

Three had equal scores for the Progressive and Humanistic schools. The other four had the following combination of schools: Behaviorist-Humanistic, Liberal Education-Progressive, Behaviorist-Progressive, and Liberal Education-Behaviorist.

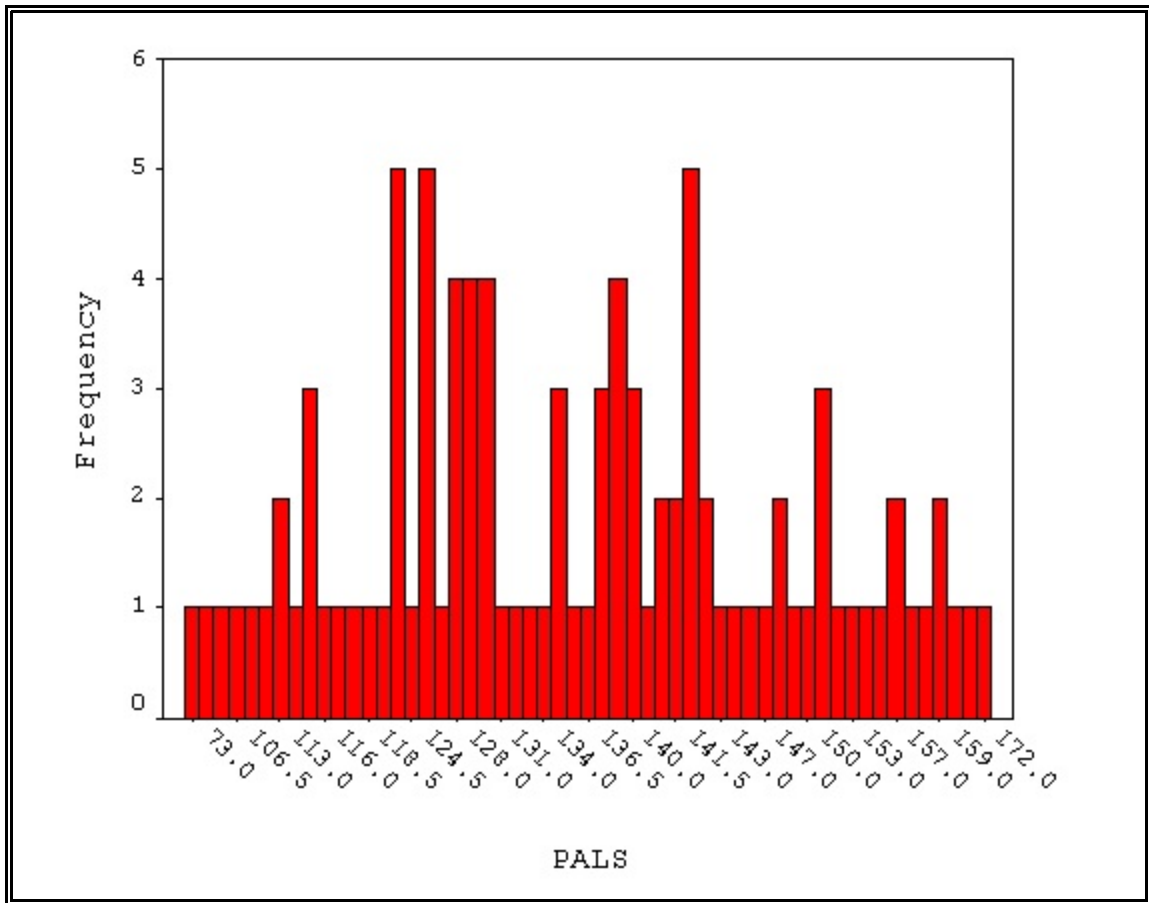
Teaching Style Profile

A profile of the teaching style of Special Education majors was constructed to answer the second research question of this study. Data from the Principles of Adult Learning Scale (PALS) were used for this profile. The teaching style of Special Education majors at Northeastern State University was measured with the Principles of Adult Learning Scale (PALS). The total score on PALS measures "the frequency with which one practices teaching-learning principles that are described in the adult education literature" (Conti, 2004, p. 79). The total score is the sum of the 