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An Evaluation of the Effectiveness of the Teacher Education Program at Utah State University for Elementary School Teachers

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AN EVALUATION OF THE EFFECTIVENESS OF THE TEACHER EDUCATION PROGRAM AT UTAH STATE UNIVERSITY FOR ELEMENTARY SCHOOL TEACHERS

by

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ABSTRACT

An Evaluation of the Effectiveness of the Teacher Education Program at Utah State University for Elementary School Teachers

by

Diana Alldredge, Master of Science

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Department: Elementary Education

The purpose of this study was to evaluate the effectiveness of the teacher education program in the Department of Elementary Education at Utah State University. The program has been in effect for only a few years and the department desired that an evaluation be conducted to determine its present strengths and weaknesses.

The procedure used to collect data for this study involved several instruments. Letters were sent to 150 universities in the United States to determine what they had done to evaluate their teacher education programs. Questionnaires were sent to 399 graduates from 1974, 1975, and 1976 to ask their opinions of the program. Questionnaires were also sent to 101 principals of these graduates asking them to evaluate the graduates as products of the program. Visits were made to a random sample of 20 graduates and principals.

Recommendations for the program were requested of the graduates and principals on the questionnaires and during visits.

The results of this study showed strengths in the program in the subject areas of language arts, math, and social studies. Weaknesses were found in the areas of art, music, physical education, reading, and science.

In the teaching competencies major strengths were found in the areas of positive personality traits, capturing interest and attention, encouraging creative activity, collecting and using media and materials, and gaining trust and building student self-concept. Major weaknesses were found in the areas of helping students of varied ethnic backgrounds, correlating curriculum with that in the grades preceeding and following, making interest centers and learning stations, caring for health, safety, and muscle coordination, helping students to use inductive and deductive thinking, and helping students develop visual and auditory perception.

It was also found that the principals feel differently about graduates' performance than the graduates do. The principals rated the majority of the graduates slightly above average compared to other beginning teachers, while the graduates rated themselves above or below their principals' ratings. The correlations of individual pairs of graduates and principals were, therefore, very low.

The overall ratings of graduates and principals, obtained through the questionnaires and interviews, were similar. The college

supervisors and cooperating teachers also showed agreement. However, the graduates and principals did not agree with the college supervisors and cooperating teachers in their ratings.

(118 pages)

CHAPTER I

INTRODUCTION

Robert Spillane and Dorothy Levenson's article in Phi Delta Kappa, (March, 1976), reflects a general negative attitude toward teacher education programs throughout the country. This attitude seems to be held by the lay public, non-education college faculty and students, and some public school teachers themselves.

The demand for improved teacher education programs is increasing. School districts have already developed their own inservice programs that are acceptable to State Departments of Education for recertification credit, eliminating the need for teachers to return to college campuses for recertification courses. Many districts are saying they should play a larger role in the teacher education program than just student teaching. This reflects their reaction to what they consider the poor job of teacher education programs generally.

During the 1970-71 school year, the Department of Elementary Education at Utah State University implemented a new elementary teacher education program. This program replaced the traditional one which involved the student in on-campus courses in theory and methods, culminating in a full quarter of student teaching. Often the first day of student teaching was the first day the student had been in an elementary

school since he was promoted to seventh grade. Many students learned that they really didn't want to be teachers, and weren't happy working with elementary aged children, but had invested so much time and energy in becoming a teacher that they had no other option open to them. Student teaching was done during the senior year, often during the last quarter of the four year program. There was no time to change majors.

The new Elementary Teacher Education Program was given the name SODIA. This name is derived from the initial letter of the descriptive words (self, others, disciplines, implementation, and associate teaching), which represent the emphasis that is placed at each level of the program.

The new program provides early experience in the elementary classroom, and provides the student the opportunity to determine whether he wants to become a teacher while he is still a freshman or sophomore. It also provides the department with a basis of evaluating the prospective teacher as a result of in-class experiences. Thus, the early experience in the classroom serves as a major screening process of candidates for the program.

Freshman students take a three-hour course where they examine themselves to see whether they have the personal qualifications to become a teacher. They spend a minimum of ten hours in an elementary school classroom as an aide. Many students screen themselves out after this experience.

Sophomores register for a full quarter of work in Elementary Education. During this quarter, they spend approximately 200 hours as teacher aides in elementary school classrooms. They also take a psychology and a special education course. At the completion of this quarter, a student knows whether he wants to become a teacher, and faculty members in Elementary Education know whether he should continue.

During one quarter of the students' junior year, they register for five specific methods courses and are once again placed in classrooms in an elementary school. In this quarter, all students are assigned to the Edith Bowen Laboratory School on the campus of Utah State University. They are assigned to teams with other students and teachers in the school and teach children the methods learned in the courses in a parallel program. Students spend approximately 200 hours as assistant teachers, taking much of the responsibility for classroom instruction in an ungraded, individualized program in the Edith Bowen School.

Students then register for a quarter of student teaching, usually in their senior year.

There is an intern program where some students may spend the entire senior year as an intern teacher under the direction of a regular teacher and receive up to 27 hours of college credit for student teaching, and, also, be paid a percentage of a regular teacher's salary.

Favorable comments have been received from members of the State Board of Education, principals who work with Utah State University students, and the students themselves. While these comments make the Department feel good about the program, the real test is the effectiveness of the graduates who are now teaching. The Department needed to learn how these graduates evaluated their undergraduate preparation in light of their actual teaching experience. This information will not only be useful in determining future changes in the program in the Department of Elementary Education, but will provide useful information for other teacher education programs at Utah State University and other institutions preparing teachers. Information concerning the process used and the results of this study will be disseminated through state and national journals in an attempt to provide help for other teacher education institutions wanting to evaluate their programs.

Objectives

The objectives of this research project were to: (1) gather data which will assist the Elementary Education Department in evaluating its teacher education program, and (2) provide information useful to other teacher education programs in evaluating their effectiveness. In order to accomplish these objectives, the following questions needed to be answered:

1. What have other teacher education institutions done to evaluate their programs in Elementary Education?
2. What opinions do the graduates of the program, who are now teaching, have about their undergraduate preparation?
3. How do school administrators evaluate the teaching ability of these graduates compared with beginning teachers from other institutions?
4. What relationships are there between (a) the graduates' opinions of their undergraduate preparation, (b) school principals evaluations of the graduates compared with new teachers from other institutions, (c) the college supervisors' evaluations of the graduates during student teaching, and (d) the cooperating teachers' evaluations of the graduates' performance during student teaching?
5. What changes do principals who are working with recent graduates, recommend, in the program?
6. What changes do recent graduates recommend, in the program.

Limitations

This study was limited to those 399 graduates in elementary education at Utah State University who graduated in 1974, 1975, and 1976. The main focus was on those currently teaching. The school visits were limited to those 45 schools which were within a 100 mile

radius from Utah State University and for which a questionnaire was received from both the graduate and principal. Twenty of those 45 schools were selected at random.

CHAPTER II

REVIEW OF LITERATURE

To give direction to this research, a study was made to determine what work had already been done in evaluating teacher education programs.

The results of this survey of literature will be presented here as follows: (1) studies conducted at other institutions evaluating their undergraduate programs in Elementary Education, (2) a discussion of questionnaires, self-rating instruments, interviews and observations.

Evaluations of teacher education programs

A limited number of studies conducted at other institutions evaluating their undergraduate programs in Elementary Education have been located. These studies have been examined as to the education programs, the processes used to evaluate them and the results of the evaluations.

Thomas Baer from Illinois State University and Walter Foster from Northern Illinois University conducted a study (1975). They reported that one way of getting information about an undergraduate teacher education program's effectiveness is through evaluation of its graduates. In studies using a questionnaire for program evaluation,

several recurring themes or common grievances were voiced by graduates: (1) courses and experiences that provided opportunities for observing and working with children were valued most highly; (2) graduates felt completely unprepared for the teaching of ecology, sex education, and drug education; (3) the need for more and better instruction in the teaching of reading, science, and social studies was pronounced; (4) graduates felt better prepared to identify and meet the needs of average students than gifted or slow students; (5) student teaching at more than one grade level would have been of great value; and (6) graduates felt that only about one-third of their professional education instructors usually used a variety of teaching methods and procedures.

In a study conducted by Martin Haberman, (1974), the 1972 graduates from the University of Wisconsin School of Education were sent questionnaires to determine what teaching competencies the respondents felt they needed in the performance of their jobs and which of these competencies had not been adequately covered in their preservice preparation. The 44 items were grouped in four categories on the questionnaire: (1) necessary for teachers and adequately taught in the preparation program, (2) necessary for teachers, but not adequately taught in the preparation program, (3) not necessary for teachers, but covered in preservice programs, and (4) not necessary for teachers and not covered in preservice program. The items which graduates

reported were necessary for teachers, but, not adequately taught were: methods of dealing with the emotionally disturbed, methods of dealing with learning problems, diagnosis of learning abilities, methods of dealing with the mildly retarded, the use of media and instructional equipment in the classroom, the supervision of a classroom aide, involvement in school-community relations, and conferences with parents.

In another study sponsored by the Office of Institutional Research at East Carolina University and conducted by Dianna Morris and Robert Ussery (1971), all the teacher education majors who graduated from East Carolina University in the class of 1970 were surveyed. The questionnaire requested information on educational background and the relevance of the college experience to actual teaching experience. A self-rating of traits and abilities as professional teachers was included.

Larry D. Klein, in an unpublished doctoral dissertation (1974), compared student teachers who had gone through the total new program at Utah State University with student teachers who had gone through the former program or who had experienced only the Sophomore Bloc or Junior Bloc portions of the program. He used five different instruments: (1) The School Personnel Research and Evaluation Services tests. (2) Robkeach Dogmatism Scale. (3) Minnesota Teacher Attitude Inventory. (4) Purdue Student-teacher Opinionnaire. (5) Teaching Skills Self-Rating Scale. There was no significant difference found in those tested during the fall quarter of 1973. During winter quarter

1974, those who had Sophomore Bloc, only, scored significantly lower on the Science and Math, Common Weighted Examination, and Education in the Elementary School Sections of the School Personnel Research and Evaluation Services tests. In all other areas, including attitude, self-perceptions of teaching skill, and mental ability there was no significant difference in those tested. Klein suggested the need for further study to evaluate the success of first year teachers who completed the SODIA program.

Eleanor Meurer at Indiana State University (1974) and Robert Bennet at North Texas State University (1975) conducted similar studies to evaluate their Music Education Program. They sent questionnaires to graduates and supervisors to obtain their data. They found a low positive correlation between GPA and success as a teacher. Also, those responding felt they needed more feedback as to abilities and skill as a student teacher.

Blackman (1975) reports the results of a fourth yearly study conducted by the School of Education at the University of Massachusetts. The graduates indicated their perception of their preservice teacher education program, and of demographic and inservice information. In this study, respondents had high ratings compared with the two previous years' studies. Graduates reported that 65% were working in some area of education, including 27% in full-time teaching and 27% in other teaching roles. This employment rate is similar to the past two yearly

studies. As in the three previous studies, the field experience was rated high for the total sample. Rated consistently low is the foundations variable. Perceptions of respondents on the variables is independent of whether they are teaching or are not teaching. Graduates indicated more need for further study in these areas: diagnosing learner, including special education; and innovative teaching and organization.

In 1975 Hawn's study at the University of Georgia focused upon variables thought to contribute most directly to effective teaching. Some of those considered were:

1. preservice teacher characteristics/attributes
2. preservice teacher education program
   a. courses (content, sequence, instructor)
   b. field experience (setting, timing)
3. inservice teacher behavior
4. learner characteristics of inservice teacher pupils
5. school environment/setting of inservice teachers
6. inservice teacher experience (e.g., longevity, staff development, etc.)

The Teacher Education Laboratory at the University of California, Los Angeles, completed a student assessment of their teacher preparation program for the year 1975-1976. The purpose of the annual evaluation survey was to provide the faculty and staff of the Teacher Education Laboratory, with information to be used in assessing the

teacher education program, and in formulating plans to improve or change it. The students were surveyed in three areas: (1) satisfaction with the preservice program, (2) assessment of student teaching activities, and (3) Teacher Education Laboratory goal importance and goal achievement. Data for the first survey was gathered by questionnaires at the end of the Fall and Spring quarters. The second survey utilized a fifteen item questionnaire and was included as a part of the Teacher Education Laboratory Attitude Survey. It was administered to students before matriculating in the program and at the end of each quarter during the year. The third survey consisted of the students responding two ways to eight objectives that the lab has for its program. The students responded to how important the goal is for them and how likely it will be for the faculty and staff to accomplish each goal. The Student Satisfaction Survey found that 56% of the group who responded were satisfied with the program while 31% were neutral and 13% were dissatisfied. The Student Teaching Survey showed a variety of activities during student teaching.

