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AN EVALUATION OF THE ATTAINMENT OF THE GOALS AND OBJECTIVES
OF THE DEPARTMENT OF ELEMENTARY EDUCATION
THROUGH GRADUATE EVALUATIONS

by

CHARLES ROGER VAN GORDEN

A professional paper submitted in partial fulfillment
of the requirements for the degree

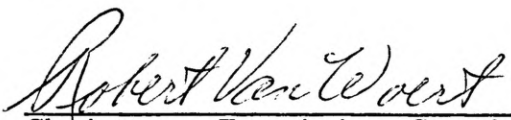
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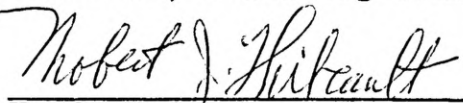
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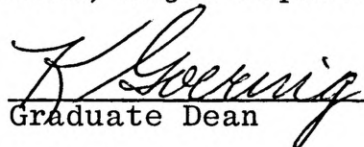
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TABLE OF CONTENTS

Chapter	Page
I. INTRODUCTION.	1
Statement of the Problem.	1
Need of the Study	2
Questions to be Answered.	2
General Procedure	3
Limitations	4
Definition of Terms	5
Summary	6
II. REVIEW OF THE LITERATURE.	7
What is Good Teacher Education.	7
Methods of Evaluation	10
Results of Previous Studies	11
III. PROCEDURES.	12
Introduction.	12
Population.	12
Categories of Investigation	12
Method of Collecting Data	13
Method of Organizing Data	15
Question.	15
Analysis of Data.	16
Precautions Taken for Accuracy.	16
Summary	16
IV. PRESENTATION OF THE DATA.	17
Ratings of Selected Characteristics	18
Comments Made by Supervising Teachers	26
V. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS	27
Summary	27
Conclusions	30
Recommendations	31

	Page
APPENDICES.	32
Appendix A: Departmental Objectives	33
Appendix B: Cover Letter Sent to All Supervisors	35
Appendix C: Cover Letter Sent to All Super- visors Not Replying to Cover Letter.	36
Appendix D: Evaluative Instrument	37
Appendix E: Comments Made by Supervising Teachers.	40
BIBLIOGRAPHY.	43

ABSTRACT

The purpose of this study was to: 1. determine if the graduates of the Department of Elementary Education at Montana State University met the objectives of the department; 2. to determine which objectives were adequately met; 3. to determine which objectives of the department were not adequately met. The study was based on the graduates of the department from the class of 1973.

An evaluative instrument was developed by the writer based on the objectives of the Department of Elementary Education and submitted to the department for approval, which was obtained. The questionnaire was based on a Likert type scale with scores ranging from inadequate to very good. A range of 1 for inadequate to 5 for very good was used with a not applicable answer for those teachers in departmentalized schools.

Seventy one questionnaires were sent to the supervisors of these first year teachers with 55 being returned for a percentage of 77% returned. A cover letter accompanied each questionnaire explaining the questionnaire and the method of scoring.

A mean score was established on each individual teacher and a mean score on the 55 returned was established. Five teachers were rated below 3.00 and 50 were rated 3.00 or above. The mean score on the 55 returned was 3.65. A mean score on each individual question was established along with a mean score on all 26 questions. No individual question was rated below 3.00 and the mean score for all 26 questions was 3.61.

The questionnaire provided an opportunity for the supervisors to comment on the questionnaire, the teacher evaluated, and individual questions. Twenty-one supervisors made comments but no conclusive evidence could be determined from the comments. The individual comments are listed in the appendix of the paper.

The conclusions drawn from the survey are: 1. the Department of Elementary Education at Montana State University is doing a more than adequate job in meeting its objectives; 2. all objectives are met adequately by the department; 3. none of the objectives of the department are met inadequately.

Recommendations were that the department should continue to emphasize paraprofessional training and methods courses. More emphasis should be given to preparation of teachers in music. Studies of this nature should be continued by the department to insure that they continue to meet their objectives.

CHAPTER I

INTRODUCTION

The Department of Elementary Education at Montana State University is continually working to upgrade the program of teacher education. The department realizes that quality education is dependent to a very large extent on the quality of the teachers in the classroom. This paper is an attempt to determine if the objectives of the department have been attained by graduates of their program in the 1973-74 teaching year.

This paper was based on an evaluation of the graduates of the Department of Elementary Education, Class of 1973. Whether the objectives have been met will be determined from the evaluations given those first year teachers by their supervisors. The evaluative instrument is based on the objectives as set forth by the Department of Elementary Education in the EdEl Bulletin #2, October 4, 1972. See Appendix A, page 33.

STATEMENT OF THE PROBLEM

The purpose of this study was to determine if the graduates of the Department of Elementary Education met the objectives as set forth by the department.

NEED OF THE STUDY

The study is important because research has shown that the teacher is the single most important factor in education. Because of this the teacher must be trained as adequately as is possible. If a teacher training institution has any inadequacies every effort must be made to correct these problems. The institution has a special obligation to school districts to make the teachers produced as competent as possible. One way to determine adequacy is to obtain feedback from school districts which employ the teachers.

Administrators are duty-bound to provide the public they serve a program that satisfies the values set by society. One prime factor in this process is to provide public school students adequate facilities and teachers to meet these demands.

QUESTIONS TO BE ANSWERED

The questions to be answered by the study are:

1. Are the objectives of the Montana State University Department of Elementary Education met by their graduates?

2. Which objectives are met adequately or better by the graduates of the department according to the results of the study.

3. Which objectives are not met adequately or better by the graduates of the department according to the results of the study.

GENERAL PROCEDURE

Supervisory personnel of the districts employing the 1973 graduates, Department of Elementary Education, Montana State University, were asked to evaluate the competencies of these first year teachers. An evaluative instrument was sent to the employing districts of these first year teachers. See Appendix A, page 33. A total of 71 evaluative instruments were mailed accompanied by a letter explaining the instrument and the reason for the study. See Appendix B, page 35. A follow-up letter was sent to those not replying urging them to please comply with the request. See Appendix C, page 36.

The data obtained was compared with the objectives stated by the Department of Elementary Education.

LIMITATIONS

The study is limited to graduates of the Department of Elementary Education, Montana State University, Class of 1973.

The difference in size of the schools being sampled may have been a limiting factor. Where teachers were teaching only one or two specific subjects all questions on the evaluative instrument will not be applicable.

Different cultural groups that the teachers were working with could also be a limiting factor of the study.

Reliability of the evaluative instrument and the evaluation by the supervisors would influence the validity of the study. If the questions were ambiguous and supervisors were not careful, accurate and honest the evaluation would not be reliable.

An insufficient number of returns received from the supervisors would also limit the validity of the study. Since the return on the instrument was 77% and some supervisors did not fill out the instrument it may be assumed that those who did, did so accurately and honestly.

DEFINITION OF TERMS

For this paper the following definitions were employed for unified communication:

The term supervisor refers to any school district person who has been charged with evaluation of the districts' teaching staff. It could be a superintendent, principal or a teaching supervisor.

Competencies are the qualities and abilities that a teacher possesses which will allow that person to provide a student with the necessary background to meet the values, skills, and knowledge asked for by the school district (17). Teachers with these qualities, as ascertained by the supervisor, will function in a manner suitable to the district where employed.

The evaluative instrument is the writers questionnaire. It is based on the Department of Elementary Education objectives set forth October 4, 1971. See Appendix A, page 33. The questionnaire enabled the supervisor to express his or her opinion as to whether the objectives of the department were met by the teachers being evaluated, as the supervisors viewed first year teachers.

An evaluation is the rating given to the teacher by the supervisor.

SUMMARY

Methods of evaluating objectives of any department will always be debated. The writer's evaluative instrument is based on the objectives of the Department of Elementary Education and should satisfy the problem as stated.

The population sampled is limited to the supervisors of first year teachers and does not include the teachers. The recency of Mattson's study where teachers were the population sampled makes it important to sample the supervisors to obtain varying opinions.

Data was obtained about these graduates from the supervisors of the school districts which employed them. The list of employing districts was obtained from the Teacher Placement Office of Montana State University.

Reliable feedback from all sources is important in any problem. Data will be used to update the program of the Department of Elementary Education at Montana State University in the selected competencies where deemed necessary.

CHAPTER II

REVIEW OF THE LITERATURE

In reviewing the literature on measuring elementary teacher education competencies the writer had divided the material into three areas; What is good teacher education, Methods of evaluation, and What previous studies have found.

At Montana State University an expressed goal of the College of Education is, "The College should continuously evaluate its product, program, and teaching in an effort to better prepare teachers--Professionally and Academically" (Mattson, 9: p.2).

WHAT IS GOOD TEACHER EDUCATION?

This is an extremely complex question with a great deal of disagreement and controversy. More emphasis is placed on one area than on another area, depending upon the person doing the evaluation.

Writers seemed to agree that a well rounded liberal education is very essential to teachers and that a great deal of emphasis should be placed on the growth and development as well as the learning process of children. Conant stated that too much emphasis was placed on elective courses (3: p. 112), and Combs stated that unnecessary multiplication of

trivial courses was a disease common to education institutions (12: p.89).

Pyatte believed that teachers should be versed in diagnosing and determining readiness, clarifying objectives, and evaluating (12: p. 443). Reed suggests that teacher education is self renewing and continuing and therefore is not the complete obligation of the teacher training institution (13).

The majority of the authors seemed to agree that the chief problems in teacher preparation were practice teaching and methods courses. No common body of knowledge has been agreed upon by those people directly involved. Woodring stated,

Methods, like the clothes we wear must fit the people we are. Good teaching is a highly personal matter. The good teacher is not one who performs in a given way. He is an artist, skillful in producing the desired results (18: p.100).

