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GUIDELINES FOR THE DEVELOPMENT OF A PROGRAM OF SERVICE FOR
STATE UNITS OF THE ASSOCIATION OF TEACHER EDUCATORS

DISSERTATION

Presented in Partial Fulfillment of the Requirements for
the Degree Doctor of Philosophy in the Graduate
School of The Ohio State University

By

James Ellsworth Lifer, B.S., M.A.

* * * * *

The Ohio State University
1972

Approved by

[Signature]
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VITA

January 2, 1940 . . . . . . Born - Jellloway, Ohio

1963. . . . . . . . . . . B.S., Ashland College, Ashland, Ohio

1963-1964 . . . . . . . Elementary Teacher, Ashland City Schools
Ashland, Ohio

1964-1966 . . . . . . . Elementary Teacher and Principal
Loudonville Public Schools
Loudonville, Ohio

1966. . . . . . . . . . . M.A., The Ohio State University,
Columbus, Ohio

1966-1969 . . . . . . . Director of Student Teaching
Ashland College, Ashland, Ohio

1969-1970 . . . . . . . Acting Chairman of Elementary Education
Ashland College, Ashland, Ohio

1970-1971 . . . . . . . Teaching Associate, College of Education
The Ohio State University, Columbus, Ohio

1971-1972 . . . . . . . Assistant Professor of Education
Ashland College, Ashland, Ohio

FIELDS OF STUDY

Major Field: Curriculum and Instruction

Studies in Teacher Education. Dr. L. O. Andrews

Studies in Elementary Education. Dr. Loren R. Tomlinson

Studies in Inner City Education. Dr. Herbert L. Coon
TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACKNOWLEDGMENTS</td>
<td>i1</td>
</tr>
<tr>
<td>Vita</td>
<td>i11</td>
</tr>
<tr>
<td>List of Tables</td>
<td>vi1</td>
</tr>
<tr>
<td>List of Figures</td>
<td>x</td>
</tr>
<tr>
<td>Chapter</td>
<td></td>
</tr>
<tr>
<td>I. THE NATURE OF THE STUDY</td>
<td>1</td>
</tr>
<tr>
<td>Introduction</td>
<td>1</td>
</tr>
<tr>
<td>Need for this Study</td>
<td>2</td>
</tr>
<tr>
<td>Purpose of this Study</td>
<td>3</td>
</tr>
<tr>
<td>Procedures</td>
<td>4</td>
</tr>
<tr>
<td>Definition of Terms</td>
<td>5</td>
</tr>
<tr>
<td>Assumptions</td>
<td>6</td>
</tr>
<tr>
<td>Scope of this Study</td>
<td>6</td>
</tr>
<tr>
<td>Related Research</td>
<td>7</td>
</tr>
<tr>
<td>Development of ATE</td>
<td>10</td>
</tr>
<tr>
<td>Organization of this Study</td>
<td>14</td>
</tr>
<tr>
<td>II. REVIEW OF RELATED LITERATURE</td>
<td>16</td>
</tr>
<tr>
<td>Theoretical Basis</td>
<td>16</td>
</tr>
<tr>
<td>Classifications and Typologies of Organization</td>
<td>16</td>
</tr>
<tr>
<td>Concepts for Developing Organizations</td>
<td>25</td>
</tr>
<tr>
<td>Chapter</td>
<td>Page</td>
</tr>
<tr>
<td>---------</td>
<td>------</td>
</tr>
<tr>
<td>PROFESSIONAL BASIS.</td>
<td>30</td>
</tr>
<tr>
<td>Characteristics of a Profession for Educators</td>
<td>30</td>
</tr>
<tr>
<td>CRITERIA FOR DEVELOPING STRONG STATE ATE UNITS</td>
<td>61</td>
</tr>
<tr>
<td>PROCEDURES FOLLOWED AND CRITERIA DEVELOPED BY ONE UNIT OF ATE IN DETERMINING ITS PROGRAM OF SERVICE</td>
<td>68</td>
</tr>
<tr>
<td>SUMMARY OF THE REVIEW OF RELATED LITERATURE</td>
<td>71</td>
</tr>
<tr>
<td>III. OPINIONS OF LEADERS OF STATE ATE UNITS</td>
<td>72</td>
</tr>
<tr>
<td>DEVELOPMENT OF THE OPINIONNAIRE</td>
<td>72</td>
</tr>
<tr>
<td>RESULTS OF OPINIONNAIRE, PART I</td>
<td>73</td>
</tr>
<tr>
<td>RESULTS OF OPINIONNAIRE, PART II</td>
<td>85</td>
</tr>
<tr>
<td>Procedures Employed in Interpreting Responses</td>
<td>85</td>
</tr>
<tr>
<td>Interpreting the Responses</td>
<td>86</td>
</tr>
<tr>
<td>A SUMMARY OF THE OPINIONS OF STATE LEADERS TO FUNCTIONS FOR A STATE ATE UNIT</td>
<td>91</td>
</tr>
<tr>
<td>IV. PROCESS OF DEVELOPING THE GUIDELINES</td>
<td>93</td>
</tr>
<tr>
<td>PROCESS IN DEVELOPING THE TENTATIVE GUIDELINES</td>
<td>93</td>
</tr>
<tr>
<td>Guideline One</td>
<td>94</td>
</tr>
<tr>
<td>Guideline Two</td>
<td>94</td>
</tr>
<tr>
<td>Guideline Three</td>
<td>94</td>
</tr>
<tr>
<td>Guideline Four</td>
<td>95</td>
</tr>
<tr>
<td>Guideline Five</td>
<td>95</td>
</tr>
<tr>
<td>Guideline Six</td>
<td>96</td>
</tr>
<tr>
<td>Guideline Seven</td>
<td>96</td>
</tr>
<tr>
<td>Guideline Eight</td>
<td>96</td>
</tr>
<tr>
<td>Guideline Nine</td>
<td>97</td>
</tr>
</tbody>
</table>
# LIST OF TABLES

<table>
<thead>
<tr>
<th>Table</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Percentage of Return of National Opinionnaire.</td>
<td>74</td>
</tr>
<tr>
<td>2.</td>
<td>Item Analysis of the Responses of State Unit Presidents to Part I of the Instrument</td>
<td>75</td>
</tr>
<tr>
<td>3.</td>
<td>Item Analysis of the Responses of the State Membership Chairmen to Part I of the Instrument</td>
<td>76</td>
</tr>
<tr>
<td>4.</td>
<td>Item Analysis of the Responses of the College Representatives to the National Delegate Assembly to Part I of the Instrument</td>
<td>77</td>
</tr>
<tr>
<td>5.</td>
<td>Item Analysis of the Responses of the Public School Representatives to the National Delegate Assembly to Part I of the Instrument</td>
<td>78</td>
</tr>
<tr>
<td>6.</td>
<td>Rank Order of the Mean Favorability Among Respondents to Functions Which a State Unit of ATE Should Conduct.</td>
<td>80</td>
</tr>
<tr>
<td>7.</td>
<td>Rank Order of the Mean Favorability Among All Respondents to Functions Which a State Unit of ATE Should Provide Leadership in Developing</td>
<td>81</td>
</tr>
<tr>
<td>8.</td>
<td>Rank Order of the Mean Favorability Among All Respondents to Functions Which a State Unit of ATE Should Encourage.</td>
<td>83</td>
</tr>
<tr>
<td>9.</td>
<td>Rank Order of Favorability by Leaders of State Units of ATE to Functions Identified by the Indiana Unit of ATE.</td>
<td>84</td>
</tr>
<tr>
<td>10.</td>
<td>Problems Confronting State ATE Units</td>
<td>87</td>
</tr>
<tr>
<td>11.</td>
<td>Guideline Analysis from Responses of Members of Ohio ATE for 0-2 Years.</td>
<td>106</td>
</tr>
<tr>
<td>12.</td>
<td>Guideline Analysis from Responses of Members of Ohio ATE for 3-5 Years.</td>
<td>109</td>
</tr>
</tbody>
</table>
Table

13. Guideline Analysis from Responses of Members of Ohio ATE for 6 or more Years ........................................ 111

14. Guidelines Thought to be Appropriate for the Ohio ATE Unit by its Members ........................................ 113

15. Rating of the Guidelines by the Ohio Executive Committee Members ........................................ 117

16. Rating of the Guidelines by the National ATE Constitution Revision Committee Members .................. 120

17. Rating of the Guidelines by the National ATE Standards and Performance Committee Members .......... 125

18. Rating of the Guidelines by the Total Jury ........................................ 127

19. Rank Order of Guidelines from Total Jury Response ........................................ 128

20. Comparison of Responses from Ohio ATE Members and Responses from Jury Members to Guidelines .......... 130
## LIST OF FIGURES

<table>
<thead>
<tr>
<th>Figure</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The Individual and His Environment.</td>
<td>26</td>
</tr>
<tr>
<td>2.</td>
<td>The Individual and His Organizational Tasks</td>
<td>26</td>
</tr>
<tr>
<td>3.</td>
<td>The Relationship of Key Variables in Organization Development</td>
<td>29</td>
</tr>
</tbody>
</table>
CHAPTER I

THE NATURE OF THE STUDY

INTRODUCTION

The tendency to form groups and associations of those of like interest in some occupational endeavor, religious concern, or recreational preference, has long been recognized as an important characteristic of our culture. This phenomenon is apparent in the historical development of educational associations in America.

The earliest educational organizations in the United States were located in large cities. Fenner identifies the Society of the Associated Teachers founded in 1794 in New York City as one of the first. The evolution from the local level to the creation of national associations took two parallel paths: through the organization of scholars and educational leaders in literary societies, and through the gradual organization of the profession itself, by state and by special interest groups.

Several associations were in existence for educators prior to 1870. Many were of little significance, consequently, some died and

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others emerged into other organizations. In 1870, The National Education Association (NEA) was formed and has shown continuous growth in membership and service to education. In 1966 there were 574 national and regional professional educational associations, 587 state associations, and over 8,000 local associations. This represented about a 25 per cent increase in number over the previous ten years.²

Most recently, voluntary associations have played a vital role in the major events in education by giving form to the trend toward teacher militancy and channeling much of the curriculum-reform movement. In spite of this involvement, and similar involvement for over a century, Groebli reported that few aspects of education have been studied less.³

NEED FOR THIS STUDY

The Association of Teacher Educators (ATE), an affiliate of the National Education Association, is a newly organized association which officially began on September 1, 1970. The Association was originally founded in 1920 and had been more recently known as the Association For Student Teaching (AST). The name was changed to foster greater teamwork among all individuals involved with teacher education, both pre-service and in-service. The involvement of additional professional educators requires a reorganization of the purposes and functions of


the forty-three (43) state units of the Association. Dr. Mary Ellen Perkins, the first national president of ATE, said:

... the state units should become more active leaders in teacher education. The Association of Teacher Educators provides a new opportunity for them to work with related organizations and to really influence all aspects of teacher education throughout the nation. This is perhaps the greatest responsibility we have.4

Dr. Richard Collier, ATE Executive Secretary, said during a meeting held at the Ohio Education Association Building on January 15, 1971, "state units hold the key to the success of ATE. They must assume the leadership and develop action programs."

Guidelines for the orderly development of a program of service for state units of ATE are needed to assist leaders of the Association. These guidelines could serve as an aid for: (1) membership growth at all levels; (2) systematic planning to foster interest, participation, and involvement by Association members; (3) an adequate financial budget; (4) communication among members; (5) partnership with other professional associations and educational institutions; and (6) establishing local and regional units of the Association.

PURPOSE OF THIS STUDY

The major purpose of this study was to develop a set of ranked guidelines to serve as a basis for establishing a program of activities for state units of the Association of Teacher Educators (ATE).

PROCEDURES

A series of procedures were followed to achieve the major purpose of evolving guidelines for the development of a program of service for state units of the Association of Teacher Educators. First, a list of tentative guidelines was developed from a synthesis of information obtained by:

a. a review of the literature relating to a profession for educators, from which a synthesized list of ten characteristics of a profession for educators was developed,

b. an analysis of a survey of the opinions of leaders from all state units of ATE concerning the activities identified by the Indiana ATE Unit during a state conference held at Indiana University within a month after the National ATE came into being,

c. an analysis of a survey of major problems confronting state ATE units as reported by leaders of all the state ATE units,

d. A review of the proposals for state units of ATE presented by L. O. Andrews to the Missouri ATE Unit on April 16, 1971, and to the Ohio ATE Unit on November 5, 1971.

Second, the list of tentative guidelines was submitted to a group of seven Ohio ATE members of long standing for examination and suggestions as to clarity, conciseness, and structure of the guidelines.

Third, the list of tentative guidelines was revised and distributed to the membership of Ohio ATE for reactions as to the extent the guidelines would be appropriate for the Ohio ATE Unit.

Fourth, based on an analysis of the responses from the Ohio ATE
Membership, the refined list of guidelines was sent to a jury consisting of the Ohio ATE Executive Committee, the national ATE Constitution Revision Committee, and the national ATE Standards and Performance Committee. The Ohio ATE Executive Committee rendered professional judgment as to the appropriateness of the guidelines for the Ohio Unit, and the national ATE Constitution Revision Committee and the Standards and Performance Committee provided a professional judgment as to:

a. the extent to which each guideline was in line with the Committees' perception of the purpose and function of state units as perceived by the Committee as it engineered the shift of the Association from a national to state unit basis,

b. suggestions for modification of the guidelines which would make them appropriate for use by any state ATE Unit.

Fifth, the two sets of guidelines were modified with those for Ohio based on the reactions of the Ohio ATE executive Committee, and those for use generally across the country based on the reactions of the national ATE Constitution Revision Committee and Standards and Performance Committee.

DEFINITION OF TERMS

Program of service—activities supported or conducted by the Association of Teacher Educators.

Association—a body of persons organized for some common purpose.

Guideline—a statement denoting a suggested direction of action for the Association.
ASSUMPTIONS

Three basic assumptions accepted by the investigator at the initiation of this study are as follows:

1. Based on the fact that a number of state units of the Association of Teacher Educators exist, it was assumed that need exists for such groups.

2. The belief is that sufficient expertise to respond intelligently to organizational management exists among the unit presidents, membership chairmen, and representatives to the national delegate assembly from all the state units of ATE. These leaders of state units are believed to be in the best position to provide the information requested by the national opinionnaire.

3. Accepted is the tenent that certain commonalities exist among the attitudes of state unit leaders toward the activities and problems confronting state ATE units.

SCOPE OF THIS STUDY

This is a national study inclusive of all 43 state units of the Association of Teacher Educators. The unit president, membership chairman, and the representatives on the national delegate assembly (school and college) from forty-two (42) state units (excluding Ohio) comprised the sample for the national survey, and the membership of the Ohio ATE Unit comprised the state sample. The Ohio ATE Executive Committee, the national ATE Constitution Revision Committee, and the Standards and Performance Committee comprised the jury.
RELATED RESEARCH

Studies relating to professional educational associations, and specifically to teacher education associations, have been very sparse. Through an exhaustive search of the Dissertation Abstracts, the Encyclopaedia of Educational Research, and Datrix, no previous studies on the specific topic were found to exist.

The research which has been published consists mostly of discussions of issues related to specific controversies in which associations find themselves. Much more scholarly analyses of their professional organizations have been made by sociologists and political scientists. But even they have been hampered because they have not examined the full range of types of organizations across several fields and by the lack of agreement on basic definitions; the terms "education association," "professional association," and "scientific societies" are used loosely and often interchangeably.

The most frequently cited of the early studies of voluntary organizations for professionals was made by Carr-Saunders and Wilson. They concentrated on describing the role of associations within professional fields and the differences in function between the professional association and the trade union. To them, the two basic purposes of

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5 Datrix is a computerized information retrieval system comprising the majority of all dissertations published since 1938 (Ann Arbor, Michigan: University Microfilms).

associations are to help form a professional community and to help the professional interpret and apply pure science. In other words, professional associations are a way of welding knowledge to power. They discuss in some detail how associations respond to societal, economical and political forces.

A study conducted by Merton\(^7\) concentrated on professional associations and identifies six characteristics which all share: membership is voluntary; they are organized for reasons other than the pecuniary benefit of individual members; they exercise control over the occupational performance of members; they support individuals in their occupational tasks and aid them to improve their competencies; they seek to advance knowledge of the field represented by their membership; they help the professionals relate to the larger society.

Glib\(^8\) conducted a study which concentrates on tracing the history of professional associations. She describes how associations respond to societal forces and conditions. The National Education Association is discussed in some detail. Her major thesis is that professional associations have moved through three distinct phases in the nineteenth century and into a fourth phase in this century. The first phase was shaped by the limitations of travel and communication so that local and regional associations predominated. Easing of travel difficulties encouraged the formation of national and state associations in the latter

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third of the nineteenth century. At this second stage, the organizations remained small, usually poor, elitist in structure and outlook, and dominated by administrative leaders, often in government.

The third phase occurred before the turn of the century and lasted through World War I. Professionals turned their attention to what Gilb calls "bread-and-butter" issues. Their associations expanded in size and in representation; they broke with the previous leadership and frequently assumed a contraposition to government agencies, even those that fostered them.

The final phase has been marked by the formation of new groups for racial and religious minorities in the population, for specialists, and for different authority levels. Local groups have shown new vigor. National associations have had to reorganize and shift program priorities to accommodate these developments.

Former research has shown that little agreement exists regarding the value of educational associations. Elam and Garvue⁹ point out that during the absence of strong central leadership from federal agencies, voluntary associations took up the slack. Lieberman¹⁰ claims that professional educational organizations have no influence at all. Barber¹¹

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thinks that educational associations can impede as well as assist in new discoveries. Gilb predicts that societies and associations will become more important. She thinks that voluntary associations will be as important in the near future to our society as guilds were in the medieval age. She reiterates what is almost a continuous refrain from students of associations that social scientists prepare for these changes by studying voluntary organizations more intensely and extensively.

DEVELOPMENT OF ATE

The Association of Teacher Educators (ATE) has been in existence in some form since 1920. Divorcing itself from the National Society of College Teachers of Education, the Association began with the purpose of attacking and solving problems involved in supervised practice teaching. The name of the Association was: the National Association of Directors of Supervised Student Teaching (NADSST).

An account of the first ten years of the Association is given by Patterson:

The enthusiasm of its members and the fruitfulness of its annual programs carried the new Association through its first ten years. Espousing no single theory of learning or of professional education, the Association helped supervisors and directors of teacher education, many of them new to this work and employed in all types of public and private institutions, to explore ways in which the practical experiences of future teachers might be more effectively planned, directed, and evaluated. The new Association, operating with a minimum of administrative structure, conducted activities during this

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12 Gilb, loc. cit.
decade which established it as a developing link between the academic and professional faculties of institutions of higher education. The Association provided a unique opportunity for public school teachers and professors to mingle on a friendly, informal, but professional basis and share their pride and enthusiasm in a common effort.  

After surviving the depression years between 1930-1938, a broader vision of what the Association should be doing was developed under the leadership of Edith E. Beechel, who was president from 1939-1941.  

Beechel's leadership of the Association is summarized by Patterson:

Three events during Edith Beechel's presidency set the Association upon a new course. To stimulate a higher quality of supervision of student teaching throughout the entire country, the Association created an organization of State Representatives, Research Leaders, and Area Councilmen, eventually numbering over one hundred and thirty persons, who were responsible for stimulating local and state conferences for public school and college supervisors and directors of student teaching and for the formation, wherever possible, of state or regional units. In her own state of Ohio, Edith Beechel supported the formation in May 1939 of the first organized state unit at Ohio University (Athens) where she was director of the campus laboratory school. Then in the summer of 1939, the Executive Committee held the first of the summer workshops which have continued to this day as one of the most effective activities sponsored by the Association.  

The Second World War hampered the growth of the Association. In 1944, the president of the Association, Camella Low, addressed the membership with the thought that concentration on the administration of student teaching programs and on the supervision of student teachers had limited the vision of the Association. Patterson described the

\[14\] Ibid., p. 21.  
\[15\] Ibid., pp. 21-22.
essence of Low's address as follows:

... She appealed for an opening of the boundaries between theory and practice, between the school and the community, and between the preservice and in-service training of teachers. She urged that the Association cooperate more closely with other professional organizations and that the older limitations of student teaching and laboratory schools be broadened to include direct and varied experiences with a wide range of school and community activities.16

In 1945, the Executive Committee of the Association agreed to cooperate with the American Association of Teachers Colleges to study standards of accreditation of student teaching, and joined with the council on Cooperation in Teacher Education in its efforts to coordinate the work of kindred professional organizations.17 In the same year, the name of the Association was changed to the Association for Student Teaching (AST), and membership was extended to all whose work affected the professional education of teachers.

Patterson described the early years of AST as follows:

... State and regional units, whose development had started in 1939, received a further emphasis. Cooperation with the American Association of Teachers Colleges resulted in the publication in 1948 of School and Community Laboratory Experiences in Teacher Education, written by Margaret Lindsey and inspired, for the most part, by Florence Stratemeyer. This study stimulated the Association into a new concept of its basic concern in the teacher education process. The attention which the report received, except from the national accrediting agencies, marked the beginning of the growth in membership and professional status that occurred during the next four years. Successive national workshops and meetings of state and regional conferences studied the implications of the report and brought to the Association that surge of membership which continues to this day.18

Up to 1947, the Association was the extension of the leadership

16 Ibid., p. 22. 17 Ibid. 18 Ibid., pp. 22-23.
of the president and the activities of individual leaders; since 1948, the contributions of the Association have come from the work of committees and commissions whose leadership largely characterize the Association, no matter who chanced to become president. The proposal to study major issues in teacher education through appointed committees was presented to the Association by L. O. Andrews in 1947. The committees assume various tasks for the Association and for programs standards for teacher education.

In 1970, the name of the Association was again changed to the Association of Teacher Educators with a constitution which places emphasis upon the value of personal association with professional colleagues, an open door for leadership, a democratic invitation for participation by all members regardless of race, creed, or level of specialization, and a commitment to the production and dissemination of publications. 19

The Association strongly encourages membership from all educational agencies to become actively involved in a united way through strong state and local units. The Association is a group of individuals—not institutions, organizations, or groups—banded together for the common concern of educating teachers. McGeoch and Olsen wrote:

... it is now patently clear that the title "teacher educator" no longer belongs to college faculty exclusively. It is the rightful possession of all who participate in the professional preparation of teachers: classroom teachers, school supervisors, department chairmen, building principals, superintendents, college supervisors, college professors, and college

19 Ibid., p. 25.
administrators. It also belongs to professional personnel employed by state departments of education, professional organizations, the federal government, and local community agencies.

Three factors are emphasized in the constitution to promote action at the local, state, and national levels. First, a Delegate Assembly is functional as the policy making body for the Association which makes carefully considered action possible that represents the position of the membership. Second, state units are as nearly autonomous as they can be and still retain their affiliation with the Association. Third, local units within each state are encouraged. A copy of the constitution of the Association is found in Appendix H.

ORGANIZATION OF THIS STUDY

Chapter I introduces the study and gives the need, purpose, procedures, assumptions, scope, and related research. Chapter II is concerned with a review of literature related to the study. Material concerning the theoretical base, concepts for developing organizations, characteristics of a profession for educators, criteria for developing strong state ATE units, and procedures followed and criteria developed by one unit of ATE are included. The opinions of leaders of all state ATE units to the functions identified by one ATE unit—based on survey results—are reported in Chapter III. Chapter IV presents the process used in the development of the guidelines, an analysis of the responses from members of the Ohio ATE unit and its executive committee toward

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the appropriateness of the guidelines for the Ohio Unit, and the judgment of the national ATE Constitution Revision Committee and the Standards and Performance Committee toward the appropriateness of the guidelines for any state ATE unit. Chapter V includes the summary, findings, and recommendations. The Appendixes and Bibliography follow.
CHAPTER II

A REVIEW OF RELATED LITERATURE

The purpose of this study was to develop guidelines for a program of service for state units of the Association of Teacher Educators.

This chapter reviews significant literature related to a theoretical basis for organizations, and significant literature related to a professional basis for the Association of Teacher Educators from which the guidelines were developed. The emphasis is placed on getting material to be used in developing the guidelines, and for establishing principles for the Association.

THEORETICAL BASIS

Classifications and Typologies of Organizations

From early history, society has been organized. People are born in, educated by, and regulated by organizations. People's lives are spent in working, playing, paying, and praying in organizations.

On the assumption that a study of the classification and typologies of organizations by sociologists and other social scientists would provide some basic reasons which justify the existence of state units of the Association of Teacher Educators, the writer selected a number of classifications from the literature to support this study.

As used in the literature, the words association and organization
will mean an organized group, while institution will stand for an organized procedure.

Bierstedt suggests that the profile of a society can be "read" in its dominant institutions. When a person looks at a society at a given point in time, often he finds that one or a small group of its institutions and accompanying associations seem more important or at least more prominent than others. Some examples he listed are: Sparta, with its army dominated institutions; medieval period in history with its church dominated institutions; the Soviet Union with its political party dominated institutions; and the United States with its government and business dominated institutions.¹

In discussing the professions and social structure, Parsons writes:

Not only is there a tendency to empirical concentration on the business world in characterizing the society, but this is done in terms which tend to minimize the significance of the professions. For the dominant keynote of the modern economic system is almost universally held to be the high degree of free play it gives to the pursuit of self-interest. It is the "acquisitive society" or the "profit system" as two of the most common formulas run. But by contrast with business in this interpretation the professions are marked by "disinterestedness." The professional man is not thought of as enjoying in the pursuit of personal profit, but in performing services to his patients or clients, or to impersonal values like the advancement of science. Hence, the professions in this context appear to be atypical, to some even a mere survival of the mediaeval guilds.²


Blau and Scott discussed reasons for studying organizations:

In addition to its theoretical significance, the study of organizations has much practical significance today, particularly in a democratic society. . . Since formalized organizations have become the dominant form of institution in modern societies, a thorough knowledge of them is essential for an understanding of contemporary social life. The centralization of power in the hands of management that organizational giants make possible, moreover, poses a challenge to democracies . . .

In contrast to communities and societies, Blau and Scott also point out that:

. . . formal organizations are characterized by explicit goals, an elaborate system of explicit rules and regulations, and a formal status structure with clearly marked lines of communication and authority. . . .

What all organizations have in common is that a number of men have become organized into a social unit—an organization—that has been established for the explicit purpose of achieving certain goals. . . If a task requires more than a mere handful of men working together, they cannot have each do what he thinks needs to be done—rather they must get themselves organized.4

Williams expressed the distinction between societies in general and associations when he said:

A society is a social group within which the members share the basic elements and conditions of a common life. It is an inclusive group encompassing other social groups and relations. . . . An association, on the other hand, is much more limited in scope. It is organized around a limited set of interests or values which people believe they can enjoy through concerted action.5

Although the above classifications indicate the differences


between a large group or "society" and a more formal group within that society, they are still inadequate in that they do not distinguish one formal organization from another formal organization. These distinctions may be made only when attention is turned to more specific classifications constructed out of various combinations of diverse criteria. Williams said that all of the following variables have been used in typologies of groups and associations: (1) duration, (2) size, (3) complexity, (4) criterion of membership, (5) accessibility, (6) scope of interests, (7) type of control structure, and (8) centralization of authority.  

Bierstedt listed the following factors as those that distinguish an organized group from an unorganized group and give distinctive character to an association as contrasted with other groups:

1. Specific function or purpose
2. Association norms
3. Association statuses
4. Authority
5. Tests of membership
6. Property
7. Name or other identifying symbols

In their classification of societies' organizations, Blau and Scott said that four types of organizations result from the application of the "Who Benefits" criterion:

1. "Mutual Benefit Associations," where prime beneficiary is membership, i.e., political parties, unions, fraternal organizations, clubs, professional associations, religious sects, etc.
2. "Business Concerns," where owners are prime beneficiary, i.e., industrial firms, stores, banks, insurance companies, etc.

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6Ibid.  
7Bierstedt, p. 450.
3. "Service Organizations," where the client-group is the prime beneficiary, i.e., social work agencies, hospitals, schools, etc.
4. "Commonweal Organizations," where the prime beneficiary is the public-at-large, i.e., bureau of internal revenue, military services, police and fire departments, etc.⁸

While the above classifications distinguish between an organized group and an unorganized group and between a large group or "society" and a more formal group within that society, they fail to distinguish the principles that govern the formal bureaucratic organizations from the principles that govern the formal professional associations. Blau and Scott agree that these two formal groups have some common principles but indicate that the differences are greater:

The first difference between the organizing principles of a profession and those of a bureaucracy is that the professional is bound by a norm of service and a code of ethics to represent the welfare and interests of his clients, whereas the bureaucrat's foremost responsibility is to represent and promote the interests of his organization.

A second basic difference concerns the source of authority. The bureaucrat's official authority rests on a legal contract backed by formal sanctions, but the professional's authority is rooted in his acknowledged technical expertness.

A third difference is the bureaucrat's decisions are expected to be governed by disciplined compliance with directions from superiors, whereas the professional's decisions are to be governed by internalized professional standards.

A fourth point is that the differences between the two systems are reflected in the locus of the last court of appeal in cases of disagreement. When a decision of a bureaucrat is questioned, the final judgment of whether he is right or not is a perogative of management, but when a decision of a professional is questioned, the right of reviewing its correctness is reserved to his professional colleague group.⁹

These differences may become less distinctive as the members of the professional groups become salaried employees of other formal organ-

⁸Blau and Scott, p. 38. ⁹Ibid., p. 244.
izations. It is entirely possible that the professional association may have a certain significance to the lawyer who is an independent practitioner and an entirely different significance to the lawyer that works in a bureaucratic organization such as an insurance company.

According to Parsons, organizations are social units, or human groupings, deliberately constructed and reconstructed to seek specific goals. 10

Davis indicates the key assumptions with regard to organizations as follows: (1) they are social systems governed by social and psychological laws, and (2) they are formed and maintained on the basis of some mutual interest among their participants. 11

As social systems, organizations have formal and informal structures. Informal organizations arise from social interaction and generally operate outside the official relationships. The philosophy and goals of people are implemented by leadership working through formal and informal organizations. The authority of leaders may be positional (formal) or personal (informal). 12

According to Etzioni, the common way an organization's effectiveness is determined is by the degree to which it accomplishes its goals; its efficiency is measured by the amount of resources used to


12 Ibid., p. 213.
produce a unit of output. Organizations which are pressured to produce may over-measure their efficiency which tends to encourage over production of highly measurable items and neglect of the less measurable. 13

Etzioni states that organizations are characterized by:

1. divisions of labor, power, and communication responsibilities . . . deliberately planned to enhance the realization of specific goals;
2. the presence of one or more power centers which control the concerted efforts of the organization and direct them toward its goals; and
3. substitution or recombination of personnel to enable the removal of unsatisfactory persons and to assign their tasks to others. 14

An organizational goal is a desired state of affairs which the organization attempts to realize. 15 A group may have a stated goal which differs from the real goal if the majority of the organization's means and commitments are in conflict with stated objectives. Etzioni states further that many organizations were originally formed to serve more than one goal and tend to serve each of their goals more effectively and efficiently than single-purpose organizations. 16

Constitutions and by-laws set the stage for directing organizations. Most organizations have a formal, explicitly recognized means for setting initial goals and for their amendment. Factors which may influence goal determination are: environmental forces, power plays involving groups and individuals within organizations, the surrounding community, and existing laws. 17

14 Ibid., p. 3.
15 Ibid., p. 6.
16 Ibid., p. 14.
17 Ibid., p. 7
The Association of Teacher Educators can be classified as a Mutual-Benefit Association according to the criteria established by Blau and Scott. In such an association, the membership is expected to be the prime beneficiary of the activities performed by the association. The crucial problem in a mutual-benefit association is that of maintaining internal democratic processes—providing for participation and control by the membership. This internal democracy involves coping with two main problems: membership apathy and oligarchical control.

Most members of mutual-benefit associations are apathetic in the sense that they are willing to leave the running of their association to an active minority. This situation conflicts with the idealized conception of these associations as collectivities whose members are highly interested and actively engaged in achieving some common objective. This image of the mutual-benefit association is faithful primarily at the time of its origin and during its early struggle for existence. An established fact exists that the majority of members of mutual-benefit associations are not sufficiently interested to devote much time or energy to conducting the business of the association and are content to leave the running of the organization to a corps of active members or to a hired staff. Once the organization is under the control of a minority or of hired officials, a vicious

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18 Blau and Scott, p. 45.
20 Ibid., pp. 486-7.
cycle begins, for in such cases, business meetings are usually uninteresting and concerned with unimportant matters; members who come to these meetings obtain meager rewards for their efforts, and this condition curtails participation still further.  

Given a generally low level of participation in mutual-benefit associations, it is important to know what factors are related to participation— that is, what characteristics differentiate between members who participate much and those who participate little. Many studies, beginning with Komarovsky's, have shown that persons of higher socio-economic status tend to belong to more associations and to participate more actively in them than persons of lower status. Other studies show that males tend to participate more than females, those in their middle years more than those either younger or older, and those belonging to minority groups more than those in the majority.

Studies of participation and apathy deal with one aspect of the problem of internal democracy in formal associations; another facet of equal importance is the problem of oligarchy. A fundamental dilemma confronting mutual-benefit associations is that democratic controls are often sacrificed in the interests of promoting the effective accomplishment of objectives.

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In mutual-benefit associations, bureaucratization poses the special problem of oligarchy. The functions of this type of organization, where the members are expected to be the prime beneficiaries and to govern themselves, are placed in jeopardy by the development of a bureaucratic apparatus that centralizes power in the hands of administrative officials. Bureaucratization entails the danger that the original objectives of the organization are lost sight of as the result of preoccupation with administrative problems.

Concepts for Developing Organizations

Organizations start with individuals who take collective action and form an organization so they will improve their ability to cope with their environment. In this way, the organization becomes a device for mediating between the individual and his wider environment. It provides a setting that structures and channels his transactions with the environment. It helps him engage with problems. Figure 1 symbolizes this process.

Individuals need task assignments within the organization as shown by Figure 2. Figure 2 shows individual contributors each tied to a specific task (a dot). The individual contributors are grouped (by the triangles) into organizational units. The environment is now

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24 Blau and Scott, pp. 227-228.


26 Ibid.
Environmental problems

\[ \text{Individual} \]

Environmental opportunities

Figure 1

The Individual and His Environment

Figure 2

The Individual and His Organizational Task
depicted as having different sectors (circles). Certain contributors are linked to these sectors to indicate their specialized task of conducting transactions with that environmental element. Each unit has developed different characteristics depending upon its part of the environment. But each unit is shown as having an integral relationship to other units. Achieving differentiation and integration depends upon the organization members' capacity to manage conflict.

The relationship of key variables in organizational development is suggested by Likert and is shown in Figure 3. In Figure 3, the rectangle denotes the organization's boundary and the transactional strategy straddles the boundary with the environment. The concepts of goals has been introduced simply to indicate that a strategy includes an expected target. According to Lawrence and Lorsch, this strategy is tightly related to three internal elements: planned human-resource needs, planned differentiated task-activities, and a planned integrating structure for the necessary intergroup communication and decision-making. Planned human-resource needs are one determinant of the actual human contributions realized from working out the contribution-inducements contracts with individual contributors.

As these contributions actually occur, they consist of planned and unplanned characteristics (skills and talents) of the whole person who appears at work with all of his built-in predispositions. According to Lawrence and Lorsch, the total mix of planned and unplanned human

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28 Ibid., p. 17.
29 Ibid.
Figure 3

The Relationship of Key Variables in Organization Development
needs, differentiated activities, and integrating structures and procedures combine to create a complex set of expectations among organizational contributors. 30

Individual members come to expect of themselves and others certain specified activities, interactions, and even certain sentiments and attitudes. These include expectations about certain informal groupings of people that were not planned in the differentiated task activities. It is this complex set of expectations that directly condition and guide overt behavior of people—the actual activities performed, the interactions that occur, and the attitudes and sentiments that are held and expressed. It is this resultant behavior that generates the results or outcomes in the transactions actually conducted with the environment on behalf of the organization. Reviewing how results compare with goals, members will consider, as shown in Figure 3, changes in goals, procedures, and structure. As the arrows indicate, these considerations are fed into the decision-making process and may result in certain changes in the next cycle of operations.

Lawrence and Lorsch emphasize the idea of fitting the organization to its immediate relevant environment and to the characteristics of its individual contributors. The authors indicate that there is no one best way to organize; rather, organizations need to be systematically tailored to collective goals and individual human purposes.

30Ibid.
Characteristics of a Profession for Educators

To examine the Association of Teacher Educators as a professional association, one must look at the characteristics of a profession for educators. Social scientists, educational writers, and professional associations, among others, have developed what they consider to be the characteristics of a profession. Blau and Scott, in discussing the underlying characteristics of professionalism, said:

First, professional decisions and actions are governed by universalistic standards; that is, they are based on certain objective criteria which are independent of the particular case under consideration. These principles rest upon and are derived from a body of specialized knowledge, such as the science of medicine, and practice consists of applying these principles with appropriate skill to particular cases. The mastering of this body of knowledge and the acquiring of appropriate skills requires a period of specialized training.

A second characteristic of professionalism is the specificity of professional expertness. The trained professional is a specialized expert qualified to deal with problems in a strictly limited area; he makes no claim to generalized wisdom—he is neither sage nor wise man. The practitioner's authority over his clients rests on their confidence in his expertness in some specific area; he enjoys no authority outside that sphere.

Third, the professional's relations with clients are characterized by affective neutrality. Professional codes of ethics condemn emotional involvement with the client.

Fourth, professional status is achieved by an individual's performance, not ascribed to him because of some qualities he cannot change, such as sex or birth order. The professional's success rests upon outstanding performance in accordance with the principles laid down by his colleague group.

A fifth element in professionalism, essential to protect the welfare of dependent and vulnerable clients, is that professional decisions must not be based on the practitioner's self-interest.

A final characteristic of the professions is their distinctive control structure, which is fundamentally different from the hierarchical control exercised in bureaucratic organizations. Professionals typically organize themselves
into voluntary associations for the purpose of self-control.... Professional control appears to have two sources. First, as a result of the long period of training undergone by the practitioner, he is expected to have acquired a body of expert knowledge and to have internalized a code of ethics which governs his professional conduct. Second, this self control is supported by the external surveillance of his conduct by peers, who are in a position to see his work, who have the skills to judge his performance, and who, since they have a personal stake in the reputation of their profession, are motivated to exercise the necessary sanctions. Professionals in a given field constitute a colleague group of equals. 

Some authorities perceive a profession as an occupation. For example, Lieberman regards a profession as an occupation which exhibits the following characteristics:

1. A unique, definite, and essential social service. A profession must have a unique social service to perform.
2. An emphasis upon intellectual techniques in performing its service. A profession depends to a very high degree upon intellectual rather than physical techniques in carrying on its work.
3. A long period of specialized training. Entry into the professions usually requires a long period of preparation.
4. A broad range of autonomy for both the individual practitioners and for the occupational group as a whole. Individuals and groups have autonomy to the extent that they are free to exercise their own best judgment.
5. An acceptance by the practitioners of broad personal responsibility for judgments made and acts performed within the scope of professional autonomy.
6. An emphasis upon the service to be rendered, rather than the economic gain to the practitioners, as the basis for the organization and performance of the social service delegated to the occupational group.
7. A comprehensive self-governing organization of practitioners. Groups as large as the professions must have some kind of orderly procedure to set the standards for entry into and exclusion from the profession, to promote high standards of practice, and to raise the social and economic status of the group.
8. A code of ethics which has been clarified and interpreted at ambiguous and doubtful points by concrete cases.

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31 Blau and Scott, p. 60.
One of the reasons for the formation of professional organizations is that some definite machinery is needed to enforce high standards of professional conduct.32

Professional Associations have developed characteristics of a profession. For example, The National Education Association, with which ATE is an affiliate association, has published the following characteristics of a profession which:

1. involves activities essentially intellectual,
2. commands a body of specialized knowledge,
3. requires extended professional preparation,
4. demands continuous in-service growth,
5. affords a life career and permanent membership,
6. sets its own standards,
7. exalts service above personal gain,
8. has a strong closely knit professional organization.33

The NEA list of characteristics and other similar lists found in the literature were synthesized by Chandler into seven basic characteristics of a profession. The characteristics found to be generally accepted are:

1. Service is valued more than personal gain.
2. The public accords professions high status.
3. Practice is based on a body of specialized knowledge.
4. Practice of the profession demands intellectual activity.
5. Standards of professional qualifications for admission are established and maintained by the group.
6. Conduct of members is governed by ethics.
7. A strong professional organization is maintained.34

According to Chandler, it is necessary to apply the entire list when classifying an occupational group. Chandler indicated some groups have only two or three of the characteristics, but that all seven are present if the occupational group is a profession.

Commentators on professionalism do not agree entirely on the criteria of a profession, but Orlich and Shermis state the following generalities:

1. Learning a profession involves learning by intellectual endeavor many concepts and principles.
2. A profession has a body of techniques that are applied in a specific situation and then can be transmitted.
3. A profession is internally organized and contains the apparatus for self-discipline.
4. A profession is altruistically motivated.
5. A profession must allow independence.
6. A profession is recognized as such and commands high prestige.  

The Department of Classroom Teachers of the National Education Association published a special report which listed the following marks of a profession:

1. A profession (which means its individual members) possesses a unique body of knowledge, skills, techniques, and attitudes not possessed by the layman—that is to say, not possessed by any other occupational group.
2. A profession is autonomous with respect to professional matters. This means that the profession assumes responsibility for assuring the competency of its members for admission to practice and continuation in practice.
3. A profession maintains a national accrediting body to enforce a certain quality level for programs preparing its members.
4. A profession achieves unity by maintaining effective professional organization.

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5. A profession advances, in the interest of society, the cause which society has entrusted to it.

6. A profession advances and protects the welfare of its members, not in a cynical, selfish, or monopolistic sense, but in the real interest of the professional clientele.36

Significant characteristics exist to distinguish between the true professions and other vocations. Woodring indicates the following:

1. A profession performs an essential social service. Its members place the performance of that service above personal gain.

2. A profession, unlike a skilled trade or a commercial enterprise, rests upon an organized body of scientific or scholarly knowledge that requires an extended period of study in an institution of higher learning.

3. The members of a profession accept broad personal responsibility for making individual judgments that are based on their specialized knowledge and other special qualifications.

4. A profession selects its own members and has the authority to exclude those considered unfit. It enforces a code of ethics which is based upon responsibility to society.

Aside from these four characteristics, the various professions have little in common. Some are well paid, but the members of others take vows of poverty. Some are tightly organized, but others are organized loosely or not at all. Some, but not all, are licensed by the state.37

The National Commission of Teacher Education and Professional Standards of the National Education Association reported that one way of defining a profession is to draw broad limits around the group of people who may be encompassed in the profession. The Commission report stated that a more accurate definition is to list the qualifications of


individuals making up the professional body:

An individual who qualifies as a professional, regardless of the particular profession of which he is a part:

1. is a liberally educated person.
2. possesses a body of specialized skills and knowledge related to and essential for the performance of his function.
3. is able to make rational judgments and to take appropriate action within the scope of his activities, and is responsible for the consequences of his judgments and action.
4. places primary emphasis upon his service to society rather than upon his personal gain.
5. actively participates with his colleagues in developing and enforcing standards fundamental to continuous improvement of his profession and abides by those standards in his own practice.
6. practices his profession on a full-time basis.
7. is engaged in a continuing search for new knowledge and skill. 38

In social work, a related field to teacher education, Hollis and Taylor suggested the following questions as characteristics for appraising a specific profession:

1. Does the profession have a well-defined function, the nature and scope of which can be identified?
2. Does the profession have a philosophy, code of ethics, and other means of self-regulation which assure that its practice transcends the bounds of political, sectarian, and economic self-interest?
3. Does the profession have a unified pattern of organizations that can speak for it with one voice?
4. Does the compensation received by the professional practitioners indicate that the public is willing to pay them as skilled and responsible professional workers?
5. Is the practice of the profession limited, or tending to be limited, to persons with approved general and professional preparation?
6. Is there, in fact, a recognized systematic body of knowledge, skills, and attitudes which can be identified and

transmitted as a regimen of professional preparation?

7. Is the regimen of professional education recognized as a quality appropriate for inclusion in the graduate and professional offerings of a university?39

The Association of Teacher Educators, in order to be classified as a professional organization, must be composed of members who possess a majority of the characteristics of a profession. From the literature, the following summary with supporting rationale has been developed as criteria for use in discussing and assessing the professionalism of teaching, to which all members of the Association of Teacher Educators are affiliated.

Characteristic #1. A profession for educators encourages its members to expand their professional knowledge through intellectual endeavors including reading, research, writing, and study.

Authorities in the literature tend to agree that teaching possesses this characteristic of a profession. Grambs and McClure wrote:

For teachers more than for most other professionals, knowledge and learning are integral parts of the fabric of their profession. A good teacher inevitably will cherish learning and will be personally involved in intellectual activities. He will respond to intellectual stimulation of many kinds—reading, research, writing, and study.40

Authorities who have written about this characteristic indicate


that historically there has been a diversity in the amount of intellectual activity required within the profession. Woodring wrote:

*It is clear that good teaching requires a background of scholarly and professional knowledge. Traditionally it has been assumed that college teachers need the greatest depth of scholarly knowledge while high school teachers need at least such scholarly background as that represented by a college degree. Until recently it was assumed, or at least implied in certification standards, that elementary teachers need more professional training than high school teachers but less depth of scholarly background. Today, however, all but a few of those entering elementary as well as secondary teaching are college graduates.*

Chandler wrote:

*Teaching requires the application of knowledge to professional problems. The teacher must be a scholar in his field and keep abreast of new knowledge in both subject content and pedagogy. Daily in his work he meets instructional problems which require the application of knowledge as well as the intellectual processes involved in diagnosis and treatment. High intellectual ability and scholastic success are essential for success in teaching. Clearly, this criterion is satisfied inasmuch as teaching—as much or more so than any other occupation—is intellectual in nature.*

Teaching has not always been as dependent upon intellectual endeavor and activity as it is today. Stinnet and Haskew indicate that:

*Modern teaching is grounded in intellectual attainments and activities. In pioneer days, the teacher needed to know only the simple skills which were the common possession of those who earned a living from the soil, and a little more book learning than those he presumed to teach. There was no such thing as preparation for teaching. One simply read a little, or studied a little, mastered a few facts, took an examination on them, and set himself up as a teacher.*

Teaching may have lacked some of the attributes of this charac-

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41 Woodring, p. 95.  
teristic in the past, however, it is clear that today teaching has this characteristic of a profession. The Association of Teacher Educators should be able to identify this characteristic among its members if it is an organization of professional educators.

Characteristics #2. A profession for educators expects its members to acquire specialized and extended preparation in an organized body of basic theory.

Most educators today would agree that teaching possesses this characteristic, however, any history of education reveals that this was not always the case. In 1900 many teacher's certificates were issued by local or county school authorities and no state required college preparation for elementary school teaching. Emphasis upon college education became evident around 1920. Woodring states this difference in professional preparation as follows:

It is clear that good teaching requires a background of scholarly and professional knowledge. Traditionally, it has been assumed that college teachers need the greatest depth of scholarly knowledge while high school teachers need at least such scholarly background as that represented by a college degree. Until recently it was assumed, or at least implied in certification standards, that elementary teachers need more professional training than high school teachers but less depth of scholarly background. Today, however, all but a few of those entering elementary as well as secondary teaching are college graduates. 44

Most authorities agree that a college degree should be the minimum educational background for the teacher, however, a difference of opinion exists concerning the professional preparation of educators. Some authorities believe that the professional education courses

44 Woodring, p. 95.
required of teachers are of little value and that a broad liberal education and an in-depth knowledge of the subject to be taught should be the only requirements for teaching. If this is correct, teaching cannot be said to possess this characteristic of a profession. Conant wrote:

In essence, the argument is that public school teachers, in order to be regarded as professionals, must be in possession of some esoteric body of knowledge that sets them apart from those laymen whose general education is equivalent to theirs, or is in some instances more extensive. 45

Orlich and Shermis are among the writers who recognized the existence of a specialized knowledge and the extended professional preparation needed to master the basic theories of education, but are concerned that many educators lack this preparation. These authors write:

The field of education does indeed contain many intellectual principles and concepts. But it is also true that much in education, as it is taught, is lowered to the level of "now do it like this," or "now we do this"—much as a mechanic is taught to adjust a carburetor. That is, there are still too many "rules of thumb" procedures in education and too few principles, theories and concepts. There are concepts in psychology, theories of learning, growth, and development, educational history and philosophy or sociology, curriculum, and so on that are very legitimate, but not all practitioners in education understand or have been exposed to these concepts. 46

Teachers' Associations have usually defended the value of professional educational courses as requirements for teachers. One reason for this support is described by Conant:


46 Orlich and Shermis, p. 295.


... training in professional education serves as a "badge of unity" for members of the professional education associations. A special type of training shared by all who enter the field provides a common experience for both administrators and classroom teachers, which keeps the two segments together. Moreover, and perhaps more important, such instruction symbolizes the distinctive quality of the profession in that not just anyone is eligible to join the public school enterprise.47

There exists some difference of opinion concerning the type and number of professional education courses that prospective teachers should be required to take during their college years. However, there is evidence that even the critics of pedagogy believe that a teacher must know how to teach. The Saturday Review of Literature published the results of a questionnaire sent to four men who have been responsible for teacher education and to three men who have been critical of contemporary teacher education practices. The questions included in the questionnaire were constructed to determine how teachers should be educated. The summary of the article concluded:

Although the men responding to our questionnaire have, in the past, seemed to be far apart in their views on teacher education, their responses here seem to indicate that the agreements are much more important than the disagreements. The clear consensus is that all teachers should be college graduates, that they should study the liberal disciplines during their undergraduate years, that high school teachers should major in a single academic discipline, and that some kind of professional education is necessary.

There is some disagreement about the nature of the content of both liberal and professional education and about whether practice teaching or an internship should be a fixed requirement. The professional educators would require somewhat more professional preparation of liberal arts graduates than would the others. But all agree that the teacher should be a

47 Conant, p. 28.
liberally educated individual who knows his subject and knows how to teach it.\textsuperscript{48}

Stinnett and Haskew point out that the most difficult task of any group claiming professionalism is the marshaling of evidence that the practitioners possess a specialized knowledge and basic theory which cannot be mastered without intensive study:

Another major development which is helping to make teaching a profession is the increasing reliance upon a specialized body of knowledge and upon the findings of scientific research in the preparation of teachers and in the practice of teaching. Perhaps this is the chief claim of an occupational group to professional status, when the group has developed a body of specialized knowledge, scientifically derived, which is the exclusive possession of the group. As a matter of fact, the first and longest battle that any group has to fight to receive recognition as a profession is to demonstrate that there is such a specialized body of knowledge, knowledge which is not commonly possessed and shared by other professional or learned groups.\textsuperscript{49}

As evidence that education does possess this knowledge, Stinnett and Haskew write:

Teaching is rapidly developing an extensive body of special knowledge which the qualified practitioner must possess if he is to serve children adequately.\textsuperscript{50}

Stinnett writes:

Perhaps the single greatest need of teaching—to achieve recognized professional status—depends upon raising minimum preparation levels to those of the other professions. This movement is underway with goals of five years of preservice preparation for classroom teachers for elementary and secondary school teachers, and of six years for special-school-service personnel. These plans are generally endorsed by the profession and have been implemented in some states. In addition to extending the years of preparation, there are equally

\begin{itemize}
\item \textsuperscript{48} "How Should Teachers be Educated?" Saturday Review of Literature, XLIV (June 17, 1961), 68-69.
\item \textsuperscript{49} Stinnett and Haskew, p. 88.
\item \textsuperscript{50} Ibid., p. 89.
\end{itemize}
Important goals of achieving more rigorous and selective admission requirements and of improving the quality of the preparing programs.51

Chandler has no doubts about whether teaching possesses this characteristic of a profession. He wrote:

There can be no question that this characteristic is prevalent in the profession of teaching. Teachers must be broadly educated in the liberal arts, and they must have broad and deep knowledge of their teaching field. A knowledge of pedagogy is essential. The fact that many teachers can be found in America's schools who do not possess adequate knowledge does not negate the fact that the profession of teaching has a body of specialized knowledge. Professional education or pedagogy is not as well defined as it should be, and so far it lacks a respected academic tradition; but great progress is being made toward accumulating and validating a body of specialized knowledge in this area. Therefore, it can be stated accurately that the profession of teaching is characterized by a body of specialized knowledge.52

Teaching qualifies as a profession on the basis that it requires specialized and extended professional preparation to learn an organized body of basic theory, and it meets the in-service criteria of this characteristic of a profession. Many boards of education throughout the country require periodic refresher courses, and most salary schedules are devised with added salary increments for increased education.

Characteristic #3. A profession for educators encourages programs and experiences which include interaction and communication among participants.

The professional methods courses and student teaching require—


52Chandler, pp. 240-41.
ments are evidence that teacher education possesses techniques which are educationally communicable and which can be applied in specific situations. Teachers are practitioners who must learn literature and practice teaching methods under supervision before they are allowed to receive certification to teach. Conant said:

Few if any thoughtful people have denied that the art of teaching can be developed by practice, under suitable conditions. Thus, the members of the Massachusetts Board of Education, before they established the first normal school in the United States, subscribed to the statement that "No one can entertain a doubt that there is a mastery in teaching as in every other art. Nor is it less obvious that within reasonable limits this skill and this mastery may themselves be made the subject of instruction and be communicated to others." These words were written in 1838, the question then was: What is this skill and how can one communicate it to others?53

Teaching continues to have trouble identifying exactly what type of professional programs teachers need. Huggett and Clifford wrote:

From its first humble beginnings, the certification of teachers has come a long distance. Until World War II progress in protecting the public from unqualified instructors was steady. During the conflict emergency certificates were granted to many who could not meet regular standards.

Perhaps the greatest problem of the present is connected with our inability to plan programs in terms of the qualities that we expect to find in a successful teacher. We do not yet know how to train teachers with desirable social adjustments, dynamic personalities and social sensitivities. Related problems are how to evaluate superior teaching and how to pay for master teaching.54

Some critics think too many professional courses are required for teachers. However, a survey by Grambs and McClure reveals that

53 Conant, p. 113.

teachers receive relatively little professional education compared to other professions. The survey reported that:

In comparison with other professions, teachers receive relatively little professional education. In terms of average state licensing or certification requirements, only 15 per cent of the total college program needed for certification at the secondary level is in professional education. For elementary teaching the figure is 20 per cent. By contrast, medicine, engineering, dentistry and law require that 50 to 80 per cent of the student's total program be devoted to courses specifically required only of those preparing for one of these particular professions.  

In addition to less professional education, there is little uniformity among states regarding certification requirements which tend to mitigate against teaching being recognized as a profession. Stinnett wrote:

First, there is the matter of preparation. Requirements for preparation for teaching still vary widely among the states . . . Although the concept of professional preparation for teaching has been applied in the United States since 1839, when the first state normal school was established, in several states people with little or no professional preparation can still be employed in the schools. The persisting idea that teaching simply requires that one complete a certain amount of general college education has tended to retard the progress of teaching toward professional status.  

Huggett and Clifford provide evidence of the necessity for all educators to develop a body of educationally communicable techniques which can be applied in specific situations:

When teaching consists solely of drilling pupils in the memorization of facts and the acquiring of such skills as

55 Grambs and McClure, p. 281.

reading and writing, there could be no hope that it could achieve the status of a profession. A drill master needed little skill but he did need a strong arm because pupils were not happy in the sort of situation brought about by that kind of teaching. Almost any strong, determined person could be a teacher.57

Teaching would have a stronger claim to "characteristic three" of a profession if certification requirements were more nearly reasonably uniform, and if nearly all teachers were teaching in fields they had received substantive and professional preparation.

Characteristic #4. A profession for educators encourages independence and autonomy among its members so that they are free to exercise their best judgment and set their own professional standards of operation.

A great many articles appear in the literature about the militant teacher educator, teacher, and student in a teacher preparation program. Corwin found that a small minority of individuals are spearheading militant movements. He further estimates that only about ten per cent of this small minority are rebellious.

Professionalization is a drive for status. It represents the efforts of some members of a vocation to control their work. In order to monopolize a type of work, a vocation in the process of professionalization will seek to wrest power from those groups which traditionally have controlled the vocation. Professionalization in this sense apparently must be a militant process.58

Teachers and students of teaching are more militant than the

57 Ruggett and Clifford.

college teacher. Woodring said:

Within their own classrooms, all teachers make decisions that are based on their scholarly and professional preparation. College professors usually have wide latitude in deciding what courses they will teach, what content will be included in each, what textbooks will be used, and what methods will be employed. Public school teachers, in the majority of schools, have less freedom of choice. Their work is more fully prescribed and their activities more closely supervised than is characteristic of the members of other professions. When mature teachers are allowed more independence of judgment and given greater freedom from administrative control, their professional status will be enhanced.59

Several factors have prevented teachers from acquiring more independence and autonomy within the profession. First, most teachers are employed by a public, not a private, institution. The lawyer or dentist, upon completion of his training, usually begins a private practice which permits him a great amount of autonomy and independence. The educator, on the other hand, has little opportunity for private practice. Second, the teacher is working in a bureaucratic organization. The state, which is responsible for education, delegates much of its authority to local school/college boards. The board determines the policy, delegates the execution of that policy to a chief administrator, who delegates authority to other administrators within the system. In many of these systems the classroom teacher has very little voice concerning choice of textbooks and materials of instruction, the courses and subjects in the curriculum and salary schedules. This situation can be compared to the medical doctor who is a professional and is on the staff of one or more hospitals, which is also a bureaucratic organi-

59 Woodring, p. 95.
zation. While the policies of the hospital may be set by a lay board, and the hospital administrator may not be of the medical profession, the doctor has a large amount of autonomy and independence in his relationship with his patients.

Kerber and Smith said:

The reason teachers are not a profession is that they do not or cannot maintain professional standards on their own power as an organized group. Why this is so stems from a complicated set of factors. It is useless to blame the teachers entirely for not raising wages of their group, and the public could save their breath in appealing to the teachers to "dedicate" themselves for low salaries when agents of industry flash contracts several thousand dollars higher under their noses.60

A third factor is the inability of educators to agree on what the educational function should be. In this disorganization and confusion, they rationalize by saying that the ideal is to have each community decide for itself what the educational goals and objectives of the educational institutions should be which results in many variations.

A fourth factor which plagues the teaching profession from becoming more independent and autonomous is the large number of teachers at all levels of education. The approximately two million members of the teaching profession makes it more difficult for the profession to agree on standards, educational function, and salary schedules. Due to the large number of members, there is a greater opportunity for the

dysfunctional and undesirable members to operate. Atkinson and Maleska said:

Of course, medicine has its "quacks" and law its "shysters" but both these professions have long been organized to eliminate their undesireables. Within recent years, educators also have been working toward establishing standards, but the fact that in the United States public and private schools employ more than a million teachers makes it extremely difficult to raise standards of teaching groups with a far smaller membership.61

Characteristic four is probably one of teaching's weakest links in the claim of teachers to professional status. However, progress is being made to achieve professionalism on the basis of this characteristic. Shermis and Orlich say that teaching is not likely to be characterized by a high degree of autonomy or independence.

Characteristic #5. A profession for educators demands individual and personal responsibility for the judgments made by the practitioners.

When the doctor of medicine completes a diagnosis of a patient's condition and prescribes a particular treatment or medication, he exercises professional autonomy of his profession and assumes the responsibility for his judgment. When the dentist makes a decision whether a tooth is to be extracted or repaired, he too makes a professional decision and will be held accountable for his decision.

The Joint Committee on Professional Practices report that:

Many other professions have considerable control over their own affairs, and the controls are recognized by law. Likewise, to assure effective practice in teaching, an orderly process for dealing with ethics and competence must

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be developed. The profession itself should devise the procedures and the machinery to exercise effectively its responsibility for ensuring the competent performance and ethical behavior of its members.62

The Committee states further that:

A basic characteristic of any recognized profession is self-direction and accountability: management of its own affairs within a broad framework established by public policy. A profession defines ethical conduct and standards of professional practice and sees that these standards are known and enforced. Moreover, it regulates standards for treatment of its members and establishes machinery for the enforcement of those standards.63

Steps have been taken to adopt professional standards and practices legislation. In theory and in practice, the tendency has been to view the responsibilities involved as two fold:

1. recommending or establishing standards for preparation and practice, and
2. regulating professional performance or practice.64

Typically these two responsibilities are assigned to different groups, namely, professional standards boards and professional practices commissions. The Joint Committee on Professional Practices Regulations describes each of the groups as follows:

Professional Standards Boards—
1. Are legislative in nature
2. Are concerned with establishing standards for teacher education, certification, and assignment
3. Recommend standards

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63 Ibid.
64 Ibid., p. 4.
4. Encourage conditions under which competence can be developed
5. Deal primarily with policies affecting groups or classes of individuals and institutions
6. Seek to guarantee adherence to standards by institutions and agencies
7. Enunciate theoretical principles.

Professional Practices Commissions
1. Are judicial in function
2. Are concerned with applying standards of ethical behavior and competent performance
3. Interpret and apply standards
4. Adjudicate competence in cases of charges of incompetence or unethical behavior
5. Deal primarily with individuals
6. Seek to guarantee adherence to standards by individuals
7. Apply theoretical principles to variable situations and conditions.

An impetus for the establishment of professional practices commissions came from the recommendations of the task force of the Project on New Horizons in Teacher Education and Professional Standards. The report of the task force of thirty-five leading educators projected objectives for the teaching profession for the decades ahead and suggested ways to achieve the objectives.

The task force believed that the public has a right to expect the professional organization of teachers to lead the way in the development and enforcement of standards of practice:

It is recommended that the National Education Association and the affiliated state and local associations establish

65 Ibid., p. 5.  
66 Ibid.  
commissions on professional practices to provide the profession's internal machinery for enforcement of standards.68

Characteristic #6. A profession for educators is composed of altruistically motivated members who will exalt professional service to teaching.

The writers in the literature seem to agree that the practitioners of a profession must perform an essential social service and that basically their work is expected to benefit mankind. While the professional person is not expected to take a vow of poverty, he does practice his profession with altruistic goals in mind and realizes that the intangible rewards bring deep personal satisfaction.

Discussing why people choose teaching as a career, Chandler said:

Why do people choose teaching as a career? According to reliable research in the field of education, the most prevalent reason cited by individuals who choose to teach is their interest in and desire to help children and youth. Others say they teach because they want their life to have meaning, "to count for something." Teachers and prospective teachers expect no great financial rewards, but still they choose to serve society as members of the profession of teaching. Their rewards, intangible as they are for the most part, bring deep satisfactions that cannot be purchased for money. This is because teachers exalt service above personal gain.69

Grambs and McClure said:

The kind of work that people in a profession do is expected to benefit mankind. Professional people have convictions that what they are doing is helpful to people. There is a personal satisfaction involved in doing the work of a profession . . . Theoretically, a professional person practices his profession with these altruistic goals in mind, over and above any expectations he may have for personal gain. Obviously, this is not always true in practice, but the conceptualizations of people with regard to a profession involve the recognition of

68 Ibid., p. 216. 69 Chandler, pp. 239-240.
obligations on the part of professional people to their public over and above the need to earn money or to gain personal benefits . . . 70

Woodring pointed out that while the educators may demand higher salaries, they do so at an appropriate time:

There can be no doubt that teachers perform an essential social service. Without them a society cannot survive and flourish. Neither can it be doubted that most teachers place their professional responsibilities above the desire for personal gain. When a teacher spends an extra hour after school helping a child with his problems, he does not ask, "What's in it for me" and does not expect overtime pay. He may like money as much as anyone else, and at the proper time he fights for higher salaries, but he does not allow the quality of his service to depend on the amount of his financial reward. In this respect the majority of teachers clearly are professional. 71

Stinnett and Haskew are very definite about teaching qualifying as a profession on the basis of this characteristic:

Its major emphasis is upon the service it can render to people. As someone has expressed it, "A profession is not a money-getting business." Naturally, professional people must expect decent remuneration for their services, but money is not the fundamental motivation—service is. From this standpoint, teaching has clearly earned the right to call itself a profession. 72

Orlich and Shermis present the interesting theory that the altruistic motivation in teaching actually may be a barrier to growing professionalism:

That teachers have altruistic motives is much less questionable. By and large, they are highly motivated to work for what they consider humanitarian goals. Teachers are extremely concerned about the welfare of students. . . . But it may be that the altruistic motivation has actually

70 Grambs and McClure, p. 282. 71 Woodring, p. 95.

72 Stinnett and Haskew, p. 89.
been a barrier to professionalism. Teachers have been so concerned to do "good" that they have usually neglected the hard realities of bargaining, salaries, and working conditions. 73

Whether or not teachers have been hurt economically by altruistic motivations, there is considerable evidence to substantiate the fact that teaching does possess this characteristic of a profession.

**Characteristic #7.** A profession for educators requires the adoption of a code of ethics to encourage high standards of conduct and performance.

The Code of Ethics for the Education Profession was the result of a mandate from the 1961 Representative Assembly of the National Education Association that the Committee should provide leadership in drawing up a uniform Code of Ethics for the teaching profession. The Code was accepted by the 1963 Representative Assembly. The Association of Teacher Educators is an affiliate of the National Education Association and is in agreement with the Code of Ethics. With regard to a Code of Ethics, Atkinson and Maleska said:

A profession is distinguished from an occupation by its adherence to a set of principles governing the behavior of its members. In 1846, the American Medical Association adopted a code of ethics which has its roots in the Hippocratic Oath. Although the American Bar Association did not formally adopt a code of ethics until 1908, many of its provisions had taken form 70 years before. The first state teachers' associations to adopt a code of ethics was that of Georgia in 1896—followed by California in 1904, and Alabama in 1908. 74

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73 Orlich and Shermis, p. 295.
74 Atkinson and Maleska, pp. 387-388.
A profession not only has a code of ethics, but it must enforce and implement it. The primary purpose of implementation is to raise professional standards. Much of the implementation will necessarily be done at the local level. Any state association relating to teaching or teacher education does not have the staff and other resources needed to manage all the cases within its jurisdiction. However, all state associations must provide leadership for the formation of effective local associations and professional committees.

The unwillingness of the teaching profession to implement and enforce their code of ethics has been considered a weakness in its claim to professionalism. Chandler said:

A fairly common criticism of teaching is that once a person is accepted as a member, his fellow practitioners will overlook unsatisfactory performance. Malpractice is often ignored or winked at by fellow members of a profession, so the charge goes. In too many instances, the criticism is justified. A code of professional ethics that is universally adopted and enforced is imperative. Teachers should take the lead in weeding out undesirable members of the profession.75

Woodring takes educators to task for not enforcing the Code:

Up to now the teaching profession has made little effort to enforce a code of ethics, though the National Education Association has proposed such a code and has urged its members to accept it. The profession has taken steps, through certification, to prevent unqualified individuals from entering the profession, but it has not yet accepted its responsibility for protecting children by disbarring teachers who prove themselves unfit after certification. In this respect, teaching has a long way to go before it will have accepted its responsibility as a profession.76

Orlich and Shermis agree that few teachers are disciplined by

75 Chandler, pp. 261-262. 76 Woodring, p. 95.
their own profession and charge that it is not at all difficult to find a teacher educator or a teacher who neither knows nor lives by the Code of Ethics for the Education Profession. 77

The Committee on Professional Ethics reports that:

The printed Code of Ethics of the Education Profession as it now stands is simply a statement of principles. Principles acquire meaning only as they affect behavior. Implementation of the Code requires that the profession develop an orderly process for dealing with specific situations and applying the principles to the situations as may be appropriate. Through this process the Code will come to have real meaning for the profession. 78

In recent years, the professional associations, both state and national, have been advocating greater attention to this area although progress appears to be slow.

Characteristic #8. A profession for educators maintains a strong, self-governing association to assist its members in selection of standards for the profession, self-discipline, improving social/economic status, and with services in achieving educational goals.

In discussing teaching as a profession and the development of educational associations, Stinnett and Haskew said:

There are at least two major reasons why teaching may be considered to have reached professional status. The first is that there is beginning to emerge a strong vigorous professional organization, truly representative of all teachers. This has been a long, hard, slow trail to climb. Although professional organizations of teachers have been in existence

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77 Orlich and Shermis.

almost as long as the nation, it has been only in recent years that unified professional associations have developed.\textsuperscript{79}

Carr-Saunders discusses purposes of educational associations:

The qualified members of a profession are thus moved to form associations and mutually to guarantee their own competence. . . . Thus, professional associations define and enforce rules of professional conduct. The members, in other words, mutually guarantee not only their competence but also their honour . . .

. . . Every profession in its early days has to fight for proper recognition of its status. Newcomers among the professions are looked down upon by the established professions . . . The connection between status and remuneration is close, and in their efforts to improve the status of their members, professional associations have been led to pay attention to remuneration . . .

In order to improve the status of the professions, associations become engaged in public activities. . . .\textsuperscript{80}

In his discussion of the social functions of teacher organizations, Stanley said:

These three basic loyalties—the commitment to the democratic tradition, the concern for the welfare of children and the devotion to the spirit and method of scholarship—together with the educator's legitimate desire to protect the prestige and integrity of his profession, define the fundamental interests which must be reflected in any policy adopted by the teaching profession to guide the strategy and conduct of its professional organizations.\textsuperscript{81}

Grambs and McClure discussed the following purposes of profes-

\begin{itemize}
  \item \textsuperscript{79} Stinnett and Haskew, pp. 89-90.
\end{itemize}
The purposes of the professional organization are derived primarily from a need to give strength, respectability, continuity, and protection. Strong pressures are brought to bear to see that all qualified members of the profession are members of the organization.

One of the main purposes of the professional organization is to establish and maintain standards with regard to the quality of the membership of the profession. . . .

It is important to members of a profession that its professional organization provide fully for their in-service educational needs.

The professional organization also serves the purposes of protecting the profession against inroads by any competing group and from possible unwanted controls through legislation. 82

The need for an effective use of group power, working in the interest of its own members and at the same time retaining the point of view of public betterment, was early understood and apparently was one of the reasons for the development of educational associations.

**Characteristic #9.** A profession for educators encourages its members to be life-career teachers who will maintain active and permanent membership in the association.

Stinnett and Haskew report that approximately ten per cent of the qualified, experienced teachers leave the profession each year for various reasons—retirement, death, family reasons, graduate study, or to other jobs. At the same time, the most stable professions have a loss rate of approximately three per cent for the same reasons. 83

Authorities indicate this fact as one of education's weakest claims to professional status. Woodring pointed this out and claimed

82 Grambs and McClure, p. 285.

83 Stinnett and Haskew, p. 86.
that tenure in teaching is improving:

The fact that about 10 per cent of all elementary and secondary teachers are new each year distinguishes teaching from other professions. While the great majority of ministers, physicians, and lawyers follow their professions for a life-time, many teachers do not. In the past many teachers have looked upon teaching as a steppingstone to some other occupation and have felt no long-range commitment to their work. Now that salaries are rising, fewer men leave teaching for more remunerative work, but a large proportion of women teachers teach intermittently before and after periods of child-rearing.\(^\text{84}\)

Caplow discussed the female practitioner as an obstacle to professionalism:

Given the intermittent character of female employment, a woman's occupation must be one in which employment is typically by short term, in which the gain in skill achieved by continuous experience is slight, in which interchangeability is very high, and in which the loss of skill during long periods of inactivity is relatively small. Note how closely the occupations of the elementary teacher, nurse, librarian, shop clerk, typist, and waitress conform to these criteria.

Given the attitudes which hedge the exercise of authority by women, a woman's job must be one which does not involve the subordination of adult males, or any close participation with male workers doing parallel jobs. The only large-scale exception occurs where male workers advance through the ranks of a predominantly female occupation to positions of authority more or less reserved to them. This is conspicuously the case in elementary teaching, social work, and library work.\(^\text{85}\)

Atkinson and Maleska write about the "marriage of convenience" between the teacher and teaching:

Frequently, teaching is merely a port in a storm—a temporary haven for the young women awaiting marriage or children and a stopping-off place for the man who is interested in some lucrative occupation.

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84 Woodring, pp. 95-96.

These "marriages of convenience" between individuals and teaching jobs are not conducive to giving education in the United States the stability and respect it enjoys in certain other countries. It is this very transiency that keeps teaching from being recognized as a true profession despite the ever-increasing academic standards required for certification. However, American education now seems very definitely on the road toward more stability and greater recognition. There have arisen in recent years many intelligently aggressive leaders who seem intent on gaining for the profession a status on a par with that of medicine or law.\(^{86}\)

Orlich and Shermis discuss teaching as a "stopover" or "way-station":

In the nineteenth century teachers began to talk of their "profession," and "career" teachers began to be mentioned. .. If we examine the biographies of nineteenth and twentieth century historical figures, we see that many spent a year or two teaching, but only as a prelude to becoming lawyers, politicians, or some other kind of middle-class professional. Teaching, unlike most other professions, long was merely a stopover point for people of ability, and until rather recently it has typically been only a way station for all but relatively few of the first-class minds.\(^{87}\)

Tenure for educators have prompted critics of education to think that poor teachers are protected—that good teachers were always in demand and thus didn't need tenure laws. While tenure laws are advantageous to educators, Huggett and Clifford think that students and society benefit, too:

There is fundamentally only one reason why we as a group should favor tenure legislation. That is because this movement will better the service to boys and girls and to communities in general. If tenure did not make for better teaching, then teachers would have no reason for advocating it. Teachers would not be justified in asking for it if it resulted only in security for themselves. We must take a

\(^{86}\) Atkinson and Maleska, p. 373.  
\(^{87}\) Orlich and Shermis, p. 291.
social point of view which is that our welfare is very important to us but it must be submerged, if necessary, for the good of society. Fortunately, in the case of tenure, what is good for society is also good for teachers.\(^{88}\)

Better working conditions, improved salary schedules, higher standards for entry and advancement, higher percentage of male teachers, and tenure laws are factors which have helped the teaching profession to increase its holding power and its claim to professionalism.

**Characteristic #10.** A profession for educators strives to attain a position of high prestige among its members and the general public.

Chandler found that educators have considerable professional status and prestige:

Teachers and the profession of teaching enjoy considerable prestige. Results of polls, studies by sociologists, as well as empirical evidence, agree that teachers are accorded high status by the public.\(^{89}\)

Orlich and Shermis indicate some doubt as to the degree of professional status accorded teaching:

The status of teaching is not very clear. While sociological studies have shown that teachers can command great respect, in some communities teachers are looked on as the servants of the community and are called on to do a wide variety of miscellaneous jobs, from teaching Sunday School to taking tickets at football games. Neither this type of work nor patrolling boys' lavatories to check on smokers enhances teachers' prestige.\(^{90}\)

The National Manpower Council listed the attitudes toward an occupation that result in recognition as a profession and the role the

\(^{88}\) Huggett and Clifford, p. 136.

\(^{89}\) Chandler, p. 240.

\(^{90}\) Orlich and Shermis, pp. 296-297.
practitioners must play in the drive toward professionalization:

The history of the professions also reflects changes in society's evaluation of certain occupations. Thus, one might venture the surmise that, if astrology had the same function and significance today that it did in the sixteenth and seventeenth centuries, its highly skilled practitioners would be given professional status. Recognition of their importance to society, regard for the uncommon training, knowledge, and skill they require, and respect for the relatively few persons who engage in them are all involved in the acceptance of certain occupations as professions. These attitudes toward an occupation do not appear suddenly. Historically, they are largely the result of the special efforts of an occupational group to set themselves apart from others, to establish standards of training and practice, to regulate the conduct of their members, and to advance their knowledge.91

The general public may ascribe higher professional rank to teachers than the practitioners themselves. Uncertainty exists within the ranks about professionalism. Educators must decide whether they want a trade or a profession. Then they must decide if they are willing to put forth the effort to achieve greater professionalism.

The ten characteristics of a profession for educators were developed for comprehensive teacher organizations. The Association of Teacher Educators (ATE) is a very specialized professional teacher group and part of the task of this study was to see how well these characteristics would be accepted for ATE.

CRITERIA FOR DEVELOPING STRONG STATE ATE UNITS

Developing a strong professional association for teacher educators, a specialized small group of teachers, requires an analysis of

its past record, present circumstances, and future goals. Andrews said:

A single individual, no matter how knowledgeable, cannot make a sharply focused set of suggestions for appropriate and vital activities for a state ATE unit—rather he can only throw out numerous ideas from which responsible leaders can choose those that appeal to the members and fit the indigenous situation.92

Andrews suggests two ways by which an organization can attract and hold a large enthusiastic membership, (1) develop a product that people need and find really useful; and (2) find ways for people to do things together, things that really matter, that are exciting, that solve problems, that meet needs and bring genuine satisfaction. 93

Professional organizations are composed of individuals with a variety of interests and motives. Andrews continues:

Some are joiners; some are gregarious, socially oriented; some are hermit scholars; some are action-oriented and want a chance to do things. Some just want to do their thing—to teach—and will welcome inspirations and ideas that support their value systems, while many want simple, useful ideas and aids that work and will help them do better what they are going to do anyway. Organizational activities should be chosen and designed to meet these needs, desires, and values of the membership. 94

The leadership of professional organizations is often confronted with the responsibility of encouraging change in the behavior of the membership. The members may be encouraged to change teacher preparation programs in their educational institutions, or may be encouraged to personally become more current in methods of teaching. Various

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92 L. O. Andrews, "Rx For a Healthy State ATE Unit" (paper read at the Ohio ATE Conference, Columbus, Ohio, November 5, 1971), p. 5. (Mimeographed.)

93 Ibid.

94 Ibid.
approaches may be used by an organization to bring about change in the behavior of its members, however, Andrews says two approaches stand out as being especially effective:

1. dynamic, imaginative leadership—accepted as one of the necessary givens in any really effective organization.
2. the task force approach—utilizing the specially composed group of individuals from one or more areas of competency to fulfill a single, precisely defined objective.\(^{95}\)

The membership of a professional association for educators must be involved if an active voluntary organization is to be maintained. Therefore, Andrews gives top priority to the task force approach as a means of developing and maintaining strong state units of the Association of Teacher Educators. Ten (10) task forces were suggested as being especially appropriate for ATE:

- **Task Force #1** - Survey Group, Teachers
- **Task Force #2** - Quality Assessment
- **Task Force #3** - Cost Assessment
- **Task Force #4** - Professional Practices Assessment
- **Task Force #5** - Operational Efficiency
- **Task Force #6** - Cooperating Teacher Standards
- **Task Force #7** - Research Team A, Performance Based Criteria for Certification
- **Task Force #8** - Research Team B, Selection into Teacher Education
- **Task Force #9** - Research Team C, Design for an Early Major Experience for All Prospective Teachers
- **Task Force #10** - New Arrangements for Student Teaching and Teacher Education Centers, Plus Related Practices\(^{96}\)

Task Force #1 (Survey Group, Teachers) would consist of a small group of teachers with the responsibility of contacting ATE members in colleges throughout the state for names of one or two most active

\(^{95}\)Ibid. \(^{96}\)Ibid.
cooperating teachers in the area of each college. The selected cooperating teachers would serve as a reference group to evaluate existing state bulletins and to gather problems, concerns, and needs of cooperating teachers. The information would be submitted to any one or all of the following:

a. any group working on bulletins for the state
b. program committees for any interested organization
c. a task force drawing up plans for a brief, simple bulletin for first time cooperating teachers anywhere in the state.  

Task Force #2 (Quality Assessment) would consist of persons interested in evaluation and quality of student teaching. Members of the task force would gather data on the number and quality of functional experiences during student teaching, and would publish the results in an eight to ten page booklet together with a form and the process, and would encourage its use.

Task Force #3 (Cost Assessment) would consist of a group of college administrators and school coordinators of student teaching. This task force would invite college directors of student teaching to participate in a cost accounting study of student teaching. The results would be published "in a four to eight page booklet keeping the identity of colleges confidential but letting each college know how its figures compare with others."  

Task Force #4 (Professional Practices Assessment) would be

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97Ibid. 98Ibid.
composed of carefully selected ATE members, and representatives from teachers' associations, administrators, school board members, and state department personnel. These personnel would arrange several work sessions to study "clauses concerning student teaching and teacher education in existing negotiated agreements around the country." The findings of the study would comprise a twelve to sixteen page bulletin for distribution.

Task Force #5 (Operational Efficiency) would be composed of a small number of interested, experienced, and concerned educators/administrators "who are assigned some operational responsibility for the teacher education activities within their system." Functions of this task force would be to:

a. prepare a four to six page bulletin with suggestions for setting up a focal point in each school system, where respected, experienced central office personnel can assume real leadership in teacher education. The goal is to establish an office, a primary channel, through which a school system can have a vital impact on evolving teacher education—to give public school personnel genuine first-class citizenship in teacher education. (The bulletin would be disseminated to all teacher educators and school board members).

b. enlarge the task force to insure that all agents involved in operating school-college relations are represented. Convene a one-day workshop just prior to an ATE meeting. Select competent people to prepare working papers of extracted principles from school administration theory and suggested procedures from the student teaching literature. Challenge the conferees to hammer out a set of suggested operational guidelines for effective school-college relations. Prepare a temporary (mimeographed or Xeroxed) sixteen page bulletin, disseminate to all parties involved, and to their respective organizations, superintendents', principals', etc.; try out for two years, work to get principles adopted by these official groups, and review every two years. 101

99 Andrews. 100 Ibid. 101 Ibid.
Task Force #6 (Cooperating Teacher Standards) would be composed of a "representative school-college panel of persons nominated as the most knowledgeable, able and experienced people in a likely area of the state for ease in working together." The task force would develop realistic and appropriate proposed standards for cooperating teachers from a survey of opinions from a wide sampling of educators throughout the state. These proposed standards would be converted to questions for response by every teacher who has a responsibility for directing a student teacher. "The original copy of each teacher's response would be sent to the state department through the college official channels, and a duplicate copy sent to the state department through public school official channels." Using state statistical services, the data would be processed and disseminated widely to all concerned officials every year. When it would appear that any one of the standard's items is likely to be met by applying some additional persuasion, make it a requirement.

Task Force #7 (Research Team A, Performance Based Criteria for Certification) should be comprised of experts in the field "who know the most, who are doing the most, and who are willing to work and to share." The task force should: first, conduct a "clinic in early September to share ideas, to invite critiques, and to evaluate information available;" second, develop a bulletin on "What, How, Results so far, Problems, Issues, and Suggestions;" and third, develop a "research

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102 Ibid., p. 3.  
103 Ibid., p. 4.  
104 Ibid.
design to gather data to update the bulletin later and to lay a more secure basis for practice." 105

Task Force #8 (Research Team B, Selection into Teacher Education). This task force should follow the same procedures as Task Force #7. Andrews says:

This is a very difficult area, but one in which teacher educators must find a defensible process during the 1970's or teacher education goes down the drain! The effect of teacher dropouts and non-committed job holders is unquestionably more serious than the effect of pupil dropouts. Elaborate schemes which can neither be financed nor staffed will not be much help, while naive schemes may accomplish little and still draw violent criticism and legal opposition. 106

Task Force #9 (Research Team C, Design for an Early Major Experience for All Prospective Teachers) would follow the same general procedure and approach as Task Force #7 and #8. Task Force #9 would attempt to answer an additional question, "Who's willing to try out new designs and share the results?" "The bulletin of twenty to thirty pages might include: basic conception, guidelines for design procedures, a few varied examples, cost data and formulae for determining cost, and evaluation suggestions." 107

Task Force #10 (New Arrangements for Student Teaching and Teacher Education Centers, Plus Related Practices) could function as research team similar to Task Forces #7, 8, and 9. Questions for this group would include, "Who's doing what? Who's got interesting ideas? What are the conceptual bases? Are feasibility and cost data available? Is in-depth experience or evaluation data available? What does the literature say?"

105 Ibid. 106 Ibid. 107 Ibid.
What consultant service is available for schools and colleges?"108 This task force would publish the results of its work in a bulletin similar to that of Task Force #9.

With regard to the ten task forces, Andrews says:

Perhaps no state ATE Unit could mount all ten of these task force activities, and some Units would find few members interested in some of the topics. Most states would have special problem areas which would be high priority topics for that particular state. The record of genuine change and innovation in student teaching and laboratory experiences in the some 1200 teacher preparation institutions in the U.S. is not good. Some rather sharply focused group activity is necessary to overcome the pre-occupation with carrying on the status quo under heavy loads.109

Various procedures might be used by a state unit of ATE in getting started with a task force approach toward developing a program of service. Andrews suggests one way:

. . . challenge 20 to 30 committed professional teacher educators to take their own time and money and arrange a five day work conference sometime before the autumn term. Use the study-work sessions either as a (1) strategy-design session for state activities, or (2) as a planning session for ways that individual colleges could plan to upgrade some aspect of their teacher education programs.110

PROCEDURES FOLLOWED AND CRITERIA DEVELOPED BY ONE UNIT OF ATE IN DETERMINING ITS PROGRAM OF SERVICE

The Indiana Unit of ATE held a one-day conference on September 25, 1970, three weeks after ATE came into being, to discuss the possibility of their unit becoming an effective organization for meeting some of the problems currently confronting the education profession.

108 Ibid. 109 Ibid. 110 Ibid.
One hundred thirty-eight (138) key educators representing colleges of education and academic areas, public school administration, elementary and secondary teachers, the State Department of Education, and members of related professional organizations were in attendance.

A total of twenty (20) small buzz groups identified problems of teacher education which could be approached by a professional organization. From the brainstorming sessions, a list of issues were determined. Some of the more frequent and more relevant ideas and problems identified were:

1. How can the profession get the supervising teacher to approach student teaching and its program with more dedication to teacher education?
2. How can we utilize the present surplus of teachers to improve the quality of teaching?
3. What kind of cooperative arrangements can be made between public schools and universities in regard to the supervision of student teaching?
4. How can the content of courses in professional education become more relevant for the student teacher?
5. Should a variety of experiences be provided during student teaching (rural-urban, various grade levels, varying academic levels, etc.) so that a student would be more aware of the challenges in teaching?
6. Would an internship program be more realistic than student teaching as a method of preparation for certification?
7. Should there be greater flexibility in standards for selection of supervising teachers?
8. Can in-service type experiences be provided for supervising teachers?
9. Could student teachers be assigned to a school to work with the principal and several teachers as a team project?
10. Should ATE have a member attending the meetings of the State Licensing Commission, and should the commission members be invited to ATE meetings?
11. How can public and private schools become more a part of teacher preparation?
12. What should be the experiences which precede student teaching?
13. Can simulation experiences make some contribution in teacher preparation?
14. Who should evaluate the student teacher?
15. How do you effectively involve the public school teachers, administrators, and college personnel in the program and create a true partnership in the education of teachers?
16. Student teachers need opportunities at the pre-student teaching level for more involvement in laboratory experiences, perhaps as participants and teacher aides.
17. The link between supervising teachers and methods teachers is completely missing.
18. There is a need for better orientation programs for student teaching for their September Experience.
19. The importance of interpersonal relationships in teaching is not adequately stressed.
20. There is a need to spend more time on pupil learning.
21. There is a need for more communication among teacher preparation institutions.
22. There is a need for sophisticated research on the effect of student teaching upon the classroom environment.
23. There is a need for more communication between college supervisors and supervising teachers.
24. Teacher educators need power to help make decisions concerning certain requirements at both state and university level.
25. There is a need for coordination in all facets of a teacher preparation program.\footnote{Starvin Henry (ed.), "Priorities for Indiana ATE Unit," (Indiana: I-ATE Newsletter, 1970), pp. 9-10. (Mimeographed.)}

The conference participants synthesized the list of twenty-five concerns into a list of six priorities as follows:

1. The teacher candidate must be provided professional laboratory experiences as an integral part of the total teacher education program. These experiences should begin at the freshman level and extend through an internship.
2. Each teacher education program should provide differentiated student teaching experiences for all candidates.
3. Every effort must be made to encourage interaction and communication among all participants in teacher education programs: classroom teachers, methods instructors, supervisors, and administrators.
4. A continuing effort must be made to further define the concept "University-public school partnership in teacher education" and to strengthen the resultant desired relationships.
5. Comprehensive in-service programs for both supervising teachers and beginning teachers must be implemented.

6. All those professionals concerned with teacher education must strive to (1) gain State legislative support for teacher education, (2) establish performance criteria as a basis for teacher certification, and retention, (3) influence the State Teacher Certification Commission to encourage the development of highly innovative teacher education programs, (4) establish a viable State program of research in teacher education, and (5) encourage the establishment of a self-governing committee of professionals to establish policies regarding the selection, preparation, retention, and promotion of teachers.

SUMMARY OF THE REVIEW OF RELATED LITERATURE

Chapter II contains literature which provides a theoretical and professional basis for this study. Included as a theoretical base is literature describing classifications and typologies of organizations, and concepts for developing organizations. Included as a professional basis of this study is literature from which ten characteristics of a profession for educators were synthesized, criteria for developing strong state ATE Units, and procedures followed and criteria developed by one state unit of ATE in determining its program of service.

112 Marvin Henry (ed.), "Priorities Identified by Participants at the ATE-I Conference on the Role of ATE in Teacher Preparation" (Indiana: Indiana State University, 1970). (Mimeographed.)
CHAPTER III

OPINIONS OF LEADERS OF STATE ATE UNITS

The purpose of this chapter is to present and analyze the functions and problems of state units of the Association of Teacher Educators (ATE) by reporting the information collected by an opinionnaire submitted to state unit presidents, membership chairmen, and members (public school and college) on the national delegate assembly.

DEVELOPMENT OF THE OPINIONNAIRE

The opinionnaire was developed from a conference report published by the Indiana Unit of ATE. The Indiana state unit held a conference within a month after the National ATE came into being. The one-day meeting focused on the possibility of a state unit of ATE as an effective organization for meeting some of the problems of teaching and teacher education today.

Part I of the instrument consists of a series of items which are considered as desirable and possible functions for a state unit of ATE. The items included are only those identified by the Indiana Unit to be of major significance, and should be considered a limitation of the instrument. The items are organized under three major categories of functions which a state unit of ATE should (1) strive to conduct, (2) provide the leadership, and (3) encourage action by others.
Respondents were encouraged to list additional functions relating to each identified category or to list additional categories.

Part II of the instrument consists of two questions for respondents from each of the forty-two state units to identify problems confronting a state unit and to suggest action which should be taken to solve the problems.

Part I of the instrument can be viewed as a closed response vehicle because all items have been pre-selected, and Part II can be considered as an open response vehicle. Respondents were encouraged to react with no restriction regarding the range, length, or type of response. A copy of the instrument can be found in Appendix A.

The instrument was subjected to a trial during the National Conference of ATE held in Chicago in February 1971. A random selection of unit presidents attending the conference were asked to criticize and suggest changes on the organization and format of the instrument.

A list of names and addresses of all state unit presidents, membership chairmen, and members of the national delegate assembly were secured from the national executive secretary of ATE. The instrument was duplicated and mailed to each of the leaders in March, 1971. The per cent of responses from the participants are indicated in Table 1.

RESULTS OF OPINIONNAIRE, PART I

One hundred fifty-six (156) opinionnaires were mailed to state leaders of ATE and one hundred thirty-five (135) were returned for eighty-six and one half per cent (86.5%).
Table 1
Percentage of Return of National Opinionnaire

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Five options were available to respondents on Part I of the instrument to indicate the level of favorability (1 to 4) with four signifying the most highly agreeable response and one the lowest. Respondents had the option to mark "0" if they were undecided or had no opinion regarding the statement, however such responses were not included in determining the favorability scores.

From an analysis of each item a favorability score was computed for each item by counting the number of responses in each category from one to four. The sum of the responses was then multiplied by the value indicated for that category. Values from all of the categories for each item were summed and divided by the number (N) of committed respondents. Items yielding a favorability score from 3.25 to 4.00 are considered levels of strongly agree, 2.50 to 3.24 as levels of agree, 1.75 to 2.49 as levels of disagree, and 1.0 to 1.74 as levels of strongly disagree. An analysis of the responses from leaders of all state units of ATE is shown in Tables 2 through 5.
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Table 3

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Table 5

Item Analysis of the Responses of the Public School Representatives to the National Delegate Assembly
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Table 4

Item Analysis of the Responses of the College Representatives to the National Delegate Assembly to Part I of the Instrument

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</tbody>
</table>
Table 5

Item Analysis of the Responses of the Public School Representatives to the National Delegate Assembly to Part I of the Instrument

<table>
<thead>
<tr>
<th>Item No.</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Undecided</th>
<th>Committed N</th>
<th>Value \times Frequency</th>
<th>Favorability Scores</th>
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<tbody>
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<td>87</td>
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<td>10</td>
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<td>22</td>
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<td>73</td>
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<tr>
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<td>26</td>
<td>89</td>
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</tr>
</tbody>
</table>
Items 1 through 5 are considered functions which a state unit of ATE should conduct as its own projects. Items 6 through 9 are considered functions which a state unit of ATE should provide the leadership in developing with the cooperation of other educational agencies. Items 10 through 14 are considered functions which a state unit of ATE should encourage, but not necessarily conduct or provide leadership in performing.

Tables 6 through 8 show the responses of all the national leaders to each of the three sections of the inquiry. Table 6 shows the rank order of responses of all national leaders of state units of ATE to functions which should be conducted as projects of state units.

The mean favorability of all respondents indicate levels of strong agreement that state units of ATE should further define and strengthen the concept of school-college partnership in teacher education (item 1), should develop innovative teacher education programs (item 4), should develop viable state programs of research in teacher education (item 5), and should strive to gain increased state financial support for teacher education in state colleges and universities (item 2). The respondents show levels of disagreement that state units of ATE should strive to gain state financial support for private colleges and universities (item 3).

Items 6 through 9 on the opinionnaire were functions which a state unit of ATE should provide the leadership in developing with the cooperation of other educational agencies. The responses ranked according to the degree of favorability by all respondents are found in Table 7.
Table 6

Rank Order of the Mean Favorability Among Respondents to Functions Which a State Unit of ATE Should Conduct

<table>
<thead>
<tr>
<th>Rank Order</th>
<th>Item No.</th>
<th>Item</th>
<th>Committed N</th>
<th>Value x Frequency</th>
<th>Mean Favorability</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>further define and strengthen the concept school-college partnership</td>
<td>131</td>
<td>504</td>
<td>3.85</td>
</tr>
<tr>
<td>2</td>
<td>4</td>
<td>develop innovative teacher education programs</td>
<td>129</td>
<td>472</td>
<td>3.66</td>
</tr>
<tr>
<td>3</td>
<td>5</td>
<td>develop viable state programs of research in teacher education</td>
<td>123</td>
<td>418</td>
<td>3.40</td>
</tr>
<tr>
<td>4</td>
<td>2</td>
<td>gain increased state financial support for teacher education in state supported colleges</td>
<td>123</td>
<td>413</td>
<td>3.36</td>
</tr>
<tr>
<td>5</td>
<td>3</td>
<td>gain state financial support for private colleges</td>
<td>110</td>
<td>270</td>
<td>2.45</td>
</tr>
</tbody>
</table>
Table 7

Rank Order of the Mean Favorability Among All Respondents to Functions Which a State Unit of ATE Should Provide the Leadership in Developing

<table>
<thead>
<tr>
<th>Rank Order</th>
<th>Item No.</th>
<th>Item</th>
<th>Committed N</th>
<th>Value x Frequency</th>
<th>Mean Favorability</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>6</td>
<td>developing performance criteria as a basis for teacher certification</td>
<td>116</td>
<td>397</td>
<td>3.44</td>
</tr>
<tr>
<td>2</td>
<td>7</td>
<td>developing performance criteria as a basis for selection of candidates for teaching</td>
<td>116</td>
<td>379</td>
<td>3.27</td>
</tr>
<tr>
<td>3</td>
<td>8</td>
<td>developing performance criteria as a basis for retention of teachers</td>
<td>110</td>
<td>330</td>
<td>3.00</td>
</tr>
<tr>
<td>4</td>
<td>9</td>
<td>developing performance criteria as a basis for promotion of teachers</td>
<td>104</td>
<td>310</td>
<td>2.98</td>
</tr>
</tbody>
</table>
The mean favorability of all respondents indicate levels of strong agreement that state units of ATE should provide the leadership, with the cooperation of other educational agencies, in developing performance criteria as a basis for teacher certification (item 6), and for selection of candidates for teaching (item 7). The respondents' mean shows levels of agreement that state units of ATE should develop performance criteria for retention of teachers in the profession (item 8), and as a basis for promotion of teachers (item 9).

Items ten through fourteen on the opinionnaire were functions which a state unit of ATE should encourage, but not necessarily conduct or provide leadership in performing. The responses ranked according to the mean favorability by all respondents are found in Table 8.

The mean favorability of all respondents indicate levels of strong agreement to all functions which state units of ATE should encourage, but not necessarily conduct on their own or provide the leadership in performing.

The mean favorability scores of all respondents were used to determine the rank order or priority of the functions identified by the Indiana Unit of ATE. The order of preference is found in Table 9.

Table 9 indicates that leaders of all state units of ATE show levels of strong agreement toward eleven of the functions for state units as identified by the Indiana Unit, levels of agreement toward two of the functions (items 8 and 9), and a value of disagreement toward one of the functions (item 3).
<table>
<thead>
<tr>
<th>Rank Order</th>
<th>Item No.</th>
<th>Item</th>
<th>Committed N</th>
<th>Value x Frequency</th>
<th>Mean Favorability</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>13</td>
<td>in-service programs for supervising teachers</td>
<td>132</td>
<td>500</td>
<td>3.79</td>
</tr>
<tr>
<td>2</td>
<td>12</td>
<td>teacher education programs which include interaction and communication among all participants</td>
<td>129</td>
<td>484</td>
<td>3.75</td>
</tr>
<tr>
<td>3</td>
<td>11</td>
<td>teacher education programs which provide differentiated professional laboratory experiences for all students</td>
<td>129</td>
<td>474</td>
<td>3.71</td>
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<tr>
<td>4</td>
<td>10</td>
<td>teacher education programs which provide professional laboratory experiences from freshman level through an internship</td>
<td>129</td>
<td>466</td>
<td>3.61</td>
</tr>
<tr>
<td>5</td>
<td>14</td>
<td>in-service programs for beginning teachers</td>
<td>126</td>
<td>443</td>
<td>3.51</td>
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Table 9
Rank Order of Favorability by Leaders of State Units of ATE

to Functions Identified by the Indiana Unit of ATE

<table>
<thead>
<tr>
<th>Rank Order</th>
<th>Item No.</th>
<th>Item</th>
<th>Mean Favorability</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>strive to further define and strengthen the concept &quot;school-college&quot; partnership in teacher education</td>
<td>3.85</td>
</tr>
<tr>
<td>2</td>
<td>13</td>
<td>encourage in-service programs for supervising teachers</td>
<td>3.79</td>
</tr>
<tr>
<td>3</td>
<td>12</td>
<td>encourage teacher education programs which include interaction and communication among all participants</td>
<td>3.75</td>
</tr>
<tr>
<td>4</td>
<td>11</td>
<td>encourage teacher education programs which provide differentiated professional laboratory experiences for all students</td>
<td>3.71</td>
</tr>
<tr>
<td>5</td>
<td>4</td>
<td>strive to develop innovative teacher education programs</td>
<td>3.66</td>
</tr>
<tr>
<td>6</td>
<td>10</td>
<td>encourage teacher education programs which provide professional laboratory experiences beginning at the freshman level and extending through an internship</td>
<td>3.61</td>
</tr>
<tr>
<td>7</td>
<td>14</td>
<td>encourage in-service programs for beginning teachers</td>
<td>3.51</td>
</tr>
<tr>
<td>8</td>
<td>6</td>
<td>provide the leadership in developing performance criteria as a basis for teacher certification</td>
<td>3.44</td>
</tr>
<tr>
<td>9</td>
<td>5</td>
<td>strive to develop viable state programs of research in teacher education</td>
<td>3.40</td>
</tr>
<tr>
<td>10</td>
<td>2</td>
<td>strive to gain increased state financial support for teacher education in public state colleges and universities</td>
<td>3.36</td>
</tr>
<tr>
<td>11</td>
<td>7</td>
<td>provide the leadership in developing performance criteria as a basis for selection of candidates for teaching</td>
<td>3.27</td>
</tr>
<tr>
<td>12</td>
<td>8</td>
<td>provide the leadership in developing performance criteria as a basis for retention of teachers</td>
<td>3.00</td>
</tr>
<tr>
<td>13</td>
<td>9</td>
<td>provide the leadership in developing performance criteria as a basis for promotion of teachers</td>
<td>2.98</td>
</tr>
<tr>
<td>14</td>
<td>3</td>
<td>strive to gain state financial support for teacher education in private colleges and universities</td>
<td>2.45</td>
</tr>
</tbody>
</table>
RESULTS OF OPINIONNAIRE, PART II

The opinionnaire, Part II (Appendix A) consists of two questions which were designed to elicit the greatest problems confronting state units of ATE and action which should be taken to solve the problems.

Some of the respondents answered the questions with a few words or a phrase, while many used the space provided and continued on the back side of the form. Since the respondents elected to complete the opinionnaire by self-choice, it is perhaps not surprising that their interest was reflected in the manner in which the opinionnaire was completed. Most of the respondents supplied multiple answers to each question.

The interpretation of responses to questions presents certain limitations. The bias of the interpreter as well as his skill in making interpretations of the information presented needs to be considered. The words selected to express the thoughts of the respondents may be poorly chosen and perhaps fall short of conveying the intended meaning of the individual interpreting the responses.

Yet, there appears to be a certain vitality in the comments of leaders of state ATE units which is not found in an objective, highly structured instrument. Some of these comments are included in the interpretation of the responses to the questions in later sections of this chapter.

Procedures Employed in Interpreting Responses

All responses to each question were categorized and tallied. Categories were developed as the responses were tallied.
Since most of the respondents gave multiple responses to each question, the method of determining the areas of greatest concern, as expressed by the leaders of state ATE units, was to consider the frequency of mention of a specific response.

Interpreting the Responses

The first question read:

What do you think are the greatest problems confronting your state unit?

The responses in terms of frequency of mention are listed in rank order in Table 10.

According to the national survey, the five problems of state units which are of greatest concern among the respondents were:

1. Increasing membership in the Association
2. Improving interest, participation, and involvement among the members
3. Improving a program of service
4. Financing activities of the Association
5. Communication within units.

A list of all problems indicated by the respondents is found in Appendix G.

The second question in Part II of the opinionnaire asked:

What action should be taken by a State unit to solve its problems?

Suggestions from state unit leaders regarding the five most often mentioned problems of state ATE units are analyzed in this section.

Suggestions of state leaders concerning ways of increasing
## Table 10
Problems Confronting State ATE Units

<table>
<thead>
<tr>
<th>Rank</th>
<th>Problems</th>
<th>Frequency of Responses by state ATE leaders</th>
</tr>
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<tr>
<td>1</td>
<td>Increasing membership in the Association</td>
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</tr>
<tr>
<td>2</td>
<td>Improving interest, participation, and involvement by members</td>
<td>13</td>
</tr>
<tr>
<td>3</td>
<td>Improving a program of service</td>
<td>7</td>
</tr>
<tr>
<td>4</td>
<td>Financing activities of state units</td>
<td>6</td>
</tr>
<tr>
<td>5</td>
<td>Communication within a unit</td>
<td>3</td>
</tr>
<tr>
<td>6</td>
<td>Competent leadership within a unit</td>
<td>1</td>
</tr>
<tr>
<td>7.5</td>
<td>Understanding of unit purposes</td>
<td>2</td>
</tr>
<tr>
<td>7.5</td>
<td>Maintaining unity within a unit</td>
<td>4</td>
</tr>
<tr>
<td>9</td>
<td>Improving partnership with public schools</td>
<td>4</td>
</tr>
<tr>
<td>10</td>
<td>Establishing local and regional units</td>
<td>1</td>
</tr>
<tr>
<td>11</td>
<td>Excessive amount for dues</td>
<td>0</td>
</tr>
<tr>
<td>12</td>
<td>Maintaining guidelines and legal status for student teaching</td>
<td>4</td>
</tr>
<tr>
<td>13.5</td>
<td>Maintaining adequate relations with the national association</td>
<td>2</td>
</tr>
<tr>
<td>13.5</td>
<td>Improving the image of state units</td>
<td>3</td>
</tr>
<tr>
<td>15</td>
<td>Competition with other professional associations</td>
<td>1</td>
</tr>
<tr>
<td>17</td>
<td>Geographic distance to unit meetings</td>
<td>2</td>
</tr>
<tr>
<td>18.5</td>
<td>Reorganization and change of name from AST to ATE</td>
<td>2</td>
</tr>
<tr>
<td>18.5</td>
<td>Political pressure on state units</td>
<td>0</td>
</tr>
<tr>
<td>19.5</td>
<td>Using resources of state units to affect teacher education</td>
<td>2</td>
</tr>
<tr>
<td>19.5</td>
<td>Certification of teachers</td>
<td>0</td>
</tr>
</tbody>
</table>
membership in the Association were:

1. Establish regional membership areas with college supervisors acting as a liaison agent.
2. Get institutions of higher education to underwrite membership in the Association.
3. Establish a dues structure which is understood by the members.
4. Encourage cooperative meetings with other associations to strengthen the understanding of the activities of related associations.
5. Provide greater service to members through workshops and conferences.
6. Work with public school boards in providing released time for classroom teachers to attend functions of the Association.
7. Increase the scope of the membership committee for state units to include representatives from each college and public school within the state.
8. Avoid the traditional concept that teacher preparation is only a college function.
9. Strengthen the leadership of the Association to attract additional members.
10. Provide greater emphasis on recruitment.

The following suggestions were given by state ATE leaders for working with the problem, "improving interest, participation, and involvement among members:"

1. Develop local and regional units within the state unit.
2. Conduct greater variety of activities and projects to be of greater interest to a greater diversified number of educators.
3. Have each member of the Association assigned to a committee or task force to work on a specified task.

4. Become affiliated with the state teachers' association.

5. Develop achievable, realistic objectives, and not just hold meetings.

6. Develop activities and materials that members need and find useful.

7. Ask more members to assume leadership roles within the association.

The following suggestions were given by state ATE leaders for "improving a program of service" for the membership:

1. Broaden the scope of the activities of state units to include classroom teachers and administrators.

2. Conduct more workshops for informing members and interested educators in the activities of the association.

3. Establish annual goals and objectives for state units.

4. Assume a more personal approach with the activities of the association.

5. Take a position on political issues relating to teacher education.

6. Develop committees or task forces within state units to devote its energies to program development.

7. Hold meetings and conferences of the association at the same time and place as public school teachers' association meetings.

8. Assume a position on controversial issues relating to education in the state.
9. Become affiliated with political associations within the state.

10. Become more research oriented and publish results.

The following suggestions were given by state ATE leaders for "financing activities" of the association:

1. Increase state dues.
2. Support only one delegate to the national convention.
3. Develop committees or task forces within state units which would devote their energies to fund raising projects.
4. Request financial support from state departments of education.
5. Request a percentage of national dues for support of state units.
6. Increase membership in state units.
7. Publish position papers and educational materials to be sold at a profit.
8. Promote and conduct additional conferences and workshops at a profit.
9. Request that membership applications be included on application for membership in teacher associations.

The following suggestions were given by state ATE leaders for improving "communication" by state units:

1. Keep the State Board of Education and all colleges in the state informed of the activities of the ATE unit.
2. Conduct news conferences.
3. Publish more newsletters.
4. Include all public schools in the state on the mailing list for materials and reports of the association.

5. Assume greater utilization of radio and television news media.

6. Develop committees or task forces within state units to devote their energies to communication.

7. Assign a member living in each city within the state to write education articles for the local newspaper.

A list of all suggestions submitted by the respondents is found in Appendix G.

A SUMMARY OF THE OPINIONS OF STATE LEADERS TO FUNCTIONS FOR A STATE ATE UNIT

One hundred fifty-six (156) opinionnaires were mailed to leaders of all state ATE units, and one hundred thirty-five (135) were returned. Out of the fourteen functions of a state ATE unit, twelve functions received a mean favorability score of 3.0 or better, on a 4-point scale, as being functions every state ATE unit should perform. The twelve functions, in order of priority, are as follows:

1. Strive to further define and strengthen the concept school-college partnership in teacher education

2. Encourage in-service programs for supervising teachers

3. Encourage teacher education programs which include interaction and communication among all participants

4. Encourage teacher education programs which provide professional laboratory experiences beginning at the freshman level and
extending through an internship

7. encourage in-service programs for beginning teachers
8. provide the leadership in developing performance criteria as a basis for teacher certification
9. strive to develop viable state programs of research in teacher education
10. strive to gain increased state financial support for teacher education in public state colleges and universities
11. provide the leadership in developing performance criteria as a basis for selection of candidates for teaching
12. provide the leadership in developing performance criteria as a basis for retention of teachers

Part II of the opinionnaire requested the greatest problems confronting state ATE units. The five problems which were mentioned most often were:

1. increasing membership
2. improving interest, participation, and involvement by members
3. improving a program of service
4. financing activities of state units
5. communication within a state unit

The information received from the national survey will be used as one source in developing the tentative guidelines for state units of the Association. The process in developing the guidelines is explained in Chapter IV.
CHAPTER IV

PROCESS OF DEVELOPING THE GUIDELINES

This chapter presents the process used in the development of the tentative guidelines from the literature presented in Chapter II, and from the opinions of leaders of all state ATE Units as presented in Chapter III. Also included is an analysis of the responses of the members of the Ohio ATE Unit and the judgment of its Executive Committee toward the appropriateness of the guidelines as a basis for a program of service for the Ohio ATE Unit, and the judgment of the National ATE Constitution Revision Committee and the Standards and Performance Committee toward the appropriateness of the guidelines for any state ATE Unit.

PROCESS IN DEVELOPING THE TENTATIVE GUIDELINES

The list of twenty-four (24) guidelines was developed from:

1. the ten (10) characteristics of a profession for educators synthesized from the literature (as presented in Chapter II),

2. a review of the proposals for state ATE units presented by L. O. Andrews to the Missouri ATE Unit on April 16, 1971, and to the Ohio ATE Unit on November 5, 1971 (as presented in Chapter II),

3. an analysis of the opinions of leaders from all ATE state units concerning the functions identified by the Indiana ATE Unit
during a state conference held at Indiana University within a month after the National ATE came into being (as presented in Chapter III),

4. an analysis of major problems confronting state ATE units as reported by leaders of all state ATE units (as presented in Chapter III).

The suggested guidelines follow, together with the source of the content for each one.

Guideline One:

The Ohio ATE Unit should be composed of altruistically motivated members who will exalt professional service to teacher education.

The support for Guideline One is given by Characteristic #6 from the literature which states, "A profession for educators is composed of altruistically motivated members who will exalt professional service to teaching," and from part two of the Opinionnaire which reported that state ATE units should "assume a personal approach with the activities of the Association and those which the members find useful."

Guideline Two:

The Ohio ATE Unit should be a strong, self-governing organization.

The support for Guideline Two is given by Characteristic #8 from the literature which states, "A profession for educators maintains a strong, self-governing association to assist its members in: selection of standards for the profession, self-discipline, improving social/economic status, and with services in achieving educational goals."

Guideline Three:

The Ohio ATE Unit should be an organization for life career teachers.
The support for Guideline Three is given by Characteristic #9 from the literature which states, "A profession for educators encourages its members to be life-career teachers who will maintain active and permanent membership in the association."

Guideline Four:

The Ohio ATE Unit should encourage its members to expand their professional knowledge and effectiveness through intellectual endeavors including reading, research, writing, and study.

The support for Guideline Four is given by Characteristic #1 from the literature which states, "A profession for educators encourages its members to expand their professional knowledge through intellectual endeavors including reading, research, writing, and study," and from part two of the Opinionnaire which reported that state units of ATE should "have each of its members assigned to a committee or task force to work on a specified task."

Guideline Five:

The Ohio ATE Unit should encourage teacher educators to acquire specialized and extended preparation in an organized body of basic theory.

The support for Guideline Five is given by Characteristic #2 from the literature which states, "A profession for educators expects its members to acquire specialized and extended preparation in an organized body of basic theory."
Guideline Six:

The Ohio ATE Unit should encourage independence and autonomy among teacher educators so that they are free to exercise their best judgment and set their own professional standards of operation.

The support for Guideline Six is given by Characteristic #4 from the literature which states, "A profession for educators encourages independence and autonomy among its members so that they are free to exercise their best judgment and set their own professional standards of operation."

Guideline Seven:

The Ohio ATE Unit should encourage its members to assume personal responsibility for the judgments made by teacher educators.

The support for Guideline Seven is given by Characteristic #5 from the literature which states, "A profession for educators demands individual and personal responsibility for the judgments made by the practitioners."

Guideline Eight:

The Ohio ATE Unit should encourage in-service programs for supervising teachers.

The support for Guideline Eight is given by Task Force #6 from the Andrews paper as described in the literature which pertains to Cooperating Teacher Standards, and by the thirteenth item on the national opinionnaire which states "state units of ATE should encourage in-service programs for supervising teachers," which received a favorability score
of 3.79 on a 4-point scale from leaders of all ATE state units.

**Guideline Nine:**

The Ohio ATE Unit should encourage teacher education programs which include interaction and communication among all participants.

The support for Guideline Nine is given by Characteristic #3 from the literature which states, "A profession for educators encourages programs and experiences which include interaction and communication among participants."

**Guideline Ten:**

The Ohio ATE Unit should encourage teacher education programs which provide differentiated, i.e., individualized, professional laboratory experiences for all students in teacher education.

The support for Guideline Ten is given by Task Force #9 from the Andrews paper as described in the literature which pertains to a research team to "design an early major experience for all prospective teachers," and by the eleventh item on the national opinionnaire which states, "state units of ATE should encourage teacher education programs which provide differentiated (varied) professional laboratory experiences for all students," which received a favorability score of 3.71 on a 4-point scale from leaders of all ATE state units.

**Guideline Eleven:**

The Ohio ATE Unit should encourage educational institutions and educators generally to develop innovative teacher education programs.

The support for Guideline Eleven is given by Task Force #2 and
Task Force #2 pertains to "Quality Assessment," and Task Force #10 pertains to "New Arrangements for Student Teaching and Teacher Education Centers, Plus Related Practices." Support is also given by the fourth item on the national opinionnaire which states, "state units of ATE should strive to develop innovative teacher education programs," which received a favorability score of 3.66 on a 4-point scale from leaders of all ATE state units.

**Guideline Twelve:**

The Ohio ATE Unit should encourage the development of teacher education programs which provide professional laboratory experiences beginning at the freshman level and extending through an internship.

The support for Guideline Twelve is given by the tenth item on the national opinionnaire which states, "state units of ATE should encourage teacher education programs which provide professional laboratory experiences beginning at the freshman level and extending through an internship," obtaining a favorability score of 3.54 on a 4-point scale from leaders of all state units of ATE. Further support is given by Task Force #2 and #9 from the Andrews paper as described in the literature.

**Guideline Thirteen:**

The Ohio ATE Unit should encourage the establishment and the improvement of in-service programs for beginning teachers.

The support for Guideline Thirteen is given by the fourteenth item on the national opinionnaire which states, "state units of ATE
should encourage in-service programs for beginning teachers," which received a favorability score of 3.51 on a 4-point scale from leaders of all ATE state units.

Guideline Fourteen:

The Ohio ATE Unit should strive to improve the social and economic status of its members.

The support for Guideline Fourteen is given by Characteristic #8 from the literature which states, "A profession for educators maintains a strong, self-governing association to assist its members in: selection, standards for the profession, self-discipline, improving social/economic status, and with services in achieving educational goals."

Guideline Fifteen:

The Ohio ATE Unit should strive to further define and strengthen the concept "school-college" partnership in teacher education.

The support for Guideline Fifteen is given by Task Force #2 from the Andrews paper as described in the literature which pertains to "Quality Assessment," by the first item on the national opinionnaire which states, "state units of ATE should strive to further define and strengthen the concept school-college partnership in teacher education," which received a favorability score of 3.85 on a 4-point scale from leaders of all ATE state units, and by part two of the opinionnaire which states, "State units of ATE should work with school boards in providing released time for classroom teachers to attend functions of the Association," and "state units of ATE should broaden the scope of
their activities to include classroom teachers and administrators."

**Guideline Sixteen:**

The Ohio ATE Unit should strive to gain increased state financial support for teacher education activities in schools, colleges, and universities.

The support for Guideline Sixteen is given by Task Forces #3 and #5 from Andrews' paper as described in the literature which pertains to "Cost Assessment," and "Operational Efficiency," by the second item on the national opinionnaire which states, "state units of ATE should strive to gain increased state financial support for teacher education in public state colleges and universities," which received a favorability score of 3.36 on a 4-point scale from leaders of all ATE state units, and by several comments given by leaders of state units in Part II of the national opinionnaire.

**Guideline Seventeen:**

The Ohio ATE Unit should strive to attain a position of high prestige among its members.

The support for Guideline Seventeen is given by Characteristic #10 from the literature which states, "A profession for educators strives to attain a position of high prestige among its members and the general public."

**Guideline Eighteen:**

The Ohio ATE Unit should strive to attain a position of high prestige among the general public.
The support for Guideline Eighteen is given by Characteristic #10 from the literature which states, "A profession for educators strives to attain a position of high prestige among its members and the general public."

Guideline Nineteen:

The Ohio ATE Unit should assist in determining qualifications for membership in the teaching profession.

The support for Guideline Nineteen is given by Task Force #8 from Andrews' paper as described in the literature which pertains to "Selection into Teacher Education," and by the seventh item on the national opinionnaire which states, "state units of ATE should provide the leadership in developing performance criteria as a basis for selection of candidates for teaching," which received a favorability score of 3.27 on a 4-point scale from leaders of all state units of ATE.

Guideline Twenty:

The Ohio ATE Unit should assist the teaching profession in determining and accomplishing its goals.

The support for Guideline Twenty is given by Task Forces #4 and #7 from the Andrews paper as described in the literature which pertains to "Professional Practices Assessment," and "Performance Based Criteria for Certification." Also providing support is the sixth item on the national opinionnaire which states, "a state unit of ATE should provide the leadership in developing performance criteria as a basis for teacher certification," which received a favorability score of 3.44 on a 4-point scale by leaders of all state units of ATE.
Guideline Twenty-One:

The Ohio ATE Unit should inform teacher educators of specific problems concerning the teaching profession.

The support for Guideline Twenty-One is given by Task Force #1 from the Andrews paper as described in the literature which pertains to "Survey Group, Teachers," by the twelfth item on the national opinionnaire which states, "state units of ATE should encourage teacher education programs which include interaction and communication among all participants," which received a favorability score of 3.75 on a 4-point scale from leaders of all state ATE units, and from part two of the national opinionnaire which states, "state ATE units should conduct a greater variety of activities and projects to be of greater interest to a greater diversified number of educators."

Guideline Twenty-Two:

The Ohio ATE Unit should construct and adopt a code of ethics in teacher education to encourage high standards of professional conduct.

The support for Guideline Twenty-Two is given by Characteristic #7 from the literature which states, "A profession for educators requires the adoption of a code of ethics to encourage standards of conduct and performance."

Guideline Twenty-Three

The Ohio ATE Unit should foster self-discipline among all members and prospective members of the teaching profession.

The support for Guideline Twenty-Three is given by Characteristic #8 from the literature which states, "A profession for educators main-
tain a strong, self-governing association to assist its members in: selection standards for the profession, self-discipline, improving social/economic status, and with services in achieving educational goals.

Guideline Twenty-Four

The Ohio ATE Unit should cooperate with other agencies in developing viable state programs of research in teacher education.

The support for Guideline Twenty-Four is given by Task Force #10 from the Andrews paper as described in the literature which pertains to "New Arrangements for Student Teaching and Teacher Education Centers, Plus Related Practices;" by the fifth item on the national opinionnaire which states, "state units of ATE should strive to develop viable state programs of research in teacher education," which received a favorability score of 3.14 on a 4-point scale from leaders of all state ATE units; and by part two of the national opinionnaire which states, "state units of ATE should encourage cooperative meetings with other associations to strengthen the understanding of the activities of related associations."

EXAMINING THE GUIDELINES

The list of twenty-four (24) guidelines were approved by the investigator's major advisor, and were mailed to seven Ohio ATE members of long standing for examination and for suggestions as to clarity, conciseness, and structure. Six of the members responded with their approval and included minor suggestions regarding the structure of the instrument on which the guidelines were placed. One of the seven
members did not respond. The names and addresses of the seven members are found in Appendix B.

CIRCULATION AND ANALYSIS OF THE GUIDELINES

The names and addresses of the Ohio ATE members were obtained from the secretary of the Ohio ATE. The guidelines were placed on an instrument, duplicated, and mailed to each of the members on December 1, 1971.

One hundred thirty-six (136) instruments were mailed to the OATE membership, excluding the executive committee, and one hundred eleven (111) were returned for a percentage of eighty and one-half (80.5%).

Five options were available to the respondents. The numeral 4 represented the most favorable response and the numeral 1 represented the least favorable response. The numeral 0 represented a no opinion response.

A favorability score was computed for every guideline by counting the number of responses in each category from four to one. The sum of each category was then multiplied by the value indicated for that category. Values from all the categories for each guideline were summed and divided by the number of respondents. The "no opinion" (0) responses were not included in determining the favorability scores. This procedure yielded the favorability for each guideline. An analysis was computed for the responses of each group of respondents, i.e., members of the Ohio Unit for 0-2 years, 3-5 years, and 6 or more years. An average of the total value scores for each guideline from each membership group was computed to yield the mean favorability which was used to determine
those guidelines which are very appropriate for the Ohio ATE Unit. Only those guidelines receiving a mean favorability score of 3.25 or better were considered to be very appropriate. This information can be found in Tables 11 through 14.

An analysis of the responses from the Ohio ATE members of 0–2 years shows that sixteen of the twenty-four guidelines received a favorability score of 3.25 or better. Specific comments, criticisms, and additional guidelines were included by some of the respondents as was requested in part three of the instrument. One respondent indicated the thoughts of several members regarding membership in the Association by writing:

The Ohio ATE Unit should certainly be composed of many life career teacher educators, but we do need to face reality of change which exists today. Some teachers will be in education for a temporary period only. These persons should not be deprived of the rich experience career teachers and educators have to offer. Who knows how many drop-out teachers might be encouraged to become career teachers?

Other respondents included general reactions to and criticisms of the guidelines. One respondent wrote, "More is included in the guidelines than can possibly be achieved." Another respondent wrote, "Most of the guidelines are extremely general, and certainly not an indication of how or what the organization will do."

The opinion of another respondent was:

Of first importance is the improvement of teacher education programs by whatever means. My bias is that programs should be individually tailored to the students' strengths, weaknesses, and aspirations.

One respondent included his own analysis of the study by writing, "Your basic question is whether this organization should be
Table 11
Guideline Analysis from Responses of Members of ATE for 0-2 Years
Total N=47

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prevailing occupational or intellectual. Why can't it be both?"

Another respondent expressed his concern regarding any state involvement by writing, "Keep the state as far away as possible from involvement with OATE. State involvement generally means state dictation which means mediocrity."

Several of the respondents included their approval of the guidelines. Among the comments were: "Items cover the subject very well."
"These guidelines look good to me." "I don't see any major segment left out." "This is a most inclusive set." "Excellent guidelines." "You have touched on the concerns I most strongly feel."

Some of the respondents suggested additional guidelines for the Ohio ATE Unit. Among these were:

The Ohio ATE Unit should serve as a resource in teacher education for its members and others so involved; not as a regulatory or restrictive group whose function is to standardize performance or regulate programs.

The Ohio ATE Unit should encourage its members to eliminate conventional student teaching and replace it with a more meaningful educational experience.

The Ohio ATE Unit should define the duties and responsibilities of each educational division and institution involved with teacher education. This should separate the duties of each group as well as clarify the areas of interaction.

The Ohio ATE Unit should develop some plan for assigning student teachers so as to eliminate competition among colleges and universities. This would involve geographic areas, special fields in education, and some standard for remuneration.

The Ohio ATE should establish a clearing house for instructional media which would be available to members on a loan or minimum rental basis.
An analysis of the responses from the Ohio ATE members of 3-5 years is shown in Table 12, and by subsequent comments.

An analysis of the responses from the Ohio ATE members of 3-5 years shows that eighteen of the twenty-four guidelines received a favorability score of 3.25 or better. Reactions and suggestions were included by some of the respondents as was requested in part three of the instrument.

One respondent expressed caution regarding political involvement or bargaining as a function of the Association. Another respondent questioned the importance of the Association serving as a social organization, and thought that more action to improve teacher education should prevail.

One respondent suggested that the unit president should be eligible for re-election for a second term and another respondent thought the dues structure of the Association should be examined.

More extended views were expressed by one respondent who wrote:

You have covered well those aspects of teacher education that are the concern of a professional organization. Many statements are so patently acceptable that I can imagine little controversy about them. Identifying what would be desirable is relatively easy; developing programs with clout is exceedingly difficult, especially if the goals are highly idealistic. My personal advice for this organization is to agree upon very few practical and attainable goals, and then work very hard at achieving them. Rhetoric about optimisms isn't likely ever to have much effect, except perhaps to give some sense of direction in long-range planning.

Four additional guidelines were suggested by the respondents of 3-5 years with the Association:

The Ohio ATE Unit should be action oriented.
Table 12
Guideline Analysis from Responses of Members of OATE for 3-5 Years
Total N=28

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</tbody>
</table>
The Ohio ATE Unit should foster a closer working relationship among the teacher education colleges to provide mutual understanding of problems and purposes with corresponding agreement in procedures.

The Ohio ATE Unit should work toward determining the true legality of students (pre-service) in laboratory (school) settings.

The Ohio ATE Unit should work toward role identification of persons sometimes called clinical teachers with indirect responsibility for children, but accountable for student teachers, or interns, and children.

An analysis of the responses from the Ohio ATE members of 6 or more years is shown in Table 13, and by subsequent comments.

An analysis of the responses from the Ohio ATE members of 6 or more years shows that sixteen of the twenty-four guidelines received a favorability score of 3.25 or better. Reactions, suggestions, and additional guidelines were included by some of the respondents as was requested in part three of the instrument.

Only one respondent gave a reaction to the guidelines by writing, "Guidelines seem quite comprehensive. I feel these should be accomplished before adding more."

Two of the respondents included suggestions for the Association. One respondent wrote, "Leadership from OATE is what is important. Encouraging innovations, high standards and recognizing trends seem essential." The other respondent wrote:

Any guideline that will improve the image of teacher education, both on the campuses and in the cooperating schools should be stressed. Attempts toward unified professionalism among all teachers is a desirable goal, and there should be some way to improve the quality and quantity of dedication to teaching.
Table 13
Guideline Analysis from Responses of Members of OATE for 6 or More Years Total N=36

<table>
<thead>
<tr>
<th>Guideline No.</th>
<th>Very Appropriate 4</th>
<th>Appropriate 3</th>
<th>Inappropriate 2</th>
<th>Very Inappropriate 1</th>
<th>No Opinion 0</th>
<th>Committed N</th>
<th>Value x Frequency</th>
<th>Favorability Score</th>
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<td>111</td>
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<td>0</td>
<td>36</td>
<td>131</td>
<td>3.64</td>
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</table>
Three additional guidelines were suggested by the respondents of 6 or more years with the Association:

The Ohio ATE Unit should endeavor to maintain a service for gathering and disseminating information regarding innovative and experimental aspects of teacher education programs in Ohio.

The Ohio ATE Unit should foster the establishment of some means for exchanging research findings and research in progress among Ohio teacher education institutions.

The Ohio ATE Unit should serve as the liaison agent between the Unit and other agencies, institutions, and organizations interested in teacher education.

The average mean favorability score from all respondents (as shown in Tables 11, 12, and 13) was used to determine the guidelines which were thought to be very appropriate for the Ohio ATE Unit. The guidelines are ranked in order of priority as determined by the mean favorability scores, and are found in Table 14.

Any guideline receiving a mean favorability score of 3.25 or better was thought to be very appropriate for the Ohio ATE Unit by its members. Nineteen of the twenty-four guidelines were thought to be very appropriate.

The five guidelines which received a mean favorability score of less than 3.25 were based on characteristics of a profession for educators as presented in Chapter II. Even though the characteristics are considered useful for general education associations, members of a specific education association, namely ATE, found five of the guidelines less useful. The characteristics found to be less useful and the guidelines derived from them are as follows:

Guideline 1--based on Characteristic #6
<table>
<thead>
<tr>
<th>Rank Order</th>
<th>Guideline No.</th>
<th>Guideline Description</th>
<th>Committed N</th>
<th>Value x Frequency</th>
<th>Mean Favorability</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>9</td>
<td>encourage teacher education programs which include interaction and communication among all participants</td>
<td>111</td>
<td>427</td>
<td>3.85</td>
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<tr>
<td>2</td>
<td>8</td>
<td>encourage in-service programs for supervising teachers</td>
<td>111</td>
<td>421</td>
<td>3.79</td>
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<tr>
<td>3</td>
<td>10</td>
<td>encourage teacher education programs which provide differentiated experience for all students in teacher education</td>
<td>110</td>
<td>411</td>
<td>3.74</td>
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<tr>
<td>4.5</td>
<td>4</td>
<td>encourage members of OATE to expand their professional knowledge</td>
<td>110</td>
<td>402</td>
<td>3.65</td>
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<tr>
<td>4.5</td>
<td>11</td>
<td>encourage educational institutions and educators to develop innovative programs</td>
<td>110</td>
<td>402</td>
<td>3.65</td>
</tr>
<tr>
<td>6</td>
<td>24</td>
<td>cooperate with other agencies in developing viable research programs</td>
<td>106</td>
<td>386</td>
<td>3.64</td>
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<tr>
<td>7</td>
<td>15</td>
<td>strive to further define and strengthen the concept of school-college partnership in teacher education</td>
<td>110</td>
<td>396</td>
<td>3.60</td>
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<tr>
<td>8</td>
<td>16</td>
<td>strive to gain increased state financial support for teacher education</td>
<td>108</td>
<td>387</td>
<td>3.58</td>
</tr>
<tr>
<td>9</td>
<td>21</td>
<td>inform teacher educators of specific problems concerning the profession</td>
<td>110</td>
<td>389</td>
<td>3.54</td>
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<tr>
<td>10</td>
<td>12</td>
<td>encourage programs providing lab experiences from freshman through internship</td>
<td>110</td>
<td>386</td>
<td>3.51</td>
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</table>
### Table 14 (continued)

<table>
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<th>Rank Order</th>
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<th>Committed N</th>
<th>Value X Frequency</th>
<th>Mean Favorability</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>2</td>
<td>be a strong, self-governing organization</td>
<td>102</td>
<td>349</td>
<td>3.48</td>
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<td>12</td>
<td>13</td>
<td>encourage in-service programs for beginning teachers</td>
<td>109</td>
<td>371</td>
<td>3.40</td>
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<tr>
<td>13</td>
<td>19</td>
<td>assist in determining qualifications for membership in the teaching profession</td>
<td>110</td>
<td>370</td>
<td>3.36</td>
</tr>
<tr>
<td>14</td>
<td>20</td>
<td>assist teaching profession in determining and accomplishing its goals</td>
<td>110</td>
<td>369</td>
<td>3.35</td>
</tr>
<tr>
<td>15</td>
<td>22</td>
<td>construct and adopt a code of ethics in teacher education</td>
<td>102</td>
<td>337</td>
<td>3.30</td>
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<tr>
<td>16</td>
<td>17</td>
<td>strive to attain a position of high prestige among own members</td>
<td>109</td>
<td>355</td>
<td>3.27</td>
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<tr>
<td>17</td>
<td>5</td>
<td>encourage teacher educators to acquire specialized and extended preparation in basic theory</td>
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<td>352</td>
<td>3.26</td>
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<tr>
<td>18.5</td>
<td>18</td>
<td>strive to attain a position of high prestige among the general public</td>
<td>105</td>
<td>341</td>
<td>3.25</td>
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<tr>
<td>18.5</td>
<td>23</td>
<td>foster self-discipline among all members and prospective members of the teaching profession</td>
<td>107</td>
<td>348</td>
<td>3.25</td>
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<tr>
<td>20</td>
<td>1</td>
<td>be composed of altruistically motivated members who will exalt professional service to teacher education</td>
<td>104</td>
<td>325</td>
<td>3.13</td>
</tr>
<tr>
<td>21</td>
<td>3</td>
<td>be an organization for life career teacher educators</td>
<td>99</td>
<td>280</td>
<td>2.83</td>
</tr>
</tbody>
</table>
Table 14 (continued)

<table>
<thead>
<tr>
<th>Rank Order</th>
<th>Guideline No.</th>
<th>Guideline Description</th>
<th>Committed N</th>
<th>Value ( x ) Frequency</th>
<th>Mean Favorability</th>
</tr>
</thead>
<tbody>
<tr>
<td>22</td>
<td>14</td>
<td>strive to improve the social and economic status of members</td>
<td>99</td>
<td>277</td>
<td>2.80</td>
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<td>23</td>
<td>7</td>
<td>encourage its members to assume personal responsibility for the judgments made by teacher educators</td>
<td>96</td>
<td>263</td>
<td>2.74</td>
</tr>
<tr>
<td>24</td>
<td>6</td>
<td>encourage independence and autonomy among teacher educators so they are free to exercise their best judgment and set their own standards</td>
<td>100</td>
<td>268</td>
<td>2.68</td>
</tr>
</tbody>
</table>

Guideline 3---based on Characteristic #9
Guideline 14---based on Characteristic #8
Guideline 7---based on Characteristic #5
Guideline 6---based on Characteristic #4

**JUDGMENT OF THE JURY**

The guidelines approved by the Ohio ATE members were placed in random order on an instrument and sent to the Executive Committee of the Ohio ATE Unit, and to the National ATE Constitution Revision Committee, and the Standards and Performance Committee which comprised the jury.

The Executive Committee of Ohio ATE was asked to judge the appropriateness of the guidelines for the Ohio Unit, and the National ATE Constitution Revision Committee (which had the responsibility of
developing the constitution for the Association) and the Standards and Performance Committee (which has the responsibility of reviewing the constitutions of state units) were asked to judge the extent to which each guideline is in line with the Committees' perceptions of the purposes and functions of state units, and to make suggestions for modification of the guidelines which would make them appropriate for use by any state ATE unit.

The responses of the jury are shown in Tables 15 through 19. The judgment of the guidelines by the members of the Ohio ATE Executive Committee is found in Table 15. The judgment of the guidelines by the members of the Constitution Revision Committee of the National ATE is found in Table 16. The judgment of the guidelines by the members of the Standards and Performance Committee of the National ATE is found in Table 17. The total jury response is shown in Table 18, and the rank order of the guidelines, based on the total jury response, is shown in Table 19.

The Executive Committee of the Ohio Unit of ATE is composed of nine members. This writer is a member of the Executive Committee and therefore did not serve as a member of the jury. All eight other members of the Executive Committee responded to the instrument for a 100 per cent return.

An analysis of the judgment of the Ohio Jury indicates that twelve of the guidelines received a favorability score of 3.25 or better, and therefore are considered as levels of very appropriate for use by the Ohio Unit of ATE.
Table 15
Rating of the Guidelines by the Ohio Executive Committee Members
Total N=8

<table>
<thead>
<tr>
<th>Guideline No.*</th>
<th>Very Appropriate 4</th>
<th>Appropriate 3</th>
<th>Inappropriate 2</th>
<th>Very Inappropriate 1</th>
<th>Value x Frequency</th>
<th>Favorability Score</th>
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</tbody>
</table>

*Numbers in parentheses indicate guideline number on instrument sent to members of Ohio ATE Unit.
Two guidelines (1 and 6) were judged to be highest in appropriateness by a score of 4.0; six guidelines (1, 3, 4, 5, 9, and 18) were judged between 3.5 and 3.99; nine guidelines (7, 8, 10, 11, 12, 13, 14, 16, and 17) were judged between 3.0 and 3.49; and two guidelines (15 and 19) were judged less than 3.0.

The jury members were given the opportunity to include personal remarks regarding the guidelines. One member wrote:

There is nothing wrong about those guidelines I've marked 2. My thinking is that an organization that tries to do everything will do nothing well. I've tried to isolate our major concerns from the minor ones. If we do a few things well, perhaps guidelines 14 - 17 will be indirectly benefitted.

Another jury member wrote:

While most of the points are quite worthy, there is a limit to the extent that an organization can successfully deliver. Emphasis has to be centralized if the organization is to survive. An organization cannot be all things for all people.

A third jury member also thought priorities are necessary. She wrote:

The Ohio ATE will have to establish priorities. We can't be all things to all men. After determining which items are most appropriate, definite goals, broad in nature, should be adopted. Then a specific goal should be set for each year, each meeting, etc.

A fourth member wrote:

Nearly all of the guidelines provided seem quite appropriate and would certainly lead to a more effective organization. Item 15 is marked lower only because of a fear that the tendency might be to go too far in the direction of theory. Item 19 is a little difficult to understand, probably because I would like to assume that teacher educators, as professionals, do possess self-discipline.

Finally, a fifth member of the Ohio Jury wrote:

Looks like we have a big job in store for OATE!
The Constitution Revision Committee was composed of three ATE members. In addition, the national ATE Executive Secretary worked very closely with the committee as they revised the constitution for the Association.

A list of the guidelines was sent to each of the three members of the committee as well as to the executive secretary for judgment. All four responded for a one hundred per cent (100%) return.

The jury of Constitution Revision Committee members judged eighteen of the guidelines by levels of very appropriate (3.25 or better) for use by any state unit of ATE, and judged one of the guidelines (number 16) by a level of appropriate (2.75). Guidelines 13 and 16 received one very inappropriate value judgment each because one jury member indicated the guidelines were unclear. Even though he made no value commitment to guidelines 13 and 16, this writer tallied his concern as representing a judgment of very inappropriate or "1" for the two guidelines.

Members of the national ATE Constitution Revision Committee were encouraged to suggest modifications and suggestions regarding any of the guidelines which would make them more appropriate for state units of the Association.

With reference to guideline #1, one respondent suggested the words, "collegiate training programs" replace the words, "teacher education programs."

Regarding guideline #2, one respondent suggested the words, "in-service programs for college faculties, building principals, and joint
Table 16

Rating of the Guidelines by the National ATE Constitution
Revision Committee Members

<table>
<thead>
<tr>
<th>Guideline No.*</th>
<th>Very Appropriate 4</th>
<th>Appropriate 3</th>
<th>Inappropriate 2</th>
<th>Very Inappropriate 1</th>
<th>Value x Frequency</th>
<th>Favorability Score</th>
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<tr>
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<td>3.75</td>
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<tr>
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<tr>
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<td>14</td>
<td>3.50</td>
</tr>
</tbody>
</table>

*Numbers in parentheses indicate guideline number on instrument sent to members of Ohio ATE Unit.
appointees" be included. Another respondent suggested the words, "all supervisory personnel" should be included instead of "supervising teacher." The respondent wrote in the margin, "college supervisors need such programs as much or more than supervising teachers."

In response to guideline #3, one respondent wrote, "the Constitution Revision Committee focused its attention on growth of individual members and of sound programs of teacher education. It did not take a stand on the nature of a sound program."

One respondent thinks guideline #4 should be sponsored cooperatively by schools and colleges, while another respondent suggested the word "thinking" be included in the guideline.

One respondent asked a question regarding guideline #5: "Do you mean by this that a unit should encourage continuous development of trial programs, testing of them and refining regular programs to include the best of the trial programs?"

One respondent suggested that guideline #6 read as follows: "A state unit of ATE should strive to further define, refine, strengthen, and expand the concept school-college partnership in teacher education."

Three of the respondents suggested changes to guideline #8. One suggested the words, "as related to and affecting teacher education" be added at the end of the statement. Another suggestion was to add the words, "and develop position papers leading to possible resolutions" to the statement. A third respondent wrote, "While this is appropriate, the Constitution Revision Committee saw the primary focus to be on teacher education as contrasted with the teaching profession."
With reference to guideline #10, one respondent suggested the word "internship" be defined, and also stated, "I do not believe the Committee thought that our National Constitution should include a definition of a good teacher education program."

Guideline #13 received suggestions from three of the respondents. One suggested the words, "but be an integral part of the national organization" be added to the statement. Another respondent indicated the guideline was unclear, primarily due to the connotation of "self-governing." A third respondent wrote, "I'm not sure I know what the word strong means in the context of the sentence." The respondent judged the guideline to be very appropriate, "so long as it does not move contrary to the ATE Constitution and By-laws."

One respondent did not approve of the word "beginning" in guideline #14, but suggested the statement should pertain to all teachers regardless of level or age.

With reference to guideline #15, one respondent suggested the word "theory" be omitted, and in its place the words, "knowledge (including factual data and theoretical formulations) and skill in teacher education" be added. Another respondent indicated the guideline is "subject to different interpretation--there are many ways to acquire basic theory."

Regarding guideline #16, one respondent asked if the guideline was suggesting that a new code of ethics be constructed. Another respondent suggested, "why not piggy-back on the Code of Ethics currently in effect?"
With reference to guideline #17, one respondent wrote, "Yes, but perhaps this should be assumed rather than stated."

Concerning guideline #18, one respondent wrote, "I agree completely but it seems to me that it ought to go without saying."

With reference to guideline #19, one respondent wrote, "This one isn't clear to me. I assume that it is a follow-up of #16."

The jury members from the Constitution Revision Committee were encouraged to provide remarks concerning the guidelines. One respondent wrote, "I guess I would be more aggressive." Another respondent wrote:

I question whether the intent of the Constitution Revision Committee was to engineer the shift from national to state unit basis; strengthen state units, yes, but your statement is too strong. I can't really quarrel with any of the guidelines, but I do question the potential or ability of units to provide them.

A third respondent wrote:

Are guidelines 1, 3, 10, and 15 matters which each state might wish to debate and perhaps omit? Depending on the title of the guidelines document and the use to which they are put, I see some institutions failing to measure up for reasons other than principle and desire, perhaps. And then, what if an institution either does not or can not measure up? What does the state unit do?

A fourth respondent wrote:

This project is a most interesting and worthwhile one. State units have been pretty much left to their own devices --which in too many cases have been neither very energetic nor very imaginative. Only in the last few years has a change occurred. It is good to know that you're moving in to this very important area of study.

One very important concept guided the Constitutional Revision Committee positions. It is that ATE should move away from sole or even primary concern for the clinical experience dimension of teacher education and embrace all facets of it equally. Admittedly, we did not expect this to
occur over night. A careful reading of the Constitution and By-laws illustrates that our experience in AST slipped through occasionally. Nevertheless, you may wish to consider putting more stress on that idea throughout your guidelines.

The Standards and Performance Committee is composed of thirteen ATE members. A list of guidelines was sent to each of the committee members for judgment. Eleven of the members responded for a return of 84.6 per cent. However, one of the responses could not be used because directions for the completion of the instrument were not followed. The responses of this committee are found in Table 17.

The jury of Standards and Performance Committee members judged thirteen of the guidelines by levels of very appropriate (3.25 or better) for use by any state unit of ATE, and judged six of the guidelines by levels of appropriate (2.75-3.24).

Members of the Standards and Performance Committee were encouraged to suggest modifications and provide remarks regarding the guidelines which would make them more appropriate for use by state units of the Association.

With reference to guideline #8, one respondent circled the word "inform" with the comment that

... it implies gap in communicative interaction between an association of teacher educators and its actual or potential membership. Perhaps should be reworded: "... to ascertain problems of highest segments of teacher educators ... ."

Another respondent remarked, "items 11, 15, 16, and 19 are appropriately the domain of NEA and its state affiliate groups." Much the same opinion was expressed by another respondent who wrote

Guidelines 16 and 19 seem rather hopeless—in that ATE is
Table 17
Rating of the Guidelines by the National ATE Standards and Performance Committee Members

<table>
<thead>
<tr>
<th>Guideline No.*</th>
<th>Very Appropriate 4</th>
<th>Appropriate 3</th>
<th>Inappropriate 2</th>
<th>Very Inappropriate 1</th>
<th>Value x Frequency</th>
<th>Favorability Score</th>
</tr>
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<td>1</td>
<td>0</td>
<td>36</td>
<td>3.60</td>
</tr>
<tr>
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<td>0</td>
<td>0</td>
<td>39</td>
<td>3.90</td>
</tr>
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<td>1</td>
<td>30</td>
<td>3.00</td>
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<td>1</td>
<td>29</td>
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<td>1</td>
<td>2</td>
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<td>2.90</td>
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<td>3.60</td>
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<td>0</td>
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<td>3.70</td>
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</tbody>
</table>

*Numbers in parentheses indicate guideline number of instrument sent to members of Ohio ATE Unit.
an NEA affiliate; NEA's Code of Ethics if implemented would be completely adequate. More on paper is not necessary. Guideline 19 seems to be platitudinous.

Another respondent indicated that guidelines 12 and 15 seemed nebulous and that guidelines 17 and 18 should "strive for goals which will be deserving of respect."

COMPLETE JURY RESPONSE

Twenty-five ATE members constituted the jury which was assigned to judge the list of guidelines approved by the membership of the Ohio ATE Unit. The jury consisted of all members of the Ohio ATE Executive Committee (8), the national ATE Constitution Revision Committee (4), and the national ATE Standards and Performance Committee (13). Twenty-two of the members assigned to the jury responded to the survey instrument, which represents a return of 88 per cent.

A summary of the jury's response to the guidelines is shown in Table 18.

The total jury response indicates that thirteen of the guidelines were judged to be levels of very appropriate (3.25 or better), and six of the guidelines were judged to be levels of appropriate (2.5-3.24) for use by state ATE Units. The guidelines judged to be very appropriate are listed in rank order in Table 19.
Table 18
Rating of the Guidelines by the Total Jury
Total N=22

<table>
<thead>
<tr>
<th>Guideline No.*</th>
<th>N 8 Ohio ATE Executive Committee</th>
<th>N 4 Const. Rev. Committee</th>
<th>N 10 Standards &amp; Performance</th>
<th>Total Value x Frequency</th>
<th>Total Jury Mean Favorability</th>
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<td>3.82</td>
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<td>36 3.60</td>
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<td>31 3.10</td>
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*Numbers in parentheses indicate guideline number on instrument sent to members of Ohio ATE Unit.
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<tr>
<th>Rank Order</th>
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<th>Description</th>
<th>Mean Favorability</th>
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</tr>
<tr>
<td>1.5</td>
<td>6 (15)</td>
<td>strive to further define and strengthen the concept &quot;school-college&quot; partnership in teacher education</td>
<td>3.95</td>
</tr>
<tr>
<td>3</td>
<td>2 (8)</td>
<td>encourage in-service programs for supervising teachers</td>
<td>3.82</td>
</tr>
<tr>
<td>4</td>
<td>18 (17)</td>
<td>strive to attain a position of high prestige among its members</td>
<td>3.73</td>
</tr>
<tr>
<td>5</td>
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<td>encourage educational institutions and educators generally to develop innovative teacher education programs</td>
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<tr>
<td>6</td>
<td>4 (4)</td>
<td>encourage its members to expand their professional knowledge through intellectual endeavors including reading, research, writing, and study</td>
<td>3.64</td>
</tr>
<tr>
<td>7</td>
<td>9 (16)</td>
<td>strive to gain increased state financial support for teacher education activities in schools, colleges, and universities</td>
<td>3.59</td>
</tr>
<tr>
<td>8</td>
<td>3 (10)</td>
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</tr>
<tr>
<td>9</td>
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<td>encourage the establishment and the improvement of in-service programs for beginning teachers</td>
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<tr>
<td>10</td>
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<td>encourage the development of teacher education programs which provide professional laboratory experiences beginning at the freshman level and extending through an internship</td>
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Table 19 (continued)

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<th>Mean Favorability</th>
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<td>assist the teaching profession in determining and accomplishing its goals</td>
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<td>Guideline No.*</td>
<td>Guideline Description</td>
<td>Mean Favorability Scores and Rank Order</td>
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<tr>
<td>1 ( 9)</td>
<td>encourage teacher education programs which include interaction and communication among all participants</td>
<td>Ohio ATE Members</td>
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<td>2 ( 8)</td>
<td>encourage in-service programs for supervising teachers</td>
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<td>18 (17)</td>
<td>strive to attain a position of high prestige among its members</td>
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<td>encourage educational institutions and educators generally to develop innovative teacher education programs</td>
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<td>4.5</td>
</tr>
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<td>4 ( 4)</td>
<td>encourage its members to expand their professional knowledge through intellectual endeavors including reading, research, writing, and study</td>
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<td>10 (12)</td>
<td>encourage the development of teacher education programs which provide professional laboratory experiences beginning at the freshman level and extending through an internship</td>
<td>3.51 10 3.45 10</td>
<td></td>
</tr>
<tr>
<td>7 (24)</td>
<td>cooperate with other agencies in developing viable state programs of research in teacher education</td>
<td>3.64 6 3.42 11</td>
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</tr>
<tr>
<td>17 (18)</td>
<td>strive to attain a position of high prestige among the general public</td>
<td>3.25 18.5 3.36 12</td>
<td></td>
</tr>
<tr>
<td>12 (20)</td>
<td>assist the teaching profession in determining and accomplishing its goals</td>
<td>3.35 14 3.27 13</td>
<td></td>
</tr>
<tr>
<td>11 (19)</td>
<td>assist in determining qualifications for membership in the teaching profession</td>
<td>3.36 13 3.23 14.5</td>
<td></td>
</tr>
<tr>
<td>13 (2)</td>
<td>be a strong, self-governing organization</td>
<td>3.48 11 3.23 14.5</td>
<td></td>
</tr>
<tr>
<td>8 (21)</td>
<td>inform teacher educators of specific problems concerning the profession</td>
<td>3.54 9 3.14 16.5</td>
<td></td>
</tr>
<tr>
<td>19 (23)</td>
<td>foster self-discipline among all members and prospective members of the teaching profession</td>
<td>3.25 18.5 3.14 16.5</td>
<td></td>
</tr>
<tr>
<td>15 (5)</td>
<td>encourage teacher educators to acquire specialized and extended preparation in basic theory</td>
<td>3.26 17 2.95 18.5</td>
<td></td>
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</table>
of specific problems concerning the profession (guideline 8), encourage teacher educators to acquire specialized and extended preparation in basic theory (guideline 15), and construct a code of ethics in teacher education (guideline 16).

The jury placed greater priority on the guidelines which indicate that state units of ATE should further define and strengthen the school-college partnership in teacher education (guideline 6), and attain a position of high prestige among members (guideline 18).

The summary, findings, and recommendations from this study are presented in Chapter V.
CHAPTER V

SUMMARY, FINDINGS, AND RECOMMENDATIONS

SUMMARY OF THIS STUDY

The major purpose of this study was to develop a set of ranked guidelines to serve as a basis for establishing a program of activities for state units of the Association of Teacher Educators (ATE). Three sources were investigated and from them, the guidelines were developed. The three sources were: (1) a review of selected literature, (2) procedures followed and criteria developed by the Indiana Unit of ATE, and (3) criteria proposed by L. O. Andrews for developing strong ATE units.

First, a list of ten characteristics of a profession for educators was developed from a synthesis of an extensive review of selected literature. Various social scientists, educational writers, and professional associations have all developed what they consider to be distinguishing characteristics of a profession. The review of the literature revealed a certain unanimity by the writers concerning a number of these characteristics. A summary of the characteristics was made, and a composite of the characteristics was presented. The characteristics apply to comprehensive teacher organizations. In that ATE is a specialized professional teacher group, a task of this study is
to see how well these characteristics would be accepted for ATE. The characteristics are as follows:

Characteristic #1. A profession for educators encourages its members to expand their professional knowledge through intellectual endeavors including reading, research, writing, and study.

Characteristic #2. A profession for educators expects its members to acquire specialized and extended preparation in an organized body of basic theory.

Characteristic #3. A profession for educators encourages programs and experiences which include interaction and communication among participants.

Characteristic #4. A profession for educators encourages independence and autonomy among its members so that they are free to exercise their best judgment and set their own professional standards of operation.

Characteristic #5. A profession for educators demands individual and personal responsibility for the judgments made by the practitioners.

Characteristic #6. A profession for educators is composed of altruistically motivated members who will exalt professional service to teaching.

Characteristic #7. A profession for educators requires the adoption of a code of ethics to encourage high standards of conduct and performance.

Characteristic #8. A profession for educators maintains a strong, self-governing association to assist its members in: selection standards for the profession, self-discipline, improving social/economic
status, and with services in achieving educational goals.

Characteristic #9. A profession for educators encourages its members to be life-career teachers who will maintain active and permanent membership in the association.

Characteristic #10. A profession for educators strives to attain a position of high prestige among its members and the general public.

The second source in developing the guidelines was the procedures followed and the criteria developed by the Indiana ATE Unit as it organized a program of service by holding a conference three weeks after ATE came into being. Key educators representing colleges of education and academic areas, public school administration, elementary and secondary teachers, state department personnel, and members of related professional associations were in attendance.

From the conference, a report was published which listed the priority functions identified by the Indiana ATE Unit. These functions are as follows:

1. The teacher candidate must be provided professional laboratory experiences as an integral part of the total teacher education program. These experiences should begin at the freshman level and extend through an internship.

2. Each teacher education program should provide differentiated student teaching experiences for all candidates.

3. Every effort must be made to encourage interaction and communication among all participants in teacher education programs:
classroom teachers, methods instructors, supervisors and administrators.

4. A continuing effort must be made to further define the concept "university-public school partnership in teacher education" and to strengthen the resultant desired relationships.

5. Comprehensive in-service programs for both supervising teachers and beginning teachers must be implemented.

6. All those professionals concerned with teacher education must strive to (1) gain state legislative support for teacher education, (2) establish performance criteria as a basis for teacher certification, and retention, (3) influence the State Teacher Certification Commission to encourage the development of highly innovative teacher education programs, (4) establish a viable state program of research in teacher education, and (5) encourage the establishment of a self-governing committee of professionals to establish policies regarding the selection, preparation, retention, and promotion of teachers.

An opinionnaire was developed by the investigator from the conference report published by the Indiana ATE Unit. The instrument contained a series of items considered as potentially desirable activities for a state ATE unit, and was sent to leaders of all the state ATE units in the United States.

The third source for evolving the guidelines was the criteria for developing strong ATE units presented through a report by L. O. Andrews to the Missouri ATE Unit on April 16, 1971, and to the Ohio Unit on November 5, 1971. Andrews identified and explained ten task forces as a means of developing and maintaining strong state ATE units. The
ten task forces suggested by Andrews are as follows:

Task Force #1. Survey Group, Teachers
Task Force #2. Quality Assessment
Task Force #3. Cost Assessment
Task Force #4. Professional Practices Assessment
Task Force #5. Operational Efficiency
Task Force #6. Cooperating Teacher Standards
Task Force #7. Research Team A, Performance Based Criteria for Certification
Task Force #8. Research Team B, Selection Into Teacher Education
Task Force #9. Research Team C, Design for an Early Major Experience for All Prospective Teachers
Task Force #10. New Arrangements for Student Teaching and Teacher Education Centers, Plus Related Practices

Twenty-four guidelines were developed from the three sources, were placed on an instrument, and were sent to all (136) members of the Ohio ATE Unit requesting their response to the appropriateness of the guidelines for the Ohio ATE Unit. An analysis of the responses from the Ohio ATE membership provided a refined list of nineteen guidelines which were placed on an instrument in random order of appropriateness and sent to the jury consisting of the Ohio ATE Executive Committee, the national ATE Constitution Revision Committee, and the national ATE Standards and Performance Committee. The Ohio ATE Executive Committee expressed a professional judgment as to the appropriateness of the guidelines for the Ohio Unit. The Constitution Revision Committee and
the Standards and Performance Committee expressed a professional judgment as to: (1) the extent each guideline was in line with the committees' perceptions of the purposes and functions of state ATE units, and (2) suggestions for modification of the guidelines which would make them appropriate for use by any state ATE unit.

FINDINGS

Available Research

No previous research on the specific topic existed; several studies touched on various aspects of professional education associations, but none dealt with the development of guidelines for a program of service for teacher education associations.

National Survey

Out of 135 responses, or 86.5 per cent, from leaders of state ATE units throughout the United States, twelve activities of a state unit of ATE received a mean favorability score of 3.0 or better (on a 4-point scale) as being activities which every state ATE unit should perform. The twelve activities, in order of priority, are as follows:

1. strive to further define and strengthen the concept school-college partnership in teacher education
2. encourage in-service programs for supervising teachers
3. encourage teacher education programs which include interaction and communication among all participants
4. encourage teacher education programs which provide differentiated professional laboratory experiences for all students
5. strive to develop innovative teacher education programs
6. encourage teacher education programs which provide professional laboratory experiences beginning at the freshman level and extending through an internship
7. encourage in-service programs for beginning teachers
8. provide the leadership in developing performance criteria as a basis for teacher certification
9. strive to develop viable state programs of research in teacher education
10. strive to gain increased state financial support for teacher education in public state colleges and universities
11. provide the leadership in developing performance criteria as a basis for selection of candidates for teaching
12. provide the leadership in developing performance criteria as a basis for retention of teachers

The greatest problems confronting state ATE units were found to be the following, listed in order of greatest to least:

1. increasing membership
2. improving interest, participation, and involvement by members
3. improving a program of service
4. financing activities of state units
5. communication within a state unit
6. competent leadership within a state unit
7. understanding of unit purposes, and maintaining unity within a unit
8. improving partnership with public schools
9. establishing local and regional units
10. dues structure
11. maintaining guidelines and legal status for student teaching, maintaining adequate relations with the national association, and improving the image of state units
12. competition with other professional associations
13. geographic distance to unit meetings, reorganization and change of name from AST to ATE, and political pressure on state units
14. using resources of state units to affect teacher education, and certification of teachers

Reactions of Ohio ATE Members to the Guidelines

Out of 111 responses, or 80.5 per cent, from members of the Ohio ATE Unit, nineteen guidelines were found to be very appropriate (3.25 or better) for use in developing a program of service for the Ohio ATE Unit. The guidelines receiving a mean favorability score of 3.25 or better (on a 4-point scale) are listed in rank order as follows:

1. The Ohio ATE Unit should encourage teacher education programs which include interaction and communication among all participants.
2. The Ohio ATE Unit should encourage in-service programs for supervising teachers.
3. The Ohio ATE Unit should encourage teacher education programs which provide differentiated, i.e., individualized, professional laboratory experiences for all students in teacher education.
4. The Ohio ATE Unit should encourage its members to expand
their professional knowledge through intellectual endeavors including reading, research, writing, and study.

5. The Ohio ATE Unit should encourage educational institutions and educators generally to develop innovative teacher education programs.

6. The Ohio ATE Unit should strive to further define and strengthen the concept "school-college" partnership in teacher education.

7. The Ohio ATE Unit should cooperate with other agencies in developing viable state programs of research in teacher education.

8. The Ohio ATE Unit should inform teacher educators of specific problems concerning the teaching profession.

9. The Ohio ATE Unit should strive to gain increased state financial support for teacher education activities in schools, colleges, and universities.

10. The Ohio ATE Unit should encourage the development of teacher education programs which provide professional laboratory experiences beginning at the Freshman level and extending through an internship.

11. The Ohio ATE Unit should assist in determining qualifications for membership in the teaching profession.

12. The Ohio ATE Unit should assist the teaching profession in determining and accomplishing its goals.

13. The Ohio ATE Unit should be a strong, self-governing organization.

14. The Ohio ATE Unit should encourage the establishment and the improvement of in-service programs for beginning teachers.
15. The Ohio ATE Unit should encourage teacher educators to acquire specialized and extended preparation in an organized body of basic theory.

16. The Ohio ATE Unit should construct and adopt a code of ethics in teacher education to encourage high standards of professional conduct.

17. The Ohio ATE Unit should strive to attain a position of high prestige among the general public.

18. The Ohio ATE Unit should strive to attain a position of high prestige among its members.

19. The Ohio ATE Unit should foster self-discipline among all members and prospective members of the teaching profession.

Judgment of the Jury to the Guidelines

Twenty-five ATE members composed the jury which was assigned to judge the list of guidelines approved by the membership of the Ohio ATE Unit. The jury consisted of all members of the Ohio ATE Executive Committee (8), the national ATE Constitution Revision Committee (4), and the national ATE Standards and Performance Committee (13). Twenty-two of the members assigned to the jury responded to the survey instrument which represents a return of 88 per cent.

The total jury judged thirteen of the guidelines as levels of very appropriate (3.25 or better on a 4-point scale) for use by state units of ATE. The guidelines, listed in rank order of appropriateness, are as follows:

1. A state unit of ATE should encourage teacher education
programs which include interaction and communication among all participants.

2. A state unit of ATE should strive to further define and strengthen the concept "school-college" partnership in teacher education.

3. A state unit of ATE should encourage in-service programs for supervising teachers.

4. A state unit of ATE should strive to attain a position of high prestige among its members.

5. A state unit of ATE should encourage educational institutions and educators generally to develop innovative teacher education programs.

6. A state unit of ATE should encourage its members to expand their professional knowledge through intellectual endeavors including reading, research, writing, and study.

7. A state unit of ATE should strive to gain increased state financial support for teacher education activities in schools, colleges, and universities.

8. A state unit of ATE should encourage teacher education programs which provide differentiated, i.e., individualized professional laboratory experiences for all students in teacher education.

9. A state unit of ATE should encourage the establishment and the improvement of in-service programs for beginning teachers.

10. A state unit of ATE should encourage the development of teacher education programs which provide professional laboratory experiences beginning at the Freshman level and extending through an internship.
11. A state unit of ATE should cooperate with other agencies in developing viable state programs of research in teacher education.

12. A state unit of ATE should strive to attain a position of high prestige among the general public.

13. A state unit of ATE should construct and adopt a code of ethics in teacher education to encourage high standards of professional conduct.

RECOMMENDATIONS

Using the various types of information secured in this study, the investigator recommends that:

1. State units of ATE become actively involved with issues relating to teacher education by encouraging members to write position papers, conduct research, and participate in conferences relating to teacher education.

2. Task forces be developed within state units to implement the activities of the Association.

3. State units of ATE assume a leadership role in informing its members and the general public about the activities of the Association specifically and also concerning problems, issues, and developments in teacher education.

4. An effective means for communicating the activities of state units be developed.

5. State units of ATE with successful programs provide consultant service to those state units which are inactive, and to those states which have not formed a state unit of the Association.
6. Members of state ATE units organize active local and regional units within the state.

7. State units of ATE seek to acquire a stable means of financial support.

8. Teacher education personnel at all levels become active participants in the activities of the Association.

9. Success criteria be developed and tested by state units of ATE.

10. Each state unit of ATE distribute to its membership the guidelines developed during this study for analysis as to their appropriateness and the priority which the guidelines have for the particular unit. Leaders of each state unit will need to adopt the procedure to their particular circumstances, and identify potential activities and projects closely related to their own highest ranked guidelines.

SUGGESTIONS FOR FURTHER STUDY

The following areas are suggested for further study:

1. Perfect the guidelines developed in this study by using and evaluating them in organizing a program of service for a state unit of ATE.

2. Identify those factors which prove to be crucial to the effective functioning of state units of ATE.

3. Study the participation patterns and factors associated with maintaining various grouped professionals as active members of a state unit of ATE.
4. Identify and study the five most active state units of ATE to determine the procedures followed and activities developed by such state units.

5. Repeat this study in five years to determine changes needed in the guidelines as state units of ATE increase in membership and expand the scope of their activities.
APPENDIX A
Dear Interested Teacher Educator:

State units of the Association of Teacher Educators are expected to assume a leadership role in teacher education. I have been encouraged by several state and National ATE members to conduct a study of the function of state units of the Association. Part of this study will consist of gathering data (personal opinions and program materials) from the leaders of each state unit.

You have demonstrated an active interest and participation in the Association. We will appreciate your professional assistance with this study by:

1. completing and returning the enclosed questionnaire in the self-addressed, stamped envelope by March 20, and

2. forwarding a description of your state unit's program of activities for the current year.

We hope to complete this study by the end of the year. Will you please help through your prompt cooperation? The results will be available upon request.

Sincerely,

James E. Lifer
President-elect
Ohio ATE

At this juncture getting a clear focus of the role and possible functions of the ATE State Units seems a most important task. I solicit your assistance in this project.

L. O. Andrews
Professor, Area of Teacher Education
Ohio State University
CHECKLIST ON FUNCTIONS OF STATE ATE UNITS

Part I. Perceptions Toward Establishing Priorities For State Units

The following statements have been developed from the concerns given top priority by the groups participating in a conference in September of one state unit. Please write the numeral (from the code below) on the blank at the left of each statement which represents your attitude toward that statement.

*****************************************************************************
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Code:  **  **  **  **  **  **  **  **  **  **  **  **  **  **  **  **  **  **  **  **  **  **  **
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A State Unit of ATE Should:

- strive to further define and strengthen the concept "university (college)-public school partnership" in teacher education.
- strive to gain increased state financial support for teacher education in public state colleges and universities.
- strive to gain state financial support for teacher education in private colleges and universities.
- strive to develop innovative teacher education programs.
- strive to develop viable State programs of research in teacher education
- provide the leadership in developing performance criteria as a basis for teacher "certification."
- provide the leadership in developing performance criteria as a basis for "selection" of candidates for teaching.
- provide the leadership in developing performance criteria as a basis for "retention" of teachers.
- provide the leadership in developing performance criteria as a basis for "promotion" of teachers.
- encourage teacher education programs which provide professional laboratory experiences beginning at the Freshman level and extending through an internship.
- encourage teacher education programs which provide differentiated (varied) professional laboratory experiences for all students.
- encourage teacher education programs which include interaction and communication among all participants.
____ encourage in-service programs for supervising teachers.
____ encourage in-service programs for beginning teachers.
____ (other functions for state units) please list below:

From the previous statements, please write the letter (from the code below) on the blank at the left of five statements which you think should receive the greatest priority by a state unit of ATE.

A - First priority; B - Second priority; C - Third priority
D - Fourth priority; E - Fifth priority

Part II. Problems Confronting State Units of ATE

1. What do you think are the greatest problems confronting your State Unit?

2. What action do you think should be taken by your State Unit to solve these problems?
This survey conducted:

1. with the counsel of Dr. L. O. Andrews, Ohio State University;

2. with the permission of Dr. Richard Collier, Exec. Secretary ATE; Dr. Gary Anderson, President, Indiana ATE, and the Executive Committee, Ohio ATE.

Please return this questionnaire to: James E. Lifer, 009 Ramseyer Hall, 29 W. Woodruff Avenue, Ohio State University, Columbus, Ohio 43210
Ohio ATE Members of Long Standing Who Examined the List of Guidelines Prior to Examination by the Membership of the Ohio ATE Unit

1. Dr. John Evans  
   Ohio University

2. Dr. Robert Scholl  
   Miami University

3. Dr. Joan Inglis  
   University of Toledo

4. Sister Mary Josetta  
   St. John College

5. Dr. Robert Pfeiffer  
   Kent State University

6. Dr. Betty Armstrong  
   University of Cincinnati

7. Mr. Gene Telego  
   Ashland College
Dear Ohio ATE Member:

State Units of the Association of Teacher Educators are expected to assume a leadership role in teacher education. I have been encouraged by several state and national ATE members to conduct a study of the function of state units of the Association. Part of this study consists of constructing a set of guidelines for the development of a program of service for the Ohio ATE Unit.

The list of tentative guidelines on the enclosed instrument have been developed through a review of the literature and from a list of functions from a state unit which has received the approval of leaders from all the state units of the Association.

We will appreciate your prompt and professional assistance with this study by completing and returning the enclosed instrument in the self-addressed, stamped envelope by December 20, 1971.

Sincerely,

Jim Lifer
President
OATE

Study under the direction of

L. O. Andrews
Professor Emeritus
Ohio State University
GUIDELINES FOR THE DEVELOPMENT OF A PROGRAM OF SERVICE FOR THE OHIO UNIT OF THE ASSOCIATION OF TEACHER EDUCATORS

I. Please check (✓) the number of years you have been a member of the Ohio ATE (AST) Unit:

- 0-2 years
- 3-5 years
- 6 or more years

II. Please indicate your thinking toward the appropriateness of each guideline for the Ohio Unit of ATE by writing the numeral, from the key below, in the space provided.

KEY:

4 - very appropriate
3 - appropriate
2 - inappropriate
1 - very inappropriate
0 - no opinion

GUIDELINES

_ 1. The Ohio ATE Unit should be composed of altruistically motivated members who will exalt professional service to teacher education.

_ 2. The Ohio ATE Unit should be a strong, self-governing organization.

_ 3. The Ohio ATE Unit should be an organization for life career teacher educators.

_ 4. The Ohio ATE Unit should encourage its members to expand their professional knowledge through intellectual endeavors including reading, research, writing, and study.

_ 5. The Ohio ATE Unit should encourage teacher educators to acquire specialized and extended preparation in an organized body of basic theory.

_ 6. The Ohio ATE Unit should encourage independence and autonomy among teacher educators so that they are free to exercise their best judgment and set their own professional standards of operation.

_ 7. The Ohio ATE Unit should encourage its members to assume personal responsibility for the judgments made by teacher educators.

_ 8. The Ohio ATE Unit should encourage in-service programs for supervising teachers.

_ 9. The Ohio ATE Unit should encourage teacher education programs which include interaction and communication among all participants.
10. The Ohio ATE Unit should encourage teacher education programs which provide differentiated, i.e., individualized, professional laboratory experiences for all students in teacher education.

11. The Ohio ATE Unit should encourage educational institutions and educators generally to develop innovative teacher education programs.

12. The Ohio ATE Unit should encourage the development of teacher education programs which provide professional laboratory experiences beginning at the Freshman level and extending through an internship.

13. The Ohio ATE Unit should encourage the establishment and the improvement of in-service programs for beginning teachers.

14. The Ohio ATE Unit should strive to improve the social and economic status of its members.

15. The Ohio ATE Unit should strive to further define and strengthen the concept "school-college" partnership in teacher education.

16. The Ohio ATE Unit should strive to gain increased state financial support for teacher education activities in schools, colleges, and universities.

17. The Ohio ATE Unit should strive to attain a position of high prestige among the general public.

18. The Ohio ATE Unit should strive to attain a position of high prestige among its members.

19. The Ohio ATE Unit should assist in determining qualifications for membership in the teaching profession.

20. The Ohio ATE Unit should assist the teaching profession in determining and accomplishing its goals.

21. The Ohio ATE Unit should inform teacher educators of specific problems concerning the teaching profession.

22. The Ohio ATE Unit should construct and adopt a code of ethics in teacher education to encourage high standards of professional conduct.

23. The Ohio ATE Unit should foster self-discipline among all members and prospective members of the teaching profession.

24. The Ohio ATE Unit should cooperate with other agencies in developing viable state programs of research in teacher education.
III. In the space below, please list additional guidelines which you think should be adopted by the Ohio Unit of ATE, or other suggestions for the improvement of these guidelines.

Please return by December 20, 1971 to:

Jim Lifer
President, OATE
Route 3 Box 256
Ashland, Ohio 44805
APPENDIX D
Executive Committee Member of Ohio ATE:

As you know, I am conducting a study to determine guidelines for a program of service for the Ohio ATE Unit.

Twenty-four (24) guidelines have been constructed from a review of related literature and from a national survey of leaders from all state ATE units.

The guidelines have been sent to the members of the Ohio ATE Unit. The members were asked to give their reactions, on a four point scale, as to the extent each guideline would be appropriate for the Ohio ATE Unit.

A response has been received from eighty-one percent (81%) of the Ohio ATE membership. Nineteen (19) of the guidelines were approved by a score of 3.0 or better, and have been placed in random order on the enclosed instrument.

The final phase of this study requests that a professional judgment be given by members of the OATE Executive Committee to the guidelines approved by the OATE membership.

Your reaction to the enclosed instrument is vital to the completion of this study. Please respond within five days. A stamped, self-addressed envelope is enclosed for your convenience.

Sincerely,

Jim Lifer
President, OATE

Study under the direction of:

L. O. Andrews
Professor Emeritus
Ohio State University
GUIDELINES FOR THE DEVELOPMENT OF A PROGRAM OF SERVICE FOR THE OHIO UNIT OF THE ASSOCIATION OF TEACHER EDUCATORS

Judgment by the OATE Executive Committee

Please judge the appropriateness of each of the following guidelines by writing the numeral, from the key below, in the space provided.

KEY:
4 - very appropriate
3 - appropriate
2 - inappropriate
1 - very inappropriate

GUIDELINES

---
1. The Ohio ATE Unit should encourage teacher education programs which include interaction and communication among all participants.

2. The Ohio ATE Unit should encourage in-service programs for supervising teachers.

3. The Ohio ATE Unit should encourage teacher education programs which provide differentiated, i.e., individualized, professional laboratory experiences for all students in teacher education.

4. The Ohio ATE Unit should encourage its members to expand their professional knowledge through intellectual endeavors, including reading, research, writing, and study.

5. The Ohio ATE Unit should encourage educational institutions and educators generally to develop innovative teacher education programs.

6. The Ohio ATE Unit should strive to further define and strengthen the concept "school-college" partnership in teacher education.

7. The Ohio ATE Unit should cooperate with other agencies in developing viable state programs of research in teacher education.

8. The Ohio ATE Unit should inform teacher educators of specific problems concerning the teaching profession.

9. The Ohio ATE Unit should strive to gain increased state financial support for teacher education activities in schools, colleges, and universities.

10. The Ohio ATE Unit should encourage the development of teacher education programs which provide professional laboratory experiences beginning at the Freshman level and extending through an internship.
11. The Ohio ATE Unit should assist in determining qualifications for membership in the teaching profession.

12. The Ohio ATE Unit should assist the teaching profession in determining and accomplishing its goals.

13. The Ohio ATE Unit should be a strong, self-governing organization.

14. The Ohio ATE Unit should encourage the establishment and the improvement of in-service programs for beginning teachers.

15. The Ohio ATE Unit should encourage teacher educators to acquire specialized and extended preparation in an organized body of basic theory.

16. The Ohio ATE Unit should construct and adopt a code of ethics in teacher education to encourage high standards of professional conduct.

17. The Ohio ATE Unit should strive to attain a position of high prestige among the general public.

18. The Ohio ATE Unit should strive to attain a position of high prestige among its members.

19. The Ohio ATE Unit should foster self-discipline among all members and prospective members of the teaching profession.

Remarks:

Please return within five days to:

Jim Lifer, Route 3 Box 256, Ashland, Ohio 44805
APPENDIX E
Cover Letter Sent to Jury Members on the National Constitution Revision Committee

Route 3 Box 256
Ashland, Ohio 44805
January 12, 1972

For the past year, I have been working on a study, under the direction of Dr. L. O. Andrews, of state units of ATE. Part of this study consists of constructing a set of guidelines specifically for the purpose of developing a program of service for the Ohio Unit of ATE, and generally for use by any state unit of ATE.

Twenty-four guidelines were constructed from a review of related literature and from a national survey involving leaders from all state ATE units. The guidelines were evaluated by the members of the Ohio Unit of ATE who indicated that nineteen of the guidelines would be appropriate for use by the Ohio Unit. The list of approved guidelines are placed on the enclosed instrument.

As the final phase of this study, we are requesting a judgment from those professional educators who were members of the Constitution Revision Committee as to:

1. the extent to which each guideline is in line with the purpose and function of state units of ATE as perceived by the Constitution Revision Committee as it engineered the shift of the Association from a national to state unit basis, and

2. suggestions for modifying the guidelines which would make them more appropriate for use by any state unit of ATE.

In that you were a member of the Constitution Revision Committee, will you please respond to the enclosed instrument, and if possible, return it within five days?

A stamped, self-addressed envelope is enclosed for your convenience.

Sincerely,

Jim Lifer
President
Ohio ATE
Dear Member of the Standards and Performance Committee, ATE:

State units of the Association of Teacher Educators are expected to assume a leadership role in teacher education. I have been encouraged by several state and national ATE members to conduct a study of the function of state units of the Association. Part of this study consists of constructing a set of guidelines for the development of a program of service for state ATE units.

Twenty-four (24) guidelines were constructed from a review of related literature and from a national survey of leaders from all state ATE units. The guidelines were evaluated by members of the Ohio ATE unit, and nineteen (19) guidelines were judged as appropriate for the Ohio Unit. These nineteen guidelines have been placed in rank order on the enclosed instrument.

The final phase of this study is for the Standards and Performance Committee of ATE to review the guidelines as to the extent each guideline is in line with the Committee's perception of the purpose and function of state units.

As a member of the Standards and Performance Committee of ATE, will you please respond to the enclosed instrument and return it within five days? A stamped, self-addressed envelope is enclosed for your convenience.

Sincerely,

Jim Lifer
President
Ohio ATE

Study under the direction of:

L. O. Andrews
Professor Emeritus
Ohio State University
GUIDELINES FOR THE DEVELOPMENT OF A PROGRAM OF SERVICE FOR
STATE UNITS OF THE ASSOCIATION OF TEACHER EDUCATORS

Judgment by the Constitution Revision Committee and
the Standards and Performance Committee

Please judge the appropriateness of each guideline for any state ATE
unit by writing the numeral, from the key below, in the space provided.
Feel free to make any suggestions or modifications to the guidelines.

KEY:
4 - very appropriate
3 - appropriate
2 - inappropriate
1 - very inappropriate

GUIDELINES

1. A state unit of ATE should encourage teacher education programs
   which include interaction and communication among all
   participants.

2. A state unit of ATE should encourage in-service programs for
   supervising teachers.

3. A state unit of ATE should encourage teacher education programs
   which provide differentiated, i.e., individualized, professional
   laboratory experiences for all students in teacher education.

4. A state unit of ATE should encourage its members to expand
   their professional knowledge through intellectual endeavors
   including reading, research, writing, and study.

5. A state unit of ATE should encourage educational institutions
   and educators generally to develop innovative teacher education
   programs.

6. A state unit of ATE should strive to further define and
   strengthen the concept "school-college" partnership in teacher
   education.

7. A state unit of ATE should cooperate with other agencies in
   developing viable state programs of research in teacher
   education.

8. A state unit of ATE should inform teacher educators of specific
   problems concerning the teaching profession.

9. A state unit of ATE should strive to gain increased state
   financial support for teacher education activities in schools,
   colleges, and universities.
10. A state unit of ATE should encourage the development of teacher education programs which provide professional laboratory experiences beginning at the Freshman level and extending through an internship.

11. A state unit of ATE should assist in determining qualifications for membership in the teaching profession.

12. A state unit of ATE should assist the teaching profession in determining and accomplishing its goals.

13. A state unit of ATE should be a strong, self-governing organization.

14. A state unit of ATE should encourage the establishment and the improvement of in-service programs for beginning teachers.

15. A state unit of ATE should encourage teacher educators to acquire specialized and extended preparation in an organized body of basic theory.

16. A state unit of ATE should construct and adopt a code of ethics in teacher education to encourage high standards of professional conduct.

17. A state unit of ATE should strive to attain a position of high prestige among the general public.

18. A state unit of ATE should strive to attain a position of high prestige among its members.

19. A state unit of ATE should foster self-discipline among all members and prospective members of the teaching profession.

Remarks:

Please return within five days to:

Jim Lifer
President, OATE
Route 3 Box 256
Ashland, Ohio 44805
APPENDIX F
JURY
from
EXECUTIVE COMMITTEE OF OHIO ATE

Josetta, Mary                  St. John College  
Cleveland, Ohio

Lehrer, William                Martin Luther King School  
Toledo, Ohio

MacNaughton, Robert           Cleveland State University  
Cleveland, Ohio

Mervine, Larry                Kirk Junior High School  
East Cleveland, Ohio

Pfeiffer, Robert              Kent State University  
Kent, Ohio

Scholl, Robert                Miami University  
Oxford, Ohio

Telego, Gene                  Ashland College  
Ashland, Ohio

Wingard, Edward               Central State University  
Wilberforce, Ohio
JURY
from
THE CONSTITUTION REVISION COMMITTEE

Duaine Lang, Chairman
School of Education
Indiana University
Bloomington, Indiana 47401

Harry Foskey
616 Garfield
Westfield, New Jersey 07090

Hans Olsen
Assistant Dean
School of Education
University of Missouri
St. Louis, Missouri 63121

Richard Collier
Rm 321 F
Bacon Hall SUC
1300 Elmwood
Buffalo, New York 14222
JURY
from
STANDARDS AND PERFORMANCE COMMITTEE, ATE

Cekola, Anthony
Kalamazoo Central High School
Kalamazoo, Michigan

Chatfield, Walter
Dep't. of Foreign Languages
Iowa State University
Ames, Iowa

Coppege, Lloyd
Northeastern State College
Tahlequah, Oklahoma

Costello, Melissa
University of Maine
Gorham, Maine

Le Blanc, Cecile
West Thibodaux Jr. High
Thibodaux, Louisiana

Lien, Ronald
Mankato State College
Mankato, Minnesota

Ort, Eddie
University of Alabama
Birmingham, Alabama

Paynter, Helen
Evanston Public Schools
Evanston, Illinois

Wenzel, William
University of Wisconsin
Madison, Wisconsin

Wilson, Donald
University of Southern California
Los Angeles, California

Wright, Dale
Candler School
Candler, North Carolina

Heise, Shirley
Keene State College
Keene, New Hampshire

Overton, Elizabeth
Wisconsin State University
Oshkosh, Wisconsin
Part II. RESPONSES

Question 1. What do you think are the greatest problems confronting your state unit?

Question 2. What action do you think should be taken by your state unit to solve these problems?

Responses From Unit President

1. Increasing membership
   Involvement of Teachers

2. Sponsor joint ATE-OCT state meeting
   Join AACTE in sponsoring conference on models for T. Ed. and Constitution
   Seek permission to hold ATE sponsored clinic on center approach

1. Local financing of units
   Leadership

2. Areas identified
   Executive meetings often
   Standing committees

1. Increasing membership
   Suitable geographic locations
   Using resources to affect teach. ed.

2. Establish dues structure
   Doing more to get members active in

1. Involvement of supervising teachers
   Changing traditional teacher training to more lab. exp.

2. Encourage programs of in-service with public school teachers
   Investigate procedures for change

1. Communications for better ATE meetings & attendance
   Strive to increase state financial support

2. Communicate closely with State Bd. of Ed. & colleges
   Communicate with supervising teachers
   Involvement with National

1. Unity and continuity of interaction & innovative prog.

2. Develop local units, closer association between state and regional groups, more meetings—a way to achieve greater funding

1. Gaining members
   Increasing interest in Association
   Participation in ATE by members

2. Colleges of Ed. and Assoc. of Classroom Te. must work together in strengthening ATE
Unit Presidents (continued)

1. Unit reorganization
   "polling" classroom teachers for appropriate participation and involvement

2. Develop meaningful programs sufficiently relevant to excite trainers of teachers at all levels
   Determine the ways and means for providing classroom teacher participation

1. Being action oriented enough to be influenced in the State arena where decisions are made
   Securing public school personnel in membership

2. We are establishing a Task Force on the future of MAST to study the Assn. in light of stated objectives and in light of the changing state scene and to make recommendations for a more effective role

1. A more serious concern for the stronger state unit
   Continuous active membership
   A more viable program

2. The action is clearly indicated by the statement of problems—a concerned leadership (perhaps far more than a year) that seeks through good techniques of human engineering to help members achieve the above

1. Working on guidelines for student teaching (and) Money
2. Need more state support and/or cooperation for guidelines
   Money—no easy solution. Members are those professional people who already belong to many organizations. Have attempted one solution—registration fee for each conf.

1. Developing membership and active involvement of members
2. Perhaps a "state membership" category—this could become a step toward national membership by some (recent changes in dues structure seem at present to have priced some out of the market)
   Developing state program activities which involve members as active participants instead of observers

1. Lack of interest by members
   Purpose of Assn. uncertain
   Difficult to involve public school teachers

2. More local ATE units
   Meaningful programs
   Reduce membership fees to attract cooperating teacher membership
Unit Presidents (continued)

1. Attracting public school teachers as members
   Getting the public schools to accept the concept of "partnership"
   in the full sense of the word

2. Make membership offer something of value to classroom teachers

   1. Difficult to understand our relationship to the natl. ATE
   2. Undecided at this time

1. Involvement of public school personnel
   Developing programs of action to implement change through
   legislative and state dept. of Ed. policies

2. Working with State Department of Ed. to help solve problems
   Trying to strengthen our program of action so that public school
   people will want to be involved

1. Becoming visible as an entity and establishing a viable program
   worthy of state membership dues
   Need to involve more participants from public and private
   education at elem.-sec. level

2. Aggressive membership drive in progress
   Distribute membership information routinely via our college
   supervisors as they visit
   Provide members with constitution, a membership card, newsletters,
   invitations to our state meetings, etc.
   Are now in process of distributing a new publication, "Guidelines
   for Student Teaching Programs in Missouri," an effort of our
   total state membership over 5 years
   Hope to initiate yearly projects (on a lesser scale) to provide
   members with tangible assistance of this kind
   Also hope to initiate regular research bulletins on student
   teaching in Missouri
   Spring conference is also valuable in determining directions

1. Enlisting the support of classroom supervising teachers
   Developing a program that meets their needs

2. Organization of regional (local) units affiliated with the state
   unit

1. Legalizing student teaching in the State of Nebraska
   Encouraging membership at the State and Natl. levels
   Developing guides for student teaching for all public and private
   institutions in Nebraska.

2. We are in the process of legalizing student teaching in the state.
   A bill has been proposed to the Legislature, and has cleared
   the Ed. Committee.
   A committee has been appointed to increase membership at the State
   and Natl. levels
Unit Presidents (continued)

1. Finances. How to finance our state workshop and conferences and also finance two delegates to the House of Delegates
2. Going to try to raise state dues to $3.00 per year and put on a membership drive. We have 611 members now and, if we can raise it to around 1,000, we can finance both

1. Improve relations with public school sector
   Improve image at college level
   Study made of complete state student teaching programs
2. Work on public school membership thru each college area
   Involve public school teachers in ATE organization
   Appoint research member to do study of student teaching programs throughout the state

1. Membership
   Active participation
2. ---
1. Foremost problem—fighting other professional organizations for the membership dollar
   Problem of geographical distance—prevents some activities which weld together an effective organization
2. Make ATE attractive enough that members of the profession will join in order to derive tangible benefits therefrom

1. Competition for membership
   Communications of college and school personnel
2. Regional membership areas based on college supervisory system
1. Closer work with colleges and public schools
2. An ATE unit which works can help. Just organizing
   Having a meeting in May sponsored by four institutions of higher Ed. including all supervisory teachers

1. Membership recruitment
2. (Newsletter enclosed)
1. Increasing membership in ATE
   Acceptance of the name change from AST to ATE
2. Try to get institutions of higher Ed. to underwrite membership of selected cooperating teachers
   Initiate and continue a concentrated plan of recruitment
   Develop workshops for informing members of the work of ATE

1. ATE (or AST) is not well thought of—we are harmless
   Must get moving
2. News conferences, news releases, better communication, more membership from all academic departments
Unit Presidents (continued)

1. Getting organized so that we have an organization which is immediately responsive to problems, needs, half-truths, etc.

   Finances

2. We must decide whether ATE will be the organization in our state in this field or whether some other organization or constellation of existing organizations will be the one. We are not sure that the national is going to lead "fast enough" toward what must be done. We will be meeting in April to decide this critical issue.

1. The New England Unit is actively pursuing a policy to encourage and aid each of its member states to organize its own unit. Thus this unit is probably scheduled for an early demise. In its place will be six state units.

2. ---

1. Giving service to supervising teachers

2. Regional meetings

   Local units (area, city) being formed

1. Establishing local units

   Gaining national membership

   Developing working programs at the state level (research performance criteria, innovative programs, etc.)

2. Establishment of yearly goals and objectives

   Representation from a greater portion of the membership

   Communication—(newsletter, conferences)

   State executive meetings with established local units

   A state ATE organizational team specifically entrusted with helping establish new local units

1. Attracting membership from public school personnel and from college personnel other than those associated with student teaching

2. Program must be developed that will attract a broader membership base

1. Finances and membership—the requirement that we send two national delegates, one of which must be a classroom teacher, the expenses of which must be borne by the state unit, places a financial strain on the state unit, especially when we do not receive money back from the national organization

2. Increased membership is the solution to the financial problem.

   The increase in national dues, however, makes it more difficult to increase membership

   Our state unit has voted to increase state dues from $2.00 to $4.00. This action does not help to make membership more attractive
Unit Presidents (continued)

Perhaps state units should work with the national organization to secure assistance in reducing the financial burden imposed on state units. One national delegate instead of two might be one solution. The national organization might also reimburse state units for travel expenses for delegates.

1. Solidarity
   Interest
2. More personal contact between the members and non-members
   More publicity—within the state
1. Lack of membership
   Lack of programs
2. Need more aggressive leadership
   Ally our association more closely with organizations that have power

1. Lack of interest on national level of ATE
2. Dues have been doubled

1. Membership--too many professional organizations in Hawaii
   Doing something about Teacher Education
2. Develop more commitment to Teacher Education

1. Organization
   More public school personnel participation
   Preparing long range goals
   Organizing regional sub state units
2. Organizational structure & working committees

1. Lack of classroom (public & private) in membership due to large dues
2. National should have a fee bond upon total salary

1. The loss of identity of AST in being swallowed by the amorphous
   ATE concept has created a devastating crisis for our state unit.
   Lost nearly half of our joiners
2. There has been considerable discussion at our unit's annual confer­
   ence about the possibility of forming a separate organization to
   retain the identity we have known in the past
   This is not to say that there is no place for NEA of Higher Ed. which
   is what many believe the new ATE actually is

1. Involving more public school personnel and getting more colleges
   with teacher education programs to work with PATE
   An improved National dues structure for the cooperating teacher.
   The cost is far too great for the majority of public school
   teachers
   State unit needs to have great influence and involvement with the
   state Education Ass'n., State Dept. of Education, and legislature
2. Do a better job in selling ATE to the college personnel
   Need to work closer with Association of Classroom Teachers

1. Finding ways to contact and inform prospective members
   Determining services, etc., that can be offered that are needed
   and wanted
2. Work toward development of local and sectional units
   Select a large membership committee containing a representative
   from all large teacher-preparing colleges and universities in
   the state.
Membership Chairmen (continued)

1. Maintaining the required minimum members of the national ATE
   Identifying means of communication and cooperation between state
   and private colleges and universities
   Helping public school personnel develop the value of membership
   in ATE—we are in competition with so many organizations
2. An all-state drive through offices of student teaching for
   membership
   Identifying the areas of diversity between public and private
   institutions and evaluating its merit; where negative, seeking
   means to close the gap
   Developing plans whereby public school personnel will feel they
   are an integral part of teacher education, not just on the
   periphery looking in

1. Developing a program that will best prepare teachers; both pre-
   service and in-service
2. Develop clinics and workshops that will help to meet the needs of
   those we strive to gain as members in ATE

1. Membership and interest
2. Dynamic leadership and a closer working relationship with all
   agencies with educational functions

1. Lack of real communication
   Too many inactive members—because dues are paid from treasury—
   members should pay own dues
2. Develop some realistic goals for the ATE state wide and local
   Newspaper
   Let's work on quality of members, not quantity

1. Membership
   Communication
   Getting state constitution working
   Getting local area constitution working
2. Electing sincere and hard-working people in office
   Getting state recognition of certification of supervising teachers
   Provide a closer relationship between supervising teachers and
   universities
   Get committees organized to work out constitutions and get them
   functioning

1. Having realistic, achievable objectives, not just meetings and
   "programs"
2. Try to select the most basic area for criteria development
   Try it out, refine, disseminate
Membership Chairmen (continued)

1. Getting people interested and committed to ATE work
2. I've exhausted all ideas. More time to work of the ideas would help. Not enough people to help us

1. New unit—lacks direction, a sense of purpose, and strong leadership
Communication difficulties are another area of concern
2. Collect state dues to establish a budget
   Plan a year's program at a time, including:
   a. regional meetings
   b. at least one state meeting
On the basis of program, make a drive for membership
Establish a newsletter
Decide upon a program of work ACT

1. Funds nil
   If we wish to increase public school personnel involvement, we can not charge additional dues
2. Demand a reasonable return of national dues for operation of state units
   Secure funds through teacher training institutions for specific projects of service state wide (workshops, conferences, federal programs devised by ATE). These programs should be open to all participants but fees should be paid by non ATE members to help finance projects
   Seek to cooperate with other organizations active in the state in presentation of workshops, conducting research, etc.
   It may be that since AACTE now provides individual membership, we should explore a merger

1. No state unit
2. ---

1. Lack of membership
   Lack of outstanding leadership
   $20 dues hurts. There are so many professional organizations that college people are careful about joining too many
   Public school people could care less
2. Lower dues
   Get leaders to sponsor more programs to attract attention to ATE

1. Retention of members and active participation of members rather than "just belonging"
   Dues structure between state unit and national is destroying unity of the two
2. I believe the national unit should take the front in pulling state units together rather than fragmenting into so many different units. A consolidating of units is a must in this day and age
when members are very selective as to which organizations
Members must be made aware of the various problems then
Leadership (good solid leadership) be provided to organize members
to work on these problems. Too often members of any organization
are joiners and not doers

1. No state unit
2. ---

1. Lack of membership due to finances (personal)
2. ---

1. The greatest problem—how to actively involve those people we say
we want to actively involve, i.e., college supervisors, professors
in teacher education, and public school cooperating teachers.
Also, what to involve them in
2. Currently, our organization is almost totally served by officers
who are directors of student teaching. This has occurred mainly
because they are the ones with the time and interest.

1. Conflict in membership re: National and State affiliation
Busy leadership
2. Communication with National

1. No state unit
2. Suggestions would be appreciated

1. Program
   Membership
2. Break-off from Wyoming
   Organize workshops and programs statewide for all components

1. Lack of people to carry on the state program
2. Uniting units

1. Develop strong local ATE units
   Strive for more active participation
2. To get strong and vocal ATE state officers who are willing to give
time and energy to the ATE
   Produce a good ATE newsletter that is distributed 3 or 4 times a
   year informing members of what is going on in ATE

1. Increasing membership from public school personnel
2. Regional membership chairmen to work with institutional represen-
tatives and local TEPS groups
Membership Chairmen (continued)

1. Financing our activities
   Expanding membership
   Scheduling worthwhile and relevant program
2. An intensive effort to become united and strong

1. Lack of membership
2. Find out what professional education is all about and what responsibilities it carries

1. Apathy
2. ---

1. Getting teachers interested and involved in the process of improved student teaching
2. Establishment of local ATE units, financed by money paid to supervising teachers

1. Too difficult for the group to meet on a regular basis
2. Get a strong leader who can devote the time
   Encourage inter-college meetings

1. Membership
2. Contacts with principals, supervising teachers and others that might share our interest. Time to work for ATE

1. Broad membership
   Gaining and involving extending responsibility for teacher education to public schools
   Gaining support for teacher education, especially performance based curriculum
2. Work closely with state department of public instruction
   Design a pilot program utilizing performance based curriculum

1. School-college cooperation
   State wide conceptual teacher education force
2. Identify leaders in state who can help develop the teacher education force
   Work for state financial support

1. Membership
2. Stronger contact among members
   Larger executive committee composed of at least one person from each institution
1. Greater involvement of public school personnel
   Effecting action for the following:
   --Increasing the honorarium for supervisors of student teachers;
   --Collecting data on the various pre-student teaching laboratory
     experiences and developing a design or model for these
     experiences
   --Defining the legal status of student teachers and other students
     in laboratory experiences
   --Studying the need for contractual agreements between teacher
     education institutions and school systems regarding professional
     laboratory experiences
   --Establishing policies and procedures regarding exceptional
     situations in which paying student teachers might be valid

2. Concentrated recruitment of members
   a. Work through Director of Student Teaching, and
   b. Instructors teaching courses leading to certification for
      supervising teacher service
Responses From Delegate Assembly

1. Membership and certification
   2. Each state unit might set up a professional in-service fund for all their supervising teachers
      Upgrading certification for teachers in the 70's

1. Lack of funds
   Lack of political "clout"—especially with state legislature
   Multiplicity of teacher preparing institutions with varying strengths and weaknesses

2. Strengthening of local units which will then interact with state unit
   Interaction with organizations which are actually pursuing similar goals, e.g., state TEPS, ASCD, etc.—developing a political-legislative arm
   Involvement with accreditation of Teacher Preparation institutions
   Get on board with NCATE

1. Starting regional sections
   Communication to teachers of the state
   Organization needs publicity in the public school systems
   Involvement of public school personnel in organization

2. Continue encouragement, ask for reports or involvement in regional activities by state members
   Membership in new fields
   Issue materials to schools

1. Coordinating the various units involved in Teacher Ed.
2. Develop organizational structures that can effectively represent Teacher Ed. interests for legislative action

1. Recruitment of public school teachers into ATE
   Dues must be lowered for classroom teachers
2. Concerted recruitment by state organizations

1. A strong, active state unit should be developed
2. Through some way get schools and teacher training institutions interested enough to give the energy and the time to support ATE

1. Membership—acquisition and retention
2. Improved public relations
   Make better use of news media, including newspapers, TV, radio, magazines
Delegate Assembly (continued)

1. Coordinating the varying programs and philosophies of the state and private teacher training institutions
   Recruiting membership from among the public and private school teachers rather than just college personnel
   Financing an active state ATE program which needs money for: effective public relations, communication, and conference commitments
2. Study groups for providing continuous communications between institutions to keep institutions "tuned-in" to each other which, under the leadership of an active state ATE committee, could result in institutions being "in tune" concerning Teacher Ed.
   A membership drive to educate the public and private school teachers as to ATE and its functions and also enlist the financial backing of local school boards

1. Just had first meeting
2. ---

1. In-service as motivation towards higher goals
2. Regional development

1. Lack of membership
   Indifference by state agencies toward teacher Ed.
2. ---

1. The problem of defining goals and directions for the association along with meaningful implementation of these objectives
2. Defining goals by total membership
   Allocating responsibilities for seeing that the goals are implemented
   Action must start with the executive board

1. Lack of membership
2. Recruit!

1. Participation of public school personnel and
   Providing real leadership in Teacher Ed.
2. Allow membership in state unit only--have more than one annual meeting

1. Membership and Communication
   Getting more public school people involved
2. New name change that has come about by our new constitution
   Holding section meetings in conjunction with our state teachers' association convention.
Delegate Assembly (continued)

1. Financing the kind of a program that will accomplish the major objectives listed on the previous page

2. Establish local ATE units in the larger school systems and county units in the smaller ones. These units could help provide funds from membership to support local and state programs designed to strengthen teacher ed.

1. Overcoming indifferent attitude of teacher educators toward a need for an organized effort to work together at all levels

2. Develop and promote a rational for such a program
   Unify the efforts of concerned people at all levels of education

1. Obtain a large cross-sectional membership
   Obtain dynamic leadership to publicize the organization and promote involvement

2. Working hard to get people to pay additional membership fees
   Must be able to show value for time and money involved

1. Getting interest of public school personnel

2. Have state meeting, programs, and workshops of interest to public school people
   Encourage their participation

1. New unit getting started. Membership and financing are important concerns

2. Working on all problems

1. Adequate financing of Teacher Education programs, particularly the laboratory exercises

2. Work with the Oklahoma Ed. Ass'n. and NEA to get the true story to governing bodies, state and national

1. Getting major teacher preparing institutions to want to encourage its personnel to join the organization and take an active part in its work

2. National has to take dynamic lead
   State can't without support and help (both financial and human) from National
   Dues for National are too prohibitive so state people can't afford to join--don't get enough in return

1. Finance Membership

2. Reduction of dues for cooperating teachers (to be accomplished at state level)
   Increased cooperation between colleges and public schools will inherently increase membership
Delegate Assembly (continued)

1. Providing leadership in teacher education
   1. By involving more classroom teachers and administrators and by
ten developing more meaningful programs
   By publishing relevant information helpful to the teacher

1. Membership (college/university and cooperating teachers)
   Financial support
2. Conduct a vigorous campaign to recruit members
   Solicit financial aid for cooperating teachers. Seek help from the
   State Dept. of Education

1. Money and membership
   Available bodies to work
2. ----

1. Apathy
   Communication
   Jealousies among institutions
2. Organize locals--communicate--combine in-service with pre-service

1. Membership
   Molding a cohesive body of persons interested in Teacher Education
   Communications
2. Getting a more grass roots approach to membership
   More extensive involvement of new members and non-members in the
   Ass'n. work
   Some type of regional organization within the state
   A newsletter

1. Bringing more cooperating teachers into the ass'n.
   Providing a means of communication between all members to discuss
   and resolve mutual problems, misunderstandings, and suggestions
   for improvements in teacher training
   Presenting more and better workshops for the members
2. This our first year to offer a state membership aside from
   national and our response has been encouraging. Our next step
   is to get these new members actively involved--contributing to
   our newsletter, organizing workshops, etc. Somehow the members
   must be made to feel that the organization offers them concrete
   and personally valuable helps in their teacher educator roles

1. Payment of cooperating teachers
2. Currently working on a model plan in York, Penna.
   State funds are needed for this plan
   Much of the responsibility and supervision of beginning teachers
   and student teachers will be turned over to the public schools
Delegate Assembly (continued)

1. **Staff of college faculty to allow proper supervision by college supervisors**
   - In-service programs for supervising teachers
2. **Seek additional funds to allow adequate staffing by legislative action**
   - Close cooperation between college and schools

1. **Membership maintenance**
   - Getting a position of leadership in teacher education
2. **Keep striving to maintain standards**
   - Conference such as we had at I.S.U. at Terre Haute last fall—teacher & college persons discussed concerns
   - More local units

1. **Lack of interest among public schools**
2. **Positive programs of recruitment and involvement of public school teachers**

1. **Finance**
2. **Develop local units to get as much "grass-roots" participation as possible to work on the problems that seem most pertinent to them**

1. **Membership of non-college personnel**
   - Number of groups in state with similar (duplicate) objectives
2. **Active campaign to solicit classroom teachers and administrators**

1. **Relating to National ATE**
   - Development of vital regional units
2. **We need to free our thinking and consider much more ad hoc/regional developments**

1. **We don't get the top quality education from our colleges and universities**
2. **Attain a power position by getting involved in setting standards**

1. **Leadership needs to be strengthened**
   - Communication increase among members
   - Increase methods of involving school personnel especially teachers, administrators, school boards
   - Do away with traditional concept that preparation is a college function only
2. **Total involvement by all concerned with preparing teachers to teach**
   - Communication can be increased in a newsletter
   - We are having three membership chairmen geographically located
   - Direct appeal to all public and private schools
   - More cooperation between institutions
   - Utilize newer methods in preparing teachers
   - Institutions contribute more a continuing education of teachers
Delegate Assembly (continued)

1. Finance and membership
   2. For finance we have suggested that the institution help their teachers as much as possible
      The Association Development Committee made good recommendations. We will use their suggestions

1. Encouraging membership growth and encouraging attendance at our already well planned meetings
   Coordination of already established groups
2. We need greater publicity, more dedication from each member to encourage others to be as involved as those of us now interested (Public teachers are already overwhelmed with meetings at state level—and they appear to be tired of the same thing)

1. Strive to further define and strengthen the concept "university-public school partnership" in teacher education
   Strive to gain increased state financial support for teacher education in public state colleges and univ.
   Provide the leadership in developing performance criteria as a basis for "selection" of candidates for teaching
2. Our state unit should strive toward the enhancement of the status of student teaching and various functionaries in the program. In addition, it should work toward becoming a full-fledged partner with an equal voice with the decision makers who represent various agencies such as the State Dept. of Educ., Missouri State Teachers Assoc., Deans, Presidents, and Public School Admin, etc.

1. Determining a proposed program
   Informing the total educational community about ATE Membership
2. Create local units
   Appoint ad hoc committees to take the lead in program recommendations
   Demonstrate that ATE is a valuable and an effective organization for teacher educators

1. Active participation by membership
   Taking a strong stand with regard to various aspects of teacher education programs
   Adequate financing of state level programs
2. Develop stronger communication lines with membership, encourage colleges and universities to involve public school instructors in the planning for change in teacher education programs
   Do a better job of researching the problem areas, active committees to recommend solutions, publicize position well and actively work to bring about the solution
   Establish a state level dues structure
Delegate Assembly (continued)

1. Inadequate program
   Lack of membership from the public schools
   Leadership centered in people from colleges and universities
2. Active recruitment of members from public schools
   Development of a viable program with appeal to educators at all levels

1. Recruitment of qualified, willing supervising teachers to participate in ATE
2. ---

1. Recognition as an important force in teacher education
2. State ATE sponsored conferences for public school and college people on mutual problems

1. There is not enough interest in ATE at the local level; need to foster this interest at the grass roots
2. More publicity to non-members

1. Involvement of classroom supervising teachers. Colleges are talking to themselves
2. Sell administration of school systems on contribution of the state program to the upgrading of supervision

1. Membership, and offering services to supervising teachers that are helpful
2. Getting support from state commissioners of education

1. Building membership and become strong representative body
2. Strive for competency

1. Getting professional minded dedicated personnel that are not using their teaching as a stepping stone to other jobs. We need teachers of children, not verbalism in the teachers' lounge
   Communication by all factions, more members and more public school personnel
2. Colleges should screen prospective teachers who are drug users
   Orientation of cooperating teachers by college supervisors
   Use only cooperating teachers with 5 or more years experience
   Better communication state wide between college and public school

1. Focus on problems
   Change view teacher educators have about training teachers
   More participation of public school people
2. Results of research and surveys
   Formation of local school district units a must
Delegate Assembly (continued)

1. Lack of priority statements
   Membership numbers
2. Become active in pursuit of goals

1. Organizational
   Non support for local units
   Lack of specific purpose
   Lack of operating money
2. Develop strong leadership at state level to assist dev. of local unit by:
   preparing guidelines
   assisting in purpose
   help to achieve financial means
   join with other state-united front

1. Recruiting 35 members to have a state unit
2. Strong campaign drive for ATE membership
   Unite with other MEA affiliates
   Scholarships
Preamble

When educators
   -- are committed to the concept of education for all
   -- believe that the quality of that education depends in part upon the
     effectiveness of teaching
   -- believe that teaching performance can be improved, and
   -- believe further that the quality of that education can be improved
     through cooperative effort;

then association of all concerned from
   -- schools, public and private, elementary and secondary, colleges and
     universities;
   -- professional associations and learned societies;
   -- governmental agencies and other interested individuals

is desirable.

To this principle the Association of Teacher Educators is dedicated.

Article I -- Name

The name of this organization shall be "Association of Teacher Educators"--a nonprofit organization--a National Affiliate of the National Education Association.

Article II -- Purposes

The purposes of the Association shall be:

A. To provide opportunity for individual professional growth for all persons concerned with teacher education through:

1. Participation in meetings of the Association.
2. Leadership opportunities.
3. Preparation of publications and other media.
4. Access to publications and other media.
5. Personal association with other teacher educators.
6. Development of personal and professional ethical standards.

B. To promote quality programs for teacher education by:

1. Preparing and disseminating ideas, practices, and programs.
2. Encouraging, initiating, and engaging in program development and research.
3. Providing leadership through:
   a. Issuing position papers.
   b. Developing guidelines for excellence in professional preparation.
   c. Helping frame and promote state and national legislation, rules, regulations.
4. Cooperating with other educational agencies, organizations, and institutions.
5. Serving as a coordinating vehicle through which related teacher education organizations may:
   a. Engage in productive dialogue.
   b. Cooperate in services—publications, administrative, and research.
   c. Engage in collective action.

**Article III — Membership**

Section 1. Classes

Individual membership in the Association shall be of five classes: Basic, Comprehensive, Life, Distinguished, and Student.

Section 2. Basic Membership

All persons may become Basic Members by paying the stipulated annual dues, and shall be entitled to all privileges of the Association except the right to hold office or become a member of the Delegate Assembly or the Executive Committee.

Section 3. Comprehensive Membership

All persons may become Comprehensive Members by paying the stipulated annual dues, and shall be entitled to all privileges of the Association.

Section 4. Life Membership

All persons may become Life Members by paying the stipulated dues according to the established schedule, and shall be entitled to all privileges of the Association.
Section 5. Distinguished Membership

Persons nominated by the Standards and Performance Committee and elected by a three-fourths majority vote of the Delegate Assembly will be accorded Distinguished Membership in the Association, and shall be entitled to all privileges of the Association. Only those who have been Comprehensive and/or Life Members for a minimum of 15 years may be considered for nomination.

For the first 15 years following adoption of this Constitution, 15 years eligibility will be based upon a combination of 15 years continuous membership in both new and pre-existing categories. The notice of nomination sent by the Standards and Performance Committee to the Executive Committee must be accompanied by documented evidence of outstanding contributions to the Association and to teacher education. No more than two people may be elected to Distinguished Membership in any one year.

Section 6. Student Membership

All persons enrolled as full-time students in undergraduate or graduate teacher education programs may become Student Members of the Association by paying the stipulated annual dues providing that in every case payment is accompanied by the appropriate form signed by a sponsoring Basic, Comprehensive, Life, or Distinguished member. Student Members shall have the right to receive such services of the Association as the Delegate Assembly shall determine upon recommendation of the Executive Committee.

Article IV -- Officers

Section 1. Officers

The officers shall be a President, President-Elect, Immediate Past President, and an appointed Executive Secretary.

Section 2. Qualifications

Any active member who has held a Comprehensive, Life, or Distinguished membership for three consecutive years and who has served in or is presently serving in either the Delegate Assembly or the Executive Committee may be nominated for the office of President-Elect.

All elected and appointed officers of the Association shall be required to be members of the National Education Association provided that the elected or appointed officer is eligible for active membership in the National Education Association.

The President-Elect will automatically accede to the office of President with the beginning of the fiscal year of the Association.
Section 3. Election

A slate of two candidates for the office of President-Elect shall be prepared by the Nominations and Elections Committee and presented to the Delegate Assembly which shall have the right to add one name. Election shall be by a mail ballot of the eligible membership, with the candidate receiving the highest number of votes being declared the winner.

Section 4. Appointed Officers

The Executive Secretary shall be nominated by the Executive Committee and approved by the Delegate Assembly. He shall be an ex-officio member of both the Executive Committee and the Delegate Assembly and responsible to both groups.

Section 5. Tenure

The tenure of each officer, except the Executive Secretary, shall be for one year. The office shall be assumed at the beginning of the fiscal year of the Association.

The term of office of the Executive Secretary shall be determined by the Executive Committee with the approval of the Delegate Assembly. Should the Executive Committee determine that the President is, through sickness, death, or for any other reason, unable to fulfill his responsibilities as stated in the Constitution, he shall, at such time as it shall designate, be replaced by the President-Elect.

In case the office of President-Elect should become vacant, the position shall be filled upon decision of the Executive Committee through a special election of two candidates nominated by the Nominations and Elections Committee by mail ballot of the eligible membership.

Article V -- Executive Committee

Section 1. Membership

The Executive Committee shall consist of seven members plus the President, President-Elect, Immediate Past-President, and the Executive Secretary (ex-officio).

The President or his representative of any affiliated group or organization shall serve as a member, ex-officio, of the Executive Committee.

Ex-officio members of the Executive Committee shall serve only on the Executive Committee, but not in the other capacities of elected members of the Executive Committee.
Section 2. Qualifications

Any active member holding a Comprehensive, Life, or Distinguished membership for three consecutive years and who has served in or is serving in the Delegate Assembly may be nominated for election to the Executive Committee.

Required service on the Delegate Assembly as a qualification for candidacy on the Executive Committee shall be waived for a period of three years after adoption of this Constitution.

Section 3. Representation

The seven elected members of the Executive Committee shall be apportioned as follows: Two must be classroom teachers in public or private schools at the time of their election; two must be college or university personnel working directly in teacher education; and the other three shall be elected at large.

Section 4. Election

A slate of two candidates for each position to be filled on the Executive Committee shall be prepared by the Nominations and Elections Committee and presented to the Delegate Assembly which shall have the right to add one additional name for each position to be filled. Election shall be by a mail ballot of the eligible membership, with the candidate receiving the highest number of votes for each position being declared the winner.

The tenure of the seven elected members of the Executive Committee shall be three years. Two members will be elected each year with three being elected each third year.

The elected members of the Executive Committee may not serve consecutive terms.

An Executive Committee member's inability to serve, failure to attend two consecutive meetings of the Executive Committee, or election or appointment to an office shall cause his seat to be declared vacant. The vacancy shall be filled by Presidential appointment subject to Executive Committee approval.

Section 5. Voting

The seven elected members of the Executive Committee, the President-Elect and the Immediate Past-President shall be voting members of the Executive Committee. The President shall vote only in case of a tie vote. The Executive Secretary and representatives of affiliated groups or organizations shall be ex-officio without vote.

Section 6. Quorum

The number required for a quorum in the Executive Committee shall be six of the ten voting members.
If there is no quorum for an officially called meeting, those present may act as an official body in considering problems and/or issues and make recommendations and/or motions which shall be presented to the entire Executive Committee by mail ballot and be tabulated by the Executive Secretary. Any motion and/or recommendation so approved by six or more of the Executive Committee—the President voting only in case of a tie vote—shall be an official action of that body.

**Article VI -- Delegate Assembly**

Section 1. Membership

The Delegate Assembly shall consist of two members from each state, regional, or international unit and one ex-officio delegate who is also a member of the Association to be named by the President of the National Education Association.

The President-Elect shall serve as chairman of the Delegate Assembly.

All other elected officers, the Executive Secretary, and members of the Executive Committee shall serve as ex-officio members of the Assembly.

Section 2. Qualifications

All Delegate Assembly members must be members of the Association at the time of their election and during their term in the Delegate Assembly. In addition they must have served as an officer and/or executive committee member of a state, regional, or international unit.

Section 3. Representation

One of the two state, regional, or international unit delegates must be employed in public or private schools at the time of initial appointment or election. The other representative must be employed in a college, university, or other educational agency at the time of initial appointment or election.

Section 4. Election

Each state, regional, or international unit shall be responsible for the election or appointment of its representatives and is further responsible for immediate notification of such election or appointment to the Executive Secretary.

The Executive Secretary shall notify the president of each state, regional, or international unit when the term of each of its delegates expires in sufficient time for an election to be held by the respective unit.
Section 5. Tenure

The tenure of the membership of the Delegate Assembly shall be three years. One-third of the membership shall be elected each year. No member of the Delegate Assembly may serve more than two consecutive terms. Failure to attend two consecutive meetings of the Delegate Assembly shall cause the seat to be declared vacant and require the state, regional, or international unit's executive committee to fill the unexpired term by appointment or election.

Section 6. Voting

Each elected or appointed delegate shall have one vote with the Chairman voting only in case of a tie vote. All ex-officio members serve without vote.

Section 7. Quorum

The number required for a quorum shall be 50 percent of the voting membership of the Delegate Assembly plus one. The Chairman may not be counted in the number required for a quorum.

If there is no quorum for an officially called meeting, those present may act as an official body in considering problems and/or issues and make recommendations and/or motions. These recommendations and/or motions shall be presented to the entire Delegate Assembly by mail ballot and be tabulated by the Executive Secretary. Any motion and/or recommendation so approved by a majority of the voting members of the Delegate Assembly with the Chairman voting only in case of a tie vote, by mail ballot shall be an official action of that body.

Article VII -- Meeting

Section 1. Annual National Conference

The Association shall hold a National Conference at a time and place to be designated by the Meetings Committee and approved by the Executive Committee.

Meetings of the Delegate Assembly and Executive Committee shall take place during the annual National Conference.

Section 2. Other Business Meetings

The Executive Committee shall be the ad interim council for the Delegate Assembly with power to represent and act for the Delegate Assembly between meetings of that body.

The Executive Committee shall, in case of grave need, call for a business meeting of the Delegate Assembly.
Article VIII — Amendments

Proposed amendments to this Constitution shall become a part of the Constitution when they have been (1) approved by a majority of the voting members of the Delegate Assembly, and (2) approved by two-thirds of the eligible voting membership voting in a mail ballot on the amendments.

Article IX — Assets on Liquidation

No part of the net income, revenue, and grants of the Association shall inure to the benefit of any member, officer, or any private individual (except that reasonable compensation may be paid for services rendered in connection with one or more of its purposes), and no member, officer or any private individual shall be entitled to share in the distribution of any part of the assets of the Association, on its dissolution or liquidation. In the event of such dissolution or liquidation, the assets of the Association, after payment of debts and obligations, shall be transferred to an organization with federal tax exemption for charitable and educational uses and purposes similar to those of this Association, which exempt organization shall be designated by the final Executive Committee of the Association.

BYLAWS

Article I — Dues, Subscriptions, and Fees

Section 1. Individual Memberships

The dues as well as number and type of publications for the Basic, Comprehensive, and Student memberships in the Association shall be determined by the Delegate Assembly upon the recommendation of the Executive Committee.

Dues for Life Membership shall be twenty (20) times the annual dues for Comprehensive Membership in lump sum payment, or twenty-two (22) times the annual dues for Comprehensive Membership if paid in ten (10) annual installments.

Distinguished Members shall pay no dues.

Comprehensive, Life, and Distinguished Members shall receive all Association publications.

Section 2. Institutional Subscriptions

The annual institutional subscription rate for all Association publications shall be determined by the Delegate Assembly upon the recommendation of the Executive Committee. The subscription year shall be twelve calendar months, from September through August.
Section 3. Operational Fees

All persons, except Distinguished Members, attending conferences, clinics, workshops, and other meetings may be charged registration fees. These fees shall be determined by the Executive Committee.

Article II — Duties of Officers

Section 1. General

The duties of officers shall be such as their titles imply and as the Bylaws state.

All elected officers and the Immediate Past-President shall serve as voting members of the Executive Committee except that the President shall vote only in case of a tie vote.

The Executive Secretary shall serve as an ex-officio member without vote on the Executive Committee and the Delegate Assembly.

A. The President

1. Shall serve as chairman of the Executive Committee.
2. Shall appoint elected members of the Executive Committee to serve as members of standing committees in such manner as to have at least one elected Executive Committee member on each standing committee.
3. Shall appoint the members of the Delegate Assembly to standing committee assignments.
4. Shall appoint the chairman of all standing committees.
5. Shall appoint the chairman and members of all ad hoc committees and commissions.
6. Shall be a member ex-officio without vote of the Delegate Assembly.
7. Shall be a member ex-officio without vote of all committees and commissions with the exception of the Nominations and Elections Committee.
8. Shall act for the Association between meetings of the Association.
9. Shall be an ex-officio delegate to the Representative Assembly of the National Education Association.
10. Shall submit an annual report to the Executive Committee and the Delegate Assembly.

B. The President-Elect

1. Shall serve as chairman of the Delegate Assembly.
2. Shall serve as a member of the Fiscal Affairs standing committee.
3. Shall assume responsibilities as designated by the President.
4. Shall serve as the Acting President of the Association in the temporary absence of the President.
C. The Executive Secretary

1. Shall serve as a member ex-officio without vote and as the Secretary of the Executive Committee and the Delegate Assembly and be responsible for the distribution of agenda items and other appropriate study items prior to all meetings.

2. Shall submit an annual report to the Executive Committee and the Delegate Assembly which shall become a part of the official records of the Association.

3. Shall serve as the Treasurer of the Association.

4. Shall be responsible for having the accounts of the Association audited prior to the National Conference annually.

5. Shall be responsible for the maintenance of all records and papers of the Association.

6. Shall be responsible for the execution of the Association policy.

7. Shall facilitate communication between all organizational branches of the Association and individual members and others who may inquire.

8. Shall be responsible for the coordination of all committees and commissions.

9. Shall be responsible for the preparation and distribution of the Newsletter.

10. Shall be responsible for the technical editing, printing, distribution, promotion, and sales of all Association publications.

11. Shall coordinate the planning of the meetings of the Association.

12. Shall report to the Executive Committee of the National Education Association the activities of the Association supported by the expenditures of funds obtained from the National Education Association.

13. Shall file with the Executive Secretary of the National Education Association an annual report of the official actions and such other information as may be requested.

14. Shall be responsible for the direction of the Central Office and the activities of all Association employees relative to their Association assignments.

15. Shall nominate all professional staff when vacancies occur. Such nominations must have the approval of the Executive Committee.

16. Shall be responsible for all other such duties as may be assigned by the Executive Committee.
Article III — Executive Committee

Section 1. Responsibilities

A. The Executive Committee:

1. Shall implement the policy of the Association as formulated by the Delegate Assembly.
2. Shall nominate an Executive Secretary when a vacancy in that office occurs. Such nomination must have the approval of the Delegate Assembly.
3. Shall set the term of office and conditions of employment of the Executive Secretary.
4. Shall approve the employment of all professional staff of the Association nominated by the Executive Secretary.
5. Shall have the power to approve Presidential recommendations of ad hoc committees and commission appointments and dissolutions.
6. Shall be the ad interim council for the Delegate Assembly with power to represent and act for the Delegate Assembly between meetings of that body.

B. Each member of the Executive Committee shall be assigned by the President to serve as an ad hoc member of a Standing Committee in such manner so as to have at least one Executive Committee member on each Standing Committee.

C. The members of the Executive Committee shall serve as ex-officio members without vote in the Delegate Assembly.

Article IV — Delegate Assembly

Section 1. Responsibilities

A. The Delegate Assembly:

1. Shall serve as the policy making body of the Association.
2. Shall approve the employment of the Executive Secretary nominated by the Executive Committee.
3. Shall have the power to certify, censure, suspend, expel, and reinstate members, units, and affiliated organizations upon recommendation of the Standards and Performance Committee.

B. Members of the Delegate Assembly shall serve as members of the standing committees.
Article V — Standing Committees

Section 1. Appointment

All standing committee chairmen and members shall be appointed by the President on or before September 1 each year. The size of each committee shall be determined by agreement among the President, the chairman of the committee, and the Executive Secretary.

Section 2. Official Action

Official action of all standing committees will be by majority vote of those members present, provided that at least two weeks prior notice of the meeting has been made in writing to each member.

Section 3. Responsibilities

A. Nominations and Elections Committee:

1. Shall secure recommendations from the several units and the membership at large for the offices to be filled.
2. Shall verify the eligibility of all prospective nominees through information furnished by the Central Office.
3. Shall prepare a slate consisting of two nominees for each position, except that of President which shall be the President-Elect.
4. Shall secure from each nominee a resumé of his professional activities which shall be furnished to the Executive Secretary for use in the preparation of the ballot.
5. Shall add to the prepared slate the additional nominees approved by a majority vote of the Delegate Assembly.
6. Shall be responsible, in cooperation with the Executive Secretary, for mailing the election ballots to the eligible membership of the previous year not later than December 1.
7. Shall be responsible for the receipt, counting, and certification of the completed ballots.
8. Shall inform the Executive Secretary of the election results. The Executive Secretary is then responsible for the notification of all candidates of the results and the publication of the names of those duly elected.

B. Communications Committee:

1. Shall develop and submit a program of publications and other types of communications media which conform to guidelines as approved by the Delegate Assembly.
2. Shall be responsible for recommending the specific publications and other types of communications media of the Association for the approval of the Delegate Assembly.
3. Shall regularly review the publications of the Association and provide in the proposed budget for reprinting such materials as are judged to be salable and in conformity with approved guidelines.

4. Shall submit a yearly budget request for proposed publications and other types of communications media, including those which originate with other committees or commissions, to the Fiscal Affairs Committee of the Association for consideration in the preparation of the budget.

5. Shall determine, within the limits of the budget allocation approved, the specific publications or other media which best meet the priorities listed in the approved guidelines.

6. Shall deliver to the Executive Secretary recommended manuscripts and/or other media for technical editing, printing, and distribution.

7. Shall assume no editorial or budgetary responsibility for publications related to organizational maintenance such as the Newsletter, the Constitution, committee procedures, programs for meetings, and position papers or policy statements of the organization.

C. Association Development Committee:

1. Shall cooperate with the Executive Secretary in the production of materials and techniques to enhance the image of the Association.

2. Shall cooperate with the Executive Secretary and the leadership of the several units to increase membership in the Association.

D. Research Committee:

1. Shall encourage, initiate, and engage or coordinate the engagement of others in program development and research.

2. May locate and/or recommend sources of funding outside of the Association for research or program development.

3. Shall submit to the Communications Committee recommendations for publication.

E. Meetings Committee:

1. Shall be responsible for the recommendation to the Executive Committee for approval of sponsoring or hosting units or institutions for all meetings of the Association.

2. Shall recommend the leadership staff for all meetings to the Executive Committee for approval.

3. Shall cooperate with the leadership staff in the selection of dates and themes and further recommend these for approval.

4. Shall assist in the preparation of budgets for meetings and recommend the budgets to the Delegate Assembly.
5. Shall be responsible for the evaluation of the various meetings.
6. Shall be responsible for the formulation of policies to guide the conduct of the various meetings; such policy to be recommended for approval.

F. Standards and Performance Committee:

1. Shall develop and/or work with other professional organizations in teacher education in the development and interpretation of quality standards that refer to the intent and scope of the Association and recommend for approval.
2. Shall serve as the study and recommending body for unit constitutions.
3. Shall recommend censure, suspension, expulsion, and reinstatement of members, units, and affiliated organizations, where appropriate.
4. Shall be empowered to hear grievances from minority groups arising from Association policies and recommend procedures for the resolving of them.

G. Fiscal Affairs Committee:

1. Shall, with the advice and assistance of the Executive Secretary, prepare and present a budget for the Association for approval of the Delegate Assembly at the Annual National Conference.

Article VI — Ad Hoc Committees and Commissions

The President, with the approval of the Delegate Assembly, may appoint or dissolve ad hoc committees and commissions as deemed necessary.

Article VII — Units

Section 1. State Units

A State Unit of the Association may be authorized by the Delegate Assembly. An application for state unit authorization must show that:

A. At least thirty-five persons, in good and regular standing in the Association, desire the proposed state unit. Student memberships may not be counted as part of the thirty-five.

B. Specific, realistic plans for maintaining and/or increasing membership have been formulated.

C. The proposed unit structure provides for membership and full participation without regard for race, color, or creed.
D. A constitution has been adopted by vote of at least two-thirds of the membership of the proposed unit, recommended by the Standards and Performance Committee, and approved by the Delegate Assembly.

E. Officers will be elected; at least one state unit meeting held each year; a variety of activities and services benefiting the members and the profession will be planned; and a report of such meeting, activities, services and a copy of all unit publications will be sent to the national office.

F. Two members of the unit will be elected to represent the unit in the Delegate Assembly. The state unit is urged to the extent of its ability to help defray the expenses of such delegates to the officially called meetings of the Delegate Assembly.

Section 2. Regional Units

Where state units are not feasible because of population or geographic factors, regional units, embracing two or more states, may be organized provided that they meet all the requirements of a state unit.

A report must be made every two years to the Standards and Performance Committee either to demonstrate the progress made toward dissolving the regional unit into organized state units or to justify the continued existence of the regional unit as currently organized.

Section 3. International Units

The same provisions and conditions of affiliation shall pertain to the certification of an international unit as affect a state unit with such modifications as are necessary to fit the existent conditions.

Section 4. Local Units

Local units may be formed within an existent state, regional, or international unit.

Local units to be a recognized part of the Association must be affiliated with the respective state, regional, or international unit.

The conditions of affiliation for local units set by a state, regional, or international unit must be submitted to the Standards and Performance Committee and approved by the Delegate Assembly.

Section 5. Autonomy

All state, regional, and international units, and affiliated organizations shall have complete autonomy in all matters that do not conflict with the Constitution and Bylaws of the Association.
Article VIII -- Affiliation

Section 1. By the Association

The Association shall participate in the activities of such educational organizations as shall be approved by the Delegate Assembly.

As a National Affiliate of the National Education Association, the Association will promote and urge membership in the National Education Association and all its national affiliates for which its members are eligible.

Section 2. With the Association

Educational organizations may affiliate with the Association and participate in the activities of the Association. Such affiliation shall require approval by the Delegate Assembly.

Article IX -- Fiscal Year

The fiscal year shall extend from September 1 through August 31 of the following year.

Article X -- Membership Year

The period of membership of each person who joins the Association and pays the annual dues shall extend from September 1 through August 31 of the following year.

Article XI -- Amendments

These Bylaws may be amended provided that notice of the proposed voting has been given three months in advance to the eligible membership (1) by majority approval of the Delegate Assembly at two consecutive meetings of the Delegate Assembly, or (2) by an approval of two-thirds of the eligible membership voting by mail ballot.

Article XII -- Rules of the Meetings

All business meetings shall be conducted according to the latest edition of Robert's Rules of Parliamentary Procedure provided that such rules do not conflict with any provision of this Constitution or Bylaws.

The President shall appoint a parliamentarian for all meetings of the Delegate Assembly.
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B. PUBLICATIONS OF THE GOVERNMENT, LEARNED SOCIETIES, AND OTHER ORGANIZATIONS


C. PERIODICALS


"How Should Teachers be Educated?" Saturday Review of Literature, XLIV (June 17, 1961), 68-69.


D. ESSAYS AND ARTICLES IN COLLECTION


E. ENCYCLOPAEDIA ARTICLES


F. UNPUBLISHED MATERIAL


Andrews, L. O. "Rx for a Healthy State ATE Unit." Paper read at the Ohio ATE conference, 1971, Columbus, Ohio. (Mimeographed.)


Henry, Marvin (ed.). "Priorities for Indiana ATE Unit." 1971. (Mimeographed.)