44 items in the instrument. "Omitted items are assigned a neutral value of 2.5" (p. 90). Scores may range from 0 to 220, and PALS has a mean of 146 with a standard deviation of 20. Scores above 146 indicate a tendency toward the learner-centered approach while scores below 146 indicate support of the teacher-centered approach (Conti, 2004, p. 79).

Scores for the Special Education majors ranged from 73

to 172 with a median of 135. The mean for the group was 134.3 with a standard deviation of 16.12; this mean is .59 ($146-134.3=11.7$; $11.7/20=.59$) standard deviations below the mean for PALS. Thus, the scores were widely distributed with no pattern and with most scores having only one occurrence; no score had more than five occurrences (see Figure 2).

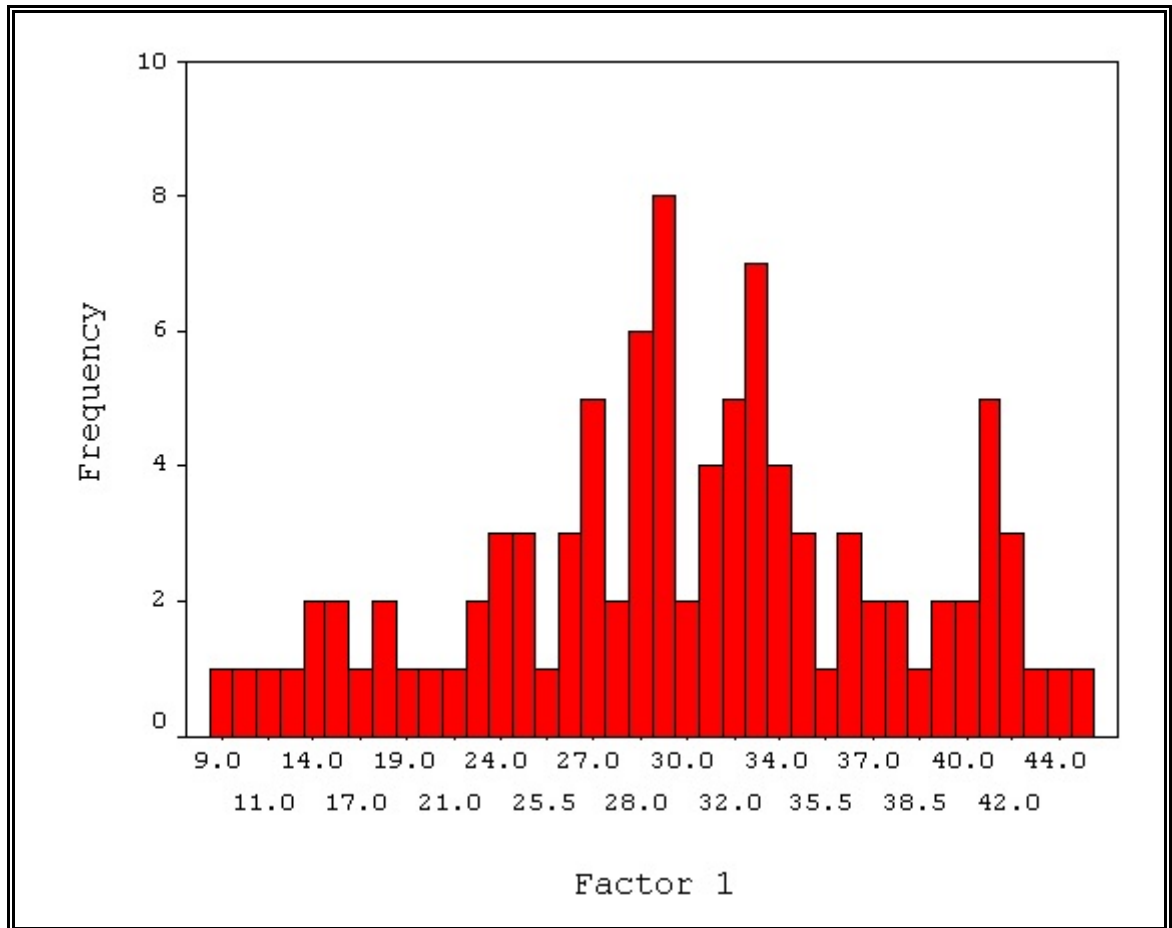
Figure 2: Distribution of PALS Scores for Special Education Majors