Questionnaires and self-rating instruments

All research methods have unique advantages and limitations and each particular study is more suited to one method than to others (Alderfer, 1968). The ideal method would be individual interviews with each respondent, but that is usually impossible because of large geographic areas in the researcher's quest for data. The use of mail

questionnaires allows the researcher to cover these large areas with less time and expense (Benson, 1946). Gibson and Hawkins (1968) stated:

> When surveying a relatively homogenous group, asking questions about which the group can be assumed to be familiar and promising anonymity of response, a questionnaire may produce substantially the same results as interviews at a much smaller cost.

In Questionnaires: Design and Use (1974), the conveniences and limitations of the questionnaire are discussed. According to Berdie and Anderson, there are eleven conveniences of questionnaires, as compared with their alternatives:

1. Cost
2. Establishing contact
3. Ability to use a large sample
4. Ability to cover a large area
5. Ease of completion
6. Less bias
7. Ease of tabulation
8. Familiar method
9. Contact made on approximately the same day
10. Uniform question presentation
11. Trends--for future study (p. 17)

Also listed by Berdie are the limitations of questionnaires:

1. Low response rate
2. Ways to check reliability limited
3. Question limitations
4. Prejudice against questionnaires
5. Impersonalization
6. Sample limitations (non-readers excluded)
7. Researcher can't be sure who completed the form
8. Some questions influence others--item dependence (p. 20)

The disadvantages of using a questionnaire listed here may not be apparent in every study using a questionnaire because limitations

can be eliminated or minimized by careful study design, states Berdie. Effective follow-up procedures, including letters, interviews, and telephone calls, can produce a high response rate, validate written responses, and minimize question limitations. The cover letter accompanying the questionnaire can lower prejudice and make the study more personalized. A study of college graduates will not pose a sample limitation because of nonreaders, and a properly designed questionnaire is less susceptible to item dependence than a poorly designed one.

Oppenheim (1966) stated:

> A questionnaire is not just a list of questions or a form to be filled out. It is essentially a scientific instrument for measurement and for collection of particular kinds of data. Like all such instruments, it has to be specially designed according to particular specifications and with specific aims in mind, and the data it yields are subject to error. We cannot judge a questionnaire as good or bad, efficient or inefficient, unless we know what job it was meant to do. This means that we have to think not merely about the working of particular questions, but first and foremost, about the designs of the investigation as a whole.(pp. 2-3)

There has been some concern expressed about the reliability of a self-rating instrument, such as a questionnaire. Several studies have been conducted in this area. In two such studies by Gwaltney (1975) and Chiu (1975), in which self, peer, and supervisor ratings were compared, it was concluded that there was no significant difference between these ratings, although a difference had been assumed beforehand. Fred P. Piercy (1975) conducted a similar study

comparing self-ratings, peer ratings, superior ratings, and client ratings of counselor effectiveness, with similar results.

When designing a questionnaire for research purposes, past studies have made several contributions. Anderson and Berdie (1972) found that university undergraduates seem to respond more favorably to a highly personalized relationship during the study, while professors at the same university respond more favorably to a more formalized approach. A survey of manufacturing employees made by Klein, Maher, and Dunnington (1967) found that responses were most distorted when the subject was placed in a "high threat" situation where his identity would be known. Alutto (1970) recommended that surveys with open-ended items designated for middle-class males in professional and managerial occupations be sent to their places of employment. Berdie (1973) also reports a study in which questionnaire length was found not related to response rate, and it was concluded by Evans' study (1975) that the placement of questions in a series may effect response and return.

A research study must impress the subject with its high quality. According to Berdie (1974) cover letters should be "classy" and reproduced in the most appealing manner. They should include: (1) outline of the nature of the study, (2) make socio-economic questions relevant to the study, (3) make the form easy to return, (4) offer additional copies for the respondent's records, if desired, and (5) use deadlines

to encourage prompt return. The cover letter should emphasize the subject's importance to encourage the completion of the questionnaire, but the research must not overemphasize the subject's importance (1970). This may lead to greater reluctance by the respondent to answer forthrightly.

John Nixon (1954, p. 486) stated:

> The ultimate objective is to obtain as many responses as possible, in the form of completed questionnaires which provide useable data. If questionnaire forms meet criteria of physical attractiveness and obvious consideration for the respondent, it is believed that the percentage of replies will be sufficiently high to fulfill the requirements of the investigator.

Some authors disagree on the use of a pre-letter to be sent ahead of the questionnaires. In a 1957 study (Anonymous), the author suggested that the use of a pre-letter will significnatly increase response rates, while Parsons in 1972 stated that pre-letters may not be necessary for surveys of homogenous groups. Parsons claims that the money spent for pre-letters could have been better used to increase sample size or construct more elaborate follow-ups. In connection with this idea, Scott (1961, p. 164) stated that "the use of the follow-ups, or reminders, is certainly the most potent technique yet discovered for increasing the response rate."

Interviewing in research can be done in several ways to insure the best results. Walsh (1975) concluded if behaviors essential to job success can be specified, then the interview can be used to search for

examples of these behaviors in the subject's past. In Lavelle's study of interview styles (1974), he stated that interview styles, affective and behavioral, prepare the subject to describe her behavior in terms of environmental contingencies, to engage in goal-setting, and action step-planning in a short amount of time. It has also been found that if the interviewer gives positive non-verbal clues, the subject is more receptive and responsive.

In considering the use of observations in a study, Johnson (1971, p. 187) stated:

> An investigator's observational records are highly variable.... The quantity and quality of the observational records vary with the field worker's feelings of restlessness or exhaustion, reactions to particular events, relations with others, consumption of alcoholic beverages, the number of discrete observations, and so forth.

In conclusion, the studies reviewed show that graduates of a teacher education program are a valid source of information for evaluating a program. Questionnaires are commonly used for this purpose, although there are limitations recognized in their use which can be minimized by effective design. Interviews help validify the responses received on the questionnaires.

CHAPTER III

PROCEDURE

The objectives listed in Chapter I of this paper were developed, examined and discussed by the researcher and an advisory committee composed of three members from the Department of Elementary Education, one member from the Department of Psychology and the Assistant to the Dean of the College of Education. Plans and decisions were made in several subsequent meetings of this group to reach the six objectives.

The procedures used to reach the objectives were as follows:

1. To determine what other teacher education institutions have done to evaluate their programs in Elementary Education, the researcher and members of the advisory commitee (a) researched the literature, as discussed in Chapter II, and (b) sought information concerning evaluative criteria for programs in Elementary Education and names of colleges and universities that have recently conducted self-evaluations from: (1) the American Association of Colleges for Teacher Education, (2) the National Council for the Accreditation of Teacher Education (an arm of the A.A.C.T.E.), (3) the National Education Association,

(4) the State Departments of Education in each of the fifty states, and (5) Educational Resources Information Center.

In spite of these requests, responses were very limited. The Utah State Board of Education provided a sample survey, used with University of Utah graduates to evaluate their undergraduate program in education. The Educational Resources Information Center sent four reports of recent evaluations conducted at Illinois State University, Northern Illinois University, University of Wisconsin, and Stanford University.

During August, 1976, letters (See Appendix) were sent to 150 universities in the United States asking for information concerning the methods and procedures they have used to evaluate their undergraduate programs in Elementary Education. Fourteen universities provided helpful information about their recent efforts in evaluating their own programs. Those in this category were: Appalachian State University, Florida Agricultural and Mechanical University, Oklahoma State University, University of California at Berkeley, University of California at Los Angeles, University of Detroit, University of Georgia, University of Hawaii at Manoa, University of Massachusetts, University of Montana, University of New Orleans, University of Oregon, University of Tennessee, and Western

Kentucky University. The results of these inquiries provided lists of evaluative criteria and copies of questionnaires, check lists, and other methods of gathering information useful in this evaluation. Five other universities responded, but reported no recent evaluations. These five universities were: Louisiana State University, Southeastern University, University of Arizona, University of Utah, and Yale University.

The researcher then examined all the evaluative criteria, questionnaires, etc., obtained from the State Department of Education, Educational Resources Information Center, and colleges and universities who recently conducted self-evaluations. The result of this examination was the selection and development of the evaluation processes used to evaluate the program at Utah State University.

2. To determine what opinions the graduates of the program, who are now teaching, have about their undergraduate preparation, a questionnaire (see Appendix, page 102) was mailed to 399 students who graduated in 1974, 1975, and 1976 in Elementary Education at Utah State University. Responses were received from 208 graduates. Visits for personal interviews (see Appendix, page 106) with the graduates were made to a random sample of 20 schools where these graduates are now employed. The random sample of

schools to be visited was selected on the basis of two criteria: (1) those schools within 100 miles of Utah State University, and (2) those schools where both the graduate and the principal had completed and returned the questionnaire. The method used to select the 20 schools to be visited was to assign an identifying number to those schools which met both of the above criteria (45 schools) and placing pieces of paper with the identifying numbers on them in a hat, 20 papers were drawn out by one of the department's secretaries.

3. To determine how school principals evaluated the teaching ability of these graduates compared with beginning teachers from other institutions, the researcher mailed a questionnaire (see Appendix, page 104) to 101 principals who were identified by the graduates currently teaching. Visits were also made to the principals of the graduates selected in the random sample of schools as explained above, using the interview form, (see Appendix, page 107).

4. To determine the relationships between (a) and graduates' opinions of their undergraduate preparation, (b) school principals evaluation of the graduates compared with new teachers from other institutions, (c) the college supervisor's evaluations of the graduates student teaching and

(d) the cooperating teachers' evaluations of the graduates in student teaching, a Pearson product-moment correlation, and t-test were computed in the Utah State University Computer Center.

5. To determine what changes school principals recommend, items were included in the questionnaires and interviews asking for this information.

6. To determine what changes recent graduates recommend in the program, items were included in the questionnaires and interviews asking for this information.

CHAPTER IV

RESULTS AND CONCLUSIONS

Included in this chapter is a report of the results and conclusions of this study, and a series of figures which display the results of the graduates' and principals' surveys. The results and conclusions will be reported in response to the six objectives described in Chapter I and Chapter III.

1. What have other teacher education institutions done to evaluate their programs in Elementary Education?

   It was found that other teacher education institutions have made very few attempts to evaluate their undergraduate programs in Elementary Education, or simply ignored our request for information. Those responses received reported that questionnaires were sent to the graduates from their teacher education program. Some of these evaluations also included questionnaires completed by the principals or supervisors of the graduates. The surveys contained questions pertaining to teaching competencies the graduates felt they needed in the performance of their jobs, teaching competencies that had not been adequately covered in their

preservice preparation, and relevance of the college experience to actual teaching experience.

2. What opinions do the graduates of the program, who are now teaching, have about their undergraduate preparation?

The graduates were asked to respond to 28 items on the questionnaire which referred to particular areas of the undergraduate program in Elementary Education at Utah State University. The results of that survey are described below.

The description of each area is accompanied by a figure which displays the opinions of the graduates in that area of their undergraduate preparation. The numerals 0 to 80 across the top of each figure represent the number of graduates who responded to each item on the questionnaire. The bar by the X represents those graduates who indicated good preparation in that area at Utah State University. The bar by the 0 represents those graduates who indicated poor preparation in that area at Utah State University. The numerals 1 to 9, and the corresponding bars, represent the graduates' self-ratings of their own teaching competency in that area. The 9 represents very high competency and the 1 represents very low competency. Every graduate did not respond in all areas so the total number

of responses displayed in each figure does not equal the number of questionnaires received.

Subject areas

Art. Seventy-two percent of the responses indicated poor preparation to teach art in the elementary schools (Figure 1). They indicated that art was taught from a professional artist's point of view, not from the viewpoint of an elementary teacher.

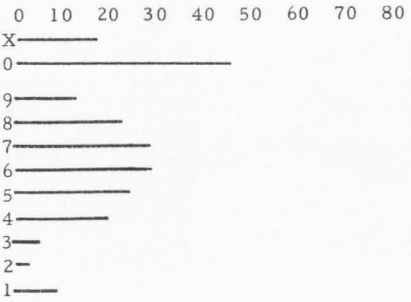

Figure 1. Results of graduates' survey in the area of art.

Language arts. Seventy-six percent of the responses indicated good preparation to teach language arts in the elementary schools (Figure 2). They indicated that the required idea files were very helpful.

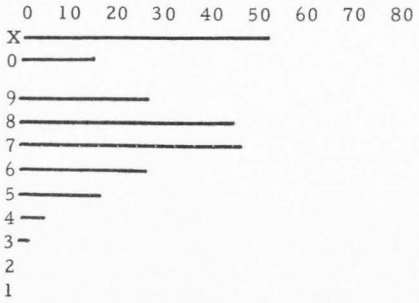

Figure 2. Results of graduates' survey in the area of language arts.

Mathematics. Eighty-seven percent of the responses indicated good preparation to teach mathematics in the elementary schools (Figure 3). They indicated that the professors shared practical ideas and activities to use in the classroom. It also stated that math 201 and 202 provided a good background.

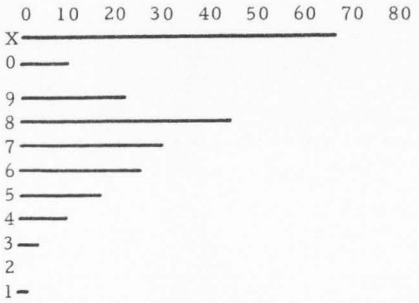

Figure 3. Results of graduates' survey in the area of mathematics.

Music. Sixty percent of the responses indicated poor preparation to teach music in the elementary schools (Figure 4). It was stated that the program was strong in the basics of music, but weak in teaching instructional skills.

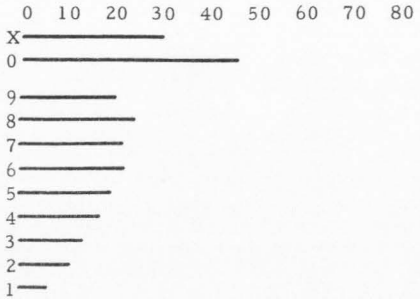

Figure 4. Results of graduates' survey in the area of music.

Physical education. Seventy percent of the responses indicated poor preparation to teach physical education in the elementary schools (Figure 5). However, it was stated that Physical Education 301 and 400 were excellent courses.

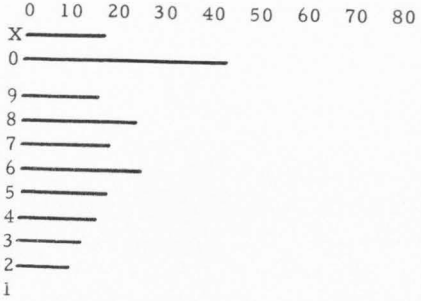

Figure 5. Results of graduates' survey in the area of physical education.

Reading. Sixty-eight percent of the responses indicated poor preparation to teach reading in the elementary schools (Figure 6). Several graduates stated that the required reading courses were too general, idealistic, and didn't teach "how" to teach reading. They said that reading terms were covered thoroughly, but that they had no background in texts and reading skills.

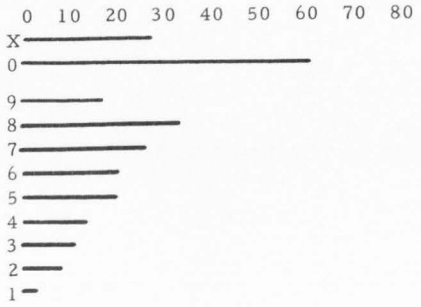

Figure 6. Results of graduates' survey in the area of reading.

Science. Fifty-nine percent of the responses indicated poor preparation to teach science in the elementary schools (Figure 7). They stated that the science instruction they received in their methods courses was idealistic in reference to available materials in the average elementary school.

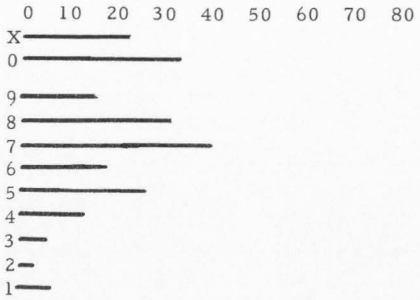

Figure 7. Results of graduates' survey in the area of science.

Social studies. Seventy-eight percent of the responses indicated good preparation to teach social studies in the elementary schools (Figure 8). Many graduates indicated that the files and specific ideas offered in this area were especially helpful.

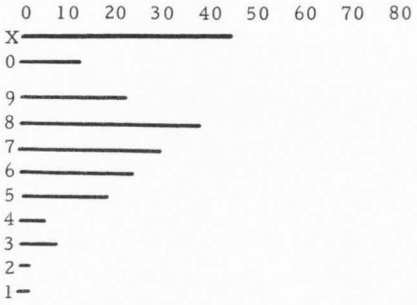

Figure 8. Results of graduates' survey in the area of social studies.

Teaching competency areas

Your positive personality traits. Eighty percent of the responses indicated good preparation in developing their positive personality traits (Figure 9). Several graduates stated that Level I was excellent.

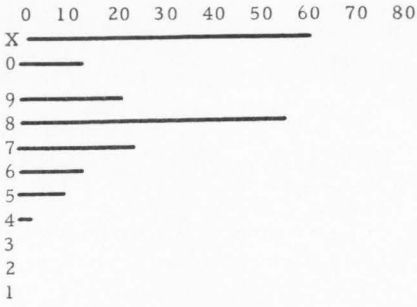

Figure 9. Results of graduates' survey in the area of your positive personality traits.

Locating and helping both fast and slow learners. Fifty-seven percent of the responses indicated good preparation to locate and help both fast and slower learners in the elementary schools (Figure 10). Some graduates stated that they had no instruction in this area, while others indicated that they had received a great deal of help. Several graduates said that the special education courses helped a great deal in this area.

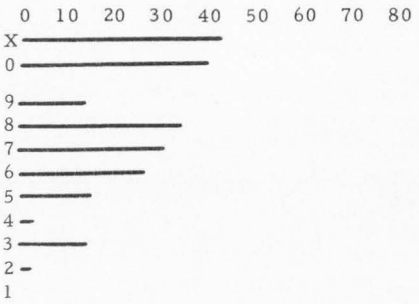

Figure 10. Results of graduates' survey in the area of locating and helping both fast and slow learners.

Capturing interest and attention. Seventy-six percent of the responses indicated good preparation to capture interest and attention in the elementary schools (Figure 11). It was stated that many ideas in this area were obtained from the classroom teachers in the local school districts during their Level II and Level IV work.

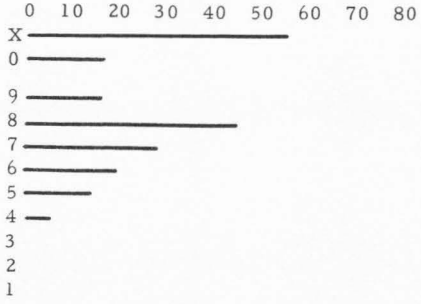

Figure 11. Results of graduates' survey in the area of capturinterest and attention.

Helping students to think for themselves. Sixty-four percent of the responses indicated good preparation to help students to think for themselves in the elementary schools (Figure 12). Some graduates stated that psychology 366 was very helpful in this area.

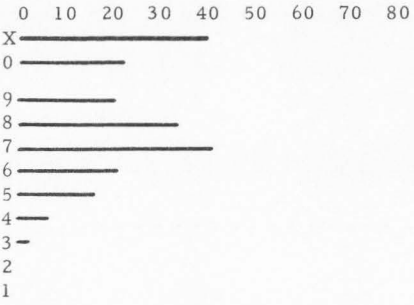

Figure 12. Results of graduates' survey in the area of helping students to think for themselves.

Encouraging creative activity. Seventy-nine percent of the responses indicated good preparation to encourage creative activity in the elementary schools (Figure 13). Some of the graduates stated that the language arts methods course was good in teaching how to encourage creative activity and that creative drama, poetry, art, and language arts were very helpful.

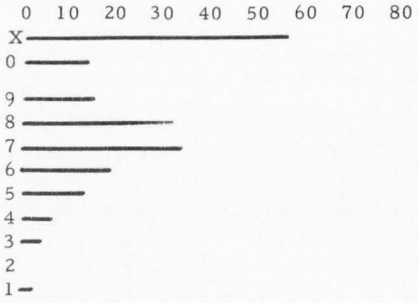

Figure 13. Results of graduates' survey in the area of encouraging creative activity.

Helping students of varied ethnic backgrounds. Eighty-one percent of the responses indicated poor preparation to help students of varied ethnic backgrounds in the elementary schools (Figure 14). Most of the graduates stated that they had received no undergraduate preparation in this area.

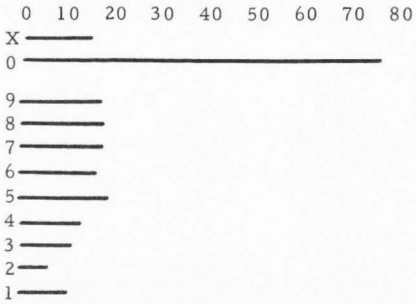

Figure 14. Results of graduates' survey in the area of helping students of varied ethnic backgrounds.

Correlating your curriculum with that in the grades preceeding and following yours. Eighty-three percent of the responses indicated poor preparation to correlate their curriculum with that in the grades preceeding and following theirs in the elementary schools (Figure 15). Most of the graduates stated that they had no undergraduate instruction in or experience with correlating curriculum. Some graduates said they were never made aware of the importance of correlating their curriculum.

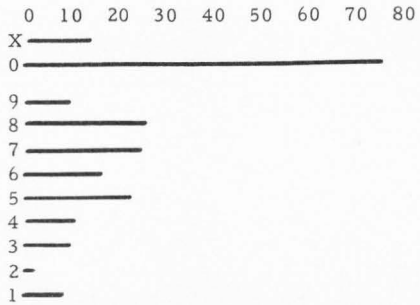

Figure 15. Results of graduates' survey in the area of correlating your curriculum with that in the grades preceeding and following yours.

Using rewards effectively. Sixty-four percent of the responses indicated good preparation to use rewards effectively in the elementary schools (Figure 16). Several graduates said that the special education courses they had taken taught them how to use rewards effectively.

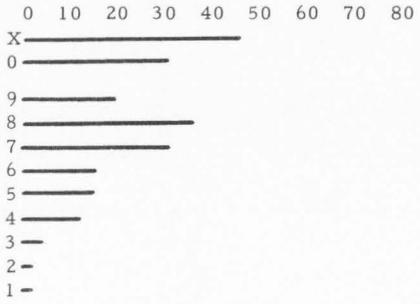

Figure 16. Results of graduates' survey in the area of using rewards effectively.

Collecting and using media and materials. Eighty-three percent of the responses indicated good preparation to collect and use media and materials in the elementary schools (Figure 17). Some graduates said that the instructional media courses were very helpful.

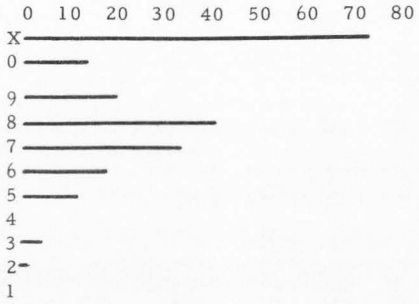

Figure 17. Results of graduates' survey in the area of collecting and using media and materials.

Making interest centers and learning stations. Sixty-seven percent of the responses indicated poor preparation to make interest centers and learning stations in the elementary schools (Figure 18). Some graduates said there was not enough emphasis in this area, especially on organization.

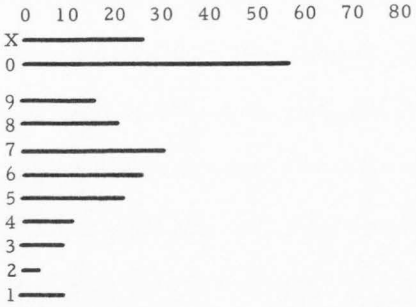

Figure 18. Results of graduates' survey in the area of making interest centers and learning stations.

