAP and TBP counts conducted on these subjects noted: (a) Group A had 555 instances of DAP perceptions; (b) Group B had 548 instances of DAP perceptions; and (c) Group C had 577 instances of DAP perceptions. The PTQ count and scores together indicated that as a whole, Group C was the more developmentally appropriate of all groups.

Final Twelve Subjects. As the subjects were stratified and randomly sampled to move to phases two and three of the study, the data changed. Table 17 shows the new mean score to be 115.75. Looking then at Table 18, data indicate that Group A held the highest score with Group B and Group C scoring lower than the mean. To further substantiate findings, a count was made to note whether individual teachers perceived

themselves to be DAP or TBP. Results from this count for the 12 subjects showed: (a) Group A held 112 DAP perceptions; (b) Group B held 110 DAP perceptions; and (c) Group C held 98 DAP perceptions. To further substantiate the results of the scores and counts on the PTQ, an observation rubric was used by three raters to note scores for DAP or TBP applications within the classrooms. The results of the rubric noted: (a) Group A exhibited 12 instances of DAP and 12 instances of TBP, (b) Group B exhibited 10 instances of DAP and 14 instances of TBP, and (c) Group C exhibited 10 instances of DAP and 14 instances of TBP. A triangulation of data indicates that Group A had the highest PTQ scores, the highest PTQ counts and the highest Observation Rubric Scores for DAP.

Summary

Data collected throughout the study and verified in the comparison of the three groups noted no significant statistical difference in the groups as a whole. In looking at the data collected from the initial 60 subjects when completing the PTQ, Group A and Group B had only a nine point difference in the total DAP counts reported. This ultimately breaks down to a two or three question difference in teachers' perceptions. The greatest difference did exist between Group B and Group C on the initial responses to the PTQ. There was a 29-point difference between the two groups, which ultimately breaks down to an eight, or nine-question difference in teachers' perceptions.

However, the scores deviated considerably when looking at the data reported on the final 12 subjects of the study. A two point difference was found between Group A and Group B in the DAP perceptions reported on the PTQ. This could be attributed to a one-question difference in opinion on the questionnaire. There was a 14 point difference

between Group A and Group C and a 12point difference between Group B and Group C. This would mean a difference in opinions concerning DAP on three to four questions.

Using the PTQ as the only indicator of teachers' developmentally appropriate or traditionally based perceptions and applications would have led to skewed conclusions without the incorporation of the observations and the interviews. It should be noted at this time the PTQ questions could be viewed as ambiguous by many of the individuals attempting to read and interpret their meanings. Since the researcher had the opportunity to view some of the respondents as they completed the questionnaire, it should be noted that some individuals completed the questions alone, some discussed them with a partner, and others asked for clarification from the researcher and others within a group.

Another aspect of the PTQ arose as the respondents were completing the survey. Many of the subjects questioned whether they should respond to the questions in an actual fashion like it would be in the real world of teaching, or whether they should mark their responses as it should be in an idealistic setting. Those who questioned the researcher were told to respond in a manner that seemed to most appropriately match their own views of what DAP should be. Therefore, it would be difficult to determine just how accurate all of the responses were since different views of how the questions should be answered came into play. Numerical differences between the groups could have been affected by the participants' comfort with the interpretation and completion of the PTQ questions.

To verify the responses given, the incorporation of the Observation Rubric, field notes, and interviews were used. Through the use of multiple raters watching the videotaped lessons to complete the rubric and through the use of multiple raters to listen

to the audio taped interviews, a more complete picture of each subject was made available. The triangulation of data concurred that the teachers trained at the PDS were the most developmentally appropriate in their perceptions and applications of instructional techniques.

Conclusions and Educational Implications

For teachers, the results of this study brought to light the necessity to be consistent in the perceptions and applications of instructional strategies for children of all ages. Across the grade levels, kindergarten teachers surfaced as the most developmentally appropriate in their perceptions but one of the least developmentally appropriate in their classroom applications. An explanation for this could be that in theory, kindergarten teachers know what should be done in a classroom and how young children learn. Their teacher preparation programs may have had strong theoretical classes to prepare them for working with young children. An example of this would be the teacher who had student directed centers, individual assistance, a colorful learning environment with multiple instances of hands-on work and social interactions.

This would lead one to question the elements of the field experiences during the teacher preparation programs. Ineffectual supervisory classroom teachers may prove to be poor role models for students as they work through the application process of putting into practice what they had learned in the university setting. Another factor could be the student teacher herself. Believing she already knew what should be done and ignoring comments or suggestions from a supervising teacher could lead to poor classroom

application practices or methods of instruction for developmentally appropriate procedures.

A continued look at teachers across the grade levels provided data that showed second grade to be the least developmentally appropriate in their perceptions yet one of the highest in applications. An explanation for this could be the second grade teachers were weak in theory due to ineffectual university classes. Another possibility could be the university classes were well designed, but the students themselves did not understand or perhaps not like the theory classes that were taught. Perhaps the students did not incorporate theory into their knowledge of children, as they saw no real reason to do so.

Since the second grade teachers appeared to be very high in developmentally appropriate applications in the classroom setting, assumptions could be made linking their success to their methods classes and to their field experiences. A good supervising teacher in a field experience could lead an individual preparing to be a teacher into setting up a good classroom environment, designing a good classroom management system, and developing a good system for imparting knowledge for growth and development. An example of this would be the second grade teacher who had a good classroom setting, lots of centers for students to work through, use of peer tutors to help and guide learning, and use of small group work to help students who needed that little extra time and effort on the part of the teacher. In the interview, this particular teacher made references to her taking ideas from the teacher who mentored her through student teaching as well as other teachers in the building where she works.

For university personnel who design and work with teacher preparation programs, this study brought to light the importance of theoretical and practical field experiences in

the training of future teachers. It also served as a vehicle to promote the importance of a coordinated effort of theory based university instruction, practical based methods classes, and well supervised field experiences. Since the PDS program seemed to surface as the teacher preparation program that was the strongest in developing a sense of developmentally appropriate procedures, data would support the need for extended field experiences as an important element in assisting in developing a strong connection between child development theories and practical applications of these theories in a real world setting.

Data from this study also promoted the importance of a well-supervised field experience for the application of theoretical elements of teacher preparation over an extended period of time in an environment that stressed a sense of unity. The teachers who had trained at the PDS had unifying characteristics in their classroom practices. Their classroom management was set to develop the internal motivation of students to learn and follow teacher directions. The settings of their classrooms, although individualized and grade level oriented, had similar elements. The walls were brightly and completely covered with various samples of children's work, words to be used for written expression, and various other teaching tools to help students without teacher direction. In the classes, students' seats were arranged in small groups in order to provide for some student interaction. The teacher in all of the classrooms made herself available to students as the need arose. Hands-on materials were out and available to students and the rooms had evidence that centers were utilized to promote individual interests and learning.

Despite the fact that no significant difference was found through statistical analysis, the qualitative analysis further demonstrated similarities in the teacher preparation programs. Qualitative data enriched and supported evidence that Group A was found to be the most appropriate in teachers' applications of DAP in the classroom setting. Group B was also observed exhibiting similar characteristics to Group A in the classrooms. The physical settings of their rooms were also brightly colored with various samples of students' work. These teachers also used small groups to work with students having special needs and extra assistance. Reasons for these similarities could be that professors who had trained Group A and Group B students were the same individuals in both programs of study. These university professors may have come from the same College of Education with specified instructional goals and procedures set to follow. Since all of the teachers in the two groups had completed their field experiences in the local school district, similar expectations may have been set in preparing these future teachers for employment within the public schools. Another explanation could be the supervising teachers of the field experiences had actually mentored students in the past from SWUU prior to mentoring teachers at a professional development school. Therefore, similar expectations and methods for supervising could be carried over as elements of best practices when working with student teachers.

In looking at the rubric scores of the observations, the Group B had more characteristics of traditionally based instructional techniques. Their use of whole group work, their need to complete specified curriculum content, and their need to pace their students in order to complete projects seemed to be more noticeable than the Group A teachers. The Group B teachers differed in their classroom management techniques as

they did utilize extrinsic rewards to motivate students to remain on task and to work in an orderly, quiet manner. This appears to be very characteristic of traditionally based educators.

Once more, university professors would find this information helpful when structuring the sequence of their teacher preparation programs. The timing of when students should take theory classes, methods classes, and have some field experience could play a large role in structuring a developmentally appropriate or traditionally based teacher preparation program. Perhaps university programs interested in training future teachers should provide for numerous instances of field experiences in order to allow students to put into practice the developmentally based theories learned at the university level with actual one-on-one interactive learning with young children.

Subjects in Group C had the highest median scores of all three groups in the PTQ count, were lower in the Observation Rubric, and showed no significant difference in PTQ scores. They did in fact have many classroom applications that were highly developmentally oriented. In particular, their kindergarten teacher exemplified what one would want to see in theory and practice with five year olds. Her use of centers, her motivational methods and the engagement of students to learn, and her well organized but fluid room provided numerous opportunities for students to interact and peer mentor each other. All students in her classroom were valued and praised on a continual basis. Her enthusiastic nature projected an image of a teacher who enjoyed her job.

University professors could use this information as a guideline for what to do when structuring the university portion of their teacher preparation programs. In particular, teachers like the kindergarten teacher noted above could be selected to be supervising

teachers or teachers who could be used in practicum field experiences for observing good classroom instructional techniques. She could be used as a resource individual who could teach methods classes and inspire students to get into working more intimately with young children. She could also be used as a guest speaker in an educational theory or methods class to give insightful information into the working mind of a young child.

Educational implications for this study could also be used by various school districts. The data gathered in this study indicate the need for teachers to vary their teaching strategies, to have a good working knowledge of developmentally appropriate instruction for working with young children, and to be trained in a setting that allows for interaction within elementary schools. Local school districts could use the information gathered from the PDS training to design similar laboratory or training schools in partnerships with the local universities who are certified to prepare future teachers for employment within their school district.

School districts can also benefit from this study by realizing children do have developmental stages they go through on an individual basis. Teachers need to be sensitive to these levels of development and therefore it might be necessary to modify curricular expectations by grade levels in order to accommodate successful learning by all students. This particular concept impacts instructional practices as well as accountability measures at each grade level. However, to be developmentally appropriate, chronological ages and grade level expectations need to be placed lower on a prioritized list to predict and offset passing and retention rates from grade level to grade level.

School districts could also use the information from this study in recruiting and hiring new teachers to work with young children. Accepting the idea that a teacher who is trained to be developmentally appropriate, to know child development, and who can individualize and modify instructional materials, planning, and techniques may be a wiser placement in the primary grades than a traditionally trained teacher who generally knows about children and their needs.

Questions For Further Study

Questions and recommendations for replications or extensions of the study include the following:

Questions

1. Does the PTQ accurately report a teacher's perceptions of DAP in an actual classroom setting?
2. Does the PTQ accurately report a teacher's perceptions of DAP for an idealistic setting?
3. Would an extended discussion or presentation of the PTQ prior to its completion demonstrate a more accurate reporting of teachers' DAP or TRAD perceptions?
4. Do replications of this study support the efficacy of developmentally appropriate classroom instruction?
5. Do replications of this study support the efficacy of having teachers trained in a PDS setting?

6. Would replications of this study support the efficacy that extended field experiences would assist in changing prior perceptions individuals have about teaching practices?
7. Given the choice, would institutions that prepare teachers be more effective if they extended and varied the field experiences of their students throughout their preparation program?
8. Would there be social, academic, emotional, and physical differences in children trained with only DAP versus children who were trained by traditionally based teachers?
9. Would the PTQ results reported in this study be similar if the study were to continue for an extended period of time to cover a student teacher's entire preparation program?
10. Would the results reported in this study be different if the teachers in the study were not first year teachers?

Recommendations

1. Consider beginning the study with the student teacher's field experience and then incorporating it with the first year of teaching to note the influence of the supervising teacher on the perceptions and applications of the new teacher's developmental theory and instructional practices.
2. Consider administering the PTQ with a more extensive explanation of how to interpret the questions asked.
3. Continue the study for an extended period of time to note whether the teacher's perceptions or applications change with classroom experiences.

4. Consider incorporating team teaching classrooms in the study to note the effect these teacher have on each other's instructional styles and theories.

APPENDIX A

SWUU

RESEARCH PROPOSAL LETTER

DATE: January 30, 2001

TO: Connie Malin
Special Education
M/S 3005

FROM: Tina M. Winger
Human Protections Administrator
Office for the Protection of Research Subjects (x2794)

RE: Status of Human Subject Protocol Entitled:
"Teachers' Perceptions and Applications of Developmentally Nontraditional Field
Experiences"

OPRS #305s0101-220

The above-referenced protocol has been reviewed by the Office for the Protection of Research Subjects. The following revisions are requested:

Description of Study

- Costs to Subjects: Please revise to say that there are no costs to the subjects, except for their time.
- Informed Consent: Please address confidentiality in this section by stating where consents will be stored and for how long records will be held (for example, in a locked file cabinet in my office located at...for at least three years).

Informed Consent Form (classroom form)

- Please address confidentiality by stating where data and consents will be stored and for how long records will be held, as in your description of study.
- Please revise the phrase "the UNLV Office of Sponsored Programs at 895-1357" to say "the UNLV Office for the Protection of Research Subjects at 895-2794".
- Please revise the last sentence to indicate the subject has read and understands the information provided and agrees to participate in the study.

Informed Consent Form (parent)

- Please revise the phrase "I would like to conduct a study with your child's teacher..." to say "I would like to conduct a study of your child's teacher..." This will indicate that the children are not subjects of the study and will clarify the same for the parent.
- Perhaps the phrase "...and I will not use your child's name in any paper..." should be revised, as the children's names should not be part of the data. In addition, the principal investigator should indicate that no one but the researcher will view tapes which may include images of the children in the classroom in order to address anonymity and confidentiality.
- The first sentence of paragraph three should be revised, as the children are not participating in the study.
- Please revise the phrase "the UNLV Office of Sponsored Programs at 895-1357" to say "the UNLV Office for the Protection of Research Subjects at 895-2794".


Upon receipt of these revisions, this protocol will be submitted to the Social/Behavioral Sciences Committee for review. Please note that revisions must be received by the Office for the Protection of Research Subjects (FDH-332) no later than Thursday, February 1, 2001 in order to be reviewed at the February 15, 2001 Committee meeting. If you have any questions, please contact the Office for the Protection of Research Subjects at 895-2794.

cc: OPRS File

UNLV

DATE: February 16, 2001

TO: Connie Malin
Special Education
M/S 3014

FROM: for Dr. Fred Preston 
Chair, Social/Behavioral Committee
UNLV Institutional Review Board

RE: Status of Human Subject Protocol Entitled:
"Teachers' Perceptions and Applications of Developmentally Nontraditional Field
Experiences"

OPRS# 305s0101-220

This memorandum is official notification that the Social/Behavioral Committee of the UNLV Institutional Review Board approved the protocol for the project listed above and work on the project may proceed. This approval is effective February 15, 2001 and will continue for a period of one year.

Should the use of human subjects described in this protocol continue beyond a year from the approval date, it will be necessary to request an extension.

If you have any questions or require any assistance, please contact the Office for the Protection of Research Subjects at 895-2794.

cc: OPRS file

Associate Provost for Research
4505 Maryland Parkway • Box 451046 • Las Vegas, Nevada 89154-1046
(702) 895-4240 • FAX (702) 895-4242

APPENDIX B
SCHOOL DISTRICT
COOPERATIVE RESEARCH APPLICATION
STUDENT FORM

**SCHOOL DISTRICT
COOPERATIVE RESEARCH APPLICATION
STUDENT FORM**

Date: January 25, 2001

Name of requestor/researcher: Connie L. Malin

Position: Teacher on Special Assignment in the Department of Early Childhood Education
Alternative Licensure

Primary reason for research (e.g., doctoral dissertation, evaluation of federally funded project):
doctoral dissertation

Purpose of study: The primary purpose of this study is to ascertain the perceptions or beliefs of developmentally appropriate practices in teachers trained through traditional and nontraditional teacher preparation programs. The second purpose of this study is to determine whether the teachers' perceptions or beliefs are carried out in their classroom applications or practices. The final purpose of the study is to determine if the teachers' perceptions are influenced by their traditional or nontraditional field experiences in their teacher preparation programs.

Rationale for study: The American public has expressed its concern with public schools and with the universities who train future teachers. The Holmes Group (1986) noted that an improvement in teacher preparation programs would need to be instigated in order to address the concerns of the American people. One such proposal is the inception of Professional Development Schools utilizing developmentally appropriate practices in conjunction with local school districts to train student teachers in a school setting with an extensive field experience. Given the significance of teacher preparation programs on the development of future educators, it is important to identify the impact these programs have on future teachers' field experiences. Although there is extensive research on teacher preparation programs and field experiences, there is little empirical research concerning teachers' perceptions and applications of developmentally appropriate practices as they pertain to classroom use and as they pertain to the training they have received in their teacher preparation programs. There is also little empirical research to support or refute the development of nontraditional teacher education programs such as the Professional Development School model.

Brief description of research design: Participants of the study will be sixty first year teachers employed in the Clark County School District to teach kindergarten, first, second, and third grades. Twenty individuals will represent nontraditional teachers trained through the Paradise Professional Development School, twenty individuals will represent traditionally trained teachers prepared through UNLV, and twenty individuals will represent traditionally trained teachers prepared outside of the Las Vegas area. These sixty individuals will complete the Primary Teacher Questionnaire (Smith, 1993) to get an overall picture of their perceptions of developmentally appropriate practices. From this group of sixty individuals, twelve will be selected through stratification to represent one teacher per each grade level (K-3) for each of the three groups of teacher preparation. These twelve individuals will then be observed and video taped for one ninety-minute literacy lesson and then interviewed one time to look for relationships between their perceptions and practices of developmentally appropriate procedures within the classroom setting. Using SPSS, the researcher will complete descriptive statistics to note the overall perceptions of teachers in each of the three groups. A Three-Way Analysis of

Variance will also be conducted using SPSS to note whether there is a relationship between the teachers' perceptions and their field experiences as student teachers. Triangulation of data will also be completed to observe relationships between the perceptions and applications held by each of the twelve teachers in their classroom presentations.

Number of schools involved: 12
Number of classes involved: 12
Number of students involved: 0
Number of teacher involved: 12
Number of school district
administrators involved: 12

Amount of time per school: 2 ½ hours
Amount of time per class: 1 ½ hours
Amount of time per student: 0
Amount of time per teacher: 2 ½ hours
Amount of time per school
district administrator: 10 – 15 minutes

Specific services/resources requested of school district to conduct/facilitate the research: I request the opportunity to observe in 12 classrooms for one ninety minute period of literacy time and I request the opportunity to interview each of the 12 teachers of those classrooms for no longer than 60 minutes.

Provisions for maintaining confidentiality of student information: All students and teachers will remain anonymous. Teachers and schools will be identified as A, B, C, and D.

Provisions for providing CCSD access to findings and final report of findings: A copy of the final dissertation will be provided to the Department of Human Resources and to administrators and the first year teachers in the study wishing to view the results of the study.

Description of short-term and/or long-term benefits to education based on findings from this research: The study will provide information regarding perceptions and applications of developmentally appropriate practices shared by traditionally and nontraditionally prepared teachers. This study will also add to the empirical data to aid in research concerning the efficacy of field experiences in teacher preparation programs. This study will benefit universities, schools of education, and school districts who are concerned with training and hiring developmentally appropriate teachers utilizing sound educational practices in their early childhood classrooms as well as in the primary classrooms K – 3.

I certify that the above information is accurate to the best of my knowledge.

Signature

I have reviewed and approved the design of this research.

Signature, Faculty Advisor or Instructor

Thank you for providing this information. Within the next month, the Committee to Review Cooperative Research Requests will review the information provided herein to determine if your request to conduct a cooperative research study with the district will be approved. If committee members feel it is necessary to obtain further information, you will be asked to address the committee directly. Thank you for inviting the district to participate in this study.

Please return this form to Judy Costa, Testing and Evaluation, Clark County School District

Clark County Classroom Consent Form

Dear Clark County Teacher,

I am Connie L. Malin, a doctoral student and an adjunct faculty member at the University of Nevada, Las Vegas. I would like to conduct a study with you throughout the months of February, March, and April. This study will primarily involve your participating in the completion of a survey, allowing me to video tape while observing one literacy instructional period, and allowing me to conduct one interview with yourself. The purpose of the study is to note your perceptions of developmentally appropriate practices when teaching young children.

I will guard your privacy by changing your name in any paper that may be presented when the study is completed. The observation and interview will take place at your convenience throughout February, March, and April of this year.

Your participation in this study is minimal and voluntary. You are free to stop participating in the study at any time. If you should have questions regarding any aspect of the data collection or the purposes, feel free to contact me at 895 – 1097 or Dr. Jeff Gelfer at 895 – 3205. If you have any questions about the Rights of Research Subjects, please call the UNLV Office of Sponsored Programs at 895- 1357.

I wish to participate in this research project.

(Signature of teacher)

(Date)

Parent Consent Form

Dear Parent,

I am Connie L. Malin, a doctoral student and an adjunct faculty member at the University of Nevada, Las Vegas. I would like to conduct a study with your child's teacher throughout the months of February, March, and April. This study will primarily involve your child's teacher allowing me to video tape while observing him/her participating in one literacy instructional period. It is not my purpose to video tape your child during this time, however, as I observe the teacher work with students, your child may end up on my tape.

I will guard your child's privacy by trying to keep him/her out of the camera's view and I will not use your child's name in any paper that may be presented when the study is completed. It is not my intent to study any of the children in the class. I am primarily interested in the classroom teacher.

Your child's participation in the study is minimal and voluntary. He/she may request to not be video taped for this study. If you should have questions regarding any aspect of the research or the purpose of the study, feel free to contact me at 895-1097 or Dr. Jeff Gelfer at 895-3205. If you have any questions about the Rights of Research Subjects, please call the UNLV Office of Sponsored Programs at 895-1357.

My child may be video taped if necessary for this research project.

(Parent Signature)

(Date)

APPENDIX C
PDS
RESEARCH PROPOSAL

To: Paradise Professional Development School
Re: Research Proposal
Name: Connie L. Malin
Department of Special Education: Early Childhood
University of Nevada, Las Vegas

Title of study: Teachers' Perceptions and Applications of Developmentally Appropriate Practices: A Comparative Study of Traditional and Nontraditional Field Experiences

Subjects: The subjects of the study will be 20 UNLV early childhood teachers employed at Paradise Professional Development School, 20 UNLV early childhood teachers employed in the Clark County School District, and 20 early childhood teachers having trained outside of UNLV employed in the Clark County School District.

Purpose, Methods, Procedures: This study is an ethnographic case study in educational theory and teaching techniques to illustrate how each of the three groups of teachers listed above interact with young children when instructing and imparting literacy skills. Data collection will involve the use of a survey to be given as an assessment device to determine teachers' perceptions of developmentally appropriate practices. It will also involve one video taped observation of each of the subjects teaching a literacy lesson. All of the data collection will be done by myself. Purposeful taping of students is not the goal of this study. However, it may be unavoidable to get some of the students on tape. Those students who do not wish to be video taped or participate in the study will be kept out of camera range, and the microphone will be set to pick up the talk on the opposite side of the room. For the most part, I will be taking field notes. The video taping session will be one, ninety minute literacy session. At the completion of the video taping sessions, each of the subjects will be interviewed and audio taped. The interview sessions will last no longer than one hour in duration.

The data from the interview, the survey, and the observations will be viewed for analysis by the researcher to select key events that correlate. The key elements of the interviews will be selected for transcription. The transcripts will be used for analyzing relationships between teachers' perceptions and applications of developmentally appropriate practices in a classroom setting. The names of the subjects will be changed if this research is used in publications and presentations to insure anonymity. Data collection will not involve the disruption of the normal classroom interactions.

Risks: There are minimal apparent physical, psychological, social, or legal risks caused through this study. While all teachers may be a little nervous or anxious about being taped, the researcher will be respectful and patient to limit the their feelings of apprehension. Should any of the teachers feel ill at ease with the video or audiotape, the researcher will hand write all of the field notes rather than tape their faces or their voices.

Benefits: This study will increase the knowledge base of the Paradise Professional Development Schools and the Clark County School District as I examine the practices of the teachers and their perceptions of developmentally appropriate practices. It will also

assist the Clark County School District and the departments at UNLV who train and place teachers in early childhood classrooms, K – 3 to gain insight into the effectiveness of their developmentally appropriate instructional practices with young children.

The results of the study will be made available to others in the Professional Development School Program, the College of Education, and in the Clark County School District in order to bring a sharing expertise that is crucial to the participants. This will lead to possible presentation and publication at national conferences to further reflect positively upon the collaborative efforts between the school district and the university personnel.

Risk-Benefit Ratio: There are minimal risks to the teachers involved in the study. Therefore, the benefits outweigh the risks.

Costs to Subjects: There are no extra costs to the students as a result of participating in the study.

Informed Consent: Attached are the consent forms for the early childhood teachers. Also attached are the interview questions and the survey to be administered.

APPENDIX D
LETTER OF ASSISTANCE

March 21, 2001

Director of Human Resources, Clark County School District

Dear _____,

My name is Connie Malin and I am a doctoral student with the Department of Special Education at UNLV and an employee with the Clark County School District. This past fall I completed and passed my comprehensive examination and have moved forward to work on my dissertation to complete my PhD program. I hope to be finished with this and my doctoral program before the close of 2002.

As protocol has established, I have filed the necessary paper work with UNLV and with CCSD to do my research within the district. Permission has been granted by the appropriate parties from both institutions to move forward with my study. In order to do this, I would like to request a meeting with you to discuss the following:

- the nature of my study**
- subject selection**
- the location of first year teachers who have trained at the Paradise Professional Development School**
- the location of first year teachers who have trained outside of the Las Vegas area**
- the location of first year teachers who have graduated from UNLV**

I would be honored to discuss my study with you and to seek your advice and assistance in this matter. Please contact me at the following number 895-1097 at your earliest convenience.

Sincerely,

Connie L. Malin

APPENDIX E
TEACHER PERMISSION LETTERS

University of Nevada, Las Vegas
Department of Special Education

Dear Clark County Teacher:

I am Connie L. Malin, a doctoral student and an adjunct faculty member at the University of Nevada, Las Vegas. I would like to conduct a study with you throughout the months of April and May. This study will primarily involve your participating in the completion of a questionnaire, allowing me to videotape while observing one literacy instructional period, and allowing me to conduct one interview with you. The purpose of the study is to note your perceptions of developmentally appropriate practices when teaching young children.

I will guard your privacy by changing your name in any paper that may be presented when the study is completed. I will also guard your privacy by placing the consent forms and data collected in a locked file cabinet located in my office at the Carlson Education Building, Room 145, for at least three years. The observation and interview will take place at your convenience throughout April and May.

Your participation in this study is minimal and voluntary. You are free to stop participating in the study at any time. If you should have questions regarding any aspect of the data collection or the purposes, feel free to contact me at 895-1097 or Dr. Jeff Gelfer at 895-1327. If you have any questions about the Rights of Research Subjects, please call the UNLV Office for the Protection of Research Subjects at 895-2794.

I have read and understand the information provided and agree to participate in the study.

(Signature of teacher)

(Date)

APPENDIX F
GROUP SUBJECT MATRIX

Group Subject Matrix

Grade Levels	Group A	Group B	Group C
Kindergarten			
First			
Second			
Third			

APPENDIX G
PRIMARY TEACHER QUESTIONNAIRE

Code: _____

School: _____

Grade Level: _____

Date: _____

Read each of the statements below. Shade in the circle under the choice that best expresses your perception.

Primary Teacher Questionnaire
Constructed By: Kenneth E. Smith

Statements	4 Strongly Agree	3 Somewhat Agree	2 Somewhat Disagree	1 Strongly Disagree
1. The child is best viewed in terms of a group norm determined by chronological age and grade level.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Curriculum should respond to grade-level expectations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. The school should be organized so that the individual teacher integrates instruction across the areas of the curriculum.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Instruction should consist mainly of reading groups, whole group activities, and seat work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. In a child's acquisition of learning, the teacher's role should be to guide children toward an increasing competence primarily through individual approaches.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Curriculum should primarily facilitate the child's meeting of group expectations as defined by grade level.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. The teacher's primary goal regarding children's behavior should be to establish and maintain teacher classroom control.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. A child's progress should be reported relative to the performance of other children within grade level.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Teachers should deal with parents mainly through formally scheduled meetings and conferences.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Learning materials should be symbolic and representational.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Statements	4 Strongly Agree	3 Somewhat Agree	2 Somewhat Disagree	1 Strongly Disagree
11. Instruction should be clearly divided into separate subject areas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Curriculum should respond primarily to individual differences in ability and interest.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Teacher preparation time should be used primarily to prepare the materials used in seatwork and teacher-assigned activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Learning materials should be concrete and relevant to the child's life.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Instruction should consist mainly of projects, learning centers, and play managed primarily by children.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Children with special needs should receive special instruction outside of the regular classroom whenever possible.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. Opportunities for work-focused peer social interaction should predominate over whole group and individual experience.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. Staff assignments in the primary grades should be available only to teachers with specialized training in early childhood education.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. For most of the time, children should be encouraged to work cooperatively in informal small groups.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. Grades are a better motivator of children than is the acquisition of competence.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. Children should be placed in a transition grade if they have not mastered basic skills at grade level.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. Teacher observation is the most valid way to monitor children's performance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. Children should be allowed to use space flexibly to pursue a variety of learning activities alone or in small groups.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Statements	4 Strongly Agree	3 Somewhat Agree	2 Somewhat Disagree	1 Strongly Disagree
24. The most effective way to organize instruction is to have a class size large enough to allow for efficient whole-group approaches.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25. Teacher preparation time should be used primarily to prepare the physical learning environment for hands-on activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26. Teacher should deal with parents mainly informally, encouraging them to participate in the school, classroom, and at home.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27. Children should move at their own pace in acquiring important skills in areas such as reading and mathematics.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28. Teachers can more effectively promote children's social-emotional development by consistently using rewards and praise to give feedback about the appropriateness of children's behavior.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
29. The classroom group should vary frequently in size and age range depending on the needs of the children.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
30. The classroom group should be determined primarily by chronological age and should vary little after the beginning of the school year.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
31. In the child's acquisition of learning, the teacher's role should be to diagnose and correct errors in a specified body of subject matter content and skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
32. A test is the most valid way to monitor children's performance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
33. Teachers can most effectively promote children's social-emotional development by allowing peers to interact to make cooperative choices among appropriate activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
34. Children should be expected to keep pace with the group in acquiring important skills in areas such as reading and mathematics.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Statements	4 Strongly Agree	3 Somewhat Agree	2 Somewhat Disagree	1 Strongly Disagree
35. For most of the time, children should be expected to work quietly on their own and in teacher-led small groups.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
36. Primarily, teachers should motivate children's behavior through the careful use of rewards and punishments in the classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
37. Curriculum and instruction should primarily develop the child's individual self-esteem, sense of competence, and positive feelings toward learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
38. The child is best viewed as a unique person with an individual pattern and timing of growth and development.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
39. Curriculum should be designed primarily to develop the intellectual domain, stressing the acquisition of carefully defined discrete skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
40. Primarily, teachers should build on children's internal motivation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
41. Staff assignments in the primary grades should be available to any teacher with elementary certification.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
42. Children should be assigned permanent personal space such as a desk, where they are expected to work quietly by themselves.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

APPENDIX H
CONFIRMATION LETTER

University of Nevada, Las Vegas
Department of Special Education

Dear Clark County Teacher,

This letter of confirmation is being sent to thank you for agreeing to be in my doctoral study. I appreciate your cooperation and kindness. Educators such as you are vital to helping develop confident lifelong learners.

The research for my study will be conducted over a series of three phases. For the first phase, you will be asked to complete The Primary Teacher Questionnaire. Within the next few days, I will contact you in order to leave a copy of the questionnaire, a timeline for completion of the questionnaire, and a self addressed stamped envelope to return the questionnaire to me. I would appreciate your expediency in completing this task. Your quick return will aid in moving this study to the next step.

Upon the return of the questionnaires, I will begin the second phase of the study. Since there will be a random selection of individuals to move to this next phase, not all of you will hear from me. A total of 12 individuals will be contacted to schedule a videotaped observation time. I am interested in viewing your teaching during a literacy instructional time. This can be during a reading and/or written expression lesson. My goal is to take as little of your time as possible and to make it convenient for you. I will work to fit your schedule.

For the third phase of my study, I will return to your school for a final visit to interview you. This will take no more than one 50 minute preparation time and will also be scheduled at your convenience. Your assistance in this matter is again greatly appreciated.

Thank you again to all of you who have agreed to be in my study. Your cooperation and kindness is greatly appreciated.

Sincerely,

Connie L. Malin

APPENDIX I
TIMELINE OF THE STUDY

Timeline of the Study

Procedure	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<u>Administrative contacts</u>						
Phone contact	x	x				
Meeting set	x	x				
Teacher lists generated	x	x				
<u>Principal contacts</u>						
Phone contact		x	x			
Meeting set		x	x			
Consent forms distributed		x	x			
Consent forms collected		x	x			
Letters distributed to teachers		x	x			
<u>Teacher contacts</u>						
Consent forms collected			x			
Phone contact made			x			
Parent consent forms distributed			x			
Parent consent forms collected			x			
<u>Phase 1</u>						
Primary Teacher Questionnaires distributed				x		
Primary Teacher Questionnaires collected				x		
Teacher observation times set				x		

Procedure	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9
<u>Phase 2</u>						
Teacher observations conducted	x	x	x	x	x	
Teacher interviews conducted					x	x
<u>Phase 3</u>						
Readministration of the Primary Teacher Questionnaire			x			
Write up and analysis of field notes					x	x
<u>Data analysis</u>						
Data from the Primary Teacher questionnaire is entered into SPSS statistical file						x
Triangulation of data: Primary Teacher questionnaire: Observations/field notes: Interviews						x
Thank you letters sent to participants						x

APPENDIX J
OBSERVATION RUBRIC

OBSERVATION RUBRIC

TASK	NONE (0 times)	FEW (1-3 times)	SOME (4-6 times)	MANY (7 or more times)
Teacher integrates the curriculum across the content areas				
Teacher guides the students to learn with individual assistance and attention				
Materials are concrete and relevant to student needs				
Instruction consists of projects, learning centers, and play-managed primarily by the students				
Opportunities are provided for students to interact with each other				
Teacher builds on the child's internal motivation rather than need for extrinsic rewards				

Rater: .

Teacher:

Date:

APPENDIX K
INTERVIEW QUESTIONS

Interview Questions

Teacher's Code: _____ **School:** _____

Grade Level: _____ **Date:** _____

1. **What is your definition of developmentally appropriate practices?**
2. **What is your definition of traditionally based instruction?**
3. **Where do you see your strengths being in the instructional process?**
4. **Where do you see your weaknesses being in the instructional process?**
5. **What is your role as the teacher of a classroom?**
6. **What is the role of the student in your classroom?**
7. **What is your definition of curriculum?**
8. **What effect does curriculum have on your instructional techniques?**

9. What method (s) do you use to develop classroom management?
10. What is your perception of individual students in your classroom?
11. What is your perception of student needs and concerns in your classroom?
12. How can you tell if students make progress in academic areas in your classroom?
13. How do you address individual student needs in your classroom?
14. How do you address individual student concerns in your classroom?
15. How do you address individual student academic progress in your classroom?
16. How do you deal with each child as an individual?
17. What do you use to motivate children to learn?

- 18. What is your definition of child development?**
- 19. How does your definition of child development affect your lesson planning?**
- 20. How does your definition of child development affect your choice of teaching materials?**
- 21. How does your definition of child development affect your choice of lesson delivery techniques in the classroom?**
- 22. Other:**

APPENDIX L
INTERVIEW TRANSCRIPTS

Code: 1PDS
Level: Kindergarten

School: Paradise Professional Development School
Date: July 8, 2001

I.

Now tell me, what is your definition of developmentally appropriate practices?

Um, I guess just to make sure that what you're teaching is right for that age level. That you're not doing anything that is not too hard or too easy for them.

Okay.

II.

What is your definition of traditionally based instruction?

I guess sitting at a des and doing work sheets all day.

III.

Where do you see your strengths being in the instructional process?

Probably that I'm so comfortable with the kids. You know, it's not, I don't get nervous in front of them or anything.

Lots of people do, though.

Yea.

IV.

Where do you see your weaknesses being?

I have a hard time being too tough on them. I'm kind of lenient, you know, my teacher says I should be a little harder, it's hard for me.

Okay.

V.

What do you see your role being as a classroom teacher?

Well, I guess giving them an opportunity to learn things for themselves, not just tell them this is the right way to do it.

Okay.

VI.

What is the role of your students in the classroom?

Um pretty much to make their own understanding of thins so that they'll really know what they are learning.

VII.

What is your definition of curriculum?

Um, just the things that you teach to them I guess. The things you're required to teach.

Okay.

VIII.

What effect does curriculum have on your instructional strategies?

Well, when you're told certain things to teach, I guess you have to adapt your lessons to those things.

IX.

What methods do you use to develop classroom management?

Um, I guess just with lower kids, shoeing up, like just get them not to talk that loud, to raise their hands, showing you know...

So you do a lot of modeling?

Yea, definitely.

X.

What is your perception of individual students in your classroom. How do you, how do you see children as individuals?

Like I value their different personalities in their own level to where they can learn, some need more help than others for certain things.

XI.

What is your perception of their needs and concerns?

They're all different, definitely.

XII.

How can you tell if students are making academic progress?

Watching them and seeing, you know asking them questions, seeing if they can explain what they are doing and why they are doing it.

Okay.

XIII.

How do you address individual student needs? How do you address the needs if a child comes in for the day having an absolute hard time? How do you get past that so they can get on with the day?

Take a little extra time to talk about whatever's bothering them or see what little extra attention they might need.

Okay.

XIV.

How do you address individual student concerns, the things they're worried about?

I guess I just talk with them finding out what it is and what, how they need help and what you can do for them.

XV.

How do you address individual student's academic progress?

With kindergarten, I think it's more like notes and it's not like in the older grades, they act out like, what's the word I'm looking for? Like a grade, that kind of thing you can see the prizes for the kindergarteners

Okay.

XVI.

How do you deal with a child as an individual, like meaning suppose you look across the room and everybody is doing something different. Then all of a sudden you notice one child no matter how you help him, he just can't grasp it. How do you help him feel better about himself so he can feel like he's not being left out?

Ah, just tell him it's okay. Everybody learn differently and maybe you can take a step back and help him with something he needs before that, to get him up to grade level, but just make him feel bad.

Okay.

XVII.

How do you motivate your children, your students to learn?

A lot of verbal like you're doing a good job, you guys are so good, you know, that kind of thing.

Okay.

Sometimes we like stickers and stuff, but not as often

So you go more for the internal motivation

Yea,

XVIII.

What is your definition of child development?

I guess the stages of their growth, mentally and physically.

XIX.

How does your definition of child development affect your lesson planning?

Um, I guess depending where the kids are at, different things you have to teach them and also like at the beginning of the year, they're still really young, so you can't be as difficult

Okay

So you kind of go with their stages, the things they're able to learn.

Okay.

XX.

How does your definition of child development affect your choice of teaching materials?

Hm, I guess just that some of their stuff, you 're going to need a lot of, you know deal with a lot more than you know. Some kids do and may still do, but not as much as a lot of other stuff.

XXI.

One more. How does your definition of child development affect your choice of lesson delivery techniques?

Um, I guess if you know the developmental level, you know how much you have to show them stuff. Like kindergarten, you have to show them every little step of the project and when they're older, more developed, they can do it like just telling them.

Okay, thank you .

Code: 2PDS
Level: First

School: Paradise Professional Development School
Date: July 8, 2001

I.

What is your definition of developmentally appropriate practices?

Okay. My definition of appropriate practices is basically where the student have some difficulty, but not to where they're frustrated and um, where it's not too easy either, but where they have to think a little.

Okay.

II.

What is your definition of traditionally based instruction?

Where every kid is at the same level of reading, the same information out of a basal reader where it's not based on their level.

Okay.

III.

Where do you see your strengths being in the instructional process?

Um, I think my strengths are getting them interested in what they're reading. Um, I try try try to have them look at the pictures and give them questions to ask why they think that's what's happening in the story. I like getting them interested in the story.

Okay.

IV.

Where do you see your weaknesses being?

Um, probably moving on, um pushing them to go further

Okay, would you rephrase that to be like a pacing?

Yea, a pacing cause, um sometimes I'm afraid they're not ready to go on when I should push them to go a little bit further.

Okay.

V.

What is your role as the teacher of a classroom?

As a guider, as somebody who just helps them show the way to get to what they want.

VI.

What do you see the role of the student in the classroom being?

Little detectives. They try to investigate and find what they need to learn.

VII.

What is your definition of curriculum?

Um, it's like a tool to help guide you where you need to go.

Okay.

VIII.

What effect does curriculum have on your instructional techniques?

Um, it helps make my objectives clearer. My goals from my lesson, that helps make them a little more clearer where I need to get the kids going to.

Okay.

IX.

What methods do you use to develop classroom management?

It changes all of the time. Right now we're we're trying to do teams. Before, they were just two big teams and we just switched to little teams to help peer, um, peer pressure to help.

Okay.

X.

What is your perception of individual students in your classroom? In other words, you know you have x amount of children in a classroom, but each one is an individual. How do you get to know them as an individual?

Um, well you try to do um, a lot of pulling, treat, like in, I small groups, trying to see how they are and we do a lot of um, discussions when they come down, they explain how they're thinking.

Okay.

XI.

What is your perceptions of student needs and concerns in your classroom? In other words, if a child comes in and he or she doesn't seem like they're acting like they usually act, you can tell something is wrong, how do you help them with that?

Um, we usually you know, ask them if there's anything wrong. Or um, to learn to give them some alone time.

Okay.

XII.

How can you tell if a student is making academic progress?

Um, we use a lot of journals and you can see how much they've grown from the past to now.

XIII.

And how can you address individual student needs?

Um, we do a lot of different things. Like when they're doing writing, there are some students who are very low because they're young and we have them try to write it and draw pictures. And then we make sentence strips and they make their own sentence strips and they glue them in. We try to accommodate them as best as we can, whatever they need. Some like, some students are weak in math and we'll have them physically do the problem and sometimes it takes ten minutes out of the class time, but when it's needed we give it to them.

Okay.

XIV.

If a child comes to school for a day and they have a major concern and they just can't settle down and get going, how do you address that to help them out?

Um, if we can't get them going, we have one student who does that a lot, and sometimes if she can't just relax for a minute in the corner or just um, ready by herself, sometimes we have her go to the um, counselor will come in and talk to her and sometimes we try to talk to her and find out if there's anything we can do.

Okay.

XV.

How do you address individual academic progress? Up here you told me you did some accommodations. I'm assuming that you do a lot of one on one work with children or do you do small groups?

It's mixed, it's a lot of small group and a lot of whole group and some and when we can, like if when they're writing, when most of the students are writing, we try to pull the ones who need extra help by themselves so we do everything.

Okay.

XVI.

How do you deal with a child as an individual?

Um, does that mean like um..

In other words, how do you keep in mind that even though you have a whole total class, each child is an individual?

Um, well we think we talk and since there's both of us in here, when they turn in their work, we talk a lot about like well what have we done before, um what does he need and sometimes we just sit down and um, like if they're doing, they're having a problem with a certain area of writing like capitalizing names or something like that, well we'll first talk to them by themselves and go, you know names are important, but then we will also do it like a mini lesson so we just try to include everybody.

XVII.

What do you use to motivate children to learn?

Umm, it's hard. They're always so motivated. Ha Ha . They get so excited when you tell them we're going to do something. Oh, I guess it's just our intros because we tell

them we're all going to go and investigate and we're going to learn something new, to get our, get you really smart.

So you try to catch their interests?

Yea, we do and they're just first graders, just love to learn. They just jump out of their seats.

XVIII.

What is your definition of child development?

Um, I have to believe that they all just grow at different times. We have, they all develop at their own rate, their own time and it's unpredictable and we have one student who barely knew the alphabet about three weeks ago and is not reading incredibly compared to what she was. It's just like a little light went switched on her.

Good.

XIX.

What does your definition or how does your definition of child development affect your lesson planning?

Um, just basically my accommodations basically their strengths and their needs. What they need, we try to focus on a lot.

XX.

How does your definition of child development affect your choice of teaching materials?

Oh, that's um, like all the combination of things. When they need extra amounts of tools, they need to bring in a car for instance, you might not know what kind of car you're

talking about. They need to bring realias, they need to draw a lot of pictures to explain what we're talking about.

Okay.

XXI.

Last question. How does your definition of child development affect your choice of lesson delivery techniques? In other words, knowing all that you know about child development, how does it affect the way you actually teach or present your lesson?

Oh, like um, we do a lot of time, I have, we have people come in and try to teach lessons like at their desk and suddenly it just can't work that way. It's like they need to be close to you and so we do a lot of um, like the way we group the kids and the way we bring them down to teach them is probably the best. That's all I can think of.

Good. Thank you very much

Code: 8PDS
Level: Second

School: Paradise Professional Development School
Date: June 30, 2001

I.

What is your definition of developmentally appropriate practices?

Um, developmentally appropriate means to me, that depending on where you're, the children are in the stages, their development, that your strategies and your lessons apply to all of the children possible, you know at the different levels and you've got to be aware who is at what stage and at what level so you're not teaching above the conflict or skill that they can't handle or that they don't really comprehend and that they can't process yet.

II.

What is your definition of traditionally based instruction?

Um, I would think traditionally based instruction would be more direct teaching, probably more basal oriented. If we're talking about literacy, um traditionally it's skills first and processes and maybe comprehension second.

Okay.

III.

Where do you see your strengths being in the instructional process?

Ah, I'm finding out. No ha ha. I'm like strange. I think ah, I can step back and see the big picture so I think I I often try ah, to step back and look at what's really going on. I think that I'm strong in being able to see if the lesson is going well, stop it if it's not, and change direction in the middle if I need to. Now probably I'm sure this doesn't happen all the time but from what I've observed I've seen other some some teachers ah, you know will continue with the lesson even if it's not going well and you sort of know it's not going well but you keep on going and so I I think that I try to see what's really happening.

Okay.

IV.

Where do you see your weaknesses being in the instructional process?

Ah, instruction. Probably feedback. I'm a first year teacher so in grading and getting the grading back timely and having the comments being meaningful or have the feedback being meaningful, ah, I think I'm weak.

Okay.

V.

What do you see your role as the teacher of the classroom being?

Facilitator, and that's probably a pc word right now, a common word that it's, I think it's true. I tell them all the time that I can't learn for them and that the knowledge has to be there, so I'm just there to help them find the best ways to help them put that knowledge into their heads you know and into their brains and and get it together. So, I'm just there to help them learn.

VI.

And what do you see is the role of the student in the classroom?

To ah, acquire as many, as much knowledge as possible that um, equally important to acquire as many skills in processing that knowledge as possible. It's their job to ah, develop neurons, to grow them and sprout them and find connections to things and ah, as much inner connectiveness with what I can accommodate to them like I want them to be able to find the meaning you know in whatever we're doing.

VII.

What is your definition of curriculum?

Hmm, that's probably multi-meaning. Curriculum may be two things to make... there's the curriculum that's prescribed so there's the book media ah, you give it and then there's also an individual person's curriculum and they may have taken from the CEF their own set of thematic units that they cover

So then, the CEF is the overall picture and then the teacher selects and coordinates from the CEF

Um, hm

Okay

VIII.

What effect does curriculum have on your instructional techniques?

The instructional technique?

Um, hm

Techniques, probably none. But it guides my, ah, it only guides my, um, how do I want to say this? Skeleton of of what I'm going to be teaching them, what I want to teach them. Like I said, being a first year teacher, I pretty much go, I'm just experimenting right now, so I have just taken apart the CEF and found out which parts relate to each other and just pretty much go straight from that and that's the bones. Now, how we talk about it and how we learn about it that will be different. The CEF guides me right now.

IX.

What methods do you use to develop classroom management?

To develop, trial and error probably. I mean, I have my own, um that I like and that seems to be working. And I first got that um, from my mentor teacher student teaching and then from talking to other teachers in the school and then I sort of picked and chose, chose the best parts of it that work for me.

And what works for you?

Individual rewards combined with group rewards. There's probably, there's a raffle, um dip chips and a popcorn party, there's probably a five to one ratio, that's five reward opportunities versus one negative. There's really only one way that you can have a negative in the class of some sort. I have good kids.

It is a nice class.

They're cooperative.

X.

What is your perception of individual students in your classroom?

You mean what name?

When you look across, you know you have x amount of students. But how do you view them as individually? How do you get a feel or perception for them?

Well, you have observation and ah, then you really one on one them. Like um, well, you know I got a new boy yesterday, so we're just getting a feel this week and then next Monday, I'll do a reading assessment to find out where he's at, where he's supposedly at.

You know what we're doing, so discussion really.

XI.

What is um, your perception of student needs and concerns?

Um, where does it come from or how do I?

If you see a child for instance, in a day who's just not acting like himself or herself and you know they're off for the day, what kind of things do you do to help help them with that or how do you perceive or how do you....

Depending on how bad it is, well I'll pull him I'll take him in at lunchtime and we'll talk about it. Um, we have a pretty open class so in the beginning, I noticed you know that would happen and then we would have other, like I said, take them in at lunch and if it was really bad, maybe um, discuss it if there's anything I can do. If necessary, talk to the parents, ah, I only had to do that one time. But it's sort of evolved now. Um, if they kind of come to me, if there's a really bad problem, I usually hear about it. Sometimes I wouldn't have thought they would want to discuss some of the things that they do with

everyone listening, But some of them, they really like the community and the support that being able to talk about it gives them, so a lot of times, you know, it turns into a public conversations and as long as it's okay with them we use it to teach, you know.

Sounds good.

We try.

XII.

How can you tell if students are making academic progress in your classroom?

Ah, I think that's my second year concentration. That's such a good question and I don't have a full answer, you know. I don't want to rely on the SBAP and I have such a transiency rate I can't rely on the SBAP, so I don't ask these kids to progress too much. Personally, I have writing samples form the beginning and I can compare them to now and they're phenomenal, so something's going well there. And then I have my initial reading assessments and I know where they're reading now so I can see the improvement there. I feel even at handwriting, um, math is tougher, you know other than skills or drill, tests or something, you know I'm really working on a finding a better way to assess math, personally, um, and then science, we mostly study the book on things, we have a couple of quizzes, so...

XIII.

How do you address individual student needs, academically, how do you address their needs in the classroom?

Um, small group work and if it's still someone's lagging, then one on one while you know the others are working and that's because we are highly Math Investigations we're an Investigations school, so there's a lot of group, small group working there and then we

have reading workshop, writing workshop and there's a lot of opportunity when kids are in small group to meet...

XIV.

How do you address individual student concerns to meet their concerns about their lack of not doing well in academically, like they feel like they're not as good as a person next to them or...

I luck, I lucked out. I don't have much of that and I'm trying to think a couple of them moved away, and I don have one person with an IEP, which is unusual you know.

Maybe I don't know if I do handle that. No one has actually come and said anything like that.

That's good then.

Maybe I'm totally inadequate. Yea, I know we talk. I guess we could have lots of discussion, lots of talks you know so there's a lot of open atmospheres. There's no one can be wrong, so it's still safe at least to try and then to I mean, um, I used to have the low reading group for instance, they would be, four students would be pulled out you know and start, um, told to pull out to one of the assigned reading teachers, that would help them but it worked better for us as a team. We now let the higher kids go because for a lot of reasons, we weren't seeing a lot of huge results, we thought we could handle the lower kids better in here. That was actually between us, in the beginning we didn't think we could actually let the high kids as well, you know, so we thought hey, we'll be different we'll send the high kids out. She loved it cause she only gets to see low kids so these were her only students she would see all week that actually read. So they were

doing great, they were reading novels and that kind of stuff, so I don't want to say, oh I the only way I address it is this way, but whatever works, you know.

XV.

How do you address individual student's academic progress? How do you let them know you recognize and see the progress they are making?

Probably more often than anything, with positive comments. Positive comments and uh, we have a couple of teachers and specialists that say, oh your class is the best class in school, so I sort of played off of that. With that could be a lot of different things. Now maybe they didn't mean academically, but they're convinced that that's what they mean so as long as they think that, you know, the more they're inspired to be. So sometimes you throw that in, we're like well, even the best class in school thinks of everything, you know it's challenging.

XVI.

How do you deal with each child as an individual? As you are looking across your classroom each day knowing that they're not all created equal, how do you keep that in mind if you're working with them for the day?

Ah, I try to call, I try to call on everyone, give everyone an opportunity no matter if it's uncomfortable and no matter if I know they know the answer. I made a huge point of who know the answer, so that the people I don't see have it, I call on them. And I'll say that. I'll say, I can see who knows the answer, but I'm looking for people who are having a tough time. So at that point there's only sixteen, so like you know between the five or six that aren't getting it, they're not listening. I think I sort of withdraw them to do the work.

So you draw them out of the crowd?

Yea, comfortably though. Not embarrassing them sort of you know, like the one guy that I had this morning who wasn't paying attention and I knew that he could do it even though he wasn't doing it you know, so I would specifically call on him since he was in La La Land. I don't know, it seems to work out.

XVII.

What do you use to motivate children to learn?

To learn, ah I think I use um, I think I mention testing got them. I think that I remind them, not just that aspect, but to life. You know, I feel I don't know if it's good or bad, it seems to motivate, but I don't know if it's the right motivator. So, a challenge that will come later in life, that becoming third graders, becoming mature, ah knowing how to deal with the world. I this is what it's all about, that they will need to be able to do, people will have to work with map, okay you've had problems, now do you think you can handle this situation? Well, then maybe there's things we need to learn. Well life, I guess

Prepare them for life?

Yes.

XVIII.

What is your definition of child development?

Child development? Carrying through them, about either them going through the stages of literally, physically their brain expanding, I mean different, like I said. I you know, I can't remember everything from college from biology, but infants are born you know, not finished and so that development period. And that growing a brain, growing body parts, plus everything else outside the world and the what I see, you know, looks at, makes

seven year olds and four year olds you know, they're still growing and so new things have to be put in or they won't get there unless...

XIX.

How does your definition of child development affect your lesson planning?

Hm, maybe I don't know. I give up now. My definition of child development.

Well, you just told me you know, children go through different stages and they have different levels at time their brains develop so knowing that when you're planning your lesson, do you think about that as you are selecting things? Do you purposely structure your lesson to take care of those kinds of things?

Not individually, but as a group. You know, and it maybe should be according to individuals. I don't know. When I do, when I don plan, I plan for a groups of average seven year olds or eight year olds, you know. But now I don't look at each person's individual stage, or you know, maybe in the back of my mind I don, but I, what I want to do is to try to bring out the very best, to bring the lower ones up, so I don't plan for the low and expect the low not to get it. You know, they belong in that stage but surprise you, they may be developmentally low, but in some areas they surpass what you expected they could do and so I plan for the high work and with that I get what I get.

XX.

How does your definition of child development affect your choice of teaching materials.

Ah, I guess it does in the sense that Um, I know students develop, for instance, um before they can process the abstract in their brain alone, I know they have to have visual representation first. Though I imagine that if in the back of my mind without knowing it,

I probably think what to do purposefully, and plan visuals and manipulatives, tactile, and lots

XXI.

One last question, then I won't bother you with this anymore. How does your definition of child development affect your choice of lesson delivery techniques?

Probably in the same ways, um if I write on the board, you know, um if I'm trying to get something across then I'm aware that if I write it and they see it, it's probably going to get through quicker. So probably visually and tactilely is where modify or adapt and I should look at that and go back through notes because there's probably more modifications that I could do.

And I'm sure that you do without really realizing about it. I'm sure because I think you have a good grasp of things and I think you do it instinctively and unless you really some of the questions if you think about it just appears it's just an instinctive thing you take those into account, I think you're doing a good job, so I think you don't have to worry.

Thank you.

Code: 13PDS

School: Paradise Professional Development

Level: 3

Date: May 17, 2001

I.

Please tell me, what is your definition of developmentally appropriate practices?

Appropriate for the individual learner, not necessarily age.

II.

Okay. What is your definition of traditionally based instruction?

What is the the talking head thing? What do they call that? Uh, you know.

Are you thinking where the teacher's more in charge all of the time?

Yea, what is that called?

Direct instruction

Direct instruction

Okay

All of the time

III.

What do you see your strengths being in the instructional process?

Uh, explain that question, I don't

When you're instructing and you're working with kids, and you plan your lessons, where do you see your strengths being?

Oh, that I'm, that I'm willing to learn too, I'm still learning and so that's all

IV.

Where do you see your weaknesses being?

Uh, classroom management

V.

What is your role as the teacher of the classroom?

Um, to help the children learn?

VI.

What is the child's role in the classroom?

To participate?

VII.

What is your definition of curriculum?

CEF

Everybody's told me the same thing.

We're being facetious if you've figured it out.

And by CEF do you mean the document itself or what you have to teach because it's set for you or do you see it as anything beyond that?

Um, I think that it is useful, but I think that sometimes some of the things are not developmentally appropriate and I think that you can't get into depth in a lot of things it's a lot of a little bit of this and that.

VIII.

Okay. What effect does curriculum have on your instructional techniques?

It helps keep, keep me paced in the things I have to do when I have to move onto something.

IX.

What methods do you use to develop classroom management?

Um, problem solving and working together.

X.

What is your perception of individual students in your classroom?

There is something good or interesting about every single one.

XI.

What is your perception of individual student needs or concerns in your classroom?

Um, well I try to meet their needs as much as possible, individually, small groups

XII.

How can you tell if students are making progress in the academic areas in your classroom?

Assessment

What kinds do you use?

Oh, formal, informal

XIII.

How do you address individual student needs?

Um, small group usually

XIV.

How do you address the student concerns?

As in when they have a problem?

Um, hm.

Um, whole group then individually usually

XV.

How do you address individual student academic progress?

Okay, what do you want to know?

Um, as you're looking around the room and everybody's been working and you think they have it and then when you go to check, somebody's having difficulty and maybe they've had difficulty with this skill for a few days in a row. How do you address

Oh, okay. Usually I pull a small group and work on it with them.

XVI.

How do you deal with each child as an individual?

What do you mean, academically

Anyway

Socially

All ways

I try and treat them as that, a unique person.

XVII.

What do you use to motivate children to learn?

Uh, positive reinforcement and bribery.

XVIII.

What is your definition of child development?

Say child development just as in academics, socially

Anything

Anything?

Um, hm.

Growth

Um, hm. Growth being something that's done continuously or something that's short term or

Oh, long term like through your whole life. You're never done developing.

XIX.

Okay. How does your definition of child development affect your lesson planning, knowing that each child is learning and growing and developing, how does it affect your lessons and when you plan for them?

Oh, well

Or maybe it's not something you think about

Well obviously you can't teach um, you can't do drill and kill for multiplication unless they have the basics down and understand it, so you just start with something, a small concept and work your way up.

XX.

Okay. How does your definition of child development affect your choice of teaching materials?

Oh, um, when we start out with any new concept we try, I try to model it or work a lot with manipulatives so they can understand it on a concrete level.

XXI.

And how does your definition of child development affect your choice of lesson delivery techniques? As you're instructing, when you're choosing how to work with students or introduce something, how does that affect

Affect my choice of lessons?

Um, hm.

My lesson delivery?

Um, hm.

Just that it's modeled and we're just, we get into it at the concrete level

Okay. Thank you very much.

You're welcome.

Code : 2UNLV
Grade Level: First

School: Laura Dearing
Date: May 16, 2001

I.

What is your definition of developmentally appropriate practice?

Like making sure they're aware of the phonics and such?

Ok

Ok, so I would say making sure that every child is participating, um touching base on the skills that are taught in that lesson

Ok

Making sure that if there is something that's introduced in that lesson that they understand that skill. Um if it's too advanced for them it's not appropriate. If it's too easy for them, it's not appropriate. Um you need to stay on their level

Ok

Adjust it to fit the needs of the children

Ok

II.

What is your definition of traditionally based instruction?

Um where they do a lot of whole group.

Ok

Like we did whole group then we go small group. Um traditionally a lot of instruction is whole grouping,

Ok

And then it's if you don't include the small groups I don't think its as meaningful

III.

Where do you see your strength being in the instructional process?

Um I'm very, I'm very um spontaneous. So I say my strengths aren't the actual process of teaching because if I see something that I think can be incorporated in that lesson I can add it in right there or I can fix something or adjust it. Where as if I actually sit down and plan my lessons, I can plan them according to what I think they're going to be, but in actuality my my strongest point is when I m actually teaching. It's where I learn what needs to be added or taken away .

IV.

Where do you see your weaknesses being in the instructional process?

Um, I would say trying to meet the needs of every student. Its' so difficult with the range. With some of them you are always looking around, based on assessment being one

V.

What is your role as a teacher in the classroom?

Um I try to be I try to have a stronger um act actually being a teacher teaching them. I want ,I don't like, I like to stay away from the role of just being a disciplinarian, so I want to have more of a role kind of um learning role where I'm where participating with them in a role rather than just the dictator of classroom kind of .

VI.

What is the role of the student in your classroom?

Um participation, learning, um they teach each other. That they're teachers too. Um I pair them up with each other them so they can, with the really high student where they're

with the more struggling students so they're teachers they're learners they're um participators

Ok

VII.

What is your definition of curriculum?

Um I would say the areas of education that need to be taught throughout that lesson, or throughout that week, or throughout that year.

Ok

VIII.

How does curriculum have an instructional, have an effect on your instructional technique?

Um because your want to make sure that you teach everything in the curriculum, so in order to do that you almost use the curriculum as your foundation.

IX.

What methods do you use to develop classroom management?

Um I use a lot of positive reinforcement. Um I say I like the way so and so is sitting. They immediately all would straighten up or I'll say I don't like the way you're sitting and they will fix it. um I I try my hardest to use a positive with it. The continuous problem idea is in turning the card where they are responsible for their actions that comes with it ..

X.

What is your perception of the individual students in your classroom?

Um they are so different every single one they their strength are different their weaknesses are different, they just just they're all so different.

XI.

What is your perception of students needs and concerns in your classroom?

Um it's very difficult to reach all their needs. I think as hard as I try in homework. in classroom activities, because of the um ah the amount of information you have to cover and the time you have, it's it's very difficult.

XII.

How can you tell if students are making progress in academic areas in your classroom?

Um through one on one assessment or walking around and having and watching their work in the classroom is where I find the the ah you know I find it most beneficial.

XIII.

How do you address individual student needs?

Modifying their their work. Um if a child is you know is struggling in certain areas, modify that homework or the climate or if it's, if the child is really excelling in certain areas, try to go to the GATE teacher, she gives us more um logic seeking. Almost the modifying and

XIV.

How do you address individual student concerns?

Um I try to work on student to student ah communication. So when a student is um having trouble with another student like I always try to keep um apart. Hold on one second.

XV.

How do you address individual student academic progress?

Um I just do a percentage based on work and they test. Ah if they're struggling I send progress reports home to let the parents know what areas they need to work on and um if they need certain help in their like with math or anything like if they're having trouble with time and counting I send home certain sheets of that

Ok.

XVI.

How do you deal with each child as an individual?

Um I'm aware of how differently they react to different things. For where as turning a card can be more effective for one student, it's positive reinforcement for another. So I just adjust those to meet their needs.

XVII.

How do you, what do you use to motivate children to learn?

Um when I. when I see them accomplish something they really like just positive. That's so great. Ah I had a student who who had really trouble copying handwriting. I taught him how to go slowly, take his time, and now whenever I see it its done neatly I'm so proud of him, so maybe to instill his inner self, able to see the community.

XVIII.

What is your definition of child development?

Um I would have to say their skills throughout the year, um emotionally, academically, and mentally.

XIX.

How does your definition of child development affect your lesson planning?

Um I think about where they are in that stage of child development. Where they are academically or where they're at um mentally. Whether they're not, they do the the lesson I'm planning.

Ok

XX.

How does your definition of child development affect your choice of teaching materials?

Um um um where was I? Can you repeat it? I'm sorry.

How does your definition of child development affect your choice of teaching materials?

Oh ok um I wouldn't go back take things that were more from kindergarten. They're in first grade so I want to prepare them for second grade. So my materials would be based to help more on them being more responsible, so more like second grade materials kind of teach them to get away from the younger and more into the older.

XXI.

And one last question.

Ok can't wait.

How does your definition of child development affect your choice of lesson delivery techniques in your classroom?

Um I would say the the tone of voice I use and how I react to them throughout the lesson, picking up you know the best way for me to handle a situation so that it doesn't take a lot of time according to where they're at

I just want to clarify what I am observing right now. You start your lesson with

a whole group lesson.

Yes

Then you break into small groups, then they go to centers

Yea and then they come back

And the children have a chance to interact and help each other and and see what each other is doing.

Yep, that's where they're at right now is in their centers right now. I have my highs right now and the lows right now so that the highs are centered. My high group and my low group are in centers so the high kids are kind of talking in centers, teaching them and then I work with them I switch to have time to do more.

You're doing a very good job

Oh thank you.

**Code: 4UNLV
Level: Kindergarten**

**School: Clyde Cox
Date: May 19, 2001**

I.

Tell me, what is your definition of developmentally appropriate practices?

Um, anything a child can do with, um, simple explanation by the instructor, um, that does not exceed their ability.

II.

What is your definition of traditionally based instruction?

Traditionally based instruction, I bet that's instruction that would include um, direct instruction, examples, and full group involvement, um, what is it called, um, where you allow the children to ask questions and involve them till you,... I'm sorry, I'm brain dead

That's okay

This is the worst day for you to come in. I had a bad morning and everything..

Not a problem

You would allow the children to actually participate in the learning process is right, you know, they can ask you questions vice versa um, they can also help each other in a cooperative learning, group learning and all of that

Okay

III.

Where do you see your strengths being in the instructional process?

My strengths?

Um, hm

Um, as far as subject area or just anything?

Anything.

Mine basically are um, individualized instruction. I'm able to do that with my centers to break each kid down by, that's why they sit where they're sitting, even though there's a problem it's because those kids are all on the same level.

IV.

Where do you see your weaknesses being?

Um, probably with um, I would think I'm more, how do I put this? I could use more knowledge in a literacy based program as far as working with children on this age level .

When they get to a higher age level it's much easier, but here in this setting with kindergarten, starting you know with nothing and then moving up I think is a little difficult because a lot of it was trial you know and error too. And then finally I had to bring it down really low to almost a preschool level and I had to say now I'm starting from scratch here and these kids have to learn, you know not only phonics, but the phonemic sounds and um, I think and it kind of like in that aspect, trying to perform an eventful kind of learning.

Okay.

V.

What do you see your role as the teacher of the classroom being?

My role as the teacher of the classroom. Kind of everything when you're in here you know. You're kind of the , you're the role model, you're the instructor, you're the disciplinarian, you're the giver, uh, you're the person who's giving the examples, you know you're just everything.

VI.

What do you see the role of the student being?

The learners. Not at any point in time will these kids are they ever going to be the teachers. They're always going to be the learners.

VII.

Okay. What is your definition of curriculum?

Um, my definition of curriculum is everything that is um, required and necessary for the child's progress academically.

Ok

VIII.

How does curriculum affect your instructional techniques?

It doesn't. I follow the curriculum and CEF to the letter and I think it's one of the best well written ones for any school district. I realize they didn't listen to that tape (pointing to children at a center) because it's eight minutes long.

IX.

What methods do you use to develop classroom management?

Um, well, I use a reward system um, where they get stickers and treats. Um, I did have a good guys program that was directly related to the red light green light system but I was told I had to do away with that as well. So now, it's totally a reward system and it's basically based on their academic progress and how they behave in the classroom. If they end up in time out or if I don't get their work, if I have a set amount of work that has to be completed, including the center they're in, if they don't get it done, they don't get any candy. That's how it works.

Okay

X.

What is your perception of individual students in your classroom?

My perception of individual students? Um, well, I have some students in the class that I think are well above their level academically, then I have, you know they're very interested in school, I was able to work with them and like the reading group you saw here some of these children are actually functioning on a second grade level. I've gotten really good and then I have some who will just flat out think that school is play time, they

don't have to do anything, they don't do anything and I really feel bad for their future. you know, they're behind, they're academically behind and actually if they behaved, but you know they can't do that, it's impossible.

XI.

What is your perception of student needs and concerns?

Um, well when you get children this age, they're always going to be very needy. Um, they need a lot of praise, um, they need a lot of structure, they need a lot of um, direct instruction, examples, and most importantly they need a lot of self-guidance for discipline, you know.

Okay.

XII.

How can you tell if students are making academic progress in your classroom?

Oh wow, that's easy. Because if they're making academic progress, work will come to me and it's done perfectly. I give instructions and I give you a few examples on the board, they're able to come back and tell me what starts with "L", what starts with "K" and right off the bat um, they're able to complete the work in a timely manner, complete it correctly and perfectly and um, move on, graduate to the next step without any problems, you know. This right here (pointing to a paper in front of her) is not academic progress. This boy came to my class a few weeks ago and um, and I don't know why they even bothered. You know?

XIII.

How do you address individual student needs?

Um, basically I use centers to address individual student needs. That's why I'm able to tailor um, their needs to them group wise. I will leave all those individuals in the group and all those individuals will kind of lump together and there's a kind of midway point between the highest of the group and the lowest of the group and the medium of the group where they can all put the same work and still get something out of it.

So in your groups you have all different levels or you have one level within each group?

One level within each group.

So it's like an ability based group?

Yes.

XIV.

How do you address individual student concerns?

Um, they're able to talk to me one on one, um, I have an open door policy for the parents as well, um, I'm free to talk to them anytime they want, basically they don't have to set up conferences or anything like that and then I try to address their concerns daily as needed and as soon as possible. I try to make sure, you know if they're having problems in the classroom with something other than academics, then it's going to take away from academics and they're not going to be able to concentrate and so.. Kids at this age, their memory spans are like this and they leave stuff at home, they don't bring it to school with them you know. Um, they're actually pretty good about that. There are days they come in some of them have some problems and we talk about them and we talk with the parents and we try to get to the bottom.

XV.

Um, how do you address individual student academic progress? Like if you see someone who's not doing well or you see someone who's doing..

No, the people that are doing really well, like I said I put them all one center and they're all at the same level and I give them activities that are um, beyond the grade level for those that are achieving higher and I work with them in their groups with themes, they can do different themes. I can even send stuff home to their parents so for them to do at home with their parents for those who don't mind it. And for the children that are failing below the given academic level um, a lot of them, it's it's their parents. Things that are important like complaining about homework and things and stuff like that um, I give them the instruction that is required for kindergarten , we work with that and I just constantly reinforce the activities in our centers where they're practicing and doing a lot of repetition. Hopefully just to get them up to grade level so they'll be ready for first grade next year.

XVI.

Um, how do you deal with each child as an individual?

As an individual as an intellectual and a separate being that needs different types of instruction, care and things that I have like a group of kids that I call my ESL kids. They're at one table and um, if I explain something to them and I see that they're not comprehending well I will go back and explain it in Spanish.

Okay

That kind of thing

So you are bilingual?

Um, a little bit. I don't consider or call myself bilingual, but I've picked up a few words and know that I can get by by doing what they understand .

Okay

Yea

That's good.

Yea.

XVII.

Um, what do you use to motivate children to learn?

Um, a lot of praises. They love to see the A+'s and things and their grades and the smiley faces and then they're also rewarded with stickers and candy and little academic things. They're able to earn coupon books that give them simple free time and stuff like that and the computer, my technology is part of the reward system. As long as they're doing well and everything they can get on the computer but they have to follow directions otherwise a lot of these kids will when I took them into the computer lab they wouldn't follow directions. Stuff was broken and programs I've got going and there were so many kids and I didn't have an aide to help me in the computers cause she was only here Monday through Wednesday and I went on Thursday so I stopped taking them. So it's earned in the classroom.

Good

Yea.

XVIII.

What is your definition of child development?

Um, a child that is progressing according to their age and they're at a level where they should be at that time of the year. For instance, they come into kindergarten kicking and screaming and barely writing sucking their thumbs and coloring. I expect toward the end of the year, by the end of the year they're coming to school, they're sitting down, they're following directions, they're getting their work done, they're not putting in their thumb, their writing ability, their adding and all those abilities have at least come up one other notches.

XIX.

How does your definition of child development affect your lesson planning?

Um, it doesn't really affect my lesson planning. Um, because I'm going to do what's required and um what my job tells me to do. I'm going to handle each individual person according to the situation. Like when you saw me put the kids in time out there, those kids still have not progressed to their level. They were doing the same thing when they came in at the beginning of the year and their behavior has not changed.

Okay.

XX.

How does your definition of child development affect your choice of teaching materials?

Um, it doesn't because I mainly teaching the kindergarten curriculum and additional things are incorporated with the groups with the learning centers that I do. So like see, I can give the red group first grade second grade material, I can give the green group the kindergarten material.

So you think about those as you're selecting centers.

Exactly. As I select my groups I say they're going to do this because I know they're capable of writing a poem and getting it all together and they may not do something that's part of training for coloring because I know they're writing abilities are kind of low so it would require very little writing. That's the hardest part for me. The tattle telling thing you know, as a group you have certain kids by tattle telling things all day and this group has these problems and that's how I tether it now because I make them cut down and do more sentence writing and actual free style writing, it just depends if you're trying to get the lowest group up to where the high group is and the high group, you know
XXI.

One last question. How does your definition of child development affect your choice of lesson delivery techniques?

My lesson delivery techniques, everything is incorporated, um, it incorporates all three you know levels of abilities that are here and I have kids that are that are at level but they have an English speaking problem and so I have to go back and put them back to their Spanish at their tables. I have kids that are beyond the level so when I take care of them first, I go straight in and I do the instruction, like plain like we do it normally they're able to catch on but some of the kids that are lower and after I do that I come back and I do instruction a different way where I go from table to table, person to person, I have to give examples, I have to redo instruction by example on the paper. So it's a lot of work
And I think you're doing a wonderful job.

Code: 10UNLV
Level: Grade 3

School: Ollie Detweiler
Date: July 8, 2001

I.

Okay, what is your definition of developmentally appropriate practices?

Um,,, practices that um, work with individual children instead of a full group.

II.

What is your definition of traditionally based instruction?

I picture a traditional room, is where the teacher is up front teaching all day long. There is not use of centers or portfolio assessment. Um, the students basically do worksheets all day, or work in their math books or science books or whatever. There is not experimentation or..

III.

Where do you see your strength being in the instructional process?

Why didn't I get these questions where I can answer them?

Just that this is off the top of your head. It doesn't matter.

I always use literature. I think using literature to teach anything is the strength I have. I have as soon as I have a topic that I have to teach, I usually either have a list that I have acquired from someone or a book or I go to a librarian. I love using literature to teach and I also love, um, working with children one on one. And I do a lot of full group things because of this type of class. But I always try and we have see me's in the afternoon, which means if you've got any problems with anything, they write see me or I write it and then they come to the back table whether it's math or whatever and I work with them that way.

IV.

And your weaknesses, do you see yourself with any weaknesses?

Um, I think behavior is one of my weaknesses. I'm because I'm a new teacher, um. I've been playing with different behavior systems and um, not quite sure what works yet.

V.

What do you see your role being as the teacher of the classroom?

Encouragement. Um, sparking an interest. Um, breaking things down to a simple as simply as I possible can, whether it's in math or writing or reading and working from there.

Okay.

VI.

What do you see the role of the student being?

Oh, as a learner for one of course. Um, participant. I encourage participation, but I do understand there are some that have a hard time with it.

Right.

VII.

What is your definition of curriculum?

Well, I use my um, the curriculum essentials. I use that and the benchmarks to plan my long term, um I make sure that I've covered everything in it that's sort of the basic basis of the curriculum. Then I work with the math program and the phonics program I have been given. Then I add to it. As far as social studies and science, I had to pretty much come up with um the benchmarks and the curriculum and then use my own, um and I always tie it into literature reading and writing.

Okay.

VIII.

Um, what effect does curriculum have on your instructional strategies? In other words, does the curriculum dictate totally how you will work, do you use it as a guideline and then do you do what you know is best for children?

I think so, um for example, if you're teaching multiplication, two digit multiplication by one digit numbers, that needs to be taught in third grade. However, um, using the algorithm is one way, but we also work with manipulatives, word problems, um so yea, I'm teaching what needs to be taught in third grade, but I try to use different strategies. **There are some people who go strictly by the benchmarks. They don't add to it because they're afraid of deviating.**

Um, hm.

IX.

What methods do you use to develop classroom management? I see that you have a point system, a team system.

We started out by making our own class rules. It's on that green paper over there. One of the children was chosen to write it up and we talked about you know, privacy and getting into people's desks and all of that. We listed , we made I think we made seven rules at the beginning. And because I wasn't' here at the beginning of the year, I , it was very difficult to implement a rule system, but, um we did that and then if they misbehave, we I've done, I've done many different things, but they get a weekly reports on their behavior and handing in homework, and I usually don't always put grades on there, I'll say good job on spelling or you know, something like that. It's mainly a behavior report that goes home.

X.

What is your perception of individual students in your classroom? In other words, you look across the classroom and you have the whole total classroom body, but how do you see them as individuals?

I know right now, that there are some that are way above and beyond what I am doing. That I'm going to need to give them something extra and then there are some that like non-English ah, speakers are not going to know what I am doing. So before I do my lesson I have to plan and when I do a phonics lesson, I usually have my two yellow students doing um, a word activities game, or listening center, because they're wasting their time sitting and listening to a phonics lesson.

Okay.

XI.

What is your perception of their needs and concerns?

They all have needs and concerns, whether it's... behavior's a big part of their learning in this classroom. Because when I first came to the class they were standing up, walking around, throwing things, they didn't know they were supposed to be sitting when the teacher was up there.

You have done a very good job, because they look very nicely behaved. They were very good.

XII.

How can you tell if students are making academic progress in your room?

Assessment, is I mean that's whether it's me questioning them, you know what do you think, what is your opinion, um a quiz, their homework, it's not just giving them a test once a month and see what they get. It's it's ongoing.

XIII.

How do you address individual student needs if they have problems specifically that need to be taken care of? How do you address them?

With my see me's in the afternoon which is just a group, um

The children have problems and they come and you work with them one on one?

Right. I'll correct a paper and if I see they had no idea, or they didn't do it, they missed a lot, alright see me tomorrow and then when I do those, they'll bring that paper back and then I also told them if they're doing homework or you're doing something and you're finding that your parents are helping you but you really don't know what's going on, and you are embarrassed to raise your hand, when I have, when I call see me, and I call you back, say Mrs. DuBois, I don't get division. I don't get it from the beginning. I missed it and that then I can work with them.

Good.

XIV.

How do you address their concerns individually? Like if something is bothering them and they can't get through it?

They would like to talk all day about their concerns. We had a tattle box for awhile, because I don't know if you mean concerns academically,

Um, hm

That would be the see me's. Behavior wise, they would like to just talk about how he said this and she said that and we did a tattle box. That worked for awhile, um, I say we'll talk about it later, um we used to have class meetings. It ended up being a big fight.

Really, I mean there's some fighters in here that have been RPCd for you know fighting and all kinds of things. So, we just playground activities is just kept out on the playground and those people out there take care of it.

XV.

How do you address their individual student academic progress? You have the see me's and the one on ones, is there any other method you've picked up? Like when you work with your second language students, do you work with them individually? Do you pull them altogether?

Um, I have, as for like spelling groups and reading groups, I have five in the classroom, so um there are two ELL children who do spelling with the rest of the larger group and then there's two other groups that have a different reading book and different spelling words.

Okay.

XVI.

How do you deal with each child as an individual? How do you always keep in mind that they're an individual even though you have x amount of things you have to do when you're planning and you're getting ready? How or what kinds of things are you thinking about?

I think I'm thinking I know that I'm going to need to help so and so on this. I know that I'm going to have to um, have a little bit more prepared for these students.

XVII.

What do you use to motivate children to learn your literature and your love for books?

Um, I think I try and bring something exciting, if it's a brand new concept, especially like that math skill. Today was sort of a fill in, but when we first did the math skill, we had a glow about. We had the maps down and we had people um, you know coming up and pointing to different things and we learned north, east, south, west. I think having the students participate um, bringing in literature or music, um when we studied volcanoes, I made sure I had a volcano video actual because it's so hard to learn something unless you can see it. Um, an actual, we use computers. Um, just bring, we did measurement yesterday. We had them pouring water, so just using...

XVIII.

What is your definition of child development?

Um, a child's progress, physically and mentally.

XIX.

How does your definition of child development affect your lesson planning, knowing that they're developing physically and mentally? How does that influence how you plan your lessons?

Well, I know for example, if I'm teaching another math concept, I know who in the class has already, I know where they're coming from, so I try and use what they already know and talk about that first.

Good.

XX.

How does your definition of child development affect your choice of teaching materials or maybe it doesn't?

Well, I know that these, I know this class now, I 'm not sure about other classes. But, this class they are out of stage. They even I know, at preschool, when you're, when you introduce something, you let them play with the manipulative manipulatives for awhile because they are not going to listen to you unless they flick those blocks, or built with them. This class is still at that stage. If I hand out tiles or manipulatives, or those little counters, the first couple of times and I didn't realize that, I learned it, they needed to just kind of look at them and stack the, and pile them and sort them, do whatever you want for a few minutes. And then I just kind of walked around and talked about behavior. We don't throw them and then we did a multiplication with them because, the I don't know, they just need to do that.

Okay.

XXI.

One last question. How does your definition of child development affect your choice of lesson delivery techniques? How you actually go about your instructions when you're standing in front of the class?

There's certain things that I know. If I start off with certain ways, I can tell they're not listening. I can look at them and they know that's the right, their eyes are blank, they put their heads down. Today, they're putting their heads down because they're trying to get good points for their groups, but I can tell when they're just you know reading straight from a book. Of if I have my math curriculum planner this and I just read something from there, I look up, no one is listening. But, if you start off with something to capture their attention and go right from there into it really quick, um, they're raising their hands

and I know, I know, you know and especially if you talk about something they know, you know.

Sounds wonderful. Well, I think you are doing a great job.

Code: 19UNLV
Level: Second

School: Estes McDaniel
Date: May 5, 2001

I.

Please tell me, what is your definition of developmentally appropriate practices?

Um I would say teaching them at their level um, not doing things that are too high for students or too low

Ok

Just that are at their level that they can understand it and and um learn you know

Ok

Like their um instructional level

Ok

II.

Um What is your definition of traditionally based instruction?

Um, I would say traditional traditional sounds to me like um mainly text books out of out of text books and basals, not a lot of hands on, um just more work sheets and from from the text books.

III.

Um, where do you see your strengths being in the instructional process?

Um definitely reading more than math. (ha ha) Um, I really like working with the

reading groups, working in different levels, um with them. I work with the lower reading groups and I really like doing that

IV.

Where do you see your weaknesses being in the instructional process?

Math ha math yea(ha ha). Yea I have a hard time um coming up with ideas and and more hands on things to do with math than I deal with the reading a

Modern concept

Yea

I have not doubt your going to be fine

V.

What is your role as the teacher of a classroom?

My role um I would say I'm a like a role model for the students I'm um a care giver I'm almost like a parent (ha ha ha) um I don't know, a lot of things a lot of different things for them throughout the day.

VI.

Okay. What is the role of the student in your classroom?

The student is there to learn. Um, they're there to um how do I want to say it, um pick up relevant ideas to grow

VII.

Um, tell me what is your definition of curriculum?

Um definition of curriculum, I would say curriculum is mm the standards by which um we teach the students

ok

Or regulations

Ok

VIII.

What effect does curriculum have on your instructional techniques?

A lot. Um I use like you know the CEF and stuff for all like instructional activities and ideas

Ok

Make sure I go through you know make sure I teach everything that's in the curriculum.

IX.

What methods do you use to help you to develop classroom management?

Um what methods do I use to help me develop classroom management? Um well, I have different strategies in the classroom that I do. Um one is that I have a card chart where I have the students take a card if they're misbehaving and one card is um like a warning. The second time they have um a letter home to their parents which they have to bring back signed. Um I do lots of positive things. I give team points for the teams that are sitting quietly and doing their work. Um the team or the student who doesn't have to take cards throughout the month I record um that. We have a pizza party at the end of the month so that's good structural behavior.

X.

What is your perception of individual students in your classroom?

Um, what do you mean by that one?

When you look across the classroom, you have perhaps thirty students in your classroom, but you also know that all thirty of them are individuals. So, how do you

get a feel or how do you perceive them so you kind of know where they're at so you can work with them?

I do a lot of testing um like the reading assessment we did at the beginning of the year. I just did a little while ago again so I could see how much they progressed, where they're at, um how much they still need to get to the you know where they need to be. Um I try to do a lot of one on one when Jim is teaching I try and take them out and do a lot of activities with just one at a time, so I work with them.

XI.

What is your perception of student needs and concerns in your classroom?

Um all students need different things um, but some of my student need a lot more one on one instruction, need a lot more help. Some of my higher students still need more than some students even though they're high, they need more instruction and more things to do to keep their, you know keep them um um interested and busy in doing what they need to be so

XII.

How can you tell if students are making progress in academic areas in your classroom?

Um like I say, I do a lot of assessment. I do a lot of testing to make sure they're understanding, comprehending. Um I also have them do a lot of um journal writing and things to make sure that they're understanding writing process and doing what they are supposed to have.

XIII.

How do you address individual student needs in your classroom?

Um well we do the reading groups where we have four different reading groups um so we, you know, try and keep them at their level. Um with our ELL kids, we do lot of grouping with then with just them um to make sure they understand things. We you know, teach them kind in their own small group, um just things like that.

XIV.

How do you address individual student concerns in your classroom?

As in behavior or

Well one can assume that may there are that things that bother a child during the day or something that maybe they can't communicate.

Um ok. Whenever I see a child like upset or anything like that, I try and um have Jim come and teach and so then I can go and take the student out. I usually take them out in the hallway and talk to him about what's going on, you know what's wrong and and what they need to do to deal with it, just talk to them.

XV.

How do you address individual student academic progress?

Um how do I um keep track of their progress? Um just again, lots of assessment. Um I take lots of grades to make sure I you know keep up on how they're doing. If I see a student really like going down or something I might send a note home to their parents and have a you know, have them come in and talk with them about what's going on it maybe at home or

1. Okay

XVI.

How do you deal with each child as an individual?

Ok again just um one on one instruction. I try and do I try and do ah you know get to see them one on one as much as I possibly can doing assessments or working with them reading you know

Okay

XVII.

What do you use to motivate children to learn?

Um sorry um to motivate them to learn I try and make things interesting. I try to do lots of hands on activities so they're not just doing work sheet after work sheet um just try and make it you know fun and exciting .

XVIII.

What is your definition of child development?

Um I would say it's the stages that children go through like in learning and growing um you know physically and emotionally cognitively

Okay

XIX.

Um, how does your definition of child development affect your lesson planning?

Um well I try and keep it the lessons focused at their level you know where they're at um in growth like mentally you know physically, emotionally, I try and tie it in

Okay

Um

XX.

How does your definition of child development affect your choice of teaching materials?

Um well, like I say try to do lots of hands on things because they are in the primary grades and um they really like to work with their hands and do things you know see concretely um so I try and do a lot of the hands on a lot more you know um moving around and not just sitting

XXI.

And one last question. How does your definition of child development affect your choice of lesson delivery techniques in the classroom?

Um, don't know that one

In other words, you know that children have cognitive learning, they have emotional development, they have physical development. How does that affect your instructional methods, your instructional techniques? Do you keep those in mind when you're planning your lessons, do you

I try and definitely keep, probably their mental, um you know as much as possible because I want to keep it at their level. I don't want to be over their heads and I don't want to be you know, below where they're at. Um, I try and probably do the emotional. You know, try and keep it you know relevant to them. A lot of times you don't want it to be unrelated to what they're, you know, what they're going through or

Okay. Thank you very much.

Code: 20UNLV

School: Estes McDaniel

Grade Level: 1

Date: May 1, 2001

I.

Okay, I'm just going to ask you some questions. Just do the best that you can and don't worry about it. What is your definition of developmentally appropriate practice?

My definition of developmentally appropriate practice, to have my classroom set up on the basis of teaching the children according to both their individual needs and their age appropriate needs, um and to take into consideration their culture, their background, their family situation

II.

Okay. Tell me then, what is your definition of traditionally based

Traditionally based would be teaching to the book

Okay. Um,

Following you know like the text specific chapter by chapter

III.

Okay. Where do you see your strengths being in the instructional process? As you're instructing, where are your strengths?

That I try to see the children's individual needs as well as the age, the grade level um standards

IV.

Okay. Where do you see your weaknesses being?

That I need more practice and you know my lack of experience

V.

Okay and that's very practical for a first year teacher, really, it's nothing to worry about. What is your role as the teacher of a classroom? When you're instructing or working with teams, what do you see your role being?

Kind of a guide. I want them to, to offer them the materials and the information and I want them to kind of take that and learn from it.

VI.

Okay. What is the role of the student in your classroom?

Uh, the role of ... to develop in many ways not only just academically but learning they're going to learn socially in life skills.

VII.

What is your definition of curriculum?

A guideline of what I have to or what I should follow to make sure the students are meeting where they're gonna standards or where they're going to have to be.

VIII.

Okay. What effect does curriculum have on instructional techniques?

They have a kind of a big effect because there's so much curriculum that has to be in a short amount of time that you have to kind of rearrange your instructional techniques to make sure you fit in the curriculum.

IX.

Okay. What methods do you use to develop classroom management?

Um, just different methods that I've seen other teachers use to kind of take ideas from other teachers, more of like a progressive approach, make sure they get a warning or a one to two warnings first and at the beginning of the year set up to where they are aware of the rules and the consequences that will follow

Okay

And make sure the parents are aware of it also

X.

Good. What is your perception of individual students in when you're looking across your classroom you see for instance thirty some faces and you know they're all individuals, how do you perceive them when you go to work with them then? Do you see them as oh I have this whole total group of thirty I need to work with or do you see I have thirty people, thirty separate people, how do you view them?

I would hope to that I would see them as all individuals even if there is thirty cause they all need individual instruction and attention they, I mean and it is going to be as a group.

I think I'll see them as a group but you still need to see them as individuals.

XI.

Okay. What is your perception of student needs and concerns? How important are they to you?

Very important. They have, because if they are not, if they're not learning then I have to make, you know, some kind of modifications or adaptations to my. I want them to succeed you know and they're not going to succeed if they're just seen as a group.

XII.

Okay. How can you tell if students make progress in academic areas in your classroom?

Um, work samples throughout the year, just keeping records like um, kind of like a portfolio type thing

XIII.

How do you address individual student needs? If you see a child who is either way above what the rest are doing or way below what the rest are doing how do you address their needs?

Maybe make my curriculum to where or my plans to where the more advanced student could maybe make it a little bit harder or but make it at the same time it could be modified down to make it you know a little bit easier for you know the children that need a lower.

XIV.

How do you um address individual student concerns in your classroom? For instance, um if a child comes in you obviously can tell perhaps they've been crying on the way to school or they're not responding to you for the day because there's something bothering them, how would you address that?

Um, I would never address it in front of the other students, maybe pull them to the side and ask them if they need a hug if they got a hug this morning or if um they say maybe they're kind of like tired or weak maybe ask the nurse if you know they notice maybe they haven't eaten anything maybe the nurse could have some crackers or something

Okay

But never in front of everybody

XV.

Okay. How do you address individual student academic progress? In other words, suppose for instance, you were in a classroom and you had been working on um, writing sentences and the child at the end of 4 or 5 days, and you had been helping him or her, um didn't seem to be making any progress, but

you knew they were trying, how would you address that kind of lack of not being able to get where you wanted them to be but you could tell they'd been trying

Maybe try, I would try to see if there was another way I could show, test them to see if the. What am I trying to say? I would try to see if there was another way I could teach the same material and try to do it that way and if that's the only way that I can teach it, then maybe kind of modify my grading scale a little bit to where

So that the child would feel successful

Yea.

XVI.

Okay. How do you deal with each child as an individual? So that the child feels that he's important in your classroom?

I would have many different things throughout the classroom like maybe like the artist of the week or you know where they could, well whatever we want to call it , I don't know the theme of my classroom, but like just where we would be focused on them

XVII.

Okay. What do you use to motivate children to learn?

I would make sure my lessons and my activities were interesting to them, maybe we could talk about you know stuff that they want to learn next week, you know if it's interesting to them then they're more willing to learn.

Okay.

And always positive reinforcement. If they, if they feel that they're important then they're gonna, then they'll want to succeed

XVIII.

What is your definition of child development? When you're talking about developing a child or understanding child development, what does that mean to you?

Understanding that every child is gonna develop different. There are like kind of what's that milestones, but not every child is gonna be exactly at that milestone at the same time, that child development is that they're just the way they're growing

XIX.

Almost done. How does your definition of child development affect your lessons when you're planning them?

I would take to where I would first look and see what they, what they need to know and then what the levels that they're at and try and combine the two and make appropriate decisions on what I'm going to teach

XX.

Sorry. I write slowly. How does your definition of child development affect your choice of teaching materials?

Um,

Because before, you told me that not all children reach milestones at the same time, they all develop differently, so knowing for instance if you were going to do an art activity or a writing activity that maybe some children don't have good fine motor skills, how would that affect your choice of materials?

Well I would definitely get, you know if there was a child I know if there was a child who didn't have strong fine motor skills, then maybe get adaptive scissors, have different

materials in the classroom to to help them do the same activity. Um, I wouldn't really, I don't think I would really change it, I would just make make modifications to it

Okay

That way they all feel that they're doing the same thing and other kids don't notice that they're doing things different

XXI.

And, one last question, how does your definition of child development affect your choice of lesson delivery techniques? In other words, how does it affect the way that you do instruction?

I would have to make sure I know their needs before I can teach them and I would have to do maybe an assessment before so I know where they're at

Um, hm. So that you can deliver instruction that meets their needs

Appropriate

Good. Thank you very much.

Code: SNUNLV
Level: Second

School: Estes McDaniel
Date: May 4, 2001

I.

2. More technical things?

1. I have to tape this just because I have to transcribe it and have someone else transcribe it later.

1. What is your definition of developmentally appropriate practices?

2. Um developmentally appropriate practices. I would say that my definition would probably be adapting to a child's learning level , doing things that make the curriculum

or the topic or the unit more understandable for a student of a lower level as well as keeping the higher level students interested and involved.

1. Ok

II.

1. What is your definition of traditionally based instruction?

2. Basals, basals ugh

1. Meaning

2. Um very scripted, structured um three r's kind of stuff. A lot of seat work.

1. Ok.

2. Then I from growing up that to me would be more traditional the type of thing I did when I was growing up.

1. Ok

III.

1. Where do you see your strengths being in the instructional process?

2. I am, I think I am good at holding and engaging the children. Ah making it interesting and enjoyable. Uh I've got a sense of humor that I like to mix in. Sometimes I mix in too much, sometimes I don't mix in enough, but I I like to keep it. Ah, it's important that they learn the criteria but I think it's also important they enjoy learning it.

IV.

1. Where do you see your weaknesses being in the instructional process?

2. Instructional process. I I would say in my opinion probably behavior management. making sure that you know things don't get out of hand.

1. Ok

2. But you know, I'm one of those people that noise doesn't bother me. Noise does not bother me. I think it's a perfectly normal part of learning.

1. **Ok.**

V.

1. **What is your role as the teacher of a classroom?**

2. Let's see how many hats do I have? Um you're the manager, you're the counselor, you're the social worker, you're the almost like pseudo surrogate parent at times um and you're the disciplinarian , and somewhere in there you have to find time to teach.

1. **That's a very realistic, it's a very realistic perception.**

2. There's a lot of hats. You know I did a lesson on wearing hats. How many hats there are. Different you know, people different jobs wear different hats. A lot of them have many hats that differ and one job, teaching is one of them.

VI.

1. **What is the role of the student in the classroom?**

2. The role of the student learner, um good citizen, a friend to his fellow students his or her fellow students, boy a role I that word changes the whole color of it um the responsibility of the student or you know the the learner

1. **Ok**

2. The good citizen and the friend to his peers.

1. **Ok.**

VII.

1. **What is your definition of curriculum?**

2. My definition?

1. Uh hum

2. My personal definition?

1. Um hum

2. Um, the basic elements of learning that take priority over how basics in two words the basics reading which is up front and foremost ah reading and writing then your math science, social skills and things like that.

1. Ok

VIII.

1. **What effect does curriculum have on your instructional techniques?**

2. Not a lot, um because I think you can take whatever curriculum you're looking at and if you a good imagination you can adapt your style to whatever or adapt a curriculum to fit whatever teaching style you have.

1. Ok

IX.

1. **What methods do you use to develop classroom management?**

2. Um establish rules and procedures immediately. Uh the procedures are the day to day ways that we get the things that we have to get done every day. That's how we do it, those are the procedures, Rules are um preferably class and whole group established. Um you get ideas, then you vote on them and come up with no more five and those will have consequences and be consistent, firm but fair and very consistent.

1. Ok.

X.

1. **What is your perception of individual students in your classroom?**

2. Phew, boy, that could, that's a very broad question.

1. Um, hm.

2. Perception of

1. Individual students

2. Individual students. I try to see everyone of them, then pick out their strength their strengths and weaknesses as quickly as possible, um try to get to know their quirks and their little personality traits that cause them to do ah up to ride one side or the other of the rules and procedures, behavioral type stuff.

XI.

1. What is your perception of student needs and concerns in your classroom?

2. Wow, you almost took, almost could give the same answer to the previous question, real similar. Um student needs, ah you have language barriers ,you have learning disabilities you have attention problems, you have you know any number of things that can cause the child to have special needs. Um some students I don't, I would say they don't need, but they desire attention. They desire the feel for, it's not just learning, it's its ah emotional as well.

1. Ok

XII.

1. How can you tell if students make progress in academic areas in your classroom?

2. Questioning, probing questions, picking their brains, finding out if they've picked up on what you just taught them and recall the previous lessons. Testing. To do testing. I am a very informal kind of guy but ah I mean testing is very much an important part. I|It tells you a lot.

1. Ok.

XIII.

1. How do you address individual student needs?

2. As quickly and concisely as possible, depending the number of students (ha ha ha)

Um, yea get to the heart of the matter as quickly as possible and come up with as much.

I mean if you have to spend your free time coming up with interventions and and extra

projects that that keep.. Um for your accelerated type students, give them extra

challenges and for your remedial type student figure out things that they're they're going

to help them catch up

1. Ok.

XIV.

1. How do you address individual student concerns in your classroom?

2. Concerns, hum wow individual concerns.

1. Um hm.

2. Um compassionately. The word concerns to me is things that worry them, are things that um give them cause for anxiety, those are the kinds of things I like to address them.

Compassion is a huge part of this this job um and being there, being a shoulder, having good ears, being a good listener.

1. Ok

XV.

1. How do you address the individual student academic progress in your classroom?

2. Um again, you know figure out what each student needs. If there are you know deficits or or ah levels of boredom. You know a student isn't involved, isn't engaged, isn't interested, you've got to figure out how to balance, get everyone balanced and get everyone on a level where they're learning and not slipping through the cracks. Um individually I mean, just really just really look at them at from an individual standpoint

1. Ok

XVI.

1. How do you deal with each child as an individual?

2. Depends on the situation. Um if it's a discipline situation, I try to take their personality into into account. Um if it's just a a casual type situation you know that puts me more in control. As far as a, you know keeping situations light and try to keep things.. I don't like a big heavy, don't like a heavy atmosphere. Light, keep things as light as possible.

XVII.

1. What do you use to motivate children to learn?

2. I use a lot of expression in my face and my voice, which hopefully gains their interest. Um I try to make everything sound as exciting as possible. Um and I think a reward type for good performance, that type of thing, a motivator helps you know not to abuse it, but you know not to let it get out of hand but to give them a little something to shoot for.

1. Ok

XVIII.

1. What is your definition of child development?

2. It starts at home number one. Mom and dad or single mom or whoever you know is dealing with child at home. Ah parent cooperation or guardian cooperation is a must and it does have to start in the home because if they come to school, then they're completely unprepared or for the social aspects. (ha ha ha ha)

XIX.

1. How does your definition of child development affect your lesson planning?

2. You have to plan for whole group and fill in the gaps where you need to. You can't plan your, make your lesson plans for a particular type of student and then try to get the rest of the group to catch on. You have to make it for the big group and then narrow things down.

1. Ok

XX.

1. How does your definition of child development affect your choice of teaching materials?

2. Hmm I I think that would have a big affect on it. Um because if you have a group of students who are not as sure, I guess you would use materials that are a younger level, something more colorful, more visual, more tactile. Even um for students who are a little more mature, you can get into the ah ah paper and pencil stuff a little more heavily.

1. Ok

XXI.

1. And one more question. How does your definition of child development affect your choice of lesson delivery techniques in the classroom?

2. Um it effects it greatly. Um pretty much the same as the previous question> If

if you can use, I I like to incorporate music

1. Ok

2. Ah integrate ah curriculum with even puppets and just different things role playing.

Um bring it all in. Creativity is a huge part what I do and ah that way I think I cover a lot of bases.

1. Ok, we are finished.

3. Cool.

Code: 6NUNLV
Level: Kindergarten

School: Betsey Rhodes
Date: July 8, 2001

I.

What is your definition of developmentally appropriate practices?

Oh, I don't know. Let me think. I think developmentally appropriate practices are the skills that children need to practice in, until they reach mastery.

II.

Then what is your definition of traditionally based instruction?

That's where everyone is on the same set of skills, and the teacher is doing all of the talking to a whole group.

III.

Where do you see your strength being in the instructional process?

I like them to be enthusiastic. Some children enjoy what they're doing. I also like to make learning fun. Some children are learning and they don't even know it.

IV.

Where do you see your weaknesses being in the instructional process?

Reteaching goals of the children every day. Helping them with the things they need on an individual basis.

V.

What is your role as the teacher of a classroom?

My job is to guide them through the learning process and help them to learn everything they can.

VI.

What is the role of the student in the classroom?

I never thought of that before. I guess their job is to learn new things.

VII.

What is your definition of curriculum?

Things that students need to learn this year to prepare for next year.

VIII.

What effect does curriculum have on your instructional techniques?

It acts as a guide. I use the CEF as a guideline to show me when I need to schedule lessons to be taught.

IX.

What methods do you use to develop classroom management?

I use team points and super kids. I also give warnings and stickers.

X.

What is your perception of individual students in your classroom?

All children are different. They all have different learning styles.

XI.

What is your perception of student needs and concerns in your classroom?

They all have needs. I use quizzes, different kinds of lessons, and different kinds of groups to work with them.

XII.

How can you tell if students make progress in academic areas in your classroom?

I give lots of quizzes, I structure my lessons to fit different learning styles, and I send progress reports home once in a while.

XIII.

How do you address individual student needs in your classroom?

I hold individual conferences where I talk to the children. For those children I cannot help, I send them to the counselor, or to the nurse.

XIV.

How do you address individual student concerns in your classroom?

I help them and sit with them when they are working.

XV.

How do you address individual student academic progress in your classroom?

I talk to students while I am testing them and I tell them what they need to do.

XVI.

How do you deal with each child as an individual?

I do it with everything I teach. I explain it and present it differently to each child.

XVII.

What do you use to motivate children to learn?

I am very enthusiastic. I tell them all the time how smart they are. I tell them all the time how wonderful they are and they really respond.

Do you use a lot of positive reinforcement?

Yea, I don't use a lot of , um, I try to do intrinsic things for that because I think it's too early for them to get stuck on the extrinsic. I mean, the stickers Is an everyday thing, but that's not really academic behavior so um, just my enthusiasm about them to train them as learners.

XVIII.

What is your definition of child development?

Ah, child development, how a child develops through life, ok, um, that's a hard question.

XIX.

Thinking about what you know about how a child starts, they have a beginning and they develop through life, how does that affect your lessons when you are planning them?

I do a lot of review. Um, I try and start you know, the basics and build up from that.

And so that you know they have a basis before they do, um you know, I don't ever try to have them do something that is not age appropriate you know.

XX.

How does this or your definition of child development affect your choice of teaching materials?

A lot of manipulatives, so they can see things, touch things, and um a lot of different areas, different things.

XXI.

One last question and I'll get out of your way. How does your definition of child development affect your choice of lesson delivery techniques?

Again, like I said, I try to um deliver all of my lessons so each learning style is a drive or push to learn.

Sounds wonderful.

I didn't know what I was saying.

Your have done a wonderful job.

Code : 7NUNLV
Level: First

School: Betsey Rhodes
Date: May 26, 2001

I.

1. Tell me, what is your definition of developmentally appropriate practices?

2. Um just, oh just, so they can work out group things up to their speed kind of so I.

I would go through and just see what they're really ready for. I don't, I think it's what they're ready for that's what I think developmentally is

II.

1. What is your definition of traditionally based instruction?

2. Um whole group teacher right in front, just more teacher standing and talking
then working together

III.

1. Ok. Where do you see your strengths being in the instructional process?

2. Oh, facilitating, answering questions, working more one on one, walking around, helping out.

IV.

1. Where do you see your weaknesses being in the instructional process?

2. Um, just because I'm a first year teacher, I think that sometimes I don't feel as confident as maybe I should in some of the areas, like I 'm not exactly sure what the language rule would be for I might not be sure I'm getting it across like I want to
V.

1. Ok. What is your role as the teacher in the classroom?

2. Um to help facilitate learning, to make sure the environment is conducive to learning
VI.

1. What is the role of the student in your classroom?

2. To be able to, um to be able to, um to get their work done, to work by themselves independently

VII.

1. Ok. What is your definition of curriculum?

2. Um, things that I have to teach

VIII.

1. What effect does curriculum have on your instructional techniques?

2. I have a lot to do, cause I I go through to see ah what should I say, what do I need to teach and I go, I can go find the project that I want to do that will fit that.

IX.

1. What methods do you use to develop classroom management?

1. Oh, I work very hard with um, them oh just following the rules, knowing the rules and they needed to follow them.

X.

1. What is your perception of individual students in your classroom?

2. What do you mean?

1. Like every child is an individual. How do you perceive them? How do you treat them as individuals?

2. Oh, I see, I see their strengths and their weaknesses, definitely.

XI.

1. What is your perception of student needs and concerns in your classroom?

2. I think I am really aware of what they need and I 'm communicating a lot with the parent to let them know the situation that is going on

XII.

1. How can you tell if students are making progress in academic areas in your classroom?

2. I just ah, to say observation mostly. I think throughout the year especially with reading and how they come along, just observation.

XIII.

1. How do you address individual student needs, how do you address their individual needs>

2. If there's a individual problem, I'll pull them aside and work with separately and maybe go through the whole group and then pull them aside later

XIV.

1. How do you address their individual student concerns?

2. I let them talk. I communicate with them

XV.

1. How do you address individual student academic progress?

2. Um I we have to do reports bi-weekly. So I go do it and I I check the bi-weekly. I'm looking at their grades. I 'm looking at their turning in the assignments.

XVI.

1. How do you deal with the child as an individual?

2. Um, I I treat them as a person. I talk with them like a person, I

XVII.

1. What do you use to motivate children to learn?

2. Um we have a lot of incentives. We work um at class goals, individuals goals, and um they work hard. If I see them working hard I reward them

XVIII.

1. What is your definition of child development?

2. Um how they grow. Um individually, but um their mind and their body. Just how how they grow.

XIX.

1. How does your definition of child development affect your lesson planning?

2. Ah I just when I find things I always think can can they do it and understand it is it to their level

XX.

1. How does your definition of child development affect your choice of teaching materials?

2. I think of it a lot. Um yesterday I was going through some videos to see if I could show them and I would say no that is going to be way over their heads. I really make sure that it's going to meet their needs and not not throw them off

XXI.

1. One last question. How does your definition of child development affect your choice of lesson delivery techniques?

2. Um, I can tell when I need to do more whole group and more individual group and when I do get into individual group, I can tell um, who needs more help. It just depends. I kind of see if it's, they're going off then I might want to stop and try something new do something different

Thank you very much

Code: 11NUNLV
Level: Grade 3

School: Elaine Wynn
Date: July 8, 2001

I.

What is your definition of developmentally appropriate practices?

Um, okay. I'm fine. Can you repeat that one more time?

What is your definition of developmentally appropriate practices?

Okay, um, what I believe it is, developmentally appropriate practices is, it's just finding what um, the main, the level the student is at basically and um, and um actually you know the challenge and the higher the level and challenging their ability. If it's average level then it's continually challenging them. But, you're trying to build upon what they already know, so um, and trying to plan and implement activities that correspond with their abilities.

Okay.

II. Then what is your definition of traditionally based instruction?

Um, I when I do this a lot unfortunately being my first year. In I do a lot of direct instruction, but I also try to um, incorporate activities that are hands on like in science and math because I think it is important that they use manipulatives and make the discovery on their own instead of me going up in front of the class and telling the passages, telling them what they're going to learn. I want them to discover it as they go.
Okay.

III.

Where do you see your strengths being in the instructional process?

Um, I think that I am, I am very detailed and I try to give them steps from you know, um steps you know they can follow in an easily fashion, so they don't get confused. And um, I try to simplify certain things where I know it might be more difficult for them, but I also try to incorporate and integrate some of the little vocabulary I think that they're going to need to know as well.

IV.

What or where do you see your weaknesses being?

Um, a weakness for me is I tend to sometimes over plan and then the problem with that is um, one of the weaknesses might be I try to plan too much and then what happens is the students that are you know finished, I have to find something else for them to do. But the, I then, I feel like I have to move on, but yet you know the other students still need more time and I think it's just really balancing, you know the right amount of time for the activity that I'm planning and how the students are going to respond to the

More like a pacing

Yes, I need to pace myself more because sometimes you know, I have students that are not finished and then I I don't have their grades because they're not done and have already done something else. And do that's where I see I'm trying to, trying to work on that this year.

It come with experience.

Ah, I hope so.

It's not a problem.

Oh gosh.

V.

What is your role as a teacher? What do you see your role as a teacher of the classroom?

Um, I think um, I try to be a role of a facilitator, to facilitate for learning and to um, help them reach their own goal, um by you know learning things that you know that are basically challenging or things that they weren't able to draft for , but then sometimes you know, I feel I'm you know, standing up. I don't want to be the one standing up saying I'm the only you don't knower of everything. So, I see it being a facilitator and helping them because it's really all about them and how helping them learn and go through the processes of um, you know, grasping the concept.

VI.

Then what do you see the role of the student being?

Um, I see them being like the learner, but also in the sense the teacher because I can use you know, the students that understand the concept really well and I'll teach other

students so I see them both as a learner and than as a teacher. Because I also think that if they can teach something, then they, that's the best way to show if they learned it or understand they learned it.

VII.

What is your definition of curriculum?

Curriculum to me means um, just the the things that um are required by the district, that you need to cover. Um, and you know, I try to end with something that I I want to like go over next year, sort of integrate the curriculum with the things they're interested in and for somehow tie it together so it doesn't seem like okay, like pieces of things that they need to learn. And these are the things I need to cover, so you know they're going to be prepared for the fourth grade, but mostly I see it as you know, just um, the objectives that are stated in the Curriculum Essentials Framework.

VIII.

What effect does curriculum have on your instructional techniques?

Well, I um, I I look at the objective and then I um, try to while I'm like doing like say like whole group, an introduction to the concept whole group and then I try to ah, break it down into smaller groups or pairs so they can practice the concepts. And then all the way, then maybe the next day do independent and then if that's the one so they may have multiple opportunities to practice the concept first, whole group and then small groups, and then individual.

Okay.

IX.

What methods do you use to develop classroom management?

Oh goodness. I use, um whole group and I use individual like team points and um each individual which is the climbing point for that. Then I think it's the it's important to have all three because if they're at a group where someone isn't, doesn't like really care about, you know, moving outside, then down and getting something from treasure box on Friday, the they're going to you know, they're going to actually not you know feel like it's fair and so I use all three. And it's worked really well this year. I feel like that's really been one of my strengths this year, really getting that part down.

Good.

X.

What is your perception of individual students in your classroom?

That they know more than I do. No, that they're very um, they just um, they're very aware of what's, what goes on around them. Um, they're very aware of the world in which they live. And um, and they're just they express it in different ways though and and and that's not all. My students learn the same way either it's something I also come to find out.

Okay.

XI.

What is your perception of student needs and concerns?

Um, I feel like um, their needs, yum when their needs are met, they feel more confident and um secure, And so I try to make that a safe environment for them to feel that it's okay to ask me any questions because you know if you're thinking about it, you know then it's a question and it's something that you are interested in, so I always tell them you know, that if you have a concern or a need, come to me and we'll work it out.

XII.

How can you tell if students are making progress in the academic areas?

Um well, I measure that from the beginning of the year. I look at their you know, how they've done you, you know by where I sort of at the beginning of the year, sort of predetermine that's where their weaknesses are or what you know. Whatever they're having difficulty with and then I can still see how they've done at the end of the year and see what improvements, where they've been made on certain concepts and and some are just so you know, just difficult that they may not, it makes it developmental, they may not get it until next year.

XIII.

How do you address individual student needs?

Um, well, I what I do is I have I have to know things that I try to adjust you know, the rate you, you know their level, difficulty of work, or I'll give them more time to work on something. And you just make it, maybe I sit them up at the front of the room so they can see better, um and I just basically just try to meet their needs the best I can by um, just knowing what they need, basically and identifying it early on then accommodating, making accommodations for them.

XIV.

How do you address individual student concerns?

Um, usually if they have um, oh depends upon what it is. It usually if they I usually have them see me. You know, one on one, you know, um, I don't like to make you know if they have a concern, I don't, I don't make the whole class aware of it. I just take them aside, see the concern about another student and the way they're treating them or you

know, and they feel that they're having a bad day or something. I just pull them aside, we talk about it and I make it, you know, and I want to make sure everyone else is doing you know something else. It's really not a therapy.

Okay.

XV.

How do you address individual student academic progress?

Individual student, um what I usually do is um, I'll have them um, like work on um, like they have writing projects and stuff like what we do. I basically see if um, the things that we worked on and our conferences have um, will actually ah, say I'm finished or um, how what's the word I'm trying to use? That like they, um, that we talked about are still

That they're using them now

They're still using yea, the you know, the punctuation they were before they're they know where a period is now because we went over that concept.

XVI.

How do you deal with each child as an individual?

Well, I treat them um, I deal with them all like you know, like they're my own kids. You know, what I mean, I just think they all um, are unique. And they all have different needs. They deserve the same treatment and they don't hold labels. I don't you know, I hope not anyways, they don't you know, um, I you know would want a classroom management if I, it's it's good for one, it's good for all. You know, so not you know any differences for one student just because I happen to like this one better, you know.

XVII.

Um, excuse me. What do you use to motivate students to learn?

Um, will I think just my expectations. I have high expectations for them and um, and a lot of it is just making it fun for them and engaging because I think that when they're having fun, it's going to get some of them motivated to learn and working in groups. I think that that helps probably that like kind of an environment, too.

XVIII.

What is your definition of child development?

Um, I think really, um child development is the like certain stages of their life, starting from the time that they're really born. They acquire certain skills and their needs change and the skills, you know, um and concepts that they develop. I think I work or go higher in a sense that you know what they learned in second grade is going to be more than they learned in first and then what they, you know, and you're just building upon each need as you go of what they know. You're trying to build on prior knowledge but offer new information.

XIX.

How does the um, your definition of child development affect your lesson planning then?

Um, well, let's see. It's hard. Um, I try to um, well I look at the objectives of third grade and I try to see I try to not only teach what the objective is, but also extend beyond that a little bit. And um, make it even more challenging so because I want them to be prepared for life, really. That you almost you know, you're preparing them step by step so um, in my planning, I I try to get back to their work you know, the real life situation for what they're working with. Like money, how, why do we need to know how to make change and you know, well, when do you need to do this? You know, if you go with your mom

into the store and we did the same, you know, give five dollars, what do you know, what are you going to get for that? I mean, are you going to know how are you going to know you got the right change? You know, so I try to connect to some of the real life applications.

Okay.

XX.

How does your definition of child development affect your choice of teaching materials?

Um, how do you define it?

How does your definition of child development affect y our choice of teaching materials?

Well, um, what I do is I try to use a lot of manipulatives with them at first, really concrete because I think even at the beginning of the year, for third grade, you know they have I on, um and then slowly though I want to be able to have them apply um what they synthesized or what they've learned, And if it was a real life context against the word, you know, where maybe like the confirmation you know, I try to offer different ways of doing things to not just for manipulatives, but different pictures and representations with work actually matching the representations with the word so they know the vocabulary of the language and a , and I answered it.

That's good.

XXI.

One last question. How does your definition of child development affect your choice of lesson delivery techniques?

Um, well I think the choice you know, what they say in third grade. I mean, they're pretty much more a lot more independent, but still they still need you know, um guidance. And so what I I try to offer them you know is a multitude of ways of teaching. I try to do a little bit of direct instruction at the beginning and then slowly have them work in groups and then have them, you know, I'll have them do different stuff at the board, have them come up and show me. I just think it's important they have that offer. That makes the ways of learning because you know they may learn it better from someone who's just beside them and relate to them better than I can teach it. So I try, um you know just to offer different ways of instruction so that grouping individuals, you know like their writing, it's pretty much individual. But they can't conflict with others to get feedback on what you know, the story will help them improve. I try to make it like a community, like we're all in this together. We're all learning at different rates, so you know, we're all here to help each other. To them, I'm not the only one, there's other ways of you know, of doing it besides the way I do it. You know.

Sounds wonderful. We're all done and I want to thank you very much.

Oh, you are welcome.

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