A 4-WEEK SUMMER PROGRAM OF TEACHER TRAINING FOR DENTAL ASSISTANTS WAS HELD FOR 20 PARTICIPANTS WHO PLANNED TO TEACH IN NEW DENTAL ASSISTING PROGRAMS. THE PROGRAM WAS PLANNED TO DEVOTE HALF THE SUBJECT AREA TO AN ORIENTATION AND A PREPARATION IN SELECTED AREAS OF PROFESSIONAL EDUCATION DEEMED ESSENTIAL TO SUCCESSFUL TEACHING. THE REMAINING SUBJECT AREA RELATED TO THE ROLE OF THE DENTAL ASSISTANT TEACHER IN DIRECTING A SCHOOL OF DENTAL ASSISTANTS, DEVELOPING ITS CURRICULUM, AND COORDINATING THE TOTAL PROGRAM. EVALUATION MEASURES WERE USED AT THE BEGINNING AND END OF THE TRAINING PROGRAM. (6D)
Report

Pilot Vocational Teacher Training
Institute in Dental Assisting
August, 1966

U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
Office of Education

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Report Prepared by

P. L. Cavanaugh
A. S. Manning
Co-Directors

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INTRODUCTION
Introduction: Recent American Dental Association surveys reveal that today's practicing dentists are using the services of auxiliary dental personnel more widely than at any previous time. Between 1958 and 1962, the number of full-time auxiliary positions increased from 77,500 to 87,000. In this same period, the number of self-employed dentists rose from 81,400 to 84,500. Thus the increase in the number of auxiliary positions in the four-year period was 12.3 per cent, compared with an increase of only 4.3 per cent of self-employed dentists. Further, in 1962 more than 82 percent of the dentists employed one or several auxiliaries; in 1964, this percentage increased to 90.5 -- an 8 per cent increase in utilization of the services of auxiliary personnel.

Although most dentists now employ auxiliaries in some capacity, and in a variety of patterns, recent studies show that dental assisting ranks first as the auxiliary service most frequently used by dentists. More than three-fourths of the dentists practicing in 1961 employed a dental assistant. Twenty per cent of the dentists also employed a secretary-receptionist (an alternate title applied to dental assistants). The surveys also indicate that when both chairside assistant and office secretary are employed in a single practice, dentists view each member of the office staff as specialized to either of these two functions. If only one assistant is employed, she is more likely to be used at chairside than as an office secretary. Even so, when only a single person is employed, the dentist also expects the assistant to be versatile and flexible. He will expect assistance in the operatory and at chairside; he will request that minor dental laboratory work be performed; and, he will also require that office record keeping, patient record keeping and various reception duties be fulfilled.
The 1962 Survey of Dental Practice indicates that 76.7 per cent of the dentists employ chairside assistants and in addition, 19.3 per cent employ secretary-receptionists. The majority of dentists under 30 generally employ part-time assistants, working either at chairside or as secretaries and receptionists, or in both of these capacities. On the other hand, dentists between the ages of 40 and 49 with more established practices, employ full-time auxiliary personnel, often including dental hygienists and laboratory technicians, as well as assistants.

Significantly and within the last two years, however, there has been a noticeable trend among younger dentists to employ one or more full-time assistants. Within a period of five years after graduation, 56.5 per cent of the dentists employ a full time assistant. An additional 5.3 per cent of this age group employed two full-time assistants. In addition, 15.5 per cent of this group employed one secretary-receptionist full-time, and 11.9 per cent employed one or more chairside assistants full-time, plus an additional assistant on a part-time basis.

The foregoing statistical data emphasize the increasing trend among practicing dentists to delegate services of a non-professional nature to auxiliary personnel and in particular, to dental assistants. The Division of Dental Health of the United States Public Health Service has recently projected a need for a total of 220,000 dental assistants by 1980. To achieve this objective an increase of 130,000 in the dental assistant workforce is now envisioned. The Division's projection also estimated that about 30,000 trained dental assistant replacements would be required each year to offset normal attritional losses which occur in this occupation. Based on current attrition estimates, an additional supply of about 165,000 trained assistants must therefore be provided over the next 15 years.

Present enrollment in 74 one and two-year accredited dental assisting programs in the 1964-65 academic year is 2,624. An additional 450 students are enrolled in 18 accreditation eligible programs, producing a total enrollment in 92 programs of 3,074. To provide the supply of formally trained assistants needed in 1980, it appears that about 16,000 new training places should be developed. Assuming the accuracy of the Division projection, a total of 400 dental assisting programs will be needed as compared with the 92 programs now established or in the late planning state.
The Inter-agency Committee has studied these data and given careful consideration to the urgent need to expand dental assistant formal training within the immediate and foreseeable future. Accordingly, the additional challenge of developing qualified teachers to support expansion has been identified as one of the major problems facing the profession. The Committee is agreed that its long-range teacher training objective is development of fully-structured formal teacher education programs, predicated on associate degree graduates of accredited dental assisting programs now offered by many junior and community colleges. As a short-range and intermediate objective, however, the Committee wishes to concentrate its present efforts on the development of summer teacher training institutes which can be attended by in-service teachers and by graduates of associate degree programs who plan to teach in new dental assisting programs rapidly being initiated across the nation.
FACULTY AND GUESTS
FACULTY
UNIVERSITY OF DETROIT
SCHOOL OF DENTISTRY

A. R. Baralt, Jr., D.D.S., F.A.C.D., F.I.C.D., Academic Vice President, Dean School of Dentistry

P. L. Cavanaugh, M.S., Director Division of Teacher Education, Co-Director of Institute

A. S. Manning, R.D.H., C.D.A., Director Auxiliary Programs, Co-Director of Institute

E. V. Anderson, M.A., Division of Teacher Education

D. J. Bedore, R.D.H., Ph.B., M.A., Assistant Director Dental Hygiene Program

J. A. DiBiaggio, A.B., D.D.S., Chairman Social Dentistry Department

T. A. Emmet, Ed.S., Dean, Evening Division

K. M. Green, R.D.H., Instructor Dental Hygiene and Dental Assisting

B. J. Kremer, Ed.D., Division of Teacher Education

R. Perry, A.B., M.B.A., M.A., Evening Division


D. A. Rumon, D.D.S., Chairman Operative Department, Clinical Director

P. Schmidt, R.D.H., A.B., Clinical Director Dental Hygiene

A. E. Seyler, B.S., D.D.S., F.A.C.D., Chairman Pedodontics Section

F. W. Shadrick, M.A., Dean of Admissions

A. Snella, C.D.A., Associate in Dental Assisting
G. Taffe, M.S., Psychological Services Center

D. A. Taddonia, M.Ed., Chairman, Department of Health and Physical Education

N. Thorden, Ph.D., Division of Teacher Education

M. C. Ward, B.S., M.A., Assistant Dean of Women
GUEST PARTICIPANTS

Dr. O. A. Bolt, Chairman of Dental Education Committee, Michigan State Dental Association, Grand Rapids, Michigan

Dr. W. Boozer, Director of Auxiliary Programs, Ferris State College, Big Rapids, Michigan

Mrs. I. Camis, President of Michigan Dental Assistants' Association, Detroit, Michigan

Mr. J. Cosentino, Michigan Employment Security Commission, Detroit, Michigan

Mrs. L. Hoffman, Member Board of Directors, Certifying Board of the American Dental Assistants' Association, Akron, Ohio

Miss M. F. Manyak, Second Vice President, American Dental Assistants' Association, Worcester, Massachusetts

Mr. Ben F. Miller III, Assistant Secretary, Council on Dental Education, American Dental Association, Chicago, Illinois

Dr. R. Montgomery, Director of Dental Assistants' Program, Oakland Community College, Union Lake, Michigan

Miss M. Munger, Director Dental Assistants' Program, Grand Rapids Junior College, Grand Rapids, Michigan

Mrs. P. Reed, Past President Eastern Dental Assistants' Society, Detroit, Michigan

Dr. D. F. Whiteside, Chief, Auxiliary Utilization and Development Section, Education and Facilities Branch, Division of Dental Health, Department of Health, Education and Welfare, Washington, D. C.
### TEACHER TRAINEES

FOR

### TEACHER TRAINING INSTITUTE

<table>
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<tr>
<th>NAME</th>
<th>RESIDENCE</th>
<th>SCHOOL AFFILIATION</th>
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<tr>
<td>Kay R. Bollia</td>
<td>Toledo, Ohio</td>
<td>Penta-County Vocational School</td>
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<tr>
<td>Barbara Boyer</td>
<td>Oaklawn, Illinois</td>
<td>Olympia Vocational Technical Institute</td>
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<tr>
<td>Frances B. Brock</td>
<td>Yelm, Washington</td>
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<tr>
<td>Frederica N. Casillas</td>
<td>Corpus Christi, Texas</td>
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<tr>
<td>Nancy Crabtree</td>
<td>Emporia, Kansas</td>
<td>Flint Hills Area Vocational Technical School</td>
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<tr>
<td>Dorothy C. Dickens</td>
<td>Silver Springs, Maryland</td>
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<tr>
<td>Doris M. Evans</td>
<td>Ann Arbor, Michigan</td>
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<td>Camille Frelch</td>
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<tr>
<td>Gloria Mainero</td>
<td>Birmingham, Michigan</td>
<td>Oakland Community College</td>
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<tr>
<td>Phyllis Koenig</td>
<td>Des Plaines, Illinois</td>
<td>Maine Township Adult Education Division</td>
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<tr>
<td>Margaret McCormick</td>
<td>Pittsburgh, Pennsylvania</td>
<td>University of Pittsburgh, School of Dentistry</td>
</tr>
<tr>
<td>Roscilla Moscovitch</td>
<td>Montebello, California</td>
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<td>Shirley R. Ornelas</td>
<td>Lawrence, Kansas</td>
<td>U.S. Public Health Service</td>
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Marlene J. Rattray  Mt. Clemens, Michigan  Lakeview School System
Bernice Rummel  Fort Wayne, Indiana  Indiana University Fort Wayne Regional Campus
Patricia J. Toberen  Columbus, Ohio
Margrit Wagner  Chicago, Illinois  Loyola University, School of Dentistry
Mary B. Wiedrich  Evanston, Illinois
Nancy Williams  Toledo, Ohio  Penta-County Vocational School
Isabel R. Wing  Florissant, Missouri  Merramec Community College
INITIAL PLANNING

FOR

TEACHER TRAINING INSTITUTE
INITIAL PLANNING

The University of Detroit, School of Dentistry submitted a grant request for the Teacher Training Institute on January 20, 1966. The Grant Request was approved for the period May 1, 1966 and ending October 31, 1966. The amount granted was $23,265.

Objective

The objective of the Institute was to present an intensive, specialized course to prepare dental assistants for teaching positions in dental assistant schools. This program had as a major purpose the attracting and identifying of potential dental assistant teachers. The course at the University of Detroit was developed to encompass those dental assistants who had very limited or no teaching and administrative experiences. The program evolved around giving to these dental assistants teachers, educational experiences in basic teaching principles as well as guidance and background information necessary to develop an accredited dental assistants training program.

Specific Objectives

The specific objectives below were considered integral to the attainment of teacher competencies related to the instruction of students in Dental Assisting Programs in Community and Junior Colleges.

1. Develop a familiarity with the organization and administration of education programs in the schools.

2. Define and interpret principles, objectives, and theories underlying education programs in the schools.

3. Define and interpret the sociological and psychological factors in the teaching-learning situation.

4. Develop individual competencies in the selection, in organization, and in presentation of subject matter content.

5. Develop knowledges and abilities for evaluating and measuring student achievement.

6. Develop an understanding of the organization and administration of a Dental Assistants program.
7. Study and interpret the requirements for approval of educational programs for Dental Assisting as defined by the Council on Dental Education.

8. Review and develop curriculum requirements necessary to the technical training of a Dental Assistant.

9. Develop an understanding of the proper use of audio-visual teaching aids.

10. Develop an understanding of the role of an assistant within the profession of Dentistry.

**Procedure**

The program was planned to devote approximately half of the subject area to an intensive orientation and preparation in selected areas of professional education deemed essential to successful teaching in Community and Junior College programs in Dental Assisting. The remaining subject area would relate to the role of the dental assistant teacher in directing a school of dental assistants, developing its specialized curriculum, and coordinating the total program.

These subject areas were taught by the faculties of the School of Dentistry and the Department of Education of the Liberal Arts College of the University of Detroit.

The facilities in the School of Dentistry at the University of Detroit were made available for this program and included air conditioned class room, dental technic laboratories adequately equipped with specialized dental equipment, materials and supplies, and specialized dental clinical facilities that are uniquely arranged for training auxiliary personnel.

**Administration**

The proposed four week program of teacher's training for dental assistants was conducted by the University of Detroit, School of Dentistry, in conjunction with the University's Department of Education. Annamae S. Manning, Director of Auxiliary Programs at the Dental School, and Patric Cavanaugh, representing the Division of Teacher Education of the Liberal Arts College, were appointed as co-directors.

**Organization**

The course was planned on the basis of one-hundred twenty hours of instruction to be spread over a period of four weeks, five days each week, and six hours each day. Supplementing the faculty of the University of Detroit, was lecturers,
advisors, and resource consultants. Because of the subject matter, the size of the student body, and the caliber of the faculty, many of the course objectives were taught through seminars. This method provided for the most efficient use of talents of the faculty, integration of the subject matter, and allowed for participation of the trainees.

Evaluation

Evaluation measures were utilized at the beginning and end of the training program. (See Appendix A for evaluation results and Appendix B for sample test.) The section on profession education of the National Teachers Examination were used as a pre- and post-evaluation procedure. This section covered psychological and societal foundations of education and teaching principles and practices. Trainee opinion evaluations were administered at the end of the training period. Available services were also employed from the Michigan Employment Security Commission.

Participants

Participants were limited to graduates of accredited dental assisting schools approved by the Council on Dental Education having less than two years of teaching experience and to recent graduates with little or no teaching experience who plan to teach. Preference was given to applicants who had successfully obtained Certification from the Certifying Board of the American Dental Assistants' Association.

Brochure and Application

The success of the brochure was obvious from the 93 inquiries received from the initial mailing. Additional phone calls and letters were received and a total of 110 responses were received.

As the response by persons with the necessary qualifications for the Institute at the University of North Carolina was too small to fill a class, it was decided to change the original policy and restrict the qualifications for the University of Detroit to applicants with less than two years of teaching experience. The remaining qualified applications were sent to the University of North Carolina for consideration.
Background of Teacher Trainees

All trainees were female and ranged in age from 20 to 54. The 20 trainees represented the following 11 states: California, Illinois, Indiana, Kansas, Maryland, Michigan, Missouri, Ohio, Pennsylvania, Texas and Washington.

The educational background of the trainees ranged from a recent graduate of a dental assistants program to a trainee with a dental degree. In addition to the dental degree, four other trainees had received baccalaureate degrees. Two of the trainees were registered nurses and one was a licensed hygienist. Eight of the trainees had pursued some courses in education. Eighteen of the participants were Certified Dental Assistants.

Twelve of the participants had one year of teaching experience with the following types of institutions: two with high schools; four with vocational-technical institutions; three with junior or community colleges; one with a school of dentistry; one with a university; and one in an institute of the U.S. Public Health Service.
Program Presentation

The overall planning for the Institute employed the principle of integrated instruction and organization. Although sessions were necessarily structured into two half day sessions, a morning session and an afternoon session, the substantive materials for each was selected and presented as an integrated whole. Speakers were oriented as to the content of preceding and following sessions, and utilized this information in the context of their specific materials. For example, the instruction concerning the general methodology for teaching was, for the most part, coincidental to the exposure to current materials available for instruction in a program of dental assisting. Also, the presentation of materials for the preparation of course outlines, syllabi and units of instruction were coordinated with the presentation of the role of audio-visual teaching aids. It is believed that the success of the institute was, in part, the recognition of this integrated approach.
### FIRST WEEK

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<td>Role of Public Health Service in Education and Training of Auxiliary Personnel</td>
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<td>Methods and Planning for Teaching</td>
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<td>Relationship of Constituent Associations</td>
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<td>August 24</td>
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<td>Intra-school Communications</td>
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<td>Reports of the Trainees</td>
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<td>Development and Accreditation of Auxiliary Programs</td>
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<td>Summary Observations and Comments</td>
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<td>Reports of the Trainees and Post-Test</td>
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<td>Written and Oral Critiques by Participants</td>
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**Speakers:**
- Thorden
- Whiteside
- Manning
- Bolt
- Manyak
- Camis
- Reed
- Taddonio
- Seyler
- Snella
- Revzin
- Cavanaugh
- Miller
- Baralt
- Cavanaugh
- Manning
SUMMARY AND RECOMMENDATIONS

FOR

FUTURE TEACHER TRAINING INSTITUTES
SUMMARY AND RECOMMENDATIONS

The following summary and recommendations are based upon the results obtained from the Teacher Training Institute conducted at the University of Detroit, School of Dentistry. They are a consensus of the reactions of the several groups concerned with the Institute: the faculty, consultants, guests and participants.

I. Need for a Survey

   It is recommended that information be collected through the survey technique that would allow judgments in the following areas:

   A. How many teachers, presently engaged in instructional programs in Universities, Colleges, Junior Colleges, or Community Colleges, are in a position to take advantage of future programs?

   B. How many certified dental assistants (not engaged in teaching programs as in A above) and graduating dental assisting students could take advantage of future programs?

II. Concerning Future Institutes

   A. Length of Program Concentrated programs, such as that conducted at the University of Detroit, should be restricted to a four week period. Consideration should be given to daily programs that have variation, e.g. the rotation of the areas of concentrated subject matter, as opposed to utilizing morning or afternoon sessions for a single area throughout the entire program.

   B. Location of Program It is strongly recommended that future programs be conducted in conjunction with a dental school that has an accredited dental assistants educational program.

   C. Number of Trainees Although twenty participants are a very workable number, consideration should be given to doubling this number, to allow two programs to be on-going at the same time. For example, at the University of Detroit there were 20 participants, therefore, forty students could have been divided into two groups and a total program provided for each by rotating the morning and afternoon schedules used.
D. Selection of Dates Consideration should be given to conducting these institutes during the early months of the summer. Sufficient time, after the date of termination, should be allowed to the participants to prepare for their professional responsibilities. This same comment applies for the instructional faculty of the institution involved.

E. Pre-Institute Planning It is believed that this phase can be more effective and efficient. It is recommended that consultant services be made available to institutions upon receiving approval to conduct a program. These services could be best provided by persons who have previously conducted similar programs. Such a device would permit the stock-piling of information that would become progressively invaluable as these programs are continued.

F. Curriculum Selection Selection of curriculum content is related to I, A and B. Participants at the University of Detroit suggested emphases in curriculum consistent with their own particular needs. Those already teaching in dental assisting programs suggested more content in the area of "how to teach." Those who did not have previous teaching experience reflected a desire for more information regarding procedures for developing and organizing new dental assisting educational programs.
APPENDIX A

UNIVERSITY OF DETROIT

Teacher Training Institute for Dental Assistants

Teacher Education Test

Name: ____________________________

**Instructions:** Read each question carefully before you indicate your answer. If you do not immediately know the correct answer to a question go to the next one. After you have answered all the questions you know immediately, go back to the first question left unanswered and begin again.

**Part I. True and False.** If the statement is completely true indicate your answer with a T. If the statement is not completely true indicate your answer with an F.

1. The community-Junior College is an institution of higher learning which offers post high-school programs up to two years duration.

2. Members of local boards of education are municipal officials as opposed to state officials.

3. It is the responsibility of the teacher to plan for the proper sequence of materials and experiences from one course to the next, as well as within each individual course.

4. The American Junior College is that segment of the American educational system which currently is experiencing the most rapid growth.

5. In Michigan, local boards of education are responsible to the chief municipal official, i.e., mayor, city manager, etc.

6. In Michigan, in the majority of cases, local political boundaries (city, township, village, etc.) are contiguous - the same as - with public school district boundaries.

7. Currently, a high percentage of Freshmen entering the Junior Colleges enroll in technical programs.

8. The Tenth Amendment to the Constitution of the United States gives control of education to the various states.
9. Effective recitation can be kept going most satisfactorily in groups having common experiences.

10. Philosophy, in the hands of the philosopher is a science; in the hands of the average person, it is a way of life.

11. Credit for the students work in most technical programs in Junior Colleges can be transferred to four year colleges and university programs and applied toward a degree.

12. All business which a board of education is authorized to perform must be done at a public meeting.

13. Junior Colleges were, from the outset of their development, intended to include both transfer and technical programs.

14. There are both private and public Junior Colleges in the United States.

15. Pragmatism, as a philosophy of education, implies that learning takes place only by involvement or doing.

16. An effective review exactly duplicates previous work.

17. Most Junior Colleges are an extension of the K thru 12 school system.

18. In Michigan, for an act of a board of education to be valid requires a majority vote of the members elect of the board.

19. In (18) above, if five members of a seven-member board of education were present, three votes would be sufficient to make the act valid.

20. All Junior Colleges are eligible to receive federal financial aid in one form or another.

21. Transfer programs in the Junior Colleges are designed for the student to complete the first two years leading to a degree.

22. We can expect technical programs in Junior Colleges to be alike from one school to the next.

23. Action taken by a school board member acting separately is not the action of the board and therefore without force.
24. The experimental method is not adaptable to problems and projects.

25. In Michigan, members of boards of education are elected by the qualified voters of the school district.

26. The superintendent of schools is the presiding officer at meetings of the boards of education.
Part II. Multiple Choice. In the questions below, MARK ONLY ONE CHOICE.

1. Recent advances in the science of psychology indicate that:
   _____ it is possible to predict human behavior
   _____ it is possible to control human behavior
   _____ it is possible to either predict or control human behavior
   _____ both a and b are correct
   _____ none of these

2. Which level of government, under the Constitution of the United States, has legal authority and responsibility for education?
   _____ Federal
   _____ State
   _____ Local

3. Unit Plans are most helpful to the beginning teacher when they are:
   _____ written in detail
   _____ briefly sketched
   _____ logically organized

4. The chief advantage of unit planning is:
   _____ instruction can be organized around some theme or problem
   _____ daily planning may be avoided
   _____ assignments are easier to make

5. Ivan Pavlov, the famed Russian psychologist, is credited with discovering:
   _____ Reinforcement Theory
   _____ Cue psychology
   _____ Conditioned responses
   _____ all of the above
   _____ none of the above

6. A "drive" in behaviorist terminology is:
   _____ a cue
   _____ a reinforcement
   _____ a strong stimulus
   _____ a reward
   _____ none of these

7. The superintendent of schools is considered as the:
   _____ chairman of the school board of education
   _____ non-professional administrator of the school system
   _____ chief executive officer of the school system
8. The percentage of the total population of the United States who are in school or college is closest to:
   - 1/2%
   - 1/4%
   - 2/3%
   - 1/3%