Caring for health, safety, and muscle coordination. Seventy-eight percent of the responses indicated poor preparation to care for health, safety, and muscle coordination in the elementary schools (Figure 19). Many said this was very necessary, but overlooked in their undergraduate preparation.

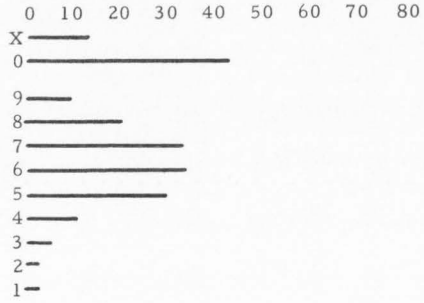

Figure 19. Results of graduates' survey in the area of caring for health, safety, and muscle coordination.

Helping students to work well together in various groups. Fifty-one percent of the responses indicated poor preparation to help students to work well together in various groups in the elementary schools (Figure 20). Forty-nine percent indicated otherwise. One graduate said that it was never discussed what to do to help children get along and solve group problems.

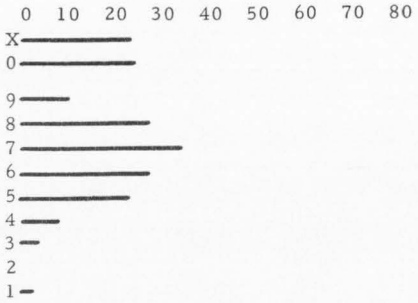

Figure 20. Results of graduates' survey in the area of helping students to work well together in various groups.

Defining what students are supposed to do in behavioral terms. Sixty percent of the responses indicated good preparation to define what students are supposed to do in behavioral terms in the elementary schools (Figure 21).

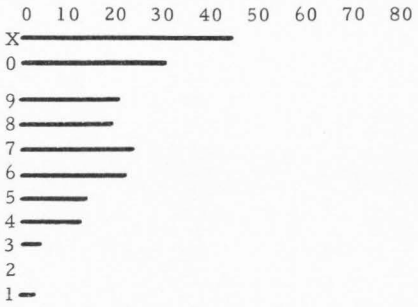

Figure 21. Results of graduates' survey in the area of defining what students are supposed to do in behavioral terms.

Keeping things moving (momentum). Fifty percent of the responses indicated good preparation to keep things moving in the elementary schools (Figure 22). Several graduates said that they learned this during student teaching.

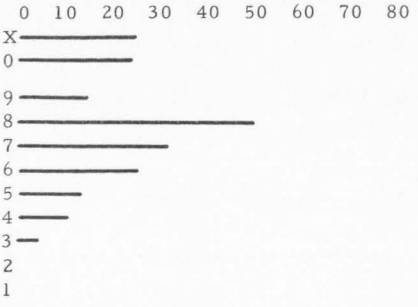

Figure 22. Results of graduates' survey in the area of keeping things moving (momentum).

Maintaining discipline. Fifty-three percent of the responses indicated good preparation to maintain discipline in the elementary schools (Figure 23). Some said that they had no instruction in this area, while others said that they received good preparation. Others stated that they had learned this by experience.

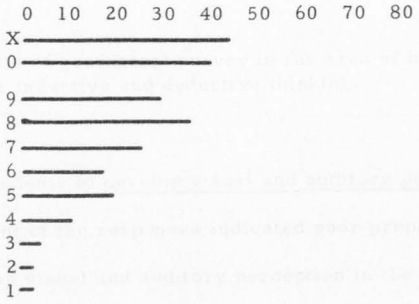

Figure 23. Results of graduates' survey in the area of maintaining discipline.

Helping students to use inductive and deductive thinking. Seventy-five percent of the responses indicated poor preparation to help students to use inductive and deductive thinking in the elementary schools (Figure 24). A considerable number of graduates stated that they did not understand the terms inductive and deductive.

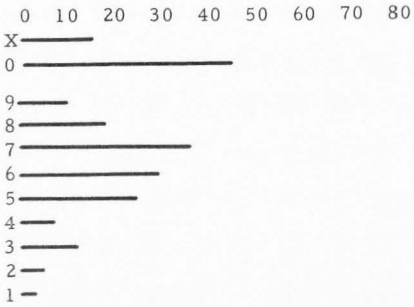

Figure 24. Results of graduates' survey in the area of helping students to use inductive and deductive thinking.

Helping students to develop visual and auditory perception.

Eighty-five percent of the responses indicated poor preparation to help students to develop visual and auditory perception in the elementary schools (Figure 25). They stated that the program lacked the needed emphasis in this area.

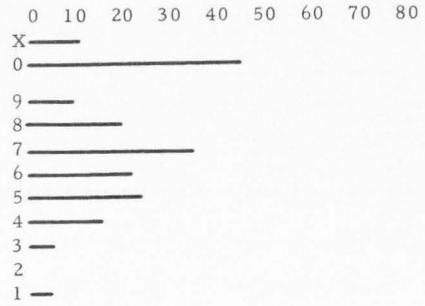

Figure 25. Results of graduates' survey in the area of helping students to develop visual and auditory perception.

Gaining trust and building student self-concept. Ninety percent of the responses indicated good preparation to gain trust and build student self-concept in the elementary schools (Figure 26). They stated that this area was well stressed and that their experiences in Level III had been very helpful.

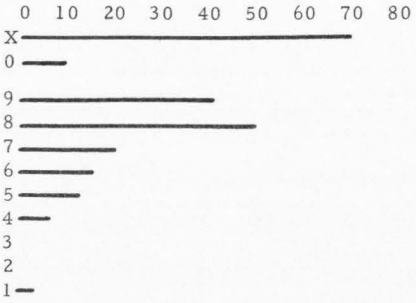

Figure 26. Results of graduates' survey in the area of gaining trust and building student self-concept.

Helping students to use past experience meaningfully. Sixty-eight percent of the responses indicated poor preparation to help students to use past experience meaningfully in the elementary schools (Figure 27). Very few graduates commented in this area. Those comments offered said that no preparation had been received.

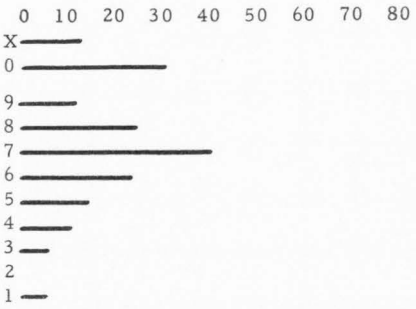

Figure 27. Results of graduates' survey in the area of helping students to use past experience meaningfully.

Using repetition without being boring. Seventy-nine percent of the responses indicated poor preparation to use repetition without being boring (Figure 28). There were a few comments stating that more ideas would have been helpful.

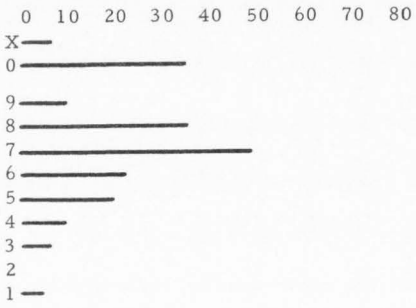

Figure 28. Results of graduates' survey in the area of using repetition without being boring.

The graduates expressed some concern with their experiences during Level III. They indicated that this bloc of instruction contained information in the methods courses that was too general and concentrated in too many subject areas at one time. They said they weren't able to obtain any in-depth understanding and preparation from their methods courses because of the amount of material covered in the allotted time.

3. How do school principals evaluate the teaching ability of these graduates compared with beginning teachers from other institutions?

Many of the principals indicated, either on their returned questionnaire or as part of their interview, that they were unable to evaluate the teachers in their schools in some areas. They indicated several reasons for this. Some felt that they had never actually observed the particular teacher in a specific area. Some of the principals and/or graduates were new in the schools. A few teachers had specific subject area assignments within the school, and thus, were not teaching some subjects identified by the questionnaire. Several principals also indicated, during interviews with them, that the teaching competency of a particular teacher reflects personality and teaching experience more than undergraduate preparation received.

For instance, at the conclusion of one interview, during which the principal had said there was nothing exciting going on in one graduate's classroom, the researcher was invited to observe in the classroom and found that what the principal had said was true. Another principal said that the graduate in his school was enthusiastic and many exciting things were happening in her classroom. When observing in the classroom, the researcher agreed with the principal's evaluation.

Only 22 of the 91 responding principals made additional comments on the questionnaire to explain their ratings. The principals were asked, during the interviews, to indicate on what basis they had evaluated the graduates in their schools. Responses indicated that evaluations had been made on the basis of observations, students and parent feedback, and comments of other teachers.

In most of the principals' ratings, the graduates received a rating of 5 or better in teaching competency, 5 being average, and 9 being the best rating possible. Seven was the mode in most areas of teaching competency. The results of the principals' survey will be reported below, first indicating the percent of graduates falling within the mode, then the percent receiving 5 or better.

The description of each area is accompanied by a figure which displays the principal's evaluations of the graduates' teaching ability, compared with beginning teachers from other institutions. The numerals 0 to 80 across the top of each figure represent the number of principals who responded to each item on the questionnaire. The numbers 1 to 9, and the corresponding bars, represent the principals' evaluations of the graduates' teaching competency in that area.

Subject areas

Art. Thirty-five percent of the responses indicated that the graduates were on a level of 7 in teaching art (Figure 29). Eighty-nine percent indicated that the graduates were on a level of 5 or better.

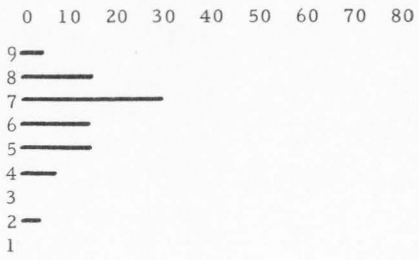

Figure 29. Results of principals' survey in the area of art.

Language arts. Thirty-three percent of the responses indicated that the graduates were on a level of 7 in teaching language arts (Figure 30). Ninety-three percent indicated that the graduates were on a level of 5 or better.

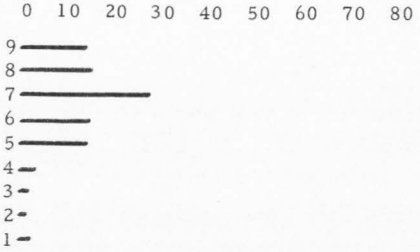

Figure 30. Results of principals' survey in the area of language arts.

Mathematics. Thirty-seven percent of the responses indicated that the graduates were on a level of 7 in teaching mathematics (Figure 31). Eighty-seven percent indicated that the graduates were on a level of 5 or better.

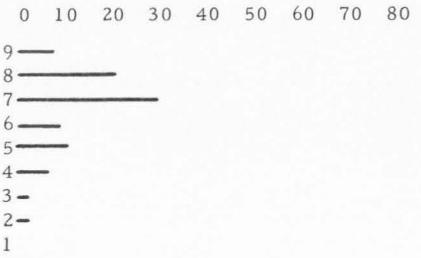

Figure 31. Results of principals' survey in the area of mathematics.

Music. Thirty-eight percent of the responses indicated that the graduates were on a level of 7 in teaching music (Figure 32). Eighty-eight percent indicated that the graduates were on a level of 5 or better.

Figure 32. Results of principals' survey in the area of music.

Physical education. Twenty-four percent of the responses indicated that the graduates were on a level of 6 in teaching physical education (Figure 33). Eighty-eight percent indicated that the graduates were on a level of 5 or better.

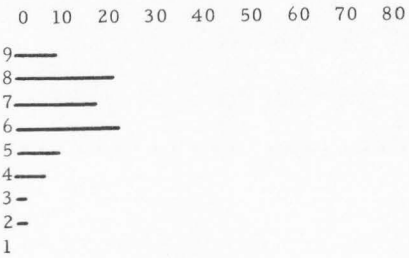

Figure 33. Results of principals' survey in the area of physical education.

Reading. Thirty-one percent of the responses indicated that the graduates were on a level of 8 in teaching reading (Figure 34). Ninety-six percent indicated that the graduates were on a level of 5 or better. Some principals said that the graduates need more background in how to diagnose and teach reading skills and how to set up a reading program in their classrooms.

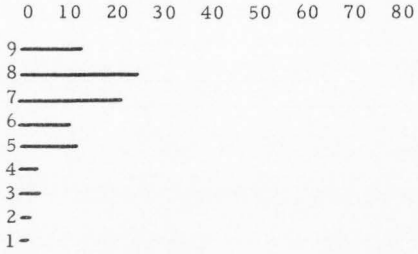

Figure 34. Results of principals' survey in the area of reading.

Science. Thirty-three percent of the responses indicated that the graduates were on a level of 7 in teaching science (Figure 35). Ninety-four percent indicated that the graduates were on a level of 5 or better.

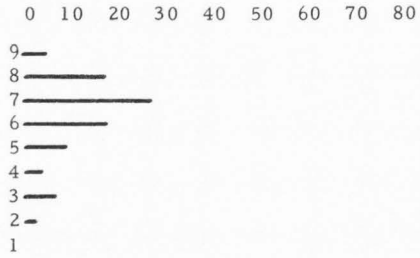

Figure 35. Results of principals' survey in the area of science.

Social studies. Thirty-six percent of the responses indicated that the graduates were on a level of 7 in teaching social studies (Figure 36). Ninety-two percent indicated that the graduates were on a level of 5 or better.

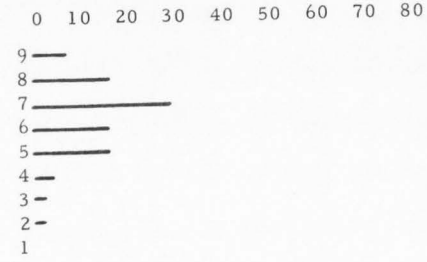

Figure 36. Results of principals' survey in the area of social studies.

Teaching compentency areas

Ability to demonstrate positive personality traits. Twenty-eight percent of the responses indicated that the graduates were on a

level of 8 in their ability to demonstrate positive personality traits (Figure 37). Eighty-eight percent indicated that the graduates were on a level of 5 or better. The principals said the graduates had a very positive attitude.

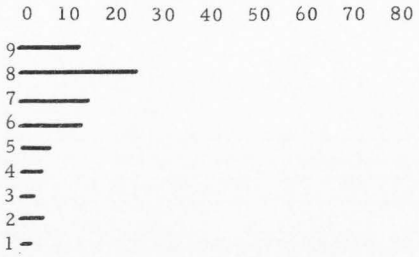

Figure 37. Results of principals' survey in the area of ability to demonstrate positive personality traits.

Ability to locate and help both fast and slow learners. Thirty-one percent of the responses indicated that the graduates were on a level of 7 in their ability to locate and help both fast and slow learners (Figure 38). Ninety-three percent indicated that the graduates were on a level of 5 of better.

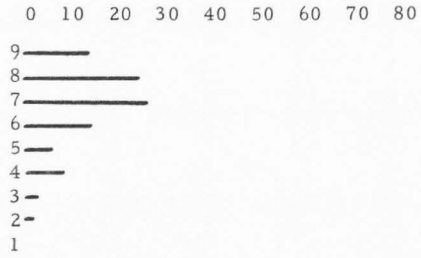

Figure 38. Results of principals' survey in the area of ability to locate and help both fast and slow learners.

Ability to capture interest and attention. Thirty-three percent of the responses indicated that the graduates were on a level of 7 in their ability to capture interest and attention (Figure 39). Eighty-eight percent indicated that the graduates were on a level of 5 or better.

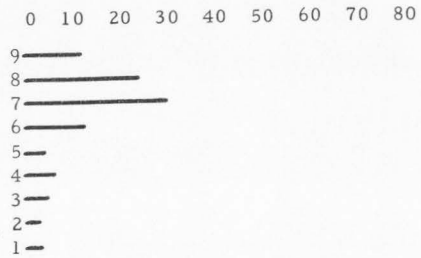

Figure 39. Results of principals' survey in the area of ability to capture interest and attention.

Ability to help students think for themselves. Thirty-two percent of the responses indicated that the graduates were on a level of 7 in their ability to help students think for themselves (Figure 40).

Eighty-seven percent indicated that the graduates were on a level of 5 or better.

Figure 40. Results of principals' survey in the area of ability to help students think for themselves.

Ability to encourage creative activity. Twenty-nine percent of the responses indicated that the graduates were on a level of 7 in their ability to encourage creative activity (Figure 41). Ninety-four percent indicated that the graduates were on a level of 5 or better.

Figure 41. Results of principals' survey in the area of ability to encourage creative activity.

Ability to help students of varied ethnic backgrounds. Thirty-six percent of the responses indicated that the graduates were on a level of 7 in their ability to help students of varied ethnic backgrounds (Figure 42). Ninety-one percent indicated that the graduates were on a level of 5 or better. Thirteen of the 91 principals responding stated that since their schools did not have students of varied ethnic backgrounds, this item did not apply to them.

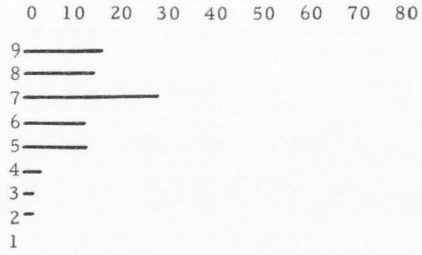

Figure 42. Results of principals' survey in the area of ability to help students of varied ethnic backgrounds.

Ability to correlate his/her curriculum with that in the grades preceeding and following. Twenty-eight percent of the responses indicated that the graduates were on a level of 7 in their ability to correlate their curriculum with that in the grades preceeding and following (Figure 43). Ninety-four percent indicated that the graduates were on a level of 5 or better.

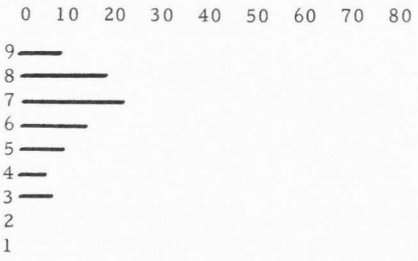

Figure 43. Results of principals' survey in the area of ability to correlate his/her curriculum with that in the grades preceeding and following.

Ability to use rewards effectively. Thirty-three percent of the responses indicated that the graduates were on a level of 7 in their ability to use rewards effectively (Figure 44). Ninety-two percent indicated that the graduates were on a level of 5 or better.

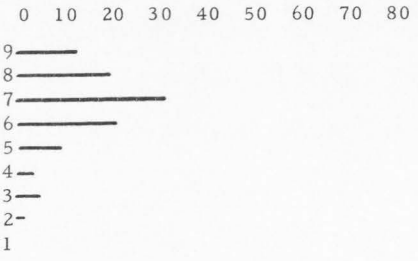

Figure 44. Results of principals' survey in the area of ability to use rewards effectively.

Ability to collect and use media and materials. Twenty-six percent of the responses indicated that the graduates were on a level of 7 in their ability to collect and use media and materials (Figure 45). Ninety-three percent indicated that the graduates were on a level of 5 or better.

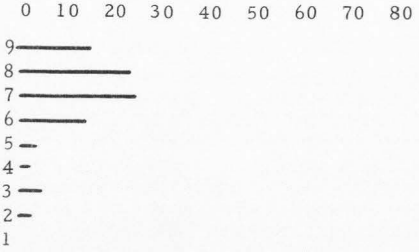

Figure 45. Results of principals' survey in the area of ability to collect and use media materials.

Ability to make interest centers and learning stations. Twenty-two percent of the responses indicated that the graduates were on a level of 7 in their ability to make interest centers and learning stations (Figure 46). Eighty-four percent indicated that the graduates were on a level of 5 or better.

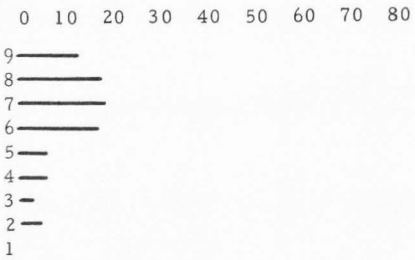

Figure 46. Results of principals' survey in the area of ability to make interest centers and learning stations.

Ability to care for health, safety, and muscle coordination.

Forty-eight percent of the responses indicated that the graduates were on a level of 7 in their ability to care for health, safety, and muscle coordination (Figure 47). Eighty-nine percent indicated that the graduates were on a level of 5 or better.

Figure 47. Results of principals' survey in the area of ability to care for health, safety, and muscle coordination.

Ability to help students to work well together in various groups.

Twenty-seven percent of the responses indicated that the graduates were on a level of 8 in their ability to help students to work well together in various groups (Figure 48). Ninety percent indicated that the graduates were on a level of 5 or better.

Figure 48. Results of principals' survey in the area of ability to help students to work well together in various groups.

Ability to define what students are supposed to do in behavioral terms. Twenty-seven percent of the responses indicated that the graduates were on a level of 7 in their ability to define what students are supposed to do in behavioral terms (Figure 49). Eighty-seven percent indicated that the graduates were on a level of 5 or better.

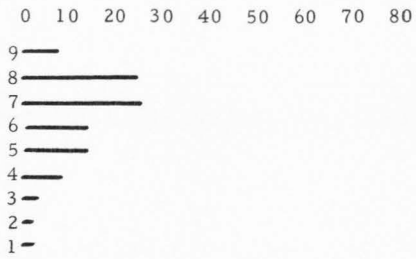

Figure 49. Results of principals' survey in the area of ability to define what students are supposed to do in behavioral terms.

Ability to keep things moving (momentum). Fifty-two percent of the responses indicated that the graduates were on a level of 7 or 8 in their ability to keep things moving (Figure 50). Eighty-nine percent indicated that the graduates were on a level of 5 or better.

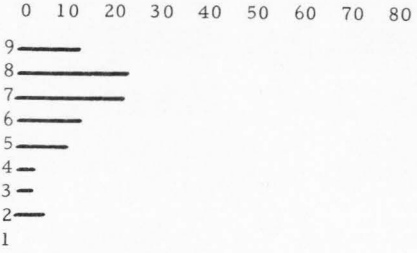

Figure 50. Results of principals' survey in the area of ability to keep things moving (momentum).

Ability to maintain discipline. Thirty-four percent of the responses indicated that the graduates were on a level of 7 in their ability to maintain discipline (Figure 51). Ninety percent indicated that the graduates were on a level of 5 or better.

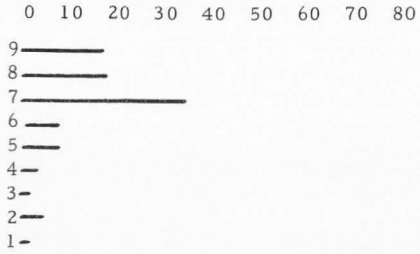

Figure 51. Results of principals' survey in the area of ability to maintain discipline.

Ability to help students to use inductive and deductive thinking. Thirty-four percent of the responses indicated that the graduates were on a level of 7 in their ability to help students to use inductive and deductive thinking (Figure 52). Ninety-one percent indicated that the graduates were on a level of 5 or better.

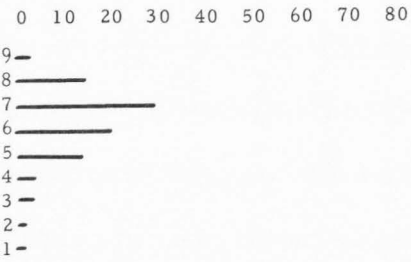

Figure 52. Results of principals' survey in the area of ability to help students to use inductive and deductive thinking.

Ability to help students to develop visual and auditory perception.

Thirty-five percent of the responses indicated that the graduates were on a level of 7 in their ability to help students to develop visual and auditory perception (Figure 53). Ninety-five percent indicated that the graduates were on a level of 5 or better.

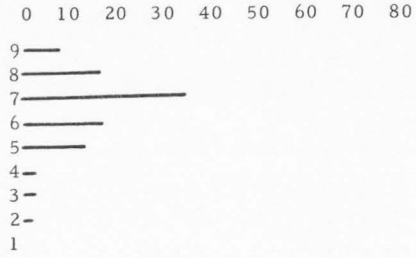

Figure 53. Results of principals' survey in the area of ability to help students to develop visual and auditory perception.

Ability to gain trust and build student self-concept. Twenty-eight percent of the responses indicated that the graduates were on a level of 7 in their ability to gain trust and build student self-concept (Figure 54). Eighty-nine percent indicated that the graduates were on a level of 5 or better.

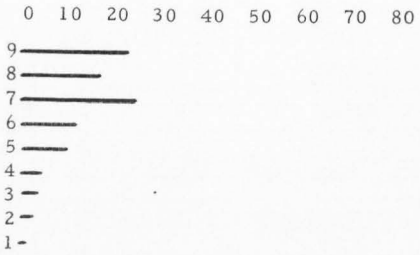

Figure 54. Results of principals' survey in the area of ability to gain trust and build student self-concept.

Ability to help students to use past experience meaningfully. Thirty-four percent of the responses indicated that the graduates were on a level of 7 in their ability to help students to use past experience meaningfully (Figure 55). Ninety-two percent indicated that the graduates were on a level of 5 or better.

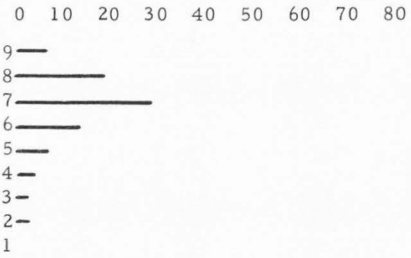

Figure 55. Results of principals' survey in the area of ability to help students to use past experience meaningfully.

Ability to use repetition without being boring. Thirty percent of the responses indicated that the graduates were on a level of 7 in their ability to use repetition without being boring (Figure 56). Ninety-two percent indicated that the graduates were on a level of 5 or better.

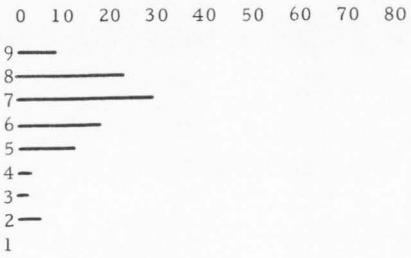

Figure 56. Results of principals' survey in the area of ability to use repetition without being boring.

4. What relationships are there between (a) and graduates' opinion of their undergraduate preparation, (b) school principals' evaluations of the graduates compared with new teachers from other institutions, (c) the college supervisors' evaluations of the graduates during student teaching, and (d) the cooperating teachers' evaluations of the graduates' performance during student teaching?

To obtain data concerning opinions of the undergraduate program from the graduates and principals a questionnaire was used. The instrument used to obtain data from the college supervisors and cooperating teachers was the evaluation form for student teaching that becomes part of the teacher placement materials.

When computing the correlations between the graduates' opinions of the program and the principals' evaluations of the graduates of the program, the researcher was limited. Those graduates' questionnaires, on which the instructions were misunderstood, had to be eliminated. Only pairs of principals and corresponding graduates could be used in the correlations. There were 64 pairs of graduate-principal questionnaires that met acceptable criteria to be included in the computed correlations and t-tests. For each t-test there was a different N because some principals

and graduates did not respond to all items on the questionnaire.

Correlations were computed, using the numbers representing the level of teaching competency in each area of the program on the questionnaires (See Appendix pp 103-105). The graduate's self-rating in each area was correlated with that of his/her principals's rating of the graduate in that area of teaching competency. The t-tests were also computed, using the same numbers. This information is displayed in Tables 1 through 4.

The correlations of specific graduate-principal pairs were very low. In the 8 subject-matter areas the highest correlation was .51 in music and the lowest was .06 in reading (Table 1). In the 20 skill areas the highest correlation found was .39 in maintaining discipline and the lowest was −.17 in helping students to use inductive and deductive thinking (Table 2).

When the ratings were considered collectively, there were no significant differences between the means of the graduates' self-ratings and that of the principals' ratings on 20 of the 28 items on the questionnaire (Tables 3 and 4). This indicated that the means of the graduates' and principals' ratings were the same or very close on 20 of the items.

Table 1. Correlations between graduates' and principals' ratings in subject areas

Variable	Correlations
Art	0.13
Language arts	0.14
Math	0.20
Music	0.51
P. E.	0.17
Reading	0.06
Science	0.32
Social studies	0.37

There were significant differences between the graduates' and principals' ratings in language arts, positive personality traits, helping students of varied ethnic backgrounds, correlating the curriculum with that in the grades preceeding and following, maintaining discipline, helping students to use inductive and deductive thinking, helping students to develop visual and auditory perception, and gaining trust and building student self-concept. In the areas of language arts, positive personality traits, maintaining discipline, and gaining trust and building student self-concept the graduates rated themselves higher than did the principals. In the areas of helping students of varied ethnic backgrounds, correlating the curriculum with

Table 2. Correlations between graduates' and principals' ratings in teaching competency areas

Variable	Correlations
Positive personality traits	0.03
Locating and helping both fast and slow learners	0.08
Capturing interest and attention	0.09
Helping students to think for themselves	−0.02
Encouraging creative activity	0.02
Helping students of varied ethnic backgrounds	0.08
Correlating your curriculum with that in the grades preceeding and following	0.11
Using rewards effectively	0.03
Collecting and using media and materials	0.15
Making interest centers and learning stations	0.02
Caring for health, safety, and muscle coordination	0.09
Helping students to work well together in various groups	−0.12
Defining what students are supposed to do in behavioral terms	0.00
Keep things moving (momentum)	0.15
Maintain discipline	0.39
Helping students to use inductive and deductive thinking	−0.17
Helping students to develop visual and auditory perception	0.06
Gaining trust and building student self-concept	0.11
Helping students to use past experience meaningfully	−0.16
Using repetition without being boring	0.09

Table 3. Differences between graduates' and principals' ratings in subject areas

Variable	Number	Mean	Standard Deviation	Mean Difference	Standard Deviation	t value	Sign. at .05 level
Art	59	5.7 grad. 6.2 prin.	1.901 1.483	−0.4058	2.275	−1.37	no
Language arts	60	7.4 grad. 6.6 prin.	1.483 1.757	0.7833	2.076	2.92	yes
Math	58	7.0 grad. 6.6 prin.	1.868 1.596	0.3956	2.200	1.37	no
Music	53	5.8 grad. 6.0 prin.	2.340 1.914	−0.2453	2.093	−0.85	no
P.E.	56	6.4 grad. 6.4 prin.	2.017 1.617	−0.0179	2.393	−0.06	no
Reading	59	6.3 grad. 6.7 prin.	2.033 1.910	−0.4237	2.667	−1.22	no
Science	55	6.2 grad. 6.4 prin.	2.054 1.730	−0.2000	2.138	−0.69	no
Social Studies	54	7.1 grad. 6.6 prin.	1.525 1.664	0.5000	1.881	1.95	no

Table 4. Differences between graduates' and principals' ratings in teaching competency areas

Variable	Number	Mean	Standard Deviation	Mean Difference	Standard Deviation	t value	Sign at .05 level
Positive personality traits	61	7.5 grad. 6.8 prin.	1.087 2.051	0.7377	2.280	2.53	yes
Locating and helping both fast and slow learners	61	6.5 grad. 6.8 prin.	1.776 1.678	−0.2951	2.333	−0.99	no
Capturing interest and attention	63	7.2 grad. 6.8 prin.	1.364 1.780	0.3968	2.167	1.45	no
Helping students to think for themselves	62	6.8 grad. 6.6 prin.	1.458 1.687	0.1290	2.265	0.45	no
Encouraging creative activity	62	7.0 grad. 6.7 prin.	1.437 1.527	0.2097	2.074	0.80	no
Helping students of varied ethnic backgrounds	54	5.9 grad. 6.8 prin.	1.993 1.637	−0.9630	2.570	−2.75	yes
Correlating your curriculum with that in the grades preceeding and following	61	5.8 grad. 6.7 prin.	2.220 1.647	−0.8525	2.542	−2.62	yes

Table 4. Continued

Variable	Number	Mean	Standard Deviation	Mean Difference	Standard Deviation	t-value	Sign at .05 level
Using rewards effectively	58	6.9 grad. 6.6 prin.	1.771 1.745	0.3276	2.394	1.04	no
Collecting and using media and materials	60	6.8 grad. 6.7 prin.	1.851 1.674	0.1333	2.296	0.45	no
Making interest centers and learning stations	59	5.8 grad.	2.035	−0.6441	2.644	−1.87	no
Caring for health, safety, and muscle coordination	58	6.1 grad. 6.4 prin.	1.579 1.657	−0.3448	2.197	−1.20	no
Helping students to work well together in various groups	62	6.5 grad. 6.6 prin.	1.324 1.763	−0.0806	2.370	−0.27	no
Defining what students are supposed to do in behavioral terms	60	6.4 grad. 6.4 prin.	1.672 1.836	0.0167	2.446	0.05	no
Keeping things moving (momentum)	62	6.8 grad. 6.9 prin.	1.542 1.683	−0.0806	2.160	−0.29	no

Table 4. Continued

Variable	Number	Mean	Standard Deviation	Mean Difference	Standard Deviation	t value	Sign at .05 level
Maintaining discipline	62	7.3 grad. 6.8 prin.	1.672 1.889	0.5645	2.069	2.15	yes
Helping students to use inductive and deductive thinking	57	5.7 grad. 6.4 prin.	1.620 1.511	−0.6842	2.331	−2.22	yes
Helping students to develop visual and auditory perception	59	5.8 grad. 6.6 prin.	1.883 1.423	−0.7966	2.273	−2.69	yes
Gaining trust and building student self-concept	61	7.8 grad. 6.8 prin.	1.088 1.965	1.0164	2.117	3.75	yes
Helping students to use past experience meaningfully	58	6.7 grad. 6.6 prin.	1.531 1.505	0.0690	2.308	0.23	no
Using repetition without being boring	61	6.5 grad. 6.6 prin.	1.532 1.632	−0.0656	2.205	−0.23	no

that in the grades preceeding and following, helping students to use inductive and deductive thinking, and helping students to develop visual and auditory perception, the principals' ratings were higher than the graduates'.

A correlation of .14 was computed between the graduates' and principals' overall opinions of the program (Table 5). No significant differences was found between the means of these ratings (Table 6).

An average of all the ratings on each individual questionnaire was computed. The average of each graduate's self-ratings was compared with the average of his/her principal's ratings. A correlation of .05 was computed between these individual pairs of ratings (Table 5). No significant differences were found between the means of graduates average ratings and principals' average ratings (Table 6).

A correlation of −.17 was computed between the means of the graduates' self-ratings and the college supervisors' ratings during student teaching (Table 5). The mean of the supervisors' ratings was significantly higher than the mean of the graduates' ratings (Table 6).

A correlation of −.17 was computed between the means of the graduates' self-ratings and the cooperating teachers' ratings during student teaching (Table 5). The

Table 5. Correlations among ratings of graduates, principals, college supervisors, and cooperating teachers

Variable	Correlations
Graduates' overall opinion of program correlated with principals' overall opinion of program	0.14
Graduates' average self-ratings correlated with principals' average ratings of graduates	0.05
Graduates' average self-ratings correlated with college supervisors' ratings	−0.17
Graduates' average self-ratings correlated with cooperating teachers' ratings	−0.17
Principals' average ratings of graduates correlated with college supervisors' ratings	0.16
Principals' average ratings of graduates correlated with cooperating teachers ratings	0.26
Cooperating teachers' ratings correlated with college supervisors' ratings	0.92

mean of the cooperating teachers' ratings was significantly higher than the mean of the graduates' ratings (Table 6).

A correlation of .16 was computed between the means of the principals' ratings and the college supervisors' ratings during student teaching (Table 5). The mean of the college supervisors' ratings was significantly higher than the mean of the principals' ratings (Table 6).

Table 6. Differences between ratings of graduates, principals, college supervisors, and cooperating teachers

Variables	Number	Mean	Standard Deviation	Mean Difference	Standard Deviation	t value	Sign at .05 level
Graduates' overall opinion of program and principals' overall opinion of program	64	7.0 grad. 6.7 prin.	1.195 1.795	0.3125	1.975	1.27	no
Graduates' average self-ratings and principals' average ratings of graduates	64	6.5 grad. 6.6 prin.	0.955 1.542	−0.0938	1.743	−0.43	no
Graduates' average self-ratings and college supervisors' ratings	59	6.5 grad. 8.0 sup.	0.935 0.870	−1.5085	1.344	−8.62	yes
Graduates average self-ratings and cooperating teachers' ratings	59	6.5 grad. 8.1 coop. teach.	0.935 0.906	−1.6271	1.376	−9.08	yes
Principals' average ratings of graduates and college supervisors' ratings	59	6.5 prin. 8.0 sup.	1.555 0.870	−1.5593	1.622	−7.39	yes

Table 6. Continued

Variables	Number	Mean	Standard Deviation	Mean Difference	Standard Deviation	t value	Sign at .05 level
Principals' average ratings of graduates and cooperating teachers' ratings	59	6.5 prin. 8.1 coop. teach.	1.555 0.906	−1.5593	1.622	−7.39	yes
Cooperating teachers' ratings and college supervisors' ratings	59	8.1 coop. teach. 8.0 sup.	0.906 0.870	−0.1186	0.375	−2.43	no

A correlation of .26 was computed between the means of the principals' ratings and the cooperating teachers' ratings (Table 5). The mean of the cooperating teachers' ratings was significantly higher than the mean of the principals' ratings (Table 6).

A correlation of .92 was computed between the means of the cooperating teachers' ratings and the college supervisors' ratings during student teaching (Table 5). There was no significant difference between the means of these ratings (Table 6).

5. What changes do principals, who are working with recent graduates, recommend in the program?

Many principals indicated that they were unfamiliar with the undergraduate program in Elementary Education at Utah State University, and thus, were unable to make recommendations for its improvement. Others offered specific suggestions in preparing elementary teachers.

It was recommended that the reading instruction be improved. One principal stated that a specific elementary reading program should be taught, and that the knowledge of that program could then be transferred to others.

Two principals indicated that more elementary reading skills should be taught, such as phonics, comprehension, and study skills. Another principal suggested

that a teacher's edition of an elementary reading program should be used as the text for the undergraduate course work in reading. Readiness activities were recommended by still another principal.

Other recommendations made by principals included better screening of candidates, more communication between Utah State University and the public schools, one-year internship, daily one-half day classroom experience in Level II, instruction in how to begin a year, and more music and physical education.

6. What changes do recent graduates recommend in the program?

Changes recommended by the graduates of the program were numerous. Of the 208 graduates who returned the questionnaire, 112 offered written recommendations which they believed would improve the program. The 20 graduates interviewed also gave helpful suggestions. The suggested recommendations were varied, but reading instruction and Level III were identified as needing the most improvement, according to the graduates.

Thirty-eight graduates of the program suggested varied improvements in the reading instruction. Fourteen graduates specifically stated more reading courses should be required. It was indicated that more emphasis on

reading skills would improve the program. It was recommended that the future teachers should be taught how to teach reading as well as what to teach, possibly using an elementary reading text as a guide. Several graduates suggested more specific ideas for reading activities and less generalizations should be given. Others recommended that they would like to have learned how to implement a reading program in a classroom.

Level III, or Junior Bloc, was another area identified, by 27 graduates, as needing improvement. The majority of these graduates suggested that this group of courses and classroom experiences should be less concentrated, possibly extended over a longer time period, to provide for more in-depth learning. One graduate stated that the methods courses during Junior Bloc should deal with four or five specific approaches--and then a large variety of ways to implement them. Recommendations were made that a school other than Edith Bowen be involved in the Junior Bloc portion of the program.

Other improvements commonly recommended were more required special education courses, specific ideas on discipline, more opportunity to teach large groups of children, better screening of candidates, more realistic approach

to classroom problems, more experience with teaching materials, added instruction in the paperwork involved in teaching, and better informed, interested advisors.

CHAPTER V

ANALYSIS AND RECOMMENDATIONS

The SODIA program in the Elementary Education Department at Utah State University is a relatively new teacher education program. The purpose of the study was to determine its strengths and weaknesses from information obtained from the graduates of the program and the school principals where the graduates are teaching. The following section contains an analysis of the information obtained.

A questionnaire was developed in light of the data collected from other institutions who evaluated their programs and the specific needs of the Department of Elementary Education at Utah State University. Before they were sent to the graduates of the program they were given to ten student teachers who were asked to complete the questionnaires. All ten student teachers completed the questionnaires correctly and reported no problems in following the directions. They also indicated that they understood each item and had no suggestions to improve the questionnaire. However, when the questionnaires were returned from the graduates, many were not completed correctly. The directions were not read and followed carefully enough. It was determined that many graduates did not take the care necessary to complete the

questionnaire correctly. Consequently, many responses were not in a form which could be recorded and used in the study.

Questionnaires were sent to 399 graduates of which 208 were returned. Of those 208 graduates, 101 were teaching. Some reasons for not teaching indicated by the graduates were marriage and a family, mission for the Church of Jesus Christ of Latter-day Saints, pursuance of a graduate degree, no desire to teach and difficulty in finding a job. Fourteen indicated they could not find a job, but most of those 14 wanted to teach in a particular city or area.

For each particular area of the program, the graduates were asked to indicate whether they felt prepared or unprepared upon completion of their undergraduate preparation at Utah State University. (see Appendix p. 105) If they felt prepared in a certain area they rated that area strong, or high. If they felt unprepared, they rated that area weak or low.

The responses indicated that art was a weak area in the program. Prior to fall quarter 1975 many students chose to complete a 42-hour humanities minor which contained courses in art, music, literature, and theatre. After fall quarter 1975, a choice of language arts, science-math, or social studies minors replaced the older minor requirements. In addition, students had to complete an 18-hour teaching support minor which made it mandatory to take methods courses in music, art, physical education, and instructional media.

The older requirements allowed students the possibility of taking several art courses in the humanities minor. However, while the humanities minor was fairly popular, students did not include many art courses. Most students seemed to prefer music courses, literature and speech courses. Also, students were allowed to take courses in art as part of their general education requirements but only a relatively few students took art as part of those general requirements.

Language arts was rated fairly high by the graduates. This response could be a result of several things. General literature courses were often used to fill general education requirements. Courses such as children's literature from the English Department, reading poetry to children, and storytelling from the Theatre Department were often chosen as electives. These courses are still very popular and valuable to students in the present program.

Perhaps forty-five percent of the students completed the humanities minor or the current language arts minor which includes several courses from the English Department in literature.

While the students are in Level III, they are also required to take a methods class in language arts.

Math was rated very high by the graduates. Math courses are often used to fill the general education requirements. Two courses are mandatory (Math 201 and 202), along with a methods course in math in Level III. A math-science minor is also currently offered,

however, this minor is chosen by only about 15% of the students and was also offered in the older program.

Music was rated low by the graduates. Those who chose to complete the humanities minor prior to 1974, usually included many courses in music. Since then, music 350, is required as part of the 18-hour teaching support minor. There is no clear explanation as to why so many students consider themselves weak in teaching music. Perhaps part of the reason is because many people consider music to be only for the ones talented in that area. If they have no outstanding talent in music, they think themselves inadequate.

Physical Education was rated low by the graduates. Most of the students in Elementary Education are women and in spite of the women's liberation movement and the fact that women are taking on a more masculine role, women, in general, still do not tend to excel in physical education as compared to men. Although, in the past, a physical education minor was possible, perhaps fewer than ten percent selected it. It is no longer offered as a minor. Many graduates responded that a methods class in physical education was not required under the older program, which they completed, and they recommended that one be required.

Reading was rated fairly low by the graduates. Under the older program, only one course in teaching reading was required in Level III. A second course was added as a requirement, fall of 1974. Students were allowed to continue under the requirements in operation when

they entered the program. Currently, and since fall of 1975, two courses are required; one as a regular course and one as part of Level III. Furthermore, under the older program, the course was geared to teaching skills and what is included in reading rather than how to teach reading.

Teaching reading is a unique area. It is not possible to take a reading methods course as part of the general education requirements, or as a part of a minor. For this reason, only specifically required courses are usually taken and only two courses are offered by the Department of Elementary Education.

When analyzing the responses in the area of science it is interesting to note that there was very close to an equal number of responses indicating good preparation and poor preparation. Many graduates did not make any indication of amount of preparation they received in science.

As in the area of physical education, many women tend to shy away from science. Many women feel inadequate in this area and consequently do not excel. As a result, many of them feel they had poor preparation.

Social studies was rated high by the graduates. Courses in social studies may be taken to fill general education requirements. Students can select social studies as a minor when majoring in Elementary Education. A methods course in social studies is also taught in Level III.

In the areas of positive personality traits, encouraging creative activity, using rewards effectively, gaining trust and building student self-concept, and helping students to think for themselves the graduates rated the program high. The Department of Elementary Education stresses individualization and building self-esteem. Therefore, the professors include these areas in their instruction.

Collecting and using media and materials, defining what students are supposed to do in behavioral terms, and capturing interest and attention are rated as strong areas in the program. These areas involve concrete ideas and materials for teaching. In several of the methods courses, the students are required to assemble a file containing ideas, activities, pictures, and stories. They indicated these have been very helpful in their own classrooms. The current program requires students to take an instructional media course. While graduates included in this study were not required to take this course many elected to take it along with other instructional media courses.

The areas of helping students of varied ethnic backgrounds and correlating curriculum with that in the grades preceeding and following were rated fairly low. This is possibly a result of very little opportunity for experience in these areas. Cache Valley, where the students of Utah State University gain their practical experiences, is almost entirely composed of Caucasions. However, many non-caucausian attend Utah State University and their children often enroll in the Edith

Bowen School where students work in Level III. Apparently not enough emphasis is given to this area.

The area of caring for health, safety, and muscle coordination was rated low. The reasons for this may be the same as the reasons for the low ratings in physical education. Mostly women are involved. Physical Education is not usually selected as a minor, and the methods course in physical education was not required under the older program. A health course is offered as part of the teaching support minor, but is elective rather than mandatory, and is usually not taken.

The areas of interest centers and learning stations, helping students to use inductive and deductive thinking, helping students to develop visual and auditory perception helping students to use past experience meaningfully and using repetition without being boring were rated low. There is no clear explanation as to why so many students consider the program weak in these areas. These areas are included in the skill areas of Educational Psychology. Perhaps they contain terms that could have been misleading to the graduates. These areas, apparently are not being taught and/or understood well enough during the students' undergraduate preparation. Several graduates indicated that they were unfamiliar with these areas.

In the areas of locating and helping both fast and slow learners, helping students to work well together in various groups, keeping things moving (momentum) and maintaining discipline approximately the same number of responses indicated there were strong areas as those which

indicated they were weak. These areas are included in Levels II, III and IV. Apparently only about half of the students gained these desired objectives here.

In eight areas of preparation there was a significant difference between the graduates' and principals' ratings. In the areas of language arts, positive personality traits, maintaining discipline, and gaining trust and building self-concept the graduates' self-ratings were higher than the principals' ratings. These are also areas in which the graduates indicated they received good undergraduate preparation. They apparently have confidence in these areas because of the preparation they received, but in their principals' opinion, are not as competent as they think they are.

The principals' ratings were higher than the graduates' ratings in the areas of helping students of varied ethnic backgrounds, correlating curriculum with that in the grades preceeding and following, helping students to use inductive and deductive thinking, and helping students to develop visual and auditory perception. These are also areas in which the graduates indicated they received poor undergraduate preparation. They apparently lacked confidence in these areas because of the poor preparation then received, but in their principals' opinion, they are more competent than they think they are.

Recommendations for the program

The SODIA program is constantly changing. Courses have been deleted and others have been added almost on a yearly basis. The minor requirements underwent a major change starting in the fall of 1975. While improvement in the program results from these changes, it makes evaluation, such as this one, difficult. Students at Utah State University, over a three year period may be in at least three different programs and all different from the one currently offered. In addition to these changes, when students in secondary education want a dual major and add elementary education, part of their secondary program is accepted. These students don't take Level II, they have had similar, but not the same experiences in their secondary program.

It is recommended that the Department of Elementary Education examine its program carefully, in view of this study. Special attention should be given to teaching reading. Specific reading skills and how to teach them, along with selected reading programs should be studied. More reading courses should be required to give reading more emphasis. Reading problems common to elementary children should be discussed and possible solutions and activities suggested.

Methods courses in art, music, and physical education are now required. Perhaps this change will correct the indicated deficiency in these areas. It is recommended that the Department of Elementary Education work more closely with the teacher of these courses to insure that the contact is relavent to teachers.

It is recommended that the department try to determine why science was rated low. If there is found to be a deficiency in the methods course content, changes should be made to eliminate the deficiency.

It is recommended that a course which is geared specifically to work with minorities be added to the program. Utah State University students should be exposed to a variety of schools, with children having different cultural backgrounds.

It is recommended that students be required to structure a mini-curriculum in a certain subject area for grades 1-6 to help them learn to correlate the curriculum between grade levels. They should become better acquainted with state curriculum guides and possibly attend curriculum development planning meetings in a school district.

It is recommended that a health and safety class be added to the program. This course should include such things as common childhood diseases and simple first aid. Perhaps the public health class, which is now as elective, should be required.

Skills such as making interest centers, inductive and deductive thinking, and using past experiences meaningfully should be included in all the methods courses during Level III and stressed more in the educational psychology class in Level II. Some are teaching these skills, but apparently the students aren't grasping them.

It is recommended that there be better communication between the Department of Elementary Education and the school districts in

Utah and surrounding states who normally hire teachers from Utah State University. The district personnel should be oriented to the format and requirements of the program. Those districts who are close to Utah State University, and are involved a great deal in the students' undergraduate preparation, should also be better informed about the program and their role in it.

Recommendations for further research

1. It is recommended that further studies be conducted in the Department of Elementary Education at Utah State University. A followup study to this one should be conducted in about four years to get current opinions of the graduates and principals concerning the program.

2. It is recommended that a study be conducted to determine the relationship between graduates' ACT scores, college GPA, and competency as an elementary teacher. This would help the Department evaluate their entrance requirements and screen out those students who would probably be more successful in another field of study.

3. It is recommended that a study be conducted to obtain descriptions of specific activities which current teachers have found to be successful in their classrooms. The descriptions of these activities could then be incorporated into courses which are a part of the present teacher education program.

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APPENDIX

UTAH STATE UNIVERSITY · LOGAN, UTAH 84322
COLLEGE OF EDUCATION

DEPARTMENT OF
MENTARY EDUCATION
UMC 28

Dear Sir:

We are beginning an evaluation of our undergraduate program in elementary education at Utah State University. We are attempting to evaluate its effectiveness in terms of producing teachers who are prepared for the classroom situations they will face in the public schools. We are concerned with all areas of teacher instruction, including discipline and parent-teacher relationships as well as the academics such as math, science, and social studies.

If you have conducted an evaluation of your elementary education program in the last few years, we would appreciate it if you would share the procedures used and the results of that evaluation with us. This will enable us to conduct a more useful evaluation of our program.

Thank you for your assistance.

Sincerely,

Gail Johnson

Gail Johnson, Professor
Department of Elementary Education

GJ:mts

UTAH STATE UNIVERSITY · LOGAN, UTAH 84322
COLLEGE OF EDUCATION

DEPARTMENT OF
MENTARY EDUCATION
UMC 28

October 25, 1976

DEAR UTAH STATE UNIVERSITY GRADUATE:

As part of its continual assessment of the Teacher Education Program at Utah State University, the Department of Elementary Education needs current data concerning the positions and opinions of the graduates of its program.

We would be most appreciative if you would take time from your busy schedule to complete the attached questionnaire and return it in the postage free, self-addressed envelope by November 5, 1976.

This study is strictly for the purpose of assessing the Elementary Education Program at Utah State University in the hopes that weak areas will be strengthened and improved. We solicit your participation with the assurance that your responses will be strictly confidential. Neither you nor your school will be identified in the study.

As professional educators we will be careful to handle these data in a professional manner, but we need your participation in order to complete this job. It is only through your cooperation that this type of study becomes meaningful.

Please read the questionnaire carefully and respond to each item.

Sincerely,

Arthur D. Jackson

Arthur D. Jackson
Department Head

jlk

UTAH STATE UNIVERSITY · LOGAN, UTAH 84322
COLLEGE OF EDUCATION

DEPARTMENT OF
EMENTARY EDUCATION
UMC 28

November 23, 1976

Dear Utah State University Graduate:

A fewweeks ago you received a letter and questionnaire concerning the assessment of the Teacher Education Program at Utah State University. The Department of Elementary Education needs current data concerning the positions and opinions of the graduates of its program.

On the previous letter we requested that the questionnaires be returned to us by November 5th, although, as we later realized, many of you may not have received them until after that date. For this reason, we are sending another questionnaire which we hope you will take a few minutes to complete and return to us in the postage free, self-addressed envelope by December 10, 1976.

This study is strictly for the purpose of assessing the Elementary Education Program at Utah State University in the hopes that weak areas will be strenghtened and improved. We solicit your participation with the assurance that your responses will be strictly confidential. Neither you nor your school will be identified in the study.

Please read the questionnaire carefully and respond to each item.

Sincerely,

Arthur D. Jackson

Arthur D. Jackson, Head
Department of Elementary Education

ADJ/jlk
Enclosure

UTAH STATE UNIVERSITY · LOGAN, UTAH 84322
COLLEGE OF EDUCATION

DEPARTMENT OF
MENTARY EDUCATION
UMC 28

January 14, 1976

Dear Utah State University Graduate:

Thank you for your response to our questionnaire about the undergraduate program in Elementary Education at Utah State University. Your professional opinion is greatly appreciated.

Your principal will also receive a similar questionnaire about the program. He will be evaluating the program considering you as a product of that program. Your name will not appear on the questionnaire and be assured that our goal is to evaluate the program, not you as an individual.

Approximately 20 graduates and principals will be visited within the next few months as a follow-up to the questionnaire already received. These individuals will be selected randomly from those living a reasonable distance from the Utah State University campus. We are proud of the work you are doing and look forward to the possibility of visiting you.

Sincerely,

Arthur D. Jackson

Arthur D. Jackson
Department Head
Elementary Education

jb

UTAH STATE UNIVERSITY · LOGAN, UTAH 84322
COLLEGE OF EDUCATION

DEPARTMENT OF
EMENTARY EDUCATION
UMC 28

January 14, 1977

Dear

As part of its continual assessment of the Teacher Education Program at Utah State University, the Department of Elementary Education needs the opinions of school administrators concerning its program.

Since we value your opinion, would you please take time from your busy schedule to complete the attached questionnaire. Please estimate the level of competency of , a Utah State University graduate, as compared to other beginning teachers. Read the questionnaire carefully and respond to each item. Please return it in the postage free, self-addressed envelope by February 4, 1977.

This study is strictly for the purpose of evaluating the Elementary Education Program at Utah State University. We solicit your participation with the assurance that your responses will be strictly confidential. You, the Utah State University graduate, nor your school will be identified in the study.

We need your participation in order to complete our assessment. It is only through your cooperation that this type of study becomes meaningful.

Sincerely,

Arthur D. Jackson
Department Head
Elementary Education

jb

1. What year did you graduate from USU? 1974 1975 1976

2. What type of certification do you hold? _____

3. How long have you taught school? (If response is "never", complete item #4 and return the questionnaire.)

   Never have ☐ Less than one year ☐ One year ☐ Two years ☐

4. If you haven't taught school, what is the reason?

   _____

5. Where are you now teaching? School: _____

   Address: _____

   _____

6. What is your principal's name? _____

Please estimate your present level of competency in the 8 areas listed below. Nine is regarded as a level of high competency while 1 is regarded as a level of low competency.

Please an "x" in the boxes to the far left for the two items for which you felt most prepared when you left Utah State University. Place a "O" for the two items for which you felt least prepared.

		High 9	8	7	6	5	4	3	2	Low 1	Comments
	Art										
	Language Arts										
	Math										
	Music										
	P.E.										
	Reading										
	Science										
	Social Studies										

Continue as above, but place an "x" in five boxes, indicating the items for which you felt most prepared when you left Utah State University and a "O" for the five items for which you felt least prepared.

		9	8	7	6	5	4	3	2	1	Comments
	Your positive personality traits										
	Locating and helping both fast and slower learners										
	Capturing interest and attention										
	Helping students to think for themselves										
	Encouraging creative activity										
	Helping students of varied ethnic backgrounds										
	Correlating your curriculum with that in the grades preceeding and following yours										
	Using rewards effectively										

	9	8	7	6	5	4	3	2	1	Comments
Collecting and using media and materials										
Making interest centers and learning stations										
Caring for health, safety, and muscle coordination										
Helping students to work well together in various groups										
Defining what students are supposed to do in behavioral terms										
Keeping things moving (momentum)										
Maintaining discipline										
Helping students to use inductive and deductive thinking										
Helping students to develop visual and auditory perception										
Gaining trust and building student self-concept										
Helping students to use past experience meaningfully										
Using repetition without being boring										

1. Please indicate your overall evaluation of your undergraduate teacher education program at Utah State University.

   Comments:

   9 8 7 6 5 4 3 2 1 ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

As a result of your teaching experience, please list below what you consider to be:

2. The strengths of the teacher education program at Utah State University

3. The weaknesses of the teacher education program at Utah State University

4. Any suggestions as to how the teacher education program at Utah State University could be improved

5. Would it be possible for us to come see you to further discuss your responses?

   Yes ☐ No ☐

   Which day would be best for you?

   Monday ☐ Tuesday ☐ Wednesday ☐ Thursday ☐ Friday ☐

   Indicate morning ☐ afternoon ☐ evening ☐

Thank you very much for your help.

Please estimate the level of teaching competency of the Utah State University graduate in your school as compared to other beginning teachers. A rating of 9 is considered a level of high competency and a rating of 1 is considered a level of low competency.

	9 high	8	7	6	5	4	3	2	1 low	Comments
Art										
Language Arts										
Math										
Music										
P.E.										
Reading										
Science										
Social Studies										

Continue as above:

Ability to;	9 high	8	7	6	5	4	3	2	1 low	Comments
demonstrate positive personality traits										
locate and help both fast and slow learners										
capture interest and attention										
help students to think for themselves										
encourage creative activity										
help students of varied ethnic backgrounds										
correlate his/her curriculum with that in the grades preceeding and following										
use rewards effectively										
collect and use media and materials										
make interest centers and learning stations										
care for health, safety, and muscle coordination										
help students to work well together in various groups										
define what students are supposed to do in behavioral terms										

Ability to:	9 high	8	7	6	5	4	3	2	1 low	Comments
keep things moving (momentum)										
maintain discipline										
help students to use inductive and deductive thinking										
help students to develop visual and auditory perception										
gain trust and build student self-concept										
help students to use past experience meaningfully										
use repetition without being boring										

Please indicate your overall evaluation of this particular teacher as compared with other beginning teachers.

9 high	8	7	6	5	4	3	2	1 low

Comments:

As a result of your experience with this Utah State University graduate, please list below what you consider to be

1. The strengths of the teacher education program at Utah State University

2. The weaknesses of the teacher education program at Utah State University

3. Any suggestions as to how the teacher education program at Utah State University could be improved

Would it be possible for us to come see you to further discuss your responses? yes ☐ no ☐

Which day would be best for you? Monday ☐ Tuesday ☐ Wednesday ☐ Thursday ☐ Friday ☐

Indicate morning ☐ afternoon ☐ evening ☐

Thank you very much for your help.

Graduate #_____

INTERVIEW FORM - GRADUATE

Explanation of notes:
to record responses for future reference
for accuracy in the study

FOR X BOXES:
On your questionnaire you indicated that_____is a strong area in the USU SODIA program. What specifically are you using now in your classroom from that area?

_____

_____

_____

_____

_____

FOR O BOXES:

You also indicated that_____is a weak area in the SODIA program. Did you take the classes in that area? (if not, move on to the next box.) If yes - What didn't the class/classes cover that you have found would have been helpful?

_____

_____

_____

_____

_____

What recommendations do you have to improve the SODIA program at Utah State University?

_____

_____

_____

_____

_____

Principal #_____

INTERVIEW FORM - PRINCIPAL

Explanation of notes:

to record responses for future reference
for accuarcy in the study

On what basis have you evaluated this particular graduate?
(observation, parents' comments, hearsay)

On your questionnaire you indicated that the USU graduate(s) you have worked with has high competency compared with graduates from other universities in the areas of _____
Why do you feel the way you do?

Does the USU graduate you have worked with lack any specific skill you feel he/she should have as a result of his/her teacher education at USU? If so, how can we help that teacher and future teachers improve?

What recommendatinons do you have to improve the SODIA program at Utah State University?