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A SURVEY OF ELEMENTARY SCHOOL TEACHERS' PERCEPTIONS  
CONCERNING THE RANGE OF THEIR CERTIFICATION

by

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ABSTRACT

This study dealt with determining and reporting teachers' perceptions concerning present certification practices.

The State Certification Advisory Committee has been considering requiring a separate endorsement for teachers of public school kindergartens. The writer believed a need existed for more evaluation of the present practice by the State of Montana whereby elementary teachers are endorsed to teach grades kindergarten through nine.

In determining the suitability of the present elementary endorsement the writer: 1) reviewed teacher certification in the United States, 2) reviewed teacher certification trends in the State of Montana, 3) reviewed the developmental process of children, 4) reviewed research on teachers' qualifications for teaching different levels, and 5) developed a questionnaire for use in conducting a random stratified survey of Great Falls Public Schools elementary teachers' perceptions concerning their certification.

Some of the major conclusions reached were: 1) Seven states presently carry endorsements for either early childhood or grades one through three or grades kindergarten through grade three, 2) Literature emphasized developmental differences in children, 3) The majority of teachers desired a more specialized elementary endorsement. These teachers felt the present elementary endorsement was too broad.

The major recommendations made as a result of this study were the following: 1) Teacher preference for grade level assignment should be seriously considered by hiring agencies, 2) Consideration should be given to the need for a more specialized endorsement for elementary teachers, 3) Since the sample size for this study is only a small portion of all Montana teachers, it is recommended that more teachers be surveyed to determine the most appropriate division of grades for determining the endorsement levels.

## CHAPTER I

### INTRODUCTION

Certification requirements were originally designed to raise the standards of the teaching profession. It was once possible for a person with only high school training to teach in public schools. Conditions have gradually improved and regulations have been adopted in one state after another. As of 1972 Vermont is the only state not requiring a Bachelor's Degree to teach in the elementary schools (Stinnett, 1970).

Certification varies from state to state. Since this study will be done in Great Falls, Montana, the writer will explain the certification requirements for Montana. The State of Montana issues teaching certificates of Class 1, 2, 3, 4 and 5. The certificate issued to a teacher depends on her education and teaching experience (Montana, 1973).

The Class 1 certificate is issued to applicants who qualify for a Class 2 certificate and who have one year of study beyond the Bachelor's Degree. The year of study must be planned and approved by an accredited college or university and must supplement the academic preparation of the applicant. A minimum of three years of successful teaching at elementary or secondary level is required.

The Class 2 Certificate is issued to applicants who have completed an approved teacher's training program and obtained a Bachelor's

Degree. To renew the certificate the teacher must have completed at least one year of successful teaching in a five year period and also earned, during the five year period, six additional quarter credits which are upper division or graduate credits which supplement the teacher's preparation.

The Class 3 Certificate is issued with a Superintendent's, Elementary Principal's, Secondary Principal's or Supervisor's endorsement. The writer will not go into the certification requirements for a Class 3 Certificate since this paper will not be on either a Superintendent's, Principal's nor Supervisor's certification.

The Class 4 Certificate is issued to teachers in highly specialized or technological areas. Applicants requiring special training or experience by the United States Office of Education are issued the Class 4 Certificate. The writer's purpose for this paper is not to write on areas requiring this certification. Therefore, a detailed explanation of the Class 4 Certificate will not be done.

The Class 5 Certificate is a provisional certificate. Applicants working on a planned program leading to Class 1, Class 2 or Class 3 certification may be issued the Class 5 certificate.

The certificates will contain either an elementary or secondary endorsement. This paper is not concerned with the endorsement of secondary teachers so it will not be discussed. The Elementary Endorsement of the certificates is as follows:



Elementary Endorsement of the Class 1 or Class 2 Certificate authorizes the holder to teach in grades kindergarten through nine. Elementary Endorsement of the Class 5 Certificate held by a teacher with a Bachelor's Degree authorizes the holder to teach in grades kindergarten through nine. Teachers with such certification shall have a minimum of thirty quarter (twenty semester) credits in all subjects which they teach at the ninth grade level (Montana, 1973).

There is a recommended policy by the Board of Public Education that the proportion of teachers certified at elementary or secondary levels in junior high schools shall not be less than one-third at either level (Board of Public Education, 1973).

Whatever the separate policies of any school district may be, this study is only concerned with those teachers with an elementary endorsement for grades kindergarten through grade eight.

The research will be done in the Great Falls School District Number 1, Great Falls, Montana. The researcher will use a random sample of the elementary school teachers as the population for the study.

This paper will consist of four chapters. Chapter I will introduce and define the problem, explain why the study will be done, list the questions the study will hopefully answer and define the procedure used in carrying out the study. Chapter II will be a review of literature related to the study. The procedure used in carrying out the study will be explained in Chapter III. Chapter IV will contain a description of the population and methods used to collect and organize the data. Chapter V will contain the summary, conclusions and



recommendations from the study.

### THE PROBLEM

Elementary teachers are presently endorsed to teach in a broad graded spectrum. Authorities have questioned whether each person has the training, the personality and the understanding to teach in all grades (National Association of the United States, 1961). The purpose of this study is to determine and report teachers' perceptions concerning present certification practices.

### NEED FOR THIS STUDY

The passage of House Bill Number 125, Chapter Number 345, Montana Session Laws of 1973 by the Forty-Third Session of the Legislative Assembly of the State of Montana, effective July 1, 1974 has authorized state funding for an elementary school program for five year olds. This has caused school districts to reevaluate their kindergarten programs.

Dr. Gerald Sullivan, Head of the Elementary Education Department at Montana State University, has noted that the State Certification Advisory Committee in Montana has been considering requiring a separate endorsement for teachers of public school kindergartens.\*

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\* Statement by Dr. Gerald Sullivan, Department Head of Elementary Education, Montana State University, Bozeman, Montana, Dec. 1974.

The writer believes more evaluation of elementary certification endorsements needs to be considered. This belief is shared by other educators (National Education Association of the United States, 1961). At the Fifteenth Annual National Conference of the National Commission on Teacher Education and Professional Standards (TEPS) which met in 1960, groups recommended certification endorsements include primary, intermediate or junior high school, and high school.

As of 1972, West Virginia, Pennsylvania, Maryland, Tennessee, Virginia, Mississippi and North Carolina carry endorsements for either early childhood, grades one through three, or kindergarten through grade three (Stinnett, 1970).

This study will be a contribution of teachers' perceptions to the data bank so that rational decisions can be made on certification endorsements.

#### GENERAL QUESTIONS TO BE ANSWERED

1. What are the certification procedures in the State of Montana?
2. What percentage of the teachers surveyed did their student teaching in the same grade that they are presently assigned?
3. What percentage of the teachers feel they have the abilities to teach in all grades kindergarten through eight?

4. What percentage of the teachers see different skills as being necessary to teach in different grade levels?

6. What percentage of the teachers feel their training is adequate to teach in different grade levels?

7. What does literature reveal about differences in teacher skills and abilities for different levels?

8. What endorsement do the majority of teachers feel is most appropriate for elementary certification?

9. What percentage of the teachers prefer a more specialized endorsement than is presently given?

#### GENERAL PROCEDURES

A review of related literature and research on the needs for different training for different levels of elementary school teaching will be done.

The elementary staff of Great Falls School District 1 will be randomly surveyed as to perceptions of appropriateness of their certification. The procedures for this study will be discussed in more detail in Chapter III.

#### LIMITATIONS AND DELIMITATIONS

The review of literature will be done at the College of Great Falls library and the Montana State University library. The teachers

randomly surveyed will only be elementary teachers in Great Falls School District Number 1.

#### DEFINITIONS OF TERMS

The following terms are defined according to their meaning for this study:

Accredited. Approved (accreditation) by the Board of Public Education or a board of equal status and/or approval by the Northwest Regional Accrediting Association and/or by the National Council of Accreditation of Colleges of Teacher Education, if acceptable to the Board of Public Education (Montana, 1973).

Certification. Permission by the Board of Public Education to teach in a school in Montana which is accredited by the State of Montana.

Endorsement. Official indication of that level (elementary or secondary) and/or that area (subject field) which the holder of the certificate is authorized to teach (Montana, 1973).

Teacher Education. A curriculum recognizing a desirable proportion of academic and professional courses and should not be construed to mean only a degree in education (Montana, 1973).

Level. Primary grades and/or intermediate grades and/or junior high grades.

Primary level. Kindergarten, grades one, two and three.

Intermediate level. Grades four, five and six.

Junior High School level. Grades seven, eight and nine.

#### SUMMARY

Certification requirements, originally designed to raise the standards of the teaching profession, now require a Bachelor's Degree to teach in elementary schools in all states but Vermont.

Montana issues teaching certificates of Class 1, 2, 3, 4, and 5. The certificate issued depends on the teacher's education and teaching experience.

The Class 1 Certificate is issued to applicants who qualify for a Class 2 Certificate and who have one year of study beyond the Bachelor's Degree. The Class 2 Certificate is issued to applicants who have completed an approved teacher's training program and obtained a Bachelor's Degree. The Class 3 Certificate is issued with a Superintendent's, Elementary Principal's, Secondary Principal's or Supervisor's endorsement. The Class 4 Certificate is issued to teachers in highly specialized or technological areas requiring special training or experience by the United States Office of Education. The Class 5 Certificate, a provisional certificate, is issued to applicants working on a planned program leading to Class 1, Class 2 or Class 3 certification. This paper is only concerned with Class 1 and 2 certificates.

The certificates will contain either an elementary or secondary endorsement. The secondary endorsement will not be discussed since this paper deals with only the elementary endorsement. The elementary endorsement authorizes the holder to teach in grades kindergarten through nine. Thirty quarter or twenty semester credits in all subjects taught at the ninth grade level are required of teachers who teach the ninth grade. Because of this additional requirement for ninth grade teachers, only elementary teachers for grades kindergarten through the eighth will be included in this study.

The research will be done in Great Falls School District Number 1, Great Falls, Montana. The population for the study will be a random sample of the elementary school teachers.

This sampling of teachers will be surveyed as to their perceptions concerning present certification practices. The study will survey elementary teachers as to the abilities, skills, attitudes, and training necessary for endorsement for kindergarten through the eighth grade. It will also survey teachers to determine if they prefer a kindergarten through eighth grade endorsement, or if they would prefer a more specialized endorsement.

Educators at the Fifteenth Annual National Conference of the National Commission on Teacher Education and Professional Standards in 1960 recommended certification endorsements include primary, intermediate or junior high school. Seven states presently carry

endorsements for either early childhood or grades one through three or grades kindergarten through grade three. This brings into question the present practice by the State of Montana whereby elementary teachers are endorsed to teach grades kindergarten through nine.

The next procedure in this study will be to review related literature and research to this study. This will be found in Chapter II.