9. Of the total Gross National Product of $700 billion dollars, we spend what percentage on education, including public and private schools and colleges?
   - 20%
   - 10%
   - 17%
   - 6%

10. A fundamental basis for testing is:
    - individual differences
    - better students will make better grades
    - grades will be assigned fairly
    - it is the only way to make students study

11. When evaluating a test, which factor is more important?
    - does the test show high scores for students known to be good students
    - does the test yield consistent results
    - is the test the proper level of difficulty
    - do all the items of the test discriminate

12. Teachers frequently feel that testing calls for an interruption of their class schedule and thereby detracts rather than adds to their program. Research evidence indicates that superior academic achievement is most likely to occur when:
    - the teacher relies on his observation and does not give tests or quizzes
    - testing is kept down to two or three rather long formal tests per semester
    - frequent tests and quizzes are given
    - a single, final examination is all that is given

13. Other things being equal, which type of test tends to have the lowest reliability?
    - completion
    - essay
    - matching
    - true-false
14. On the first day of a new semester, it is most desirable for the beginning teacher to:
   ______ show that he is the boss
   ______ be very easy with the students, assuming more rigid standards will be used later
   ______ set the tempo by being firm and business like, but friendly

15. The Board of Education in a public school district is legally
   ______ an extension of the federal government at the local level
   ______ an agency of the state government
   ______ responsible solely to the local community

16. The states that have the lowest dollar amount per child spent on education annually are found in
   ______ the South
   ______ the Northeast
   ______ the East
   ______ the far West

17. According to behaviorists, maladaptive behavior is caused by:
   ______ failure to learn even though opportunities to do so were present
   ______ failure to learn because no opportunities were present
   ______ failure to learn because one has insufficient ability
   ______ both a and b are correct
   ______ all of the above (a, b, and c) are correct

18. Behavior theories have been attacked by other theorists because they believe them to be too:

   ______ humanistic
   ______ mechanistic
   ______ realistic
   ______ communistic
   ______ none of these

19. The chief argument for separating the subject matter content from the method of procedure in planning a unit is:
   ______ it tends to isolate subject matter from the method of teaching
   ______ it takes too much time and effort
   ______ it confuses the beginning teacher

20. States which support education the least are those with:
   ______ the most industry and wealth
   ______ the least willingness to provide for education
   ______ the least industry and wealth
21. The compensation received annually by members of boards of education averages approximately:

- $0
- $1,000
- $1,500
- $2,000

22. Following World War I, Freud's theories had a great impact on American psychology. His approach differed from the earlier behaviorist approach in that he advocated:

- examining human behavior in the laboratory
- examining human behavior in the field
- examining human behavior in terms of one's life history
- examining human behavior in terms of one's self-structure
- examining human behavior in terms of one's perceptual field

23. According to the current existential psychologists, the immediate causes of human behavior are found in:

- the past life of the person
- the perceptions of the behavior
- the learned habit patterns
- the social environment
- none of these

24. According to the existentialists, to change a person's behavior, it is necessary to:

- modify his environment
- modify his response patterns
- modify his fund of cognitive knowledge
- modify his beliefs
- all of the above

25. The best indication that the teacher's questions are getting results is:

- the students are attentive
- the students are interested in asking questions
- the students wave their hands freely
Part III. True and False. (See Instructions for Part I)

1. The major function of a local Board of Education is to formulate the policies under which the public schools within the district are organized and administered.

2. The total number of jobs in the American economy is rapidly increasing, and with it the total number of unskilled jobs continues to increase.

3. The Superintendent of Schools is the final authority in the hiring and firing of teachers in a public school district.

4. The rapid increase in the number of Community Junior Colleges shows a democratizing effect on American higher education.

5. Funds for operation of public schools in Michigan are derived primarily from the State Sales Tax.

6. As yet, the adult education function of the community colleges has not become important.

7. In Michigan, classification of a public school district as First, Second, Third, Fourth-Class districts are based on population of school aged children in the district.

8. Compared to universities, the role of the teacher in the community junior college is less important.

9. Salaries of members of boards of education vary from $5000 to $12,000 per year depending on the size of the district.

10. There is a difference in the teaching load between most community junior colleges and most high schools.

11. Members of a public school Board of Education need not reside in the district as long as they pay taxes to the district.

12. Transfer programs in the community junior colleges consist simply of courses which duplicate and are taught in exactly the same manner as courses taught in the nearest state university.

13. One measure of the "wealth" of a school district is the amount of taxable property per school child.

14. Community junior college technical programs can be planned effectively without regard to the needs of local employers.
15. Selection of textbooks for a public school district is an "academic freedom" reserved for professional educators in the district and need not receive approval of a board of education.

16. A community junior college technical program need not necessarily be of two years' duration.

17. A tax levy on property of one mill school purposes, means one dollar of tax for each 1000 dollars of the assessed valuation of that property.

18. Almost any technical program can be assembled largely from courses already being taught in the average community junior college.

19. Local property taxes and State Aid are the two chief sources of funds for the operation of the local public school districts of Michigan.

20. Generally, technical programs are slightly less costly to conduct than transfer programs.
Part IV. Multiple Choice. (See Instructions for Part II)

1. Aptitude tests are used to evaluate the examinee's
   ______ potential at some future task
   ______ mastery of factual material
   ______ attitudes on some controversial social issue
   ______ interests in vocational areas

2. Testing will facilitate learning when
   ______ tests are well constructed
   ______ tests are objective
   ______ grading is stringent, rather easy
   ______ the examinee gets immediate knowledge of his effort on the test

3. An achievement test
   ______ yields I. Q.'s
   ______ measures emotional responses
   ______ are objective
   ______ are concerned with facts

4. Considering the total support for American public education, at which level of government is the majority of tax monies for education collected?
   ______ State
   ______ Federal
   ______ Local

5. The unit of government in the U.S. generally responsible for safeguarding educational standards is:
   ______ the federal level
   ______ the township
   ______ the municipal
   ______ the state
   ______ the local school board

6. Responsibility for what happens in a local school district rests primarily upon the:
   ______ the superintendent of schools
   ______ the state department of education
   ______ the local school board of education

7. A "self concept" is said to be a factor which:
   ______ each person is born with
   ______ each person learns and develops
   ______ only some people develop
   ______ most people learn by the age of 20
   ______ none of these
8. With regard to the factor of motivation which is believed to be so important in education, the existentialists hold that:
   - everyone is always motivated
   - only a few of our students are likely to be motivated
   - all motivation must come from the teacher
   - most, but not all, students are motivated
   - there will always be some students who have no motivation

9. The most effective way to determine what type of test can be readily adapted to a given unit of subject matter is:
   - to learn all the different types of tests
   - to analyze the subject matter and attempt to adapt a test
   - to obtain the assistance of an expert test maker

10. The most important feature of a good problem is its:
    - challenging power
    - complexity
    - ease of measurement

11. A problem differs from a project primarily in that:
    - it appeals to students interests
    - it is solved in thought only
    - it originates with the students

12. An objective test item contains a "stem," a "correct response," and:
    - five alternatives
    - distractors
    - essay questions
    - ambiguous wording

13. Gifted children are most commonly found in:
    - the upper socio-economic levels
    - average socio-economic levels
    - the white race
    - all socio-economic levels and races

14. "Real" learning may be said to have taken place when:
    - a student scores well on a written test
    - a student participates in class discussion
    - a student writes a good term paper
    - a student's behavior changes
    - none of these

15. A demonstration by the teacher would best be used under which circumstances?
    - to test a food for starch content
    - to obtain a bacterial count on the teeth
    - to study a large model of a tooth
16. Characteristics of a good classroom test are:
   _____ that all of the students pass the test
   _____ that all of the students fail the test
   _____ that 60 percent of the students get average grades
   _____ that no student get a zero or a perfect score

17. The American Federation of Teachers and the National Education Association are alike in that they both:
   _____ admit all educators to membership
   _____ are about the same size in membership
   _____ maintain complete autonomy from other segments of society
   _____ are vitally interested in teacher welfare

18. Any item of information will be learned, according to the existentialists, when:
   _____ it is repeated frequently
   _____ it is reinforced with a reward
   _____ it takes on personal meaning
   _____ all of the above
   _____ none of these

19. In anticipating a field trip the teacher should:
   _____ do no advance planning
   _____ tell the students in advance almost everything they will see
   _____ suggest problems and questions for which students will seek answers on the field trip

20. The chief selling point of the essay examination is its:
   _____ ability to measure skill in summarizing and organizing
   _____ total economy of the teacher's time
   _____ high reliability
   _____ high validity

21. A strong argument for federal aid to general education in the public schools is that it will help:
   _____ to make schools more uniform
   _____ to equalize educational opportunity and burden
   _____ to control education centrally
   _____ to prepare schools for a military emergency

22. If the classroom atmosphere created by the teacher involves the use of threat, then:
   _____ students will work harder
   _____ more materials will be learned
   _____ students will become defensive
   _____ students will view it as a challenge
   _____ none of these
23. Which of the following ways will be most economical and effective in checking on a student's grasp of a given topic before he makes an oral report?
   _____ have him submit his list of references
   _____ ask him how many hours he spent in its preparation
   _____ inspect the outline from which he plans to talk

24. Objective test items should contain:
   _____ face validity
   _____ measure recall
   _____ a short stem
   _____ motivational factors'

25. In its historic decision on desegregation, the U.S. Supreme Court ruled in Brown v. Board of Education that:
   _____ in the field of education the doctrine of "separate but equal" has no place
   _____ negro children must attend white schools
   _____ white children must attend negro schools
   _____ negro teachers must be employed in white schools

26. Which of the following has research proved to enhance learning:
   _____ solitary learning rather than learning with a group
   _____ teacher emphasis on order, categorizing, etc.
   _____ placing emphasis on "authority, evidence, the scientific methods," etc.
   _____ none of these

27. Which of the following has research shown to hinder classroom learning:
   _____ the encouragement of fantasy
   _____ the provision of wide choices
   _____ discouraging competition
   _____ encouraging uniqueness
   _____ none of these

28. If you wanted an overview of a student's knowledge of a particular grade level, you would use:
   _____ a diagnostic test
   _____ a survey test in fundamentals
   _____ a prognostic test
   _____ a standardized achievement test battery

29. Most local school boards are:
   _____ 1. appointed by the mayor
   _____ 2. elected by the town council
   _____ 3. elected by the people
   _____ 4. appointed by the state superintendent
30. Item for item, which of the following tends to be the best kind of test item when testing for factual material:
   - completion
   - matching
   - multiple choice
   - true and false

31. When a person fails to become an effective teacher it is usually because:
   - he lacks knowledge of his subject matter
   - he is unable to transmit well what he knows
   - he is weak physically
   - all of the above
   - none of these

32. What the teacher believes about the nature of man (a philosophical question) has little relationship to effective teaching
   - may be important outside the classroom, but not inside it
   - needs to be of concern only if one teaches philosophy
   - none of these
   - has an important effect on teaching

33. Typically, the best financed and most progressive school systems are found most often in the:
   - cities
   - suburban areas
   - counties
   - rural and village areas
   - state school systems

34. The main purpose served by teacher's certification is to:
   - increase teacher's salaries
   - secure more teachers
   - protect children from incompetent teachers
   - give control over teaching personnel in local school systems
   - register teachers

35. Marks, or grades, assigned to students:
   - enhance learning by serving as a reward
   - enhance learning by motivating students to work
   - serve mostly to inhibit learning
   - force lazy students to work out of fear
   - none of these
36. An effective teacher believes that people are:
   ____ able
   ____ friendly
   ____ worthy
   ____ dependable.
   ____ all of these

37. Our present measuring instruments, arranged in order from greatest to least reliable are:
   ____ achievement, interest, personality
   ____ aptitude, achievement, personality
   ____ personality, aptitude, achievement
   ____ interest, personality, aptitude

38. The construction and validation of an aptitude test is generally conducted on the basis of:
   ____ case studies
   ____ factor analysis
   ____ job analysis
   ____ foreman's ratings

39. The "inventory" is used primarily to evaluate
   ____ intellectual and academic growth
   ____ intelligence and special abilities
   ____ physical and motor development
   ____ interests and personality adjustment

40. The arithmetic mean is also known as a measure of central tendency. Another measure of central tendency is the:
   ____ median
   ____ standard deviation
   ____ percentile
   ____ class range

41. Which does not fit as a characteristic of the disadvantaged child in the slums in relation to school?
   ____ lower I. Q. score
   ____ hostility toward education
   ____ low mobility
   ____ low achievement

42. Which state would you think has the highest per pupil expenditure for education annually, excluding new buildings?
   ____ New York
   ____ Mississippi
   ____ Nebraska
   ____ Michigan
43. Which of the following would enhance learning in a college classroom:

___ large class enrollments
___ content orientation
___ objective testing
___ all of the above
___ none of the above

44. A class complains about the low scores the entire class obtained. The teacher in sympathy, adds 5 points to each student's test score. Which of the following would not be effected by the bonus?

___ the mean
___ the median
___ the lowest score made in the class
___ the relative rank order of each member in the class

45. The most serious limitation of personality inventories is that:

___ authorities do not agree on the definition of personality
___ inventories do not measure habitual behavior
___ it is difficult to avoid ambiguity in test items
___ inventories do not measure "good personality"

46. Statistical measures of dispersion tell you:

___ how much "scatter" there is in your class
___ when to improve your grading
___ what the average of the class is
___ when to improve your tests

47. Reliability of a test refers to:

___ adequacy of standardization
___ consistency in the test results
___ homogeneity of the content of the test
___ objectivity of administration and scoring

48. This examination has been:

___ Easy
___ Very easy
___ Extremely easy
___ None of these
APPENDIX B
UNIVERSITY OF DETROIT
Teacher Training Institute for Dental Assistants

STUDENT SCORES FROM LOWEST TO HIGHEST SCORE

PRE-TEST RANGE 36% TO 81%
POST-TEST RANGE 57% TO 98%