The total score for PALS can be subdivided into seven factor scores. The score for Factor 1, Learner-Centered Activities, relates "to evaluation by formal tests and to a comparison of students to outside standards" (Conti, 2004, p. 80). Low scores on this factor indicate a support for the teacher-centered mode while high scores indicate support for the collaborative mode and a rejection of the teacher-centered approach (p. 80). The factor contains 12 items.

Scores may range from 0 to 60, and the factor has a mean of 38 with a standard deviation of 8.3 (p. 91). Scores for the Special Education majors ranged from 9 to 45.5 with a median of 30. The mean was 29.9 with a standard deviation of 8.15, and it was .98 standard deviations below the mean for the factor ($38 - 29.9 = 8.1$; $8.1 / 8.3 = .98$). The distribution was generally bell-shaped with a midpoint of near 30 (see Figure 3).

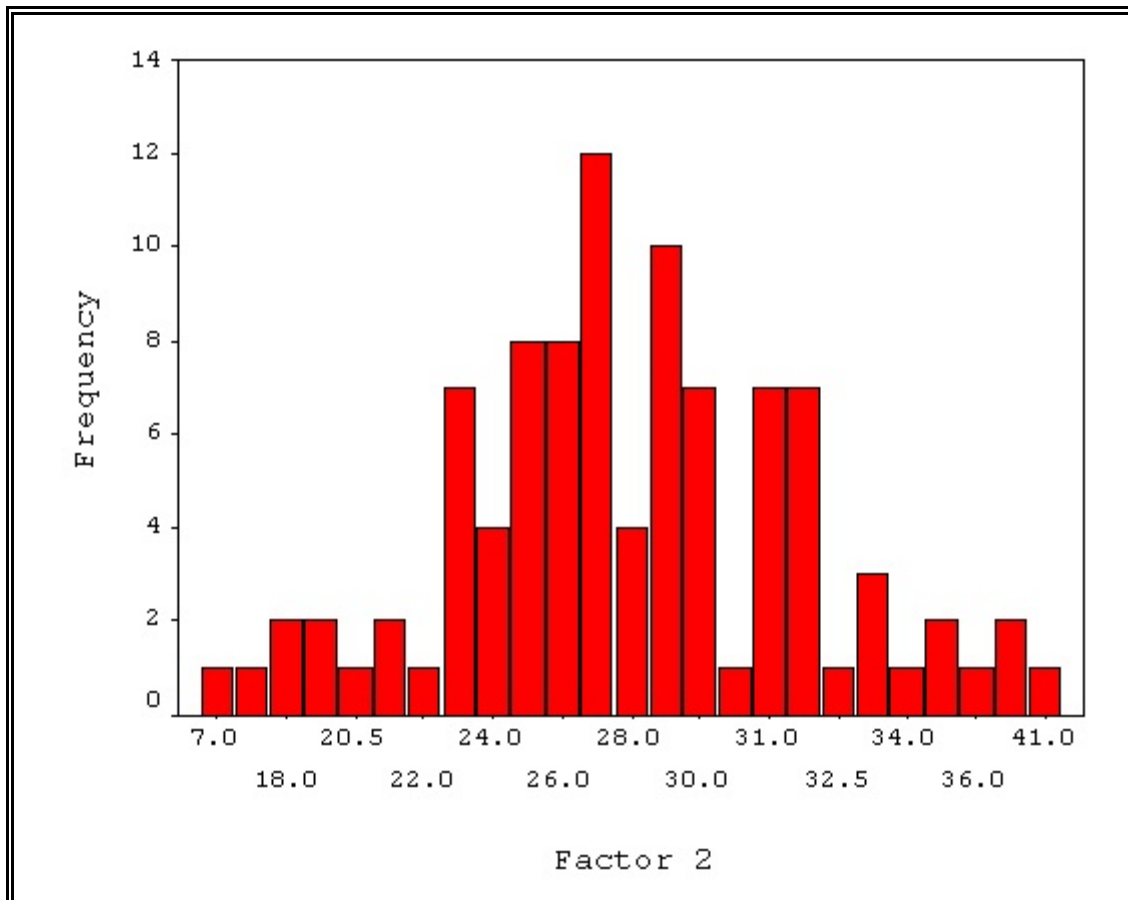
Figure 3: Distribution of Factor 1, Learner-Centered Activities, of PALS for Special Education Majors



The score for Factor 2, Personalizing Instruction, relates to doing "a variety of things that personalize learning to meet the unique needs of each student" (Conti, 2004, p. 80). Factor 2 contains six items. Scores may range from 0 to 30, and the factor has a mean of 31 with a standard deviation of 6.8 (p. 91). Scores for the Special Education majors ranged from 7 to 41 with a median of 27. The mean was 27.53 with a standard deviation of 4.89, and it

was .51 standard deviations below the mean for the factor($31-27.53=3.47$; $3.47/6.8=.51$). The distribution was generally bell-shaped with a midpoint of near 28 (see Figure 4).

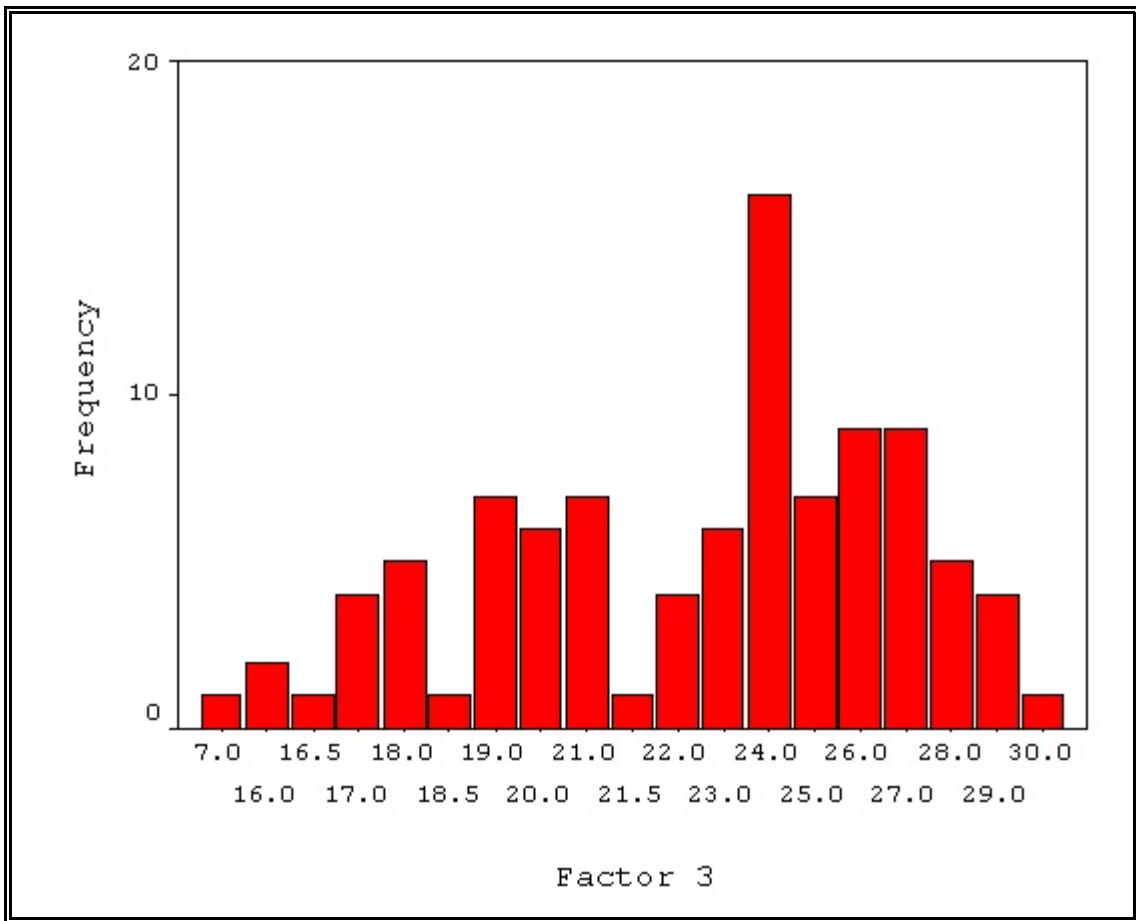
Figure 4: Distribution of Factor 2, Personalizing Instruction, of PALS for Special Education Majors



The score for Factor 3, Relating to Experience, relates to planning "learning activities that take into account your students' prior experiences and encourage students to relate their new learning to experiences" (Conti, 2004, pp. 80-81). Factor 3 contains six items. Scores may range from 0 to 30, and the factor has a mean of 21 with a standard deviation of 4.9 (p. 91). Scores for the Special Education majors ranged

from 7 to 30 with a median of 24. The mean was 22.93 with a standard deviation of 3.94, and it was .39 standard deviations above the mean for the factor ($22.93 - 21 = 1.93$; $1.93 / 4.9 = .39$). The scores were distributed over a wide range with slightly more scores on the high end of the range (see Figure 5).

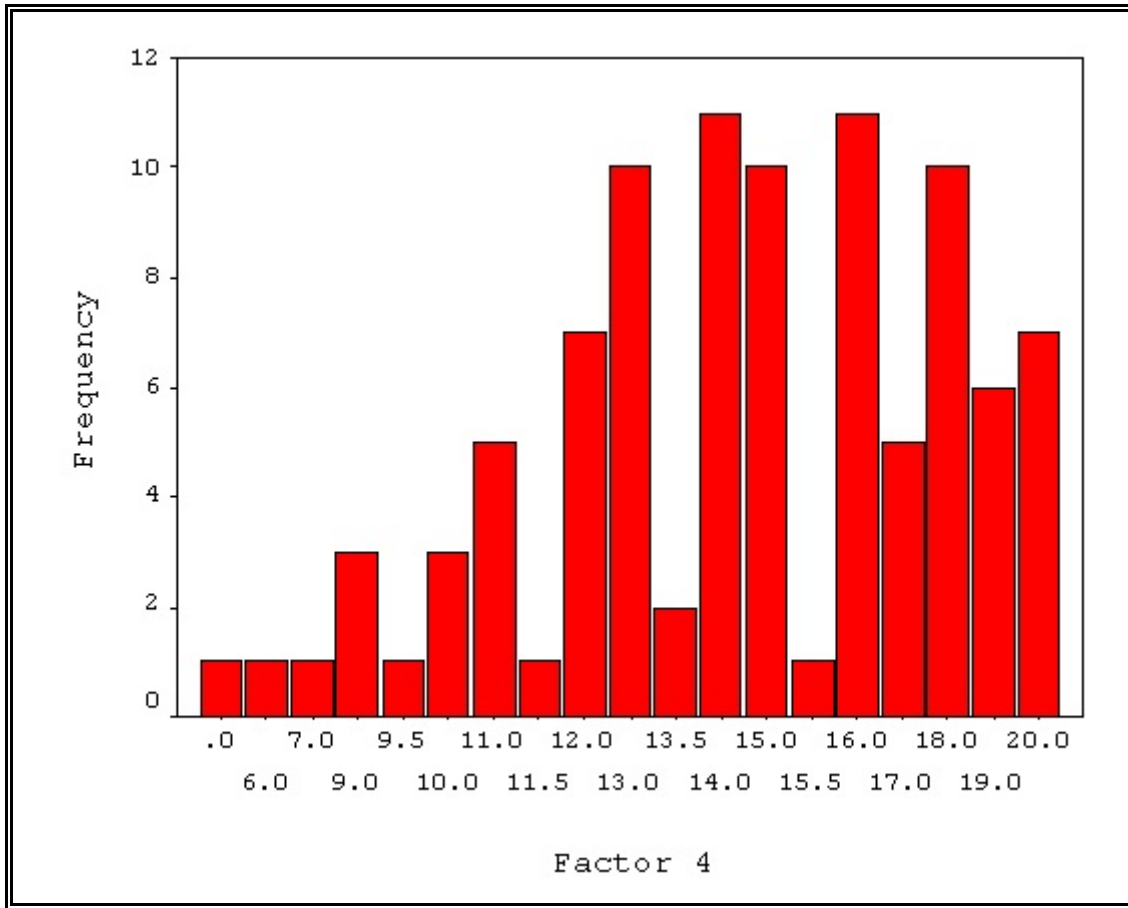
Figure 5: Distribution of Factor 3, Relating to Experience, of PALS for Special Education Majors



The score for Factor 4, Assessing Student Needs, relates to "treating a student as an adult by finding out what each student wants and needs to know" (Conti, 2004, p. 81). The factor contains four items. Scores may range from 0 to 20, and the factor has a mean of 14 with a standard deviation of 3.6 (p. 91). Scores for the Special Education majors ranged from 0 to 20 with a median of 15. The mean was 14.6 with a standard deviation of 3.51, and it was .17

standard deviations above the mean for the factor ($14.6 - 14 = .6$; $.6/3.6 = .17$). The scores were distributed over a wide range with more scores on the high end of the range (see Figure 6).

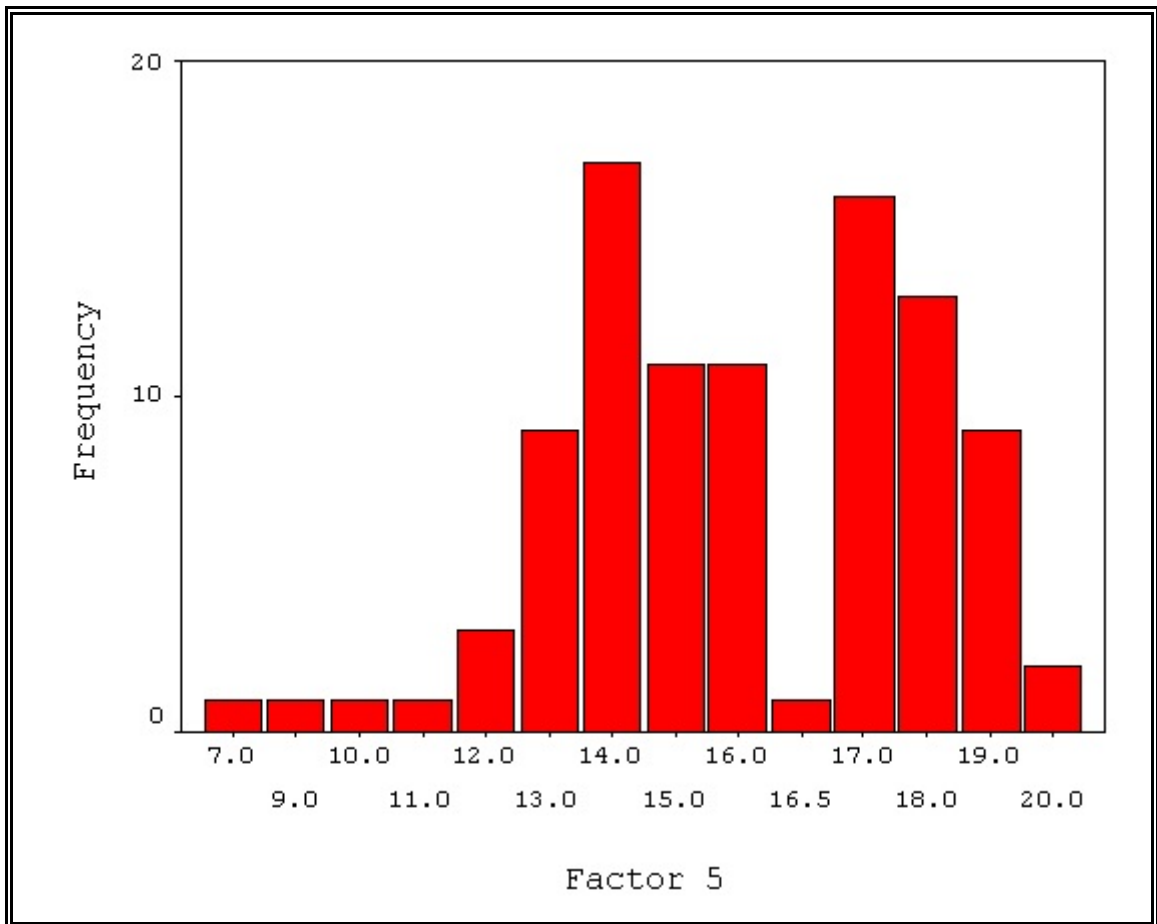
Figure 6: Distribution of Factor 4, Assessing Student Needs, of PALS for Special Education Majors



The score for Factor 5, Climate Building, relates to "setting a friendly and informal climate as an initial step in the learning process. Dialogue and interaction with other students are encouraged" (Conti, 2004, p. 81). The factor contains four items. Scores may range from 0 to 20, and the factor has a mean of 16 with a standard deviation of 3.0 (p.91). Scores for the Special Education majors ranged

from 0 to 20 with a median of 16. The mean was 15.65 with a standard deviation of 2.45, and it was .12 standard deviations below the mean for the factor ($16 - 15.65 = .35$; $.35 / 3.0 = .12$). The scores were distributed in a sporadic fashion from low scores to high scores throughout the range (see Figure 7).

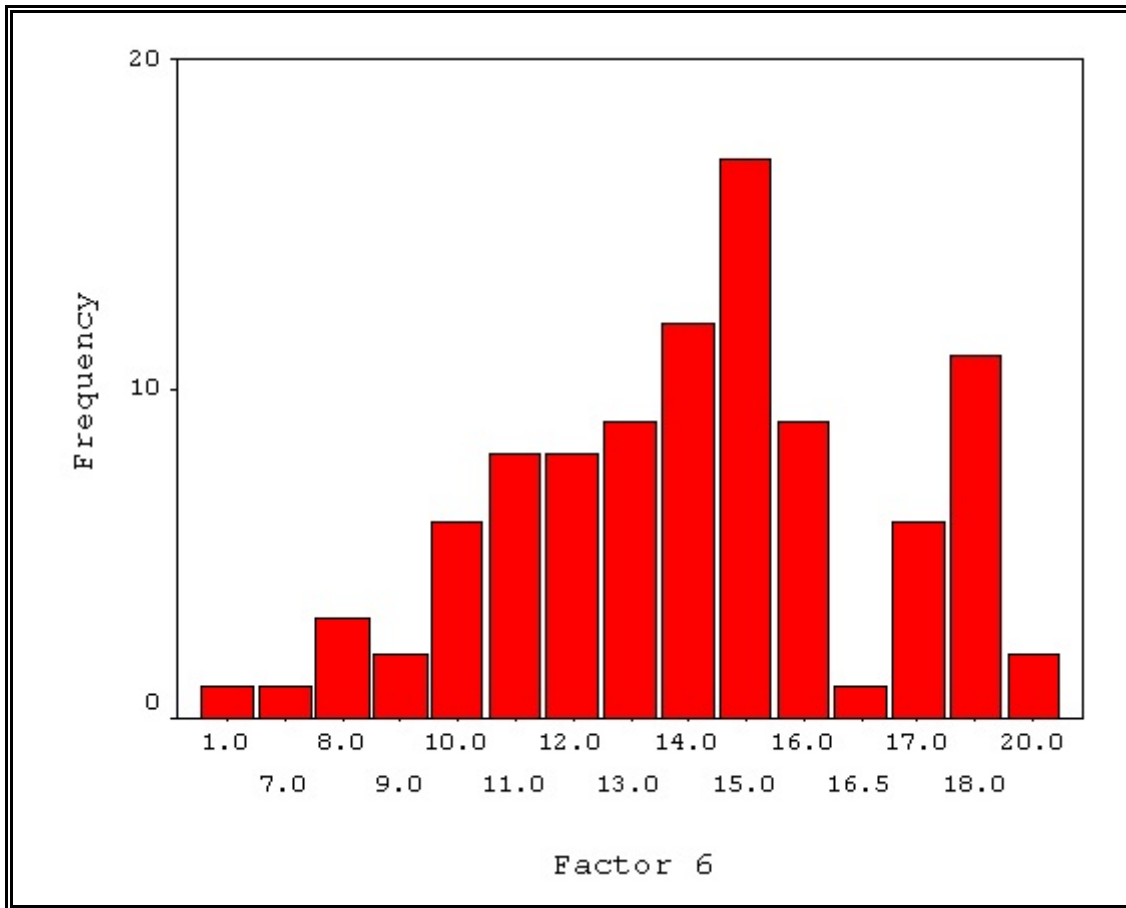
Figure 7: Distribution of Factor 5, Climate Building, of PALS for Special Education Majors



The score for Factor 6, Participation in the Learning Process, relates to "the amount of involvement of the student in determining the nature and evaluation of the content material" (Conti, 2004, p. 81). Factor 6 contains four items. Scores may range from 0 to 20, and the factor has a mean of 13 with a standard deviation of 3.5 (p.91). Scores for the Special Education majors ranged from 1 to 20 with a median of 14. The mean was 13.9 with a standard

deviation of 3.15, and it was .26 standard deviations above the mean for the factor ($13.9 - 13 = .9$; $.9 / 3.5 = .26$). The scores were distributed over a wide range with slightly more scores on the high end of the range (see Figure 8).

Figure 8: Distribution of Factor 6, Participation in the Learning Process, of PALS for Special Education Majors



The score for Factor 7, Flexibility for Personal Development, relates to whether teachers see themselves as a provider of knowledge or as a facilitator (Conti, 2004, p. 82). The factor contains seven items. Scores may range from 0 to 35, and the factor has a mean of 13 with a standard deviation of 3.9 (p. 91). Scores for the Special Education majors ranged from 0 to 16 with a median of 14. The mean was 9.79 with a standard deviation of 3.11, and it was .82

standard deviations below the mean for the factor ($13-9.79=3.21$; $3.21/3.9=.82$). The scores were distributed over a wide range with slightly more scores on the high end of the range (see Figure 9).

Figure 9: Distribution of Factor 7, Flexibility for Personal Development, of PALS for Special Education Majors