The teacher should be adaptable and choose an appropriate method that fits the particular student and himself. All people cannot adapt to the same method.

The National Council for the Accreditation of Teacher Education is an organization that claims a commitment of variation and experimentation attempting to make certain that conditions for effective teacher education

programs exist (1: p.20). To be accredited by this organization you must be working to continually upgrade your programs. Mattson's work at Montana State University was toward this purpose.

Although Woodring (18: p.113), Conant (3) and the California Teachers Association (2) do not agree as to the exact wording, the tenants of their ideas about a good teacher are very similar. In essence a composite of their ideas consists of the following: 1. Ability to disseminate information; 2. Maintain discipline by having a knowledge of behavior and growth patterns; 3. Motivate by being able to see themselves in the situation and culture of the student; 4. Evaluate the efforts of the student by having a working knowledge of the purpose and process of learning; 5. Know the students by being able to perceive others and their behavior; 6. Interpret the schools' efforts toward satisfying the demands of the student and society. It should be noted at this point that these statements are not dissimilar from objectives of the Department of Elementary Education at Montana State University. See Appendix A, page 33.

METHODS OF EVALUATION

The evaluative instrument needed to assess the qualities listed in the previous paragraph would be as complicated as the qualities themselves. Wolfring of Central Michigan University feels that no instrument will measure the cause of teacher success or failure. The Teacher's background prior to University training, Self-discipline and Self-concept which is not observable is the dominant factor (17). Sister Lauriana, Medonna College of Michigan feels that an open-end instrument is most valuable, while others find it too cumbersome (6). Buchard of State University College, New York (1) and Vandiver of Montana State University (15) feel that a carefully developed interview schedule is more valid. Mattson of Montana State University (9) feels that the checklist with both the supervisor and beginning teacher being questioned brings the desired results.

From the review of literature these experts agree that the evaluative instrument should coincide with the objectives of the teacher education institution. They further agree that it is only valid if it is completed competently and honestly as per limitations.

RESULTS OF PREVIOUS STUDIES

In the evaluation of first year teachers that have been reviewed by the writer, most institutions found that they were doing an acceptable job with minor deviations. Studies by Conant indicated that methods courses should be taught by persons with much expertise in the subject areas and in conjunction with practice teaching whenever possible (3). More emphasis should be given to contact and observation of students before the practice teaching experience. An example of this would be the paraprofessional training at Montana State University. This observation should be accompanied by discussion and critique of problems encountered (3).

The authors of the evaluative surveys at most teacher training institutions and the accompanying student outcomes indicated that more emphasis should be placed on evaluating progress, planning and organization, and classroom management (9). There also seemed to be a need for more training in handling both types of exceptional children in the self-contained classroom. Mattson summarized the feelings when he stated, "Educational staffs should continually reassess and reformulate their program objectives to keep them current with emerging needs of students and schools" (9: p. 127).

CHAPTER III

PROCEDURES

INTRODUCTION

This study has attempted to determine if the objectives of the Department of Elementary Education at Montana State University have been attained by their first year teachers.

This chapter describes the manner in which the evaluative instrument was developed, the system used in collecting the data for evaluation, and also includes the method used to organize and analyze the data.

POPULATION

The population for this study consisted of seventy-one 1973 graduates of the Department of Elementary Education at Montana State University. These graduates were employed by School districts in Montana, Oklahoma, Washington, Louisiana, North Dakota, Wyoming, California, Maryland and Alberta, Canada. The study includes the entire population as defined.

CATEGORIES OF INVESTIGATION

The study includes only graduates of the Department of Elementary Education and as such there is only one

category. For the graduates who were teaching in departmentalized elementary schools, a "not applicable" response is provided on the evaluative instrument.

METHOD OF COLLECTING DATA

The instrument used for collecting the data was based upon the objectives of the Department of Elementary Education at Montana State University as formulated by the department. (See Appendix A, page 33).

The responses to the questionnaire were recorded on a five point Likert type scale extending from "inadequate" to a "very good" type of rating. The scores ranged from a one for inadequate to a five for very good.

An attempt was made to establish reliability of the instrument by using the, "split-halves" method. In this method the total scores of the odd-numbered questions are compared with the total scores on the even numbered questions. A relationship can then be established between the scores. The questionnaire was administered utilizing 8 teachers as a testing device during the summer of 1974 and the split-halves method was used to determine reliability as a test. A degree of relationship of .927 was established between

the total score for odd-numbered questions and the total score for even numbered questions for these eight individuals.

The questionnaire was tested by supervising teachers attending Montana State University during the summer of 1974. Each supervisor picked at random two non-tenure teachers he had supervised during the past year. The teachers were labeled as teacher X and teacher Y and then evaluated using the questionnaire for the study. The supervisors were asked to make any comments on any unclear or ambiguous questions. There was no comment made which would necessitate any changes in the questionnaire.

Validity of the questionnaire as related to the objectives was obtained by submitting it to the Department of Elementary Education at Montana State University for approval which was obtained.

The information about the school districts where the graduates were employed was obtained from the Teacher Placement Office at Montana State University. The exact schools where the teachers were assigned was obtained from the director of personnel of the districts where applicable. The names of the evaluating principals in Montana were

obtained from the Montana Education Directory published by the Montana State Department of Public Instruction.

METHOD OF ORGANIZING DATA

The data were organized on a question by question basis which stated the number of observations rated not applicable, the number of evaluative response below 3.00, the percentages of reported teachers above a 3.00 evaluative score for each question and the mean score for each question.

A mean evaluative score was established for each teacher and a total mean score for all teachers evaluated was established. Those whose evaluative score fell below the 3.00 mark were noted. A comparison was made between the total mean for departmentalized and non-departmentalized teachers also.

QUESTION

The questions to be answered were: 1. Are the objectives of the Montana State University Department of Elementary Education met by their graduates? 2. Which objectives are met adequately or better by the graduates of the department according to the results of the study?

3. Which objectives are not met adequately or better by the graduates of the department according to the results of the study.

ANALYSIS OF DATA

A descriptive approach was used to present the data for this study. The descriptions were derived from the numbers and percentages presented in the method of organization.

PRECAUTIONS TAKEN FOR ACCURACY

Accuracy of the data was insured by double checked hand calculations utilizing a calculator.

SUMMARY

The 1973 graduates from Montana State University Department of Elementary Education who were engaged in teaching during the 1973-74 school term were evaluated by their supervisors. The data collected were analyzed to determine if the objectives of the Department of Elementary Education at Montana State University were met by these graduates (see Appendix A, page 33).

CHAPTER IV

PRESENTATION OF THE DATA

Seventy one evaluative instruments were mailed to supervising teachers, principals and superintendents with 55 being returned for 77% return. One superintendent refused to fill out the questionnaire but returned it, two supervising teachers had left the system without forwarding addresses and the writer was unable to determine a new address. One teacher was not employed where listed. The respondents were to circle the appropriate number for evaluating the teacher on the instrument. A Likert type scale was used with the score of 1 representing inadequate, 2 fair, 3 adequate, 4 good and 5 very good. A score of 3.00 and above was utilized to show that the teacher evaluated had met the objectives of the Department of Elementary Education at Montana State University. The standards were based on the evaluations of first year elementary teachers from the class of 1973.

The reliability of the questionnaire was determined by the split halves method where the total of the odd and even means were compared. This came out to be .975. The individual teachers ratings ranged from a high of 4.88 to a low of 1.24. It was noted that the teachers with scores

of 1.24 and 2.00 were not rehired for the following year. The mean score for the 55 cases returned was 3.65. Five of the teachers were teaching in departmentalized elementary schools and the mean for these 5 teachers was 3.78. The mean for the other 50, non-departmentalized teachers was 3.63. The mean score for those above 3.00 on the ratings was 3.82.

Seventeen of the 55 teachers were rated 4.00 or above (31%), 32 were rated 3.00 or above (58%), 4 were rated 2.10 to 2.99 (7%), 1 teacher was rated at 2.00 (2%) and 1 at 1.24 (2%). Of the 55 teachers reported 90% received a rating of 3.00 or above.

RATINGS OF SELECTED CHARACTERISTICS

Questions are based on the objectives of the Department of Elementary Education at Montana State University. See Appendix A, page 33 for the appropriate objective.

Question 1. Does the teacher accept every child as he is and help him develop his capabilities to the fullest possible extent?

All supervisors answered this question, 4 teachers were rated below 3.00. A mean score of 3.80 was attained

by the 55 teachers rated with 51 scores above 3.00 (93%). This question relates to objective number 1 of the Department of Elementary Education.

Question 2. Does the teacher have the confidence needed to effectively manage a self-contained classroom?

Five teachers were rated not applicable. The teachers involved were in a departmentalized school. Five teachers were rated below 3.00. A mean score of 3.96 was attained by the remaining 50 teachers with 45 scores above 3.00 (90%).

Question 3. Does the teacher have the skills needed to effectively manage a self-contained classroom?

Five teachers were rated not applicable and 4 were rated below 3.00. A mean score of 3.84 was attained by the remaining 50 teachers with 46 scores above 3.00 (92%).

Questions 2 and 3 relate to objective number 2 of the Department of Elementary Education, the mean score for these questions was 3.90.

Question 4. Does the teacher have the competencies needed to effectively teach Art?

Seven teachers were rated not applicable and six were rated below 3.00. A mean score of 3.65 was attained by the remaining 48 teachers with 42 scores above 3.00 (88%).

Question 5. Does the teacher have the competencies needed to effectively teach Language Art?

Three teachers were rated not applicable and 4 were rated below 3.00. A mean score of 3.92 was attained by the remaining 52 teachers with 48 scores above 3.00 (92%).

Question 6. Does the teacher have the competencies needed to effectively teach Mathematics?

Four teachers were rated not applicable and 1 teacher rated below 3.00. A mean score of 3.78 was attained by the remaining 51 teachers with 50 scores above 3.00 (98%).

Question 7. Does the teacher have the competencies needed to effectively teach Music?

Nineteen teachers were rated not applicable and 10 teachers were rated under 3.00. A mean score of 3.11 was attained by the remaining 36 teachers with 26 above 3.00 (72%).

Question 8. Does the teacher have the competencies needed to effectively teach Physical Education?

Eleven teachers were rated not applicable and 5 teachers were rated below 3.00. A mean score of 3.26 was attained by the remaining 44 teachers with 39 above 3.00 (89%).

Question 9. Does the teacher have the competencies needed to effectively teach Reading?

Five teachers were rated not applicable and 3 teachers were rated below 3.00. A mean score of 3.70 was attained by the remaining 50 teachers with 47 above 3.00 (94%).

Question 10. Does the teacher have the competencies needed to effectively teach Science?

Four teachers were rated not applicable and 5 teachers were rated below 3.00. A mean score of 3.53 was attained by the remaining 51 teachers with 46 above 3.00 (90%).

Question 11. Does the teacher have the competencies needed to effectively teach Social Studies?

Five teachers were rated not applicable and 4 teachers were rated below 3.00. A mean score of 3.58 was attained by the remaining 50 teachers with 46 above 3.00 (92%).

Questions 4 through 11 relate to objective number 3 of the Department of Elementary Education, the mean score for these questions was 3.57.

Question 12. Does the teacher recognize and meet the needs of the children individually through diagnostic testing?

Six teachers were rated not applicable and 7 teachers rated below 3.00. A mean score of 3.33 was attained by the remaining 49 teachers with 42 above 3.00 (86%).

Question 13. Does the teacher recognize and meet the needs of the children individually through observation?

Five teachers were rated below 3.00. A mean score of 3.73 was attained by the 55 teachers rated with 50 scores above 3.00 (95%).

Questions 12 and 13 relate to objective number 4 of the Department of Elementary Education, the mean score for these questions was 3.53.

Question 14. Does the teacher set obtainable objectives for and with children which can be evaluated for teaching the skills necessary to function in society?

Four teachers were rated not applicable and 4 teachers were rated below 3.00. A mean score of 3.59 was attained by the remaining 51 teachers with 47 above 3.00 (92%).

Question 15. Does the teacher set obtainable objectives for and with children which can be evaluated for teaching knowledges necessary to function in society?

Four teachers were rated not applicable and 2 teachers rated below 3.00. A mean score of 3.73 was attained by the remaining 51 teachers with 49 above 3.00 (96%).

Question 16. Does the teacher set obtainable objectives for and with children which can be evaluated for teaching the attitudes necessary to function in society?

Two teachers were rated not applicable and 5 teachers rated below 3.00. A mean score of 3.47 was attained by the remaining 53 teachers with 48 above 3.00 (91%).

Question 14, 15, and 16 relate to objective number 5 of the Department of Elementary Education, the mean score for these questions was 3.60.

Question 17. Does the teacher plan educational experiences which successfully meet the selected objectives?

Five teachers were rated below 3.00. A mean score of 3.58 was attained by the 55 teachers rated with 50 above 3.00 (91%).

This question relates to objective number 6 of the Department of Elementary Education.

Question 18. Does the teacher adequately evaluate the pupils' attainment of the objectives?

Four teachers were rated below 3.00. A mean score of 3.65 was attained by the 55 teachers rated with 51 above 3.00 (93%).

Question 19. Does the teacher provide additional experiences for those who have not met the objectives?

Five teachers were rated below 3.00. A mean score of 3.44 was attained by the 55 teachers rated with 50 above 3.00 (91%).

Questions 18 and 19 relate to objective number 7 of the Department of Elementary Education. The mean score for these questions is 3.55.

Question 20. Does the teacher teach the aesthetic as well as the academic areas of the elementary school curriculum?

Three teachers were rated not applicable and 6 teachers were rated below 3.00. A mean score of 3.62 was attained by the remaining 52 teachers with 46 above 3.00 (88%).

Question 21. Is the teacher enthusiastic about teaching?

Four teachers were rated below 3.00. A mean score of 3.96 was attained by the 55 teachers rated with 51 above 3.00 (93%).

Question 22. Does the teacher instill an enthusiasm for learning in the student?

Six teachers were rated below 3.00. A mean score of 3.65 was attained by the 55 teachers rated with 49 above 3.00 (89%).

Questions 21 and 22 relate to objective number 9 of the Department of Elementary Education, the mean for these questions was 3.81.

Question 23. Does the teacher strive to develop a sensitivity and awareness to current educational issues?

Seven teachers were rated not applicable and 6 teachers rated below 3.00. A mean score of 3.38 was attained by the remaining 48 teachers with 42 above 3.00 (88%).

Question 24. Does the teacher strive to develop a sensitivity and awareness to current social issues?

Six teachers were rated not applicable and 5 teachers were rated below 3.00. A mean score of 3.38 was attained by the remaining 49 teachers with 44 above 3.00 (90%).

Question 25. Does the teacher show an interest in continuing his or her educational and professional development?

One teacher was rated not applicable and 8 teachers were rated below 3.00. A mean score of 3.70 was attained by the remaining 54 teachers with 46 above 3.00 (85%).

Questions 23, 24, and 25 relate to objective number 10 of the Department of Elementary Education, the mean score for these questions was 3.49.

Question 26. Does the teacher know the procedure necessary to complete a State of Montana Register?

Seventeen teachers were rated not applicable and 8 teachers were rated below 3.00. A mean score of 3.42 was attained by the remaining 38 teachers with 30 above 3.00 (79%).

The mean score for all 26 questions relating to the objectives of the Department of Elementary Education at Montana State University was 3.61.

COMMENTS MADE BY SUPERVISING TEACHERS

Twenty one supervising teachers commented on the questionnaire. The comments are varied and are not necessarily in agreement. (See Appendix E, page 40).

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

SUMMARY

The purpose of this study was to determine if the graduates of the Department of Elementary Education at Montana State University met the objectives as set forth by the department. It was based on the graduating class of 1973.

The writers' evaluative instrument was derived from objectives of the Department of Elementary Education and should satisfy the problem as stated.

Data pertaining to the 1973 graduates were obtained from the supervisors in the school districts which employed these first year teachers. The relative data will be used to update the program of the Department of Elementary Education at Montana State University within the selected competencies where deemed necessary.

Limitations to the study were difference in size of the schools being sampled, departmentalization and different cultural groups that the teachers were working with.

The review of literature was divided into three areas; What is good teacher education, Methods of evaluating and What previous studies had found.

Writers seemed to agree that a well rounded liberal education is essential and that a great deal of emphasis should be placed on growth and development as well as the learning process of children. It was stressed that teachers should be versed in diagnosing and determining readiness, clarifying objectives and evaluating the students.

Problems of major significance in teacher preparation were practice teaching and methods courses. Opinions related to these problems were complex and varied. Teacher institutions should continually work to upgrade their programs.

A consensus of opinion was that all teachers should be able to disseminate information, maintain discipline, motivate students, evaluate students efforts, be able to perceive others and their behavior and interpret the schools efforts in satisfying the demands of the student and society.

Methods of evaluating the criteria listed were varied and complex. They covered direct interviews, open ended questionnaires, and checklists. Some felt only teachers should be involved in evaluation while others felt only supervisors should be involved. Others felt that both should be involved.

From the literature cited the consensus of opinion was that experts should supervise practice teaching and methods courses and their activities should be conducted in

conjunction with each other. More emphasis should be placed on practical observations and participation. Increased effort on evaluating, planning and organization should be stressed.

Educational institutions should continually work toward improving the preparation of teachers. Their program objectives should be reviewed periodically to keep abreast of current emerging needs.

To obtain data for the study, 71 supervisors of 1973 graduates of the Department of Elementary Education at Montana State University were surveyed, with 55 of the 71 surveyed responding. The evaluative instrument was based on the objectives of the Department of Elementary Education at Montana State University with evaluations based on a 5 point Likert type scale extending from "inadequate" to "very good." The scores ranged from 1 for inadequate to 5 for very good. A not applicable response was used for teachers in departmentalized schools.

The questionnaire was tested by supervisors picked at random during the summer of 1974. Validity of the questionnaire was obtained by submitting it to the Department of Elementary Education at Montana State University to determine

if the instrument followed closely the objectives of the department. In their opinion it did.

Data were organized on a question by question basis. The number of evaluative responses below 3.00 and the mean score for each question were computed. A percentage for those scores above 3.00 was computed as well. Reliability was established by using the "split-halves" method. For the 55 responses the reliability degree was .975.

The mean for all computed scores was 3.65. Two teachers scored 1.24 and 2.00 respectively while the high score was 4.88. The mean score for those rated 3.00 and above was 3.82. Ninety percent of the teachers rated had a mean of 3.00 or above while 10% were rated at 2.99 or below. All percentages are rounded figures.

CONCLUSIONS

The conclusions drawn from this survey indicate that:

1. The objectives of the Department of Elementary Education at Montana State University are being met more than adequately by their graduates.
2. All objectives are met adequately or better by the graduates of the department.

3. There are no objectives which are not met adequately by the graduates of the department.

RECOMMENDATIONS

It is recommended that: 1. More preparation be given graduates of Elementary Education in Music. 2. More emphasis be placed on paraprofessional program and student teaching. 3. The department of Elementary Education continue to upgrade their program based on continued evaluations.

APPENDICES

APPENDIX A

Table 3-1

DEPARTMENTAL OBJECTIVES (EdEl Bulletin
#2, Oct 4, 1971)

It is the philosophy of the Department of Elementary Education that each prospective teacher should:

1. Accept every child as he is and help him develop his capabilities to the fullest possible extent, through his own efforts, in order that he become a reasonably happy and productive citizen in our society.
2. Develop the confidence and skills needed to effectively manage a self-contained classroom.
3. Attain the competencies needed to effectively teach Art, Language Arts, Mathematics, Music, Physical Education, Reading, Science, and Social Studies.

The Elementary Education Program has been built upon the above-listed philosophy. Upon completion of this program, the prospective teacher will be committed to:

1. Recognizing and meeting the needs of the children individually through diagnostic testing and observation.
2. Setting obtainable objectives for and with children which can be evaluated for teaching the skills, knowledges, and attitudes necessary to function in society.
3. Planning educational experiences which successfully meet the selected objectives.
4. Evaluating the pupils' attainment of the objectives, then providing additional experiences for those who have not met the objectives.
5. Teaching the aesthetic as well as the academic areas of the elementary school curriculum.
6. Being enthusiastic, and instilling this enthusiasm for learning in their students.

7. Developing a sensitivity and awareness to current educational and social issues, and continuing his or her educational and professional development.

Montana State University

Bozeman, Montana 59715

Tel. 406-994 4744

Department of Elementary Education

Dear

We know that you are interested in obtaining the best teachers and we are interested in sending them to you. Our part is to try to produce the best teachers possible. To do this we must evaluate our product. Since it is impossible to visit all of the graduates, we would greatly appreciate your evaluation of our product.

This evaluation is an attempt to determine the strength and weaknesses of the Department of Elementary Education at Montana State University. As an administrator you understand the importance of evaluation to continuing improvement of the teacher learning process.

A number will be assigned to the teacher on the evaluation instrument. This is only for the purpose of sending a follow up instrument to those who do not respond. Our purpose is not to judge an individual but to obtain a composite picture of areas in which we succeed and fail in the education of teachers. Anonymity of evaluator and teacher will be protected.

Will you please take ten minutes of your time and fill out the evaluative instrument on the teacher or teachers listed below. Please return the questionnaire by

Thank you.

Sincerely,

Charles Van Gorden

APPENDIX C

Dear _____

On _____ a questionnaire was mailed to you to gather information to assist in evaluating the undergraduate training program of the Department of Elementary Education at Montana State University. Your school was selected to represent others in this evaluation and we value your input.

This is a sincere effort on the part of the college staff to improve the teacher training program. We feel that the study will contribute to an increase in the effectiveness of teacher training.

If the goals are to be realized we need your cooperation. Won't you please give us your help and complete the enclosed questionnaire?

Thank you.

Sincerely,

Charles Van Gorden

APPENDIX D

We would appreciate your evaluation of first year elementary teachers from Montana State University whom you have employed. We hope to find their strong points as well as to determine ways or areas in which the program could be strengthened.

The evaluation will be scored on the following basis:

- 1. Inadequate.
- 2. Fair.
- 3. Adequate.
- 4. Good.
- 5. Very Good.
- NA Not applicable.

Please circle the number which best fits the question asked.

- 1. Does the teacher accept every child as he is and help him develop his capabilities to the fullest possible extent?
1. 2. 3. 4. 5. NA
- 2. Does the teacher have the confidence needed to effectively manage a self-contained classroom?
1. 2. 3. 4. 5. NA
- 3. Does the teacher have the skills needed to effectively manage a self-contained classroom?
1. 2. 3. 4. 5. NA
- 4. Does the teacher have the competencies needed to effectively teach Art?
1. 2. 3. 4. 5. NA
- 5. Does the teacher have the competencies needed to effectively teach Language Arts?
1. 2. 3. 4. 5. NA
- 6. Does the teacher have the competencies needed to effectively teach Mathematics?
1. 2. 3. 4. 5. NA

7. Does the teacher have the competencies needed to effectively teach Music?
1. 2. 3. 4. 5. NA
8. Does the teacher have the competencies needed to effectively teach Physical Education?
1. 2. 3. 4. 5. NA
9. Does the teacher have the competencies needed to effectively teach Reading?
1. 2. 3. 4. 5. NA
10. Does the teacher have the competencies needed to effectively teach Science?
1. 2. 3. 4. 5. NA
11. Does the teacher have the competencies needed to effectively teach Social Studies?
1. 2. 3. 4. 5. NA
12. Does the teacher recognize and meet the needs of the children individually through diagnostic testing?
1. 2. 3. 4. 5. NA
13. Does the teacher recognize and meet the needs of the children individually through observations?
1. 2. 3. 4. 5. NA
14. Does the teacher set obtainable objectives for and with children which can be evaluated for teaching the SKILLS necessary to function in society?
1. 2. 3. 4. 5. NA
15. Does the teacher set obtainable objectives for and with children which can be evaluated for KNOWLEDGES necessary to function in society?
1. 2. 3, 4. 5. NA
16. Does the teacher set obtainable objectives for and with children which can be evaluated for teaching the ATTITUDES necessary to function in society?
1. 2. 3. 4. 5. NA

17. Does the teacher plan educational experiences which successfully meet the selected objective?
1. 2. 3. 4. 5. NA
18. Does the teacher adequately evaluate the pupils attainment of the objectives?
1. 2. 3. 4. 5. NA
19. Does the teacher provide additional experiences for those who have not met the objectives?
1. 2. 3. 4. 5. NA
20. Does the teacher teach the aesthetic as well as the academic areas of the elementary school curriculum?
1. 2. 3. 4. 5. NA
21. Is the teacher enthusiastic about teaching?
1. 2. 3. 4. 5. NA
22. Does the teacher instill an enthusiasm for learning in the students?
1. 2. 3. 4. 5. NA
23. Does the teacher strive to develop a sensitivity and awareness to current EDUCATIONAL issues?
1. 2. 3. 4. 5. NA
24. Does the teacher strive to develop a sensitivity and awareness to current SOCIAL issues?
1. 2, 3. 4. 5. NA
25. Does the teacher show an interest in continuing his or her educational and professional development?
1. 2. 3. 4. 5. NA
26. Does the teacher know the procedures necessary to complete a State of Montana Register?
1. 2. 3, 4. 5. NA

Please list below any additional comments or list specific areas, where the Department of Elementary Education could strengthen its program, that have not been mentioned.
Thank you.

APPENDIX E

COMMENTS MADE BY SUPERVISING TEACHERS

Please list below any additional comments or list specific areas, where the Department of Elementary Education could strengthen its program, that have not been mentioned.

1. #26 and other areas concerning organization, record books, lesson plans, etc.
2. More practical experience before entering the field-- Observation and actual control of situations.
3. More time before graduation in the classroom.
4. This teacher was a good beginning teacher with a native desire to teach well. She took suggestions well and tried to improve in all areas. She felt insecure at the beginning and expressed the desire to have had more and varied opportunities to observe. It seems that nearly all new teachers wish they had more opportunities to teach under supervision and wider observation opportunities. Personally I'd like to see a full year of teaching experiences for teachers something like internship for Doctors. Each quarter with a different style of teaching or different supervising teacher so their experiences would be varied and not with one teacher alone.
5. Excellent teacher in science.
6. She was not prepared to teach science, by her own admission. I feel you people should acquaint yourselves with the study guides offered from State Dept. of Ed. at least this way we would have the same common bond. The reason I used NA with such frequency is we are departmentalized in grades 4-6. Thus, the evaluated teacher only teaches in one area, Science.
7. Teachers should be able to control a class as well as teach.
8. This teacher will develop into a good teacher but had difficulty her first year with her teacher role as she needed a firmer control of the learning situation.

9. I feel that many Depts. of Education fail to "tell it like it is." Please be more candid!!!
10. This teacher taught in a rural school and had some difficulty adjusting to the isolation. In another situation, I feel she would have done a much better job.
11. Beneficial to provide numerous observation experiences. Is there a possibility (for those interested, at least) in providing some observation of multi-level rural situations? Difficult I know. Perhaps optional year long internship to provide better opportunity to observe growth and development of kids and success or non-success of certain teaching techniques. Would build greater confidence.
12. I feel that more training could be given a teacher for teaching in a multiple classroom situation. This seems to be the biggest problem for first year teacher. How can she set up and satisfactorily conduct classes in this kind of room.
13. I believe there should be at least two teaching of reading courses required for Elem. Educ.
14. This teacher works under the handicap of having a small room physically and has more students than there should be. She has the makings of a fine teacher. I believe there should be at least two teaching of Reading courses required in Elem. Educ.
15. Additional reading classes should be given Elem. Teachers.
16. In answer to questions 4 through 10 your department does a good job on the theories in these areas, but not too well on the content or the knowing how to teach them.
17. Teacher had difficult time in meeting individual differences first of year. Had a master teacher work in classroom with her for over a month. One thing MSU should have picked up was her voice--very soft--will not carry should have more volume. Students had a hard time hearing.

18. Feel this teacher has had excellent training and is doing a great job. MSU trained students in Elem. Educ. have fine training. I feel, well ahead of U. of M. and Eastern in particular. Music training is perhaps weakest area in my estimation. Maybe more courses could be added on how to teach using either pitch pipe or piano.
19. A very competent teacher, relaxes in the classroom and enjoys teaching.
20. An excellent teacher.
21. It is a pleasure to have her on our faculty. She is a tremendous asset to our system and our school.

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BIBLIOGRAPHY

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