## CHAPTER II

### REVIEW OF LITERATURE

This chapter will be divided into four main topics: (1) the development and trends of teacher certification in the United States; (2) some teacher certification developments and trends in the State of Montana; (3) the developmental processes of children; and (4) teacher's qualifications and attitudes for teaching different levels.

The first topic reviewed included the related material found in books, research journals, and certification manuals obtained from the library at Montana State University and the library at the College of Great Falls. The information centered around the development and trends of teacher certification used in the latter half of the nineteenth century to the present-day certification standards.

The second topic included the materials listed above in conjunction with materials obtained from the Department of Public Instruction. This material included the records of the Certification Division of the department and the records of past legislation leading to the current regulations.

The information for the third topic investigated was obtained from writings on the developmental processes of children.

The fourth topic investigated included material found in research journals obtained from the library at Montana State University and the library at the College of Great Falls.



Certification in the  
United States

In the early days of the American public school system, certification as we now know it did not exist. Many local communities, through their boards of trustees, boards of control, or similar bodies, set up widely varying requirements for teachers. The ability to discipline the school, sufficient knowledge of reading, writing and arithmetic, and on occasion, certain standards of character were the general requirements (Gutek, 1970). These were generally investigated by questions asked by the employing body of laymen or a committee. Subject matter questions were sometimes asked to test the applicant's fitness in curricular matters. Written recommendations were also used.

During Revolutionary times, political loyalty became an added requirement. Massachusetts, for example, enacted legislation requiring a loyalty oath in 1776, New Jersey in 1777, and Pennsylvania in 1778 (National Association of the United States, 1961).

The real advance in teacher certification did not begin until after the Civil War. As the appointment of local professional school offices, both county and local superintendents of schools, became more common, ascertaining the fitness of teacher candidates and licensing them came to be placed in their hands. The effectiveness of this procedure was limited by the availability of properly trained persons, but it was at least the beginning of the professional selection and

certification of personnel (Elsbree, 1939).

The development of expanded facilities for teacher preparation and the growing power of state boards of education during the decades following the Civil War facilitated a number of developments and trends in teacher certification. Among these were: (1) a gradual change in the authority for certification from local administrative units to the state level; (2) the appearance of graded certificates; (3) the issuance of life certificates; (4) shifting of examinations for certificates from oral inquiry to locally prepared written examinations and finally to state-prepared examinations, locally administered; (5) the beginning of change in the primary basis for certifications from examinations in the direction of meeting certain degree and course requirements; (6) the appearance of differential or specialized certificates with state-wide validity; and (7) initial interest in reciprocal recognition of certificates on an interstate basis (National Association of the United States, 1961).

As stated previously, the first teachers had practically no preparation for their work. Under such conditions, no specific institutions to prepare teachers for their work were deemed necessary.

Private seminaries made some attempts to train teachers. The work of Horace Mann resulted in the establishment of the first normal school at Lexington, Massachusetts in 1839 (Gutek, 1970). Elsbree indicates there were only eleven such institutions by 1860. The normal school was sufficiently well established by the turn of the century. The majority of the graduates taught in the elementary schools.

Since 1900 the normal schools changed into state-controlled and state-supported institutions. These then changed to state teachers colleges with a four year curriculum. Departments of education and graduate schools of education have been established at many of the

colleges and universities.

As the education for teachers increased, the certification requirements for teachers increased. Whereas it was once possible for a person with only high school training to teach in public schools, Vermont, as of 1972, was the only state not requiring a Bachelor's Degree to teach in the elementary schools (Stinnett, 1970).

By 1905 a few states issued special certificates for teaching in the kindergarten and primary grades (National Association of the United States, 1961).

Some leaders in education have recommended not only the elementary and secondary endorsements but further specialization. They felt certification levels should include primary, intermediate or junior high school, and high school (National Association of the United States, 1961).

The states of West Virginia, Mississippi, North Carolina, Maryland, Pennsylvania, Tennessee and Virginia, by 1970, had emphasized either a primary or intermediate specialization for elementary teachers (Stinnett, 1970). California has also been working on a special credential for teachers of primary, kindergarten and prekindergarten classes in the last decade (Morris, 1970).

Certification in Montana

The State of Montana in 1889 required elementary teachers be graduates of a university, college, or normal school (Montana Historical Library, 1895). In 1928 Montana elementary state certificates were valid for teaching in grades one to ten. Applicants were required to be graduates of standard normal schools which offered two years of work beyond a four-year high school course (Montana State Board of Educational Examiners, 1928).

The State Department of Public Instruction issued a pamphlet in July, 1947 which specified holders of elementary certificates were qualified to teach grades one to nine provided they had obtained two years of approved academic and professional preparation in a standard higher educational institution (Montana State Department of Public Instruction, 1947).

Holders of the Standard Certificate in 1949 were certified to teach grades one through eight. An Elementary Advanced Certificate entitled the holder to teach grades one through nine. The holder of the Elementary Advanced Certificate was required to have a bachelor's degree with a four-year course of elementary school education from a fully accredited institution (Montana Superintendent of Public Instruction, 1949).

A change in state educational requirements was made in 1952. Holders of standard two-year diplomas were required to show at least

twelve quarter hours of additional training within the last six years in order to receive regular certification. Emphasis was being placed on the Bachelor's Degree as a preferred requirement to teach elementary school (Montana State Department of Public Instruction, 1952). The two year diploma program was phased out of the teacher education curriculum at Western Montana College of Education, Northern Montana College, and Eastern Montana College of Education on January 1, 1964 (Montana State Department of Public Instruction, 1963). The Bachelor's Degree became a requirement in 1967 for teachers desiring a certificate with an elementary endorsement (Montana State Department of Public Instruction, 1965). The obtainment of the Bachelor's Degree to teach grades one through nine was the only requirement made by the Department of Public Instruction in Montana until 1973. In addition to the Bachelor's Degree to teach grade nine, thirty quarter (twenty semester) credits in all subjects taught became a requirement (Montana, 1973). Therefore, the elementary endorsement became valid to teach in grades kindergarten through eight.

In the State of Montana the requirements for elementary teachers have increased from a two-year program to a Bachelor's Degree. The range of grades a holder of an elementary endorsement has been certified to teach has changed from grades one through ten to grades kindergarten through eight.

The Developmental  
Processes of Children

An assumption of education is that to be effective, any curriculum, at any level of sophistication, must be geared realistically to the child's needs and level of development; and that each student should have available to him competent and realistic guidance.

When a teacher faces a class she has to deal with a group of children who are alike only in general ways. Physically all children develop in the same sequence. Within this broad pattern every child has his own individual pattern. The birth weights are different. They walk and talk at different ages and in many other respects we can observe they are different.

Though children differ in many ways, there are more ways in which they are alike. While these generalizations may not hold with exact specificity for individuals they do provide valuable points of departure for understanding and dealing with groups.

It is important that a teacher understand and be aware of the developmental processes in children if the teacher is to provide the right atmosphere for healthy growth.

The writer has chosen to review literature on the developmental processes of children ages four, five, six, seven and eight years. These processes have been put in one grouping and not listed specifically for each age. The processes for ages nine, ten, eleven and



twelve have also been reviewed and grouped. The characteristics have been grouped because of the individual nature of development. Literature has stressed the tendency of some children to spurt ahead while others may lag. Adults should expect variability within a child as well as between children (Bernard, 1962).

Developmental stages for children below the age of four have not been listed because this paper is not concerned with children under four years of age.

The writer has also not listed developmental stages for children over twelve. Children of the ages of thirteen, fourteen and possibly fifteen are also in the elementary school through the eighth grade. These characteristics were not listed. The purpose of this paper is not to list every characteristic for every age group. The purpose of this paper is to determine if there is a difference in characteristics between the primary and intermediate level. The writer has used the two general groupings because they are adequate for determining if any differences exist.

The listed characteristics have been taken from The Child From Five to Ten, by Harold W. Bernard, MD, and Frances L. Ilg, M.D., Youth, The Years From Ten to Sixteen, by Arnold Gesell, M.D., Frances L. Ilg, M.D., and Louise B. Ames, Ph.D. The Thirty-Eighth Yearbook, Part I, of the National Society for the Study of Education, edited by Guy M. Whipple and Child Development and the Curriculum by Arthur T. Jersild



were also used.

CHARACTERISTICS OF AGES FOUR,  
FIVE, SIX, SEVEN AND EIGHT

PHYSICAL DEVELOPMENT:

Period of relatively slow growth. Body lengthens out, hands and feet grow larger. Heart in period of relatively rapid growth (Whipple, 1939)

Large muscles remain better developed than small ones, but improved coordination of small muscles by seven or eight (Whipple, 1939).

Eye-hand coordination improving steadily (Whipple, 1939)

Eyes not ready for much near work until eighth year. At about this age near-sightedness may begin to develop (Whipple, 1939).

Baby teeth being replaced by permanent ones (Whipple, 1939).

Handedness and eyedness established by beginning of period and should not be changed (Whipple, 1939; Gesell, 1946).

Activity level high--child can stay still for only short periods (Gesell, 1946).

Attention span still short, but increasing (Gesell, 1946).

CHARACTERISTICS FOR NINE,  
TEN, ELEVEN AND TWELVE

PHYSICAL DEVELOPMENT:

Obvious variations in rate or development (Whipple, 1939).

Beginning of puberty is a period of rapid uneven growth and is followed by a plateau in both height and weight (Whipple, 1939).

Puberty may begin any time between the ages of nine to seventeen (Ames, 1956; Whipple, 1939).

Girls may be about two years ahead of boys in development. They may be taller and heavier than boys (Whipple, 1939)

Secondary sex characteristics developing (Ames, 1956).

Restlessness, fatigue and seeming laziness among those who are maturing (Ames, 1956).

Those who aren't maturing will be very energetic (Ames, 1956).

Bone and muscle growth not always corresponding. Heart not developing as rapidly as the rest of the body (Whipple, 1939).

Ten to twelve hours of sleep needed (Whipple, 1939).

Period of accomplishment in running, jumping, climbing, galloping, skipping and hopping - to a lesser or greater degree (Whipple, 1939).

May become sick quickly and recuperate quickly (Gesell, 1946).

#### CHARACTERISTIC REACTIONS:

Concrete situations and participation provide the best learning mediums. There is little thought (Whipple, 1939).

There is continuing growth from dependence to independence (Whipple, 1939).

Shows tendency toward responsibility but does not always follow through on a task. Needs reminding (Gesell, 1946).

Begins to cooperate with members of a group (Whipple, 1939).

Rules are important. Associative and cooperative play is important as is fairness (Gesell, 1946).

Although child understands safety precautions, forgetting or over-daring may manifest itself toward the end of the period (Gesell, 1946).

Features, hands, feet, legs often out of proportion for a time (Whipple, 1939).

Uneven growth may cause awkwardness, poor control, and poor posture (Whipple, 1939).

Enormous, erratic appetite (Ames, 1956).

Eight to nine hours sleep needed (Whipple, 1939).

#### CHARACTERISTIC REACTIONS:

Seeks acceptance by age mates (Whipple, 1939).

Continuation of gangs and gang loyalty is stronger among boys than among girls (Ames, 1956).

Teasing and seeming antagonism between boy and girl groups (Ames, 1956).

Interest in other sex among those who are maturing (Ames, 1956).

Tendency to become moody, over-critical, changeable, rebellious and uncooperative (Ames, 1956).

More receptive to peer opinion than adult opinion (Whipple, 1939).

May become emotionally upset quickly and immediately be followed by placidity. May verbalize his feelings. May resent being told what to do (Whipple, 1939).

Becoming more and more active (Gesell, 1946).

Very curious and eager. There is a strong desire to learn (Whipple, 1939).

Interest in present and immediate reality grows to interest in the past (Whipple, 1939).

A strong need for adult approval (Gesell, 1946).

Boys and girls play together. However, differences in their play and interests are becoming apparent (Whipple, 1939).

The activity is more important than the end result (Whipple, 1939).

Given to spontaneous dramatization (Gesell, 1946).

Steady increase of verbal rather than physical affectional responses (Whipple, 1939).

Dependence on adults for approval begins to change to dependence on peers for approval (Whipple, 1939).

Learning to distinguish and internalize concepts of right and wrong (Whipple, 1939).

Can work cooperatively on teams and in groups. Strong emphasis on fairness and on rules (Ames, 1956).

Self-conscious (Ames, 1956).

Learning to identify with parents, siblings and others (Whipple, 1939).

Becoming aware of time and the use of money (Gesell, 1946).

Has a lot of energy but can tire easily. Tendency to be restless, dreamy and absorbed (Gesell, 1946).

#### SPECIAL NEEDS:

Praise, warmth, encouragement and great patience from adults (Gesell, 1946).

Help in learning to behave toward persons and things (Gesell, 1946).

Moral support and guidance towards independence (Gesell, 1946).

A minimum of interference - channeling of interests and enthusiasms rather than domination or overcritical standards (Gesell, 1946).

Many kinds of activity especially for use of large muscles (Whipple, 1939).

Concrete learning situations that provide direct active participation (Gesell, 1946).

Adjustment to playground - needs adult help in learning to associate with peers (Whipple, 1939).

#### SPECIAL NEEDS:

Because of the different maturity levels need varied programs (Whipple, 1939).

Organized clubs and group activities based on boys' and girls' needs and interests (Ames, 1956).

Help in understanding the physical and emotional changes beginning to take place (Whipple, 1939).

Warm affection and sense of humor in adults. No nagging, scolding or talking down (Whipple, 1939).

Sense of belonging, acceptance by peer group (Whipple, 1939).

Opportunities for greater independence and for carrying more responsibility without pressure (Whipple, 1939).

Responsibilities without pressure and without being required to make extensive decisions or achieve rigidly set standards (Whipple, 1939).

Needs to be accepted at developmental level and also needs understanding of individual interests (Whipple, 1939).

Help in development of acceptable manners and habits (Gesell, 1946).

Friends and may have a best friend (Gesell, 1946).

Opportunities for boys and girls to do things together in group situations (Ames, 1956).

Special help for child who is obviously maturing much faster or more slowly than companions (Whipple, 1939).

Acceptance of irregularities of both physical and emotional growth (Whipple, 1939).

Acceptance of continued need for some dependence on adults (Ames, 1956).

Help in developing skills which make it possible to take part successfully in group activities (Whipple, 1939).

Recognition of individual capacities and abilities, with planning of special programs to meet needs and avoid discouragements (Whipple, 1939).

The lists of characteristics have revealed numerous variations between the two age groups.

#### Teacher's Qualifications and Attitudes

The selection of the teacher was considered to be the key to a dynamic program for young children (North Carolina State Department of Public Instruction, 1973). The acquisition of the best qualified personnel was considered important to the success of the education of

intermediate students (Malinka, 1971). Proponents of both levels of education emphasized the same qualities as being necessary by teachers for each level.

Flexibility and emotional security were considered essential qualities for teachers of both levels. Primary teachers were required to be sensitive to the needs of others and to be able to give and receive affection. The ability to shift between directive and non-directive behavior was another stressed requirement (Morris, 1970). Intermediate teachers were required to be "super-sensitive" to the adolescent (Malinka, 1971).

The early years were emphasized as the period when eighty percent of the individual's intelligence is acquired.

. . . in terms of intelligence measured at age seventeen, about fifty percent of the development takes place between conception and age four, about thirty percent between four and eight, and about twenty percent between ages eight and seventeen (Bloom, 1964).

More background in reading and in language arts was considered necessary for teachers of primary children (California, 1972). The ability to properly diagnose and prescribe for intermediate students was considered especially important in the area of reading and communication skills (Bondi, 1973). Proponents of both levels stated teachers needed more specialization. More knowledge of educational theories and practices for the age group being taught as well as more training in the growth and development of either the primary child or



the intermediate child was considered necessary.

The investigator found it of special interest to this study that advocates of both levels stressed empathy by the teacher for the age group being taught.

The previous mentioned requirements were considered necessary for qualified teachers of each level. Aside from further specialization, the qualities were also considered as

. . . not ordinarily things that can be "taught" in a teacher education program. Rather, they are qualities the candidate brings to teaching (California, 1972).

Some studies have been undertaken for the purpose of identifying the psychological processes that underlie the elementary school teacher's ability to relate to children. The investigators for these studies felt the answer to identifying the successful teacher might be found in the teacher's childhood.

What is repressed is often well conserved and lastingly deterministic, though not readily available to consciousness. Consequently, it may be stated that the effects of events recalled are usually exhibited in behavior, though much of the past that finds expression in behavior is not recalled (Murray, 1938).

In southern California, sixty teachers were considered outstanding out of a sample of nearly three thousand elementary teachers. The decision was arrived at by observations. These sixty were asked to participate in an investigation in depth to determine what characteristics and similarities in background environment and early relationships to others the outstanding teachers might possess. Of the sixty invited



to participate, twenty teachers volunteered to participate in the study (Gowan, 1957).

An hour and a half interview was held with each subject. The interview covered biographical matters involving relationships to parents, siblings, home and community, school and job interests, and religious and philosophical attitudes. The Guilford-Zimmerman Temperament Survey, the California Psychological Inventory (Gough), Allport-Vernon Study of Values (revised), and the Kuder Preference Record (form BM) were also given to each of the twenty teachers.

The results of the interviews and tests revealed the twenty to come from a well-knit family structure with strong identification with one parent or the other. There was little history of their having been rejected by a group. They had a strong sense of personal and group worth. Although not gregarious and extroverted socially, they definitely felt that they "belonged."

A strong sense of responsibility, conformity, cooperativeness in helping others, and lack of blame projection were also noticed to a marked degree.

The Guilford-Zimmerman Temperament Survey, as compared with general norms, showed them to be more restrained, more emotionally stable, more objective, more friendly, and more cooperative and agreeable. The California Psychological Inventory assessed the group, as compared to the general norm group, as more tolerant, less feminine,

less impulsive and more controlled.

The following premise was the basis of a study to determine the influence Mother, Father or Teacher may have had on five-hundred eight women enrolled in elementary and secondary teacher-training programs at twelve schools in New York. Their average age was twenty-one years.

A young teacher's attitudes are a significant aspect of her emotional involvement in teaching. She will tend to respond to the people she comes in contact with in training in terms of the attitudes she has had toward her own parents and teachers. These early relationships are the prototypes of subsequent relationships throughout her life (Tuska, Wright, 1967).

A questionnaire was used to record the prospective teacher's conception of her self and role and her images of the people in her life most likely to have influenced her development. My Father, My Mother and My Best-Liked Teacher were explored as ego-ideals.

The teachers were categorized as lower school teachers, middle school teachers, and high school teachers. The writer assumes the definition of the middle teacher to be a teacher for students in the transitional years from childhood to adolescence, usually ages ten to fourteen found in grades five to eight (Texas, 1973).

Lower school teachers were found to identify strongly with Father. They were, however, estranged from Mother. Teacher was the person they most disliked and were most frustrated by more often than all the other women, including a group who had no plans to teach. The lower school women were distinguished by feeling more relaxed, more

obedient, and happier than the others.

By becoming lower school teachers and so providing themselves with the opportunity to give and to care for children, they can perpetuate their own good experiences by turn-about. They can identify possessively with the original authors of good relations in their childhood by recreating them in their adult behavior. They can gratify their own childish needs through sympathetic participation in the experiences of their children (Tuska, Wright, 1967).

The middle school women did not manifest a distinct pattern of childhood relationships. They admired Teacher more often than the lower school women. They also appeared to have desired to maintain good relations with both parents.

They were the most confident and the most conforming of the teacher groups. Their greater conformity suggested that they have sacrificed their ambition to be individualistic for the sake of sociability (Tuska, Wright, 1967).

The high school teachers recalled admiring and being influenced by Teacher. Teacher was the person they admired most and wanted most to be with. They disliked Father most. The previous study demonstrated a definite difference in attitude between the primary, middle and high school teachers.

The researcher previously mentioned empathy for the age group as being considered necessary for both primary teachers and intermediate teachers. Three studies were done by Jacqueline L. Rosen to determine the elementary school teacher's ability to relate to children.

The first study consisted of a sample of forty-four subjects--thirty-eight women and six men. They were students from six

undergraduate teacher training institutions in the New York City area. They were employed as full-time teachers in classes ranging from kindergarten to the sixth grade--two in private schools and one in a day-care center. A questionnaire, upon which the analysis was based, was administered. The first year teachers responded to the following items:

1. What were you like as a child? Among the things you might include are: the kinds of things you enjoyed doing; kinds of friendships you made; your worries and fears; wishes and daydreams. Would most people have considered you a contented, a lonely, a moody child?

2. What does teaching mean to you? Among the things you might include are: what appeals to you about being a teacher, what doesn't appeal; kinds of teachers in your school experience who were important to you and in what way.

3. What kinds of children interest you? Keeping in mind both your personal and your teaching experience, you might include: the kinds of children you enjoy; kinds of children that have puzzled you; children who remind you of yourself when you were a child. What kinds of children do you find it difficult to deal with (Rosen, 1968).

Professional educators observed each teacher for an hour a week over a four week period toward the end of the year. Several weeks after the final observation the teachers were interviewed by a psychologist or social worker. The interview focused on their attitudes toward and goals for the class, their own personal and professional goals, and their relationship with colleagues and the parents of the children in their classrooms.

"Class Feeling toward Teacher" was measured on a nine-step scale ranging from a low point of strong dislike to a high point of

strong liking for the teacher. This was obtained by the children expressing their feelings either verbally or through pictures or gestures. An analysis-of-variance using a variation of Hoyt's method was used to determine a reliability rating. The reliability coefficient on "Class Feeling Toward Teacher" was .75.

The subjects' written description of their childhood was assessed in two ways. A plus was assigned to subjects who used strong positive affect words such as "I loved" or "I was crazy about." A minus was given those who used mild affective expressions such as "I liked"; and a minus was also given to those who described no positive feelings. The relationship between ratings on "Class Feeling Toward Teacher" and "Strong Positive Affect" was measured by a biserial correlation analysis.

The subjects were then classified as relatively accepting or rejecting their childhood selves. They were then divided into two groups and a calculation was made of the percentage in each group who were classified as accepting of their childhood personality. A correlation of .51 ( $p < .01$ ) between "Strong Positive Affect" and "Class Feeling Toward Teacher" indicated that the teachers who described their childhood with words denoting strong positive affect evoked more positive response from their classes than those who omitted such expressions (Rosen, 1968). Seventy-two percent of the "better-liked" teachers conveyed a liking and respect for their childhood selves. They

pictured their childhood as a generally happy, secure time and themselves as having enjoyed their lives in an active way. The few who had described difficult circumstances emphasized how they had conquered adversity.

Seventy-seven percent of the "less-liked" teachers focused on unpleasant feelings from their early lives. They conveyed less sense of childhood ego strength. Some appeared to be still resentful of early deprivations and described qualities they seemed to reject about their childhood selves. The negative aspects of their childhood selves were emphasized without referring to later positive changes.

The ability of the adult to communicate with, and foster emotional growth in children has been stressed as being dependent upon his capacity for empathy and identification with the way children think and feel (Malinka, 1971; California, 1972). The "better-liked" teachers were observed as sensitive to and supportive of the children's needs. They were able to have fun with the children and still retain their own identity as adults. The "less-liked" teachers were observed as being emotionally aloof.

Forty-eight women students enrolled in a graduate program for the training of prospective preschool and elementary school teachers was the sample for another study by Jacqueline L. Rosen. The subjects were students who had been assigned to advisors who were available for research interviews.



Four to six students had been assigned to each advisor. The advisors observed and interviewed the students throughout the school year. The students had three to four classroom placements for the year. The advisors assessed each student according to their "natural capacity to relate to children." A semi-structured interview was then held with the advisors to obtain specific ratings on various dimensions of each student's work and relations with children. Ratings of Outstanding, Good, Fair and Poor were given.

The subjects wrote a biography of their childhood. These biographies were examined for positive words and mild positive expressions and rated the same as in the first study. An assessment of the subjects' characterizations of their childhood selves either as predominantly positive or as predominantly negative was also done. The guidelines were the same as those used in the earlier study.

A strong liking and respect for their childhood selves was conveyed by the high rated subjects in their childhood biography. Some referred to an early sense of independence, resourcefulness, feelings of social adequacy and the ability to achieve something important to them. Others described their childhood as a happy and secure time.

Less sense of childhood ego strength and feelings of worth were conveyed by the low rated subjects. Some seemed to reject qualities about their childhood selves. Others appeared resentful of early deprivations and siblings.

After the autobiographical assessments had been completed and the interview data decoded, a count was made of the subjects in each of the four criterion categories who had been assigned a plus and of those who had been assigned a minus on the affect dimension, and a calculation was made of the percentages of plus and minus within each category. The same procedure was carried out in relation to the assessments of predominantly positive and predominantly negative attitudes toward the childhood self. Additionally, for each of these two dimensions, a chi-square test was applied to the combined totals of the two highest and the two lowest criterion rating categories (i.e., outstanding and good/fair and poor) (Rosen, 1972).

Subjects using strong positive affect words showed the following percentages in each of the advisor rated categories: Poor - 13 percent; Fair - 29 percent; Good - 57 percent; and Outstanding - 61 percent.

Subjects characterizing their childhood selves in predominantly positive ways also showed a higher percentage in the Good and Outstanding categories. The percentages were as follows: Poor - 0 percent; Fair - 14 percent; Good - 60 percent; and Outstanding - 89 percent.

An adult, growth promoting adult, who is able to promote psychological growth in children is

. . . able to understand emotionally how children think and feel and who is able to use this empathic identification cognitively, that is, in the service of the children's needs, has himself, in the course of growing up, been able to accept his own early feelings and needs; and through the transformation that these feelings and needs have undergone in the process of his total personality . . . enables him to use these subjective experiences for understanding and responding constructively to children (Rosen, 1972).

Whereas the growth-inhibiting adult

in the process of growing up, has sealed off his early feelings and needs from the developing personality, or the adult who has never emerged from these feelings and needs sufficiently to achieve psychological distance from them, may remain emotionally aloof from children and restrict their spontaneity, or he may feel so closely identified with children that he cannot distinguish between their needs and his own (Rosen, 1972).

The previous descriptions of the growth-promoting adult and growth-inhibiting adult were ascribed to the results of the two studies by Rosen. The high-rated subjects were described by the classroom observers as having qualities of sensitivity and the ability to support children's needs. They were able to have fun with the children and still retain their identity as adults. These teachers, in both studies, had conveyed their sense of mastery or self-esteem in childhood, or had recalled early experiences with apparent pleasure or enthusiasm. The low-rated subjects displayed an insensitivity to children, emotional aloofness, and a restriction of the children's spontaneity. Their biographies had indicated a negative attitude toward their childhood selves. They had emphasized their self-doubt and insecurity while growing up or had difficulty remembering their childhoods.

The third study by Rosen used the subjects who had not been rated poor by the observers. Autobiographies of thirty-seven women were explored for specific differences that might indicate the teachers' effectiveness for an empathic responsiveness to the

developmental needs and coping styles of children in the age range that they were judged as working with most effectively (Rosen, May, 1972). The teachers were categorized as being most effective with either the pre-school level or the primary level or the upper elementary level. The preschool level considered children in the age group of two to five years. The age grouping for the primary level was five to eight years and was ages eight to eleven for the upper elementary.

Ten subjects were judged most effective with two to five year olds, fourteen with five to eight year olds, and thirteen with eight to eleven year olds. Separate definite themes appeared dominant for teachers of each age group.

Teachers most effective with the two to five age group emphasized a strong sense of love for their parents. They had a strong sense of love and personal security. The impression of having led generally carefree, untroubled lives centered around family activities was given. Rosen stated the teachers with this background would have special resources for responding positively to the younger children's strong dependency needs. Having had security, support and values on which they could depend would enable them to provide these same needs for the two to five year group. Their essential openness and optimism suggested an ability for communication and empathy with young children.

A desire to assume grown-up roles and a striving for independence was the dominant theme of the teachers most effective with the

five to eight group. These women recalled a drive to achieve. They had enjoyed instructing, caring for and organizing younger children as a child. They also described themselves as having been openly rebellious, rejecting and critical of their parents and teachers.

Children in the five to eight group were described as being interested in mastering basic skills. They would also be moving toward independence but still need adult support and controls. Teachers of this group would need to be able to recognize rejection and criticism as part of the children's developmental process. The teachers must be able to provide the psychological support necessary for children who are striving for independence.

It was postulated teachers rated most suitable for the two to five group would not be suitable for five to eight year olds since these teachers had experienced none of the critical attitudes or defiant behavior which is part of the developmental process of some five to eight year olds.

The dominant theme for teachers of the eight to eleven group was that of childhood relationships that had stimulated a love of learning and ideas. Some had had teachers who were intellectually exciting. Others had grown up in homes that were either centers of intellectual activity or that their parents promoted learning as a value in itself. They also referred to friends and described their closeness to older siblings. Difficulties with others were handled

through introspection. They did not rebel openly as those in the five to eight group had. A questioning attitude towards themselves and their world as well as an attempt to reconcile conflicting values and develop a sense of identity was revealed in their autobiographies. Since the central task of the upper elementary teacher is to promote the children's growing abilities to explore ideas and interest in learning, these teachers would have the resource in their backgrounds for doing this. These teachers would also be able to utilize peer-group interests which is very important at this developmental level. These teachers should also be able to respect the privacy that children of the eight to eleven group sometimes need in relation to adults since the teachers also recalled this need in their own childhoods.

Three of the student teachers assessed as being effective with the eight to eleven group were also rated highly effective with all children. Their autobiographies had expressed successful, full and gratifying lives. The other students assessed as being affective with the eight to eleven year olds had described feelings of prolonged insecurity. They were, therefore, felt to be unsuited for work with younger children. Their effectiveness with the older ones was attributed to the dominance of the peer group at this level.

Rosen recommended further research be conducted to explore how and to what degree empathy with different age levels is expressed.



Summary

The ability to discipline the school, sufficient knowledge of reading, writing and arithmetic and, occasionally, certain standards of character were the only requirements for teachers in the early days of the American public school system. The requirements varied from community to community. Some states required a loyalty oath with the onset of the Revolution.

The beginning of professional selection and certification of teachers began after the Civil War. Both county and local superintendents of schools became more common. Ascertaining the fitness of teacher candidates and licensing them was done by these boards. There was a gradual change in the authority for certification from local administrative units to the state level. Graded certificates and life certificates began being issued. Locally prepared written examinations were used. This gradually changed to state-prepared examinations. Requirements for degree and course work were added. States began issuing differential or specialized certificates. An interest in interstate recognition of certificates also began during this period.

The first attempts to train teachers was undertaken by private seminaries. Horace Mann's work resulted in the establishment of the first normal school in Massachusetts in 1839. There were eleven normal schools by 1860 and by 1900 these schools were well established. After

1900 the normal schools changed into state-controlled and state-supported institutions. These then changed to state teachers colleges with a four year curriculum. Departments of education and graduate schools of education have been established at many of the colleges and universities.

As the education for teachers increased the certification requirements for teachers also increased. The requirement changed from high school training to teach in public schools to a Bachelor's Degree to teach in elementary schools. By 1905 a few states issued special certificates for teaching in the kindergarten and primary grades. A primary endorsement, an intermediate or junior high school endorsement and a secondary endorsement has been recommended by some leaders in education. By 1970 West Virginia, Mississippi, North Carolina, Maryland, Pennsylvania, Tennessee and Virginia required either a primary or intermediate specialization for elementary teachers.

In 1889 the State of Montana required elementary teachers to be graduates of a university, college or normal school. In 1929 Montana elementary certificates for teaching in grades one to ten were issued to graduates of a two-year normal school course. In 1947 the certificate then included grades one to nine. The Standard Certificate in 1949 certified teachers to teach grades one to eight. An Elementary Advanced Certificate was issued for teaching grades one to nine. The holder of the Elementary Advanced Certificate was required to have a

Bachelor's Degree with a four-year course of elementary school education from a fully accredited institution.

In 1952 holders of standard two-year diplomas were required to show at least twelve quarter hours of additional training within the last six years in order to receive certification. By 1967 the Department of Public Instruction in Montana required the Bachelor's Degree to teach grades one through nine. In 1973 the elementary endorsement became valid to teach in grades kindergarten through eight.

In the State of Montana the requirements for elementary teachers have increased from a two-year program to a Bachelor's Degree. The range of grades a holder of an elementary endorsement has been certified to teach has changed from grades one through ten to grades kindergarten through eight.

Literature on the developmental process of children was reviewed. This literature emphasized the numerous developmental differences in children. The literature has categorized two groupings - ages four, five, six, seven and eight years and ages nine, ten, eleven and twelve years. These groupings were used by the researcher to determine if differences exist in children in the elementary grades. Differences in physical development, characteristic reactions, and special needs were listed for the five to eight group and the nine to twelve group.

Some educators considered the teacher to be the key to a

dynamic program for young children. Proponents of specialization for teachers in the primary level and intermediate level stated teachers needed more specialization. Empathy by the teacher for the age group being taught was considered to be of great importance. Flexibility and emotional security were listed as essential qualities of both levels.

Primary teachers were required to be sensitive to the needs of others and to be able to give and receive affection. Another requirement was the ability to shift between directive and nondirective behavior. Eighty percent of an individual's intelligence was considered to be acquired by the age of eight.

More background in reading and in language arts was considered especially important for both primary and intermediate teachers. Specialization was stressed.

The needed qualities that make a good teacher were considered to be inherent in the teacher. These were not qualities that could be "taught." Some investigators felt the answer to identifying the successful teacher might be found in the teacher's childhood.

A study of twenty teachers was done in California to determine what characteristics and similarities in background environment and early relationships to others the outstanding teachers might possess. A well-knit family structure and a sense of personal and group worth was revealed. There was a strong sense of responsibility, conformity, cooperativeness and lack of blame projection. They were assessed as

being more restrained, emotionally stable, objective, friendly, and more cooperative and agreeable as compared to general norms.

A questionnaire was used to record five hundred and eight prospective women teachers enrolled in elementary and secondary teacher training programs in school in New York. My Father, My Mother and My Best-Liked Teacher were explored as ego-ideals.

A strong identity with Father was found among the lower school teachers. They were estranged from Mother and Teacher was the person they most disliked. Middle School women had admired Teacher more often than the lower school women. They appeared to have desired to maintain good relations with both parents. The high school teachers recalled admiring and being influenced by Teacher. They disliked Father most.

Two studies were done by Jacqueline L. Rosen to determine the elementary school teacher's ability to relate to children. A questionnaire, upon which the analysis was based, was administered. The teachers responded to items questioning their childhood, their attitudes toward teaching and their attitudes towards kinds of children.

Strong positive words such as "I Loved" or "I was crazy about" were assigned a plus. A minus was given those who described no positive feelings. The subjects were then classified as relatively accepting or rejecting their childhood selves.

"Class Feeling Toward Teacher" was obtained from the children

and measured. An analysis-of-variance using a variation of Hoyt's method was used to determine a reliability rating. The reliability coefficient was .75.

Seventy-two percent of the "better-liked" teachers conveyed a liking and respect for their childhood selves. Seventy-seven percent of the "less-liked" teachers focused on unpleasant feelings from their early lives. Observations of the "better-liked" teachers showed them to be sensitive to and supportive of the children's needs. The "less-liked" teachers were observed as being emotionally aloof.

A third study by Rosen used thirty-seven women from a previous study. The subjects were those not rated as being poor teachers by the observers. Their autobiographies were explored for specific differences that might indicate the teachers' effectiveness for an empathic responsiveness to the developmental needs and coping styles of children in the age range that they were judged as working with most effectively. They were categorized as being most effective with either the pre-school level or the primary level or the upper elementary levels. Separate definite themes appeared dominant for teachers of each age group.

Those teachers most effective with the two to five age group emphasized a love for their parents. Their childhood appeared to have been generally carefree, untroubled and centered around family activities.



A striving for independence, a drive to achieve and the assumption of grown up roles were recalled by those most effective with the five to eight group. Instructing and caring for younger children had been enjoyed by them. These teachers, it was postulated by Rosen, would be able to recognize and support the growing independence without feeling threatened.

The dominant theme of the eight to eleven group was that of childhood relationships that had stimulated a love of learning and ideas. This was either due to stimulating teachers or promoted in their homes. Friends and older siblings were important. They had not been openly rebellious but had attempted to reconcile conflicting values and develop a sense of identity through introspection. Rosen stated that with this background, these teachers would be able to utilize peer-group interests. They would also be able to respect the privacy this age group needs.

Authorities recommended further research be conducted to explore how and to what degree empathy with different age levels is expressed.

The procedures to be used to evaluate the survey of elementary school teachers' perceptions concerning the range of their certification will be explained in Chapter III.

## CHAPTER III

### PROCEDURES

This chapter outlines the general procedures used in the evaluation of the survey of elementary school teachers' perceptions concerning the range of their certification. Included are the following sections: development of the questionnaire; population and sampling procedure; methods of organizing the data; analysis of data; dissemination of data; and a summary.

#### Development of the Questionnaire

The instrument used in gathering data for this study was the questionnaire. Accompanying each questionnaire was a cover letter explaining the purpose of this study and how the results would be used. A sample copy of the cover letter and questionnaire can be found in the Appendix A.

The questionnaire consisted of seventeen items. Areas surveyed included the class of certificate held, endorsements granted, teaching assignment, student teaching assignment, evaluation of knowledge of the social, physical and emotional characteristics of children, evaluation of college preparation, estimation of levels in which one has the most rapport with children, grade preference, perceptions as to the ability and skills to teach at various levels, endorsements which should be granted, and recommendations for the initial certifying

agency. The items were developed to answer the following questions:

1. What percentage of the teachers surveyed did their student teaching in the same grade that they are presently assigned?

2. What percentage of the teachers feel they have the ability to teach in all grades, kindergarten through eight?

3. What percentage of the teachers see different skills as being necessary to teach in different grade levels?

4. What percentage of the teachers see different attitudes as being necessary to teach in different grade levels?

5. What percentage of the teachers feel their training is adequate to teach in different grade levels?

6. What endorsement do the majority of teachers feel is most appropriate for elementary certification?

7. What percentage of the teachers prefer a more specialized endorsement than is presently given?

8. What agency should be responsible for initially certifying a teacher?

The format of each questionnaire was basically 'check the appropriate answer.' Included at the end of the questionnaire were two blank items. The teachers could write in the endorsement they felt would be most appropriate and could state who they felt should initially certify teachers.

### Population and Sampling Procedure

The population used in this study consisted of three hundred fifty elementary classroom school teachers in Great Falls School District Number 1. These were all the classroom teachers of grades one through eight with an elementary endorsement. A proportional stratified sample by grade level was drawn of the population. The "Directory - Great Falls Public Schools, Great Falls, Montana, 1974-75" was the source for names of teachers used in the survey. Any changes from positions listed in the directory was supplied the researcher by Mr. Jacob Block. A list of junior high teachers with an elementary certificate was also obtained through Mr. Block. The teachers' names were listed according to their grade level. Each name was numbered one, two or three. The numbers one, two and three were written on separate slips of paper and placed in a box. The number three was drawn. All teachers having been numbered three were sent a questionnaire. The sample size was one hundred seventeen teachers. Of the one hundred seventeen teachers surveyed, one hundred ten responded yielding a 94 percent response.

### Organization of Data

The data for this study has been organized into tables. These tables are used to compare and contrast the responses of the teachers.

### Analysis of Data

The data collected for this study was basically descriptive. Percentages have been utilized as a means of analysis for the data. These percentages are rounded off to the nearest whole number.

### Dissemination of Data

Copies of this professional paper will be given to Dr. Wenaas, Superintendent of Public Schools, Great Falls, Montana and to the State Board of Education.

### Summary

A questionnaire was used for gathering the data for this study. The areas surveyed included the class of certificate held, endorsements granted, teaching assignment, student teaching assignment, evaluation of knowledge of the social, physical and emotional characteristics of children, evaluation of college preparation, estimation of levels in which one has the most rapport with children, grade preference, perceptions as to the ability and skills to teach at various levels, endorsements which should be granted, and recommendations for the initial certifying agency.

A proportional stratified sample of one hundred nineteen teachers was drawn from the population of three hundred fifty classroom teachers in Great Falls School District Number 1. These were teachers of grades kindergarten through grade eight with elementary

endorsements.

The data collected through the use of the questionnaire was organized into tables. An analysis of this descriptive data was done in percentages.

Copies of this professional paper will be given to Dr. Wenaas, Superintendent of Public Schools, Great Falls, Montana and to the State Board of Education.

Chapter IV will discuss the results of the survey of teachers' perceptions concerning the range of their certification.



## CHAPTER IV

### RESULTS

The results of the study evaluating the survey of elementary school teachers' perceptions concerning the range of their certification are presented in this chapter. The results were obtained from the use of a questionnaire. Tables of tabulated data were utilized to present and organize the responses to the questionnaire. In these tables, the small n represents the number of actual responses out of a total of one hundred and ten. The percent sign represents the percentage the number of actual responses is of the total number of one hundred ten responses.

A 94 percent return was received from the sample surveyed. The questionnaire was sent and returned through the mail of Great Falls School District Number 1. The questionnaires were keyed and those who did not respond were sent a second mailing of the questionnaire.

The first item on the questionnaire pertained to the class of certificate held by those teachers surveyed. Results of the response are found in Table 1.

Table 1

## Class of Certificate

| Certification Classes | n  | %  |
|-----------------------|----|----|
| Class I               | 7  | 6  |
| Class I and III       | 3  | 3  |
| Class II              | 75 | 68 |
| Class III             | 1  | 1  |
| Class V               | 2  | 2  |
| Standard              | 1  | 1  |
| Life                  | 4  | 4  |
| No Response           | 17 | 15 |

Sixty-eight percent of the teachers have Class II Certificates. Class I and Class III Certificates are held by 4 percent. Class V, Life and Standard Certificates are held by 6 percent. Fifteen percent of the teachers did not mark the question.

Item two on the questionnaire pertained to the endorsements granted to the surveyed teachers. The endorsements are listed in Table 2.

Table 2

## Endorsements Granted

| Endorsed Areas                                          | n  | %  |
|---------------------------------------------------------|----|----|
| Elementary                                              | 83 | 75 |
| Elementary and English                                  | 2  | 2  |
| Elementary and Music                                    | 1  | 1  |
| Elementary and Guidance and Counsel                     | 2  | 2  |
| Elementary, History and English                         | 1  | 1  |
| Elementary, Art (K-12) and<br>Elementary Principal      | 1  | 1  |
| Elementary, Elementary Principal,<br>and Superintendent | 1  | 1  |
| No Response                                             | 19 | 17 |

Seventy-five percent of the teachers have elementary curriculum endorsements. Eight percent of the teachers with elementary endorsements also have endorsements in English, Music, Guidance, History, Art, Elementary Principal and Superintendent. Seventeen percent of the teachers did not mark the question.

Table 3 lists the grades the teachers are presently teaching.

Table 3

## Grades Now Teaching

| Sample of 110 | n  | %  |
|---------------|----|----|
| Kindergarten  | 8  | 7  |
| Grade One     | 16 | 15 |
| Grade Two     | 15 | 14 |
| Grade Three   | 15 | 14 |
| Grade Four    | 18 | 16 |
| Grade Five    | 18 | 16 |
| Grade Six     | 18 | 16 |
| Grade Seven   | 1  | 1  |
| Grade Eight   | 1  | 1  |

The teachers are represented by the following percentages per grade: kindergarten by 7 percent; grade one by 15 percent; grades two and three by 14 percent each; grades four, five and six by 16 percent each; grade seven by 1 percent and grade eight by 1 percent. One out of every three teachers with an elementary endorsement was sent a questionnaire. There were eight teachers in grades seven and eight with elementary endorsements. This accounts for the small sample size in the survey.

The fourth item on the questionnaire pertains to the grade level in which the teachers did their student teaching. Table 4 compares the grades the teachers are presently teaching with the grade in which they did their student teaching.

Table 4

Grades in Which Teachers Did  
Their Student Teaching

| Presently<br>Teaching | Student Teaching |   |   |   |   |   |   |   |             |             |                  |   |
|-----------------------|------------------|---|---|---|---|---|---|---|-------------|-------------|------------------|---|
|                       | K                | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 7<br>&<br>8 | 8<br>&<br>9 | 10,<br>11,<br>12 | 0 |
| Kindergarten          | 2                | 3 | 2 | 1 |   |   |   |   |             |             |                  |   |
| One                   |                  | 9 | 4 | 1 | 1 | 1 |   |   |             |             |                  |   |
| Two                   |                  | 1 | 9 | 1 |   | 2 |   |   |             |             |                  | 2 |
| Three                 |                  | 1 |   | 8 | 4 | 1 |   |   |             |             | 1                |   |
| Four                  |                  | 1 | 2 | 2 | 4 | 7 | 1 |   | 1           |             |                  |   |
| Five                  |                  | 1 |   | 3 | 2 | 9 | 2 |   |             |             |                  | 1 |
| Six                   |                  |   |   | 3 | 3 | 3 | 7 |   |             |             |                  |   |
| Seven & Eight         |                  |   |   |   |   |   |   | 1 | 1           |             |                  |   |
| Eight & Nine          |                  |   |   |   |   |   |   | 1 | 1           |             |                  |   |

All of the kindergarten teachers student taught in the primary level. Two of the eight teachers student taught in kindergarten.

Fourteen of the sixteen grade one teachers student taught in the primary level. Nine of the sixteen teachers student taught in grade one.

Of the fifteen grade two teachers, eleven student taught in the primary level, two in grade five and two were waived student teaching because of previous teaching experience. Nine of the grade two teachers student taught in grade two.

Twelve of the fifteen grade three teachers student taught in either grade three or grade four.

Eleven of the eighteen fourth grade teachers student taught in grade four or five. Five teachers student taught in the primary level and the other two student taught in grade six and grades seven and eight.

Of the eighteen fifth grade teachers, nine student taught in grade five, four in the primary level, and four in the intermediate level.

Seven of the eighteen grade six teachers student taught in grade six. Three student taught in grade three and the remaining eight taught in the intermediate through junior high level.

The two teachers in the junior high did their student teaching in junior high.

According to the information presented in Table 4, the majority of the teachers student taught in the level they are presently teaching. Seventy-eight percent of the primary teachers student taught in the primary level and 69 percent of the intermediate teachers student taught in the intermediate level.

Table 5 represents the social characteristics of which the teachers feel they have adequate knowledge.



Table 5

## Social Characteristics

[illegible]

Fifteen percent of the one hundred ten teachers felt they had an adequate knowledge of the social characteristics of children in grades kindergarten through grade eight.

Thirty-four of the fifty-four teachers of kindergarten through grade three felt they had an adequate knowledge of the social characteristics of only primary children. Thirty-eight of the fifty-four grades four through six teachers expressed knowledge of the social characteristics from grade two through grade eight.

The information presented in Table 5 showed that only a small percentage of teachers felt they had an adequate knowledge of the social characteristics of children in all grades surveyed. The greatest percentage of primary teachers, 63 percent, expressed knowledge of the social characteristics of children for only the primary level. Seventy percent of the intermediate teachers stated no knowledge of the social characteristics of kindergarten and grade one children.

Item six pertained to knowledge the teachers felt they presently had concerning the physical characteristics of children. This is illustrated in Table 6.

[illegible]

Twenty-two percent of the teachers felt they had adequate knowledge of the physical characteristics of children in grades kindergarten through eight.

Thirty-one of the fifty-four teachers of kindergarten through grade three felt they had adequate knowledge of the physical characteristics only of primary children.

All but eight of the thirty-three grade three and four teachers did not have knowledge of the physical characteristics for kindergarten children.

Twenty-four of the thirty-six grade five and six teachers did not feel they had knowledge of the physical characteristics of kindergarten and first grade children nor of seventh and eighth grade children.

According to the information presented in Table 6, most of the primary teachers felt they had adequate knowledge of the physical characteristics of children only in the primary level. Only three third grade teachers expressed this knowledge for kindergarten children. The majority of intermediate teachers expressed a lack of knowledge of the physical characteristics of kindergarten and first grade children and of seventh and eighth grade children.

The seventh item on the survey pertained to the knowledge of emotional characteristics the teachers felt they had about children. This is found in Table 7.

Table 7

## Emotional Characteristics

| Knowledge of<br>Emotional<br>Characteristics | Grade Presently Teaching |   |   |   |   |   |   |     |     |
|----------------------------------------------|--------------------------|---|---|---|---|---|---|-----|-----|
|                                              | K                        | 1 | 2 | 3 | 4 | 5 | 6 | 7&8 | 8&9 |
| Kindergarten                                 | 1                        |   |   |   |   |   |   |     |     |
| K-2                                          | 1                        | 4 |   |   |   |   |   |     |     |
| K-3                                          | 2                        | 4 | 7 | 1 |   |   |   |     |     |
| K and 5-6                                    |                          |   |   |   |   | 1 |   |     |     |
| K-6                                          | 3                        | 2 |   | 1 | 3 | 1 | 1 |     |     |
| K-8                                          | 1                        |   | 1 | 1 | 1 | 2 | 2 |     |     |
| 1                                            |                          | 1 |   |   |   |   |   |     |     |
| 1-2                                          |                          | 2 |   |   |   |   |   |     |     |
| 1-3                                          |                          | 1 | 5 | 1 |   |   |   |     |     |
| 1 and 5                                      |                          | 1 |   |   |   |   |   |     |     |
| 1-5                                          |                          |   |   |   | 1 |   |   |     |     |
| 1-6                                          |                          |   |   |   | 1 | 1 |   |     |     |
| 1-7                                          |                          |   |   |   | 2 |   |   |     |     |
| 2                                            |                          |   | 2 |   |   |   |   |     |     |
| 2 and 4                                      |                          |   |   |   | 1 |   |   |     |     |
| 2-4                                          |                          |   |   | 4 |   |   |   |     |     |
| 2-5                                          |                          |   |   | 1 |   |   |   |     |     |
| 2-6                                          |                          |   |   |   | 1 |   |   |     |     |
| 2-8                                          |                          |   |   |   | 1 |   | 1 |     |     |
| 3                                            |                          |   |   | 2 |   |   |   |     |     |
| 3-4                                          |                          |   |   | 2 |   |   |   |     |     |
| 3 and 5                                      |                          |   |   | 1 |   | 1 |   |     |     |
| 3-5                                          |                          |   |   | 1 | 1 | 1 |   |     |     |
| 3-6                                          |                          |   |   |   | 2 | 5 | 1 |     |     |
| 3-8                                          |                          |   |   |   |   |   | 1 |     |     |
| 4                                            |                          |   |   |   | 4 |   |   |     |     |
| 4-5                                          |                          |   |   |   | 1 |   |   |     |     |
| 4-6                                          |                          |   |   |   |   | 5 | 5 |     |     |
| 4-7                                          |                          |   |   |   |   |   | 2 |     |     |
| 4-8                                          |                          |   |   |   |   |   | 2 |     |     |
| 5-6                                          |                          |   |   |   |   | 1 | 1 |     |     |
| 5-7                                          |                          |   |   |   |   |   | 1 |     |     |
| 6-7                                          |                          |   |   |   |   |   | 1 |     |     |
| 7                                            |                          |   |   |   |   |   |   | 1   |     |
| K-2 and 6-8                                  |                          |   |   |   |   |   |   |     | 1   |
| No Response                                  |                          | 1 |   |   |   |   |   |     |     |

Seventeen percent of the teachers felt they had adequate knowledge of the emotional characteristics of children in grades kindergarten through grade eight.

Thirty-two of the fifty-four primary teachers felt they had knowledge of the emotional characteristics for the primary level. Only nine expressed knowledge of the emotional characteristics for all grades.

Of the fifty-four grade four, five and six teachers, nineteen expressed a lack of knowledge of the emotional characteristics for kindergarten and junior high levels. Thirty intermediate teachers felt they had knowledge of the emotional characteristics from the second grade through the sixth grade.

Table 7 points out that the majority of primary teachers felt they had adequate knowledge of the emotional characteristics of children only in the primary level. While many intermediate teachers expressed knowledge of the emotional characteristics for children in all grades, the majority felt they lacked knowledge of the emotional characteristics for children in kindergarten and grade one and for grades seven and eight.

The grades the teachers are presently teaching are compared with the grades the teachers feel they were best prepared to teach in Table 8.

Table 8

## Grade Level Best Prepared to Teach

| Best Prepared To Teach | Grade Presently Teaching |   |   |   |   |   |   |     |     |
|------------------------|--------------------------|---|---|---|---|---|---|-----|-----|
|                        | K                        | 1 | 2 | 3 | 4 | 5 | 6 | 7&8 | 8&9 |
| K-2                    | 2                        | 2 | 1 |   |   |   |   |     |     |
| K-3                    | 4                        | 1 | 1 | 1 |   |   | 1 |     |     |
| K-4                    |                          |   | 2 | 1 |   |   |   |     |     |
| K-6                    |                          | 1 |   | 2 | 2 | 1 | 1 |     |     |
| 1                      |                          |   | 1 |   |   |   |   |     |     |
| 1-2                    |                          | 1 | 1 |   |   | 1 |   |     |     |
| 1-3                    |                          | 5 | 2 | 2 |   |   | 1 |     |     |
| 1-4                    |                          |   | 1 |   |   |   |   |     |     |
| 1-6                    |                          | 1 | 1 |   | 1 | 2 |   |     |     |
| 1-8                    | 1                        |   |   |   |   |   |   |     |     |
| 2                      |                          | 2 | 1 |   |   |   |   |     |     |
| 2-3                    |                          |   | 1 |   |   | 1 |   |     |     |
| 2-4                    |                          | 1 |   | 1 |   |   |   |     |     |
| 2-6                    |                          |   |   |   | 3 | 1 |   |     |     |
| 3                      |                          |   |   | 2 |   |   | 1 |     |     |
| 3-4                    |                          |   |   | 1 | 1 |   |   |     |     |
| 3-5                    |                          |   |   | 3 | 2 | 1 | 1 |     |     |
| 3-6                    |                          |   |   |   | 2 | 2 |   |     |     |
| 3-8                    |                          |   |   |   |   |   | 1 |     |     |
| 4-5                    |                          |   |   | 1 | 1 |   | 1 |     |     |
| 4-6                    |                          |   |   |   | 2 | 5 | 3 |     |     |
| 4-8                    |                          |   |   |   | 2 |   | 1 |     |     |
| 5                      |                          |   |   |   |   | 2 |   |     |     |
| 5-6                    |                          |   |   |   |   | 1 | 2 |     |     |
| 5-8                    |                          |   |   |   |   |   | 2 |     |     |
| 6-8                    |                          |   |   |   |   |   |   |     | 1   |
| 7-8                    |                          |   |   |   |   |   | 1 |     |     |
| 7-12                   |                          |   |   | 1 |   |   |   |     |     |
| 0                      | 1                        | 1 | 3 |   | 2 | 1 | 2 |     |     |
| No Response            |                          | 1 |   |   |   |   |   | 1   |     |



None of the teachers felt they had been prepared to teach all grades. One teacher marked grades one through grade eight and 6 percent marked kindergarten through grade six.

Twenty-eight of the fifty-four primary teachers felt they were best prepared to teach in the primary level.

Thirty-three of the fifty-four teachers of grades four, five and six felt they were best prepared to teach grades two through six.

Nine percent stated they had not been adequately prepared to teach any grade.

According to the information presented in Table 8, the majority of primary teachers felt best prepared to teach in the primary level. While the majority of the intermediate teachers felt best prepared to teach grades two through six, they did not feel prepared to teach kindergarten or first grade, nor grades seven or eight. Nine percent felt they had not been prepared to teach any grade. Some of the respondents are teaching grades in levels other than in the level in which they were best prepared to teach.

The teachers were asked to mark the grade(s) they felt they had the best rapport with students. This is presented in Table 9.

[illegible]

Forty-two of the fifty-four primary teachers felt they had the best rapport with primary children.

Thirty-six of the fifty-four grades four, five and six teachers marked they had best rapport with children in grades two through six.

One percent of the teachers felt they had rapport with children in all grades surveyed and 3 percent marked best rapport with children in grades kindergarten through grade six.

The information presented in Table 9 showed that all teachers felt they had the best rapport with children in the level in which they were teaching. Of all the responding teachers, two felt that they had the best rapport with children in grades other than these in which they were presently teaching.

When reviewing the four previous tables, it is interesting to note that more of the primary teachers expressed rapport with primary children than expressed knowledge of social, physical and emotional characteristics. It is also interesting to note that more intermediate teachers expressed knowledge of social characteristics in grades two through six than rapport for these grades. Knowledge of physical characteristics and rapport with grades two through six was the same for intermediate teachers. Intermediate teachers felt that they had a greater degree of rapport with the students in grades two through six than they had an understanding of the emotional characteristics of these same children.

The grades the teachers are presently teaching are compared with the grades the teachers would prefer to teach in Table 10.

[illegible]

Four percent of the teachers responded that they would prefer to teach grades other than the grade in which they were presently teaching.

All except one of the kindergarten and grade one and grade two teachers preferred the primary level.

The grade two teachers expressed a preference for kindergarten through grade five. Ten of the fifteen teachers preferred grades two through four. Eleven of the fifteen grade three teachers marked grade two through five.

Forty-one of the fifty-four grades four, five and six teachers preferred not to teach kindergarten through grade two and grades seven and eight.

No teachers marked a preference for kindergarten through grade eight.

Table 10 points out that kindergarten and grade one teachers preferred to teach in the primary level. The majority of grades two and three teachers, although teaching in the primary level, preferred to teach grades two through five and did not express a preference for teaching kindergarten or grade one. While the majority of the intermediate teachers preferred to teach grades three through six, they preferred not to teach kindergarten, grades one and two, and grades seven and eight.

Teachers were asked to mark the grades they preferred not to teach. This is shown in Table 11.



Table 11

### Prefer Not To Teach

[illegible]

Fifty-two of the fifty-four kindergarten through grade three teachers preferred not to teach grades seven and eight. Forty-one of these also preferred not to teach grades five and six.

Thirty-eight of the fifty-four grades four, five and six teachers preferred not to teach kindergarten. Thirty-seven teachers preferred not to teach grade one. Thirty preferred not to teach grade two.

Twenty-two of the thirty-six grades four and five teachers preferred not to teach grades seven and eight.

Sixteen of the eighteen grade six teachers preferred not to teach kindergarten and grade one.

The information presented in Table 11 showed that most teachers have a preference as to which grades they do not desire to teach. The majority of the primary teachers preferred not to teach grades five, six, seven or eight. The majority of intermediate teachers preferred not to teach kindergarten, grades one, seven or eight.

The teachers rated their university training in terms of preparing them to teach their assigned grade. They used a five point scale with five being the highest rating. Table 12 lists their ratings.

Table 12

University Training Compared  
to Assigned Grade

| Rating for<br>Preparation | Assigned Grade |   |   |   |   |   |   |     |     |       |    |
|---------------------------|----------------|---|---|---|---|---|---|-----|-----|-------|----|
|                           | K              | 1 | 2 | 3 | 4 | 5 | 6 | 7&8 | 8&9 | Total | %  |
| 5                         | 1              | 2 | 2 | 4 | 2 | 3 | 1 |     |     | 15    | 14 |
| 4                         | 2              | 5 | 4 | 2 | 2 | 5 | 6 |     | 1   | 27    | 25 |
| 3                         | 4              | 4 | 2 | 7 | 9 | 6 | 7 |     |     | 39    | 35 |
| 2                         |                | 1 |   |   | 4 | 1 | 1 |     |     | 7     | 6  |
| 1                         |                | 4 | 3 | 1 |   | 2 | 1 | 1   |     | 12    | 11 |
| 0                         | 1              |   |   |   |   | 1 |   |     |     | 2     | 2  |
| No Response               |                |   | 4 | 1 | 1 |   | 2 |     |     | 8     | 7  |

The teachers marked the ratings as follows: a five rating by 14 percent; a four rating by 25 percent; a three rating by 35 percent; a two rating by 6 percent; a one rating by 11 percent and a zero rating by 2 percent. Eight teachers did not respond to the item.

Table 12 points out that, of the responding teachers, 39 percent of these teachers rated their training as above average. Thirty-five percent of the teachers rated their training as average. Nineteen percent of the teachers responded with a below average rating for their teacher training. It should be noted that some respondents commented as to the ambiguity of this item of the survey. Some mentioned that it

was in doubt whether a five rating indicated an adequate response or an above average response. Validity of the response and credence in the data has been placed in doubt and should be interpreted as such.

Table 13 rates the teachers' perceptions of their ability to teach kindergarten through grade eight. They were also asked if they saw a difference in skills necessary to teach kindergarten through grade eight. The third rating on this table shows their response to their perception as to whether different skills are necessary for teaching the different levels - primary level, intermediate level, and junior high level.

Table 13

Difference in Ability and Skills to Teach  
Grades Kindergarten Through Eight  
and to Teach Different Levels

|                                 | Yes |    | No |    | No Response |   |
|---------------------------------|-----|----|----|----|-------------|---|
|                                 | n   | %  | n  | %  | n           | % |
| Ability to Teach Every Grade    | 32  | 29 | 74 | 67 | 4           | 4 |
| Difference in Skills for K-8    | 101 | 92 | 4  | 3  | 5           | 5 |
| Difference in Skills For Levels | 100 | 90 | 5  | 5  | 5           | 5 |

Sixty-seven percent of the teachers do not feel they have the ability to teach every grade.

Ninety-two percent see a difference in skills needed for teaching kindergarten through grade eight.

Ninety percent see a difference in skills needed for teaching the different levels (primary, intermediate and junior high).

According to the information presented in Table 13, the majority of teachers do not perceive themselves as being able to teach all grades from kindergarten through grade eight. They see a difference in skills needed for the different grades, as well as a difference in skills required for the primary, intermediate and junior high levels.

The range of teaching endorsements teachers felt should be granted in the State of Montana when one receives an elementary endorsement are illustrated in Table 14.

Table 14

## Teaching Endorsements

|                                    | n  | %  |
|------------------------------------|----|----|
| K-8                                | 19 | 17 |
| K-6, 7-8(9)                        | 26 | 24 |
| K-3, 4-6, 7-8(9)                   | 37 | 34 |
| Preschool-K, 1-3, 4-6, 7-8(9)      | 14 | 13 |
| Special Endorsement For Each Grade | 2  | 2  |
| Other                              | 7  | 6  |
| No Response                        | 5  | 4  |

Seventeen percent of the teachers preferred an endorsement for kindergarten through grade eight.

Twenty-four percent preferred endorsements be granted for kindergarten through grade six and for grades seven through nine.

Thirty-four percent preferred endorsements be granted for kindergarten through grade three, grade four through six and grades seven through nine.

Thirteen percent preferred endorsements for preschool through kindergarten, grades one through three, grades four through six and grades seven through nine.

Other endorsements suggested by teachers were: kindergarten

through grade three and grades four through nine; kindergarten through grade two, grades three and four and grades five through nine; and kindergarten through grade three, grade four through grade eight, or kindergarten through grade four and grade five through grade eight.

The information presented in Table 14 showed that the highest percentage of teachers felt there should be separate endorsements for kindergarten through grade three, grades four through six and grades seven through nine. Seventy-nine percent of the teachers acknowledge kindergarten as a grade that should not be included in an endorsement that includes grades seven through nine. Forty-seven percent felt the primary level should be endorsed separately from the intermediate level and the intermediate level separately from the junior high school level.

The teachers were asked who they felt should recommend initial certification. Their recommendations are shown in Table 15.



Table 15

## Recommendation for Initial Certification

| Initial Certification                                                                | n  | %  |
|--------------------------------------------------------------------------------------|----|----|
| Professional Organizations                                                           | 3  | 3  |
| Teacher Training College or University                                               | 44 | 40 |
| State Department of Public Instruction                                               | 18 | 16 |
| All of the Above                                                                     | 18 | 16 |
| Professional Organizations and State<br>Department of Public Instruction             | 2  | 2  |
| Teacher Training College or University and<br>State Department of Public Instruction | 11 | 10 |
| No Response                                                                          | 14 | 13 |

Forty percent of the teachers felt the teacher training college should provide initial certification. Several teachers stated the training institution would have more knowledge of the candidates' capabilities.

Sixteen percent felt the State Department of Public Instruction should grant initial certification.

Sixteen percent marked initial certification should be granted by a combination of professional organizations, the teacher training college or university and the State Department of Public Instruction.

Eleven percent said the teacher training college or university

and the State Department of Public Instruction should recommend initial certification.

Table 15 points out that the highest percentage of teachers felt the training college should provide initial certification. These teachers stated the colleges worked closer with the candidate and would be more aware of the candidates' capabilities.

Other agencies, though not agreed on by all teachers, were recommended for initial certification by the remaining 47 percent of the respondents.

#### Summary

A questionnaire was used to survey Great Falls elementary school teachers' perceptions concerning the range of their certification. A 94 percent return was received from the sample surveyed. The questionnaire contained seventeen items.

Item one concerned the class of certificate presently held. The majority of teachers have a Class II Certificate.

The endorsements granted to the teachers were mainly elementary endorsements. Eight percent of the teachers have endorsements in other areas as well as an elementary endorsement.

The teachers responding to the questionnaire were represented by the following percentages per grade: kindergarten 7 percent; grade one 15 percent; grades two and three 14 percent each; grades four,

five and six 16 percent each; grade seven 1 percent and grade eight 1 percent.

The grades in which the teachers were presently teaching were compared with the grade in which they did their student teaching. The majority of the teachers student taught in the level in which they are presently teaching. Seventy-eight percent of the primary teachers student taught in the primary level and 69 percent of the intermediate teachers student taught in the intermediate level.

Only a small percentage of teachers felt they had an adequate knowledge of the social characteristics of children in all grades surveyed. The greatest percentage of primary teachers expressed this knowledge only for the primary level. The majority of intermediate teachers stated no knowledge of the social characteristics of kindergarten and grade one children.

In response to the adequate knowledge the teachers felt they had of the physical characteristics of children, most of the primary teachers felt they had adequate knowledge only for the primary level. The majority of intermediate teachers expressed a lack of knowledge of the physical characteristics of kindergarten and first grade children, and of seventh and eighth grade children.

When asked to respond to their knowledge of the emotional characteristics of children, the majority of primary teachers felt they had adequate knowledge only in the primary level. While many

intermediate teachers expressed knowledge of the emotional characteristics for all grades, the majority felt they lacked knowledge of the emotional characteristics for kindergarten and grade one and for grades seven and eight.

The majority of primary teachers felt best prepared to teach the primary level. While the majority of the intermediate teachers felt best prepared to teach grades two through six, they did not feel prepared to teach kindergarten or first grade, nor grades seven or eight. Nine percent felt they had not been adequately prepared to teach any grade and some teachers are teaching grades in levels other than what they felt they were best prepared to teach.

All teachers felt they had the best rapport with children in the level in which they were teaching. There were two teachers who felt they had best rapport with children in grades other than that in which they are presently teaching.

More of the primary teachers expressed rapport with primary children than expressed knowledge of the social, physical and emotional characteristics of these children. More intermediate teachers expressed knowledge of social characteristics for children in grades two through six than rapport for children in these grades. Knowledge of physical characteristics of children and rapport with children in grades two through six was the same. Intermediate teachers felt that they had a greater degree of rapport with the students in grades two through six

than they had an understanding of the emotional characteristics of these same children.

Kindergarten and grade one teachers preferred to teach the primary level. Grades two and three teachers, although teaching in the primary level, preferred to teach grades two through five and did not express a preference for teaching kindergarten or grade one. While the majority of the intermediate teachers preferred to teach grades three through six, they preferred not to teach kindergarten, grades one and two and grades seven and eight.

It appears most teachers have a preference as to which grades they desire not to teach. The majority of the primary teachers preferred not to teach grades five, six, seven or eight. The majority of intermediate teachers preferred not to teach kindergarten, grades one, seven or eight.

On a five point scale, five being the highest, the teachers marked their college or university training in terms of preparing them for teaching in their assigned grade. Thirty-nine percent rated their training as above average. Thirty-five percent responded with a below average rating. It was noted that ambiguity existed in this item and therefore conclusions reached from the data should be avoided.

The majority of teachers do not perceive themselves as able to teach all grades from kindergarten through eight. They see a difference in skills needed for teaching the different grades as well as a

difference in skills needed for teaching the primary, intermediate and junior high levels.

The highest percentage of teachers felt there should be separate endorsements for kindergarten through grade three, grades four through six and grades seven through nine. Seventy-nine percent of the teachers acknowledge kindergarten as a grade that should not be included in an endorsement that includes grades seven through nine. Forty-seven percent felt the primary level should be endorsed separately from the intermediate level and the intermediate level separately from the junior high level.

Opinions varied as to whom the teachers felt should recommend initial certification. The highest percentage of teachers felt the training college should provide initial certification. These teachers stated the college worked closer with the candidate and would be more aware of the candidate's capabilities. Other agencies, though not agreed on by all teachers, were recommended for initial certification by the remaining 47 percent of the respondents.

Chapter V will present a summary of the study, conclusions based on the results and recommendations.

## CHAPTER V

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The purpose of this chapter is to summarize the findings of this study. Conclusions as to the significance of the data and the limitations of the study are also discussed in this chapter. Recommendations are made for further consideration of the significance of the data contained in this study.

### SUMMARY

Certification requirements, originally designed to raise the standards of the teaching profession, now require a Bachelor's Degree to teach in elementary schools in all states but Vermont.

Montana issues teaching certificates of Class 1, 2, 3, 4 and 5. The certificate issued depends on the teacher's education and teaching experience.

The Class 1 Certificate is issued to applicants who qualify for a Class 2 Certificate and who have one year of study beyond the Bachelor's Degree. The Class 2 Certificate is issued to applicants who have completed an approved teacher's training program and obtained a Bachelor's Degree. The Class 3 Certificate is issued with a Superintendent's, Elementary Principal's, Secondary Principal's or Supervisor's endorsement. The Class 4 Certificate is issued to teachers in highly specialized or technological areas requiring special training or



experience by the United States Office of Education. The Class 5 Certificate, a provisional certificate, is issued to applicants working on a planned program leading to Class 1, Class 2 or Class 3 certification. This paper is only concerned with Class 1 and 2 Certificates.

The certificates will contain either an elementary or secondary endorsement. The secondary endorsement will not be discussed since this deals with only the elementary endorsement. The elementary endorsement authorizes the holder to teach in grades kindergarten through nine. Thirty quarter or twenty semester credits in all subjects taught at the ninth grade level are required of teachers who teach the ninth grade. Because of this additional requirement for ninth grade teachers, only elementary teachers for grades kindergarten through the eighth grade will be included in this study.

The research will be done in Great Falls School District Number 1, Great Falls, Montana. The population for the study will be a random sample of the elementary school teachers.

This sampling of teachers will be surveyed as to their perceptions concerning present certification practices. The study will survey elementary teachers as to the abilities, skills, attitudes and training necessary for endorsement for kindergarten through the eighth grade. It will also survey teachers to determine if they prefer a kindergarten through eighth grade endorsement, or if they would prefer a more specialized endorsement.

Educators at the Fifteenth Annual National Conference of the National Commission on Teacher Education and Professional Standards in 1960 recommended certification endorsements include primary, intermediate or junior high school. Seven states presently carry endorsements for either early childhood or grades one through three or grades kindergarten through grade three. This brings into question the present practice by the State of Montana whereby elementary teachers are endorsed to teach grades kindergarten through nine.

The present requirements have developed gradually since the early days of the American public school system. The ability to discipline the school, sufficient knowledge of reading, writing and arithmetic and, occasionally, certain standards of character were the only requirements for teachers during this early period. The requirements varied from community to community. Some states required a loyalty oath with the onset of the Revolution.

The beginning of professional selection and certification of teachers began after the Civil War. Both county and local superintendents of schools became more common. Ascertaining the fitness of teacher candidates and licensing them was done by these boards.

There was a gradual change in the authority for certification from local administrative units to the state level. Graded certificates and life certificates began being issued. Locally prepared written examinations were used. This gradually changed to

state-prepared examinations. Requirements for degree and course work were added. States began issuing differential or specialized certificates. An interest in interstate recognition of certificates also began during this period.

The first attempts to train teachers was undertaken by private seminaries. Horace Mann's work resulted in the establishment of the first normal school in Massachusetts in 1839. There were eleven normal schools by 1860 and by 1900 these schools were well established. After 1900 the normal schools changed into state-controlled and state-supported institutions. These then changed to state teachers colleges with a four year curriculum. Departments of education and graduate schools of education have been established at many of the colleges and universities.

As the education for teachers increased the certification requirements for teachers also increased. The requirement changed from high school training to teach in public schools to a Bachelor's Degree to teach in elementary schools. By 1905 a few states issued special certificates for teaching in the kindergarten and primary grades. A primary endorsement, an intermediate or junior high school endorsement and a secondary endorsement has been recommended by some leaders in education. By 1970 West Virginia, Mississippi, North Carolina, Maryland, Pennsylvania, Tennessee and Virginia required either a primary or intermediate specialization for elementary teachers.

In 1889 the State of Montana required elementary teachers to be graduates of a university, college or normal school. In 1929 Montana elementary certificates for teaching in grades one to ten were issued to graduates of a two-year normal school course. In 1947 the certificate then included grades one to nine. The Standard Certificate in 1949 certified teachers to teach grades one to eight. An Elementary Advanced Certificate was issued for teaching grades one to nine. The holder of the Elementary Advanced Certificate was required to have a Bachelor's Degree with a four-year course of elementary school education from a fully accredited institution.

In 1952 holders of standard two-year diplomas were required to show at least twelve quarter hours of additional training within the last six years in order to receive certification. By 1967 the Department of Public Instruction in Montana required the Bachelor's Degree to teach grades one through nine. In 1973, the elementary endorsement became valid to teach in grades kindergarten through eight.

In the State of Montana the requirements for elementary teachers have increased from a two-year program to a Bachelor's Degree. The range of grades a holder of an elementary endorsement has been certified to teach has changed from grades one through ten to grades kindergarten through eight.

Literature on the developmental process of children was reviewed. This literature emphasized the numerous developmental

differences in children. The literature has categorized two groupings - ages four, five, six, seven and eight years and ages nine, ten, eleven and twelve years. These groupings were used by the researcher to determine if differences exist in children in the elementary grades. Differences in physical development, characteristic reactions, and special needs were listed for the five to eight group and the nine to twelve group.

Some educators considered the teacher to be the key to a dynamic program for young children. Proponents of specialization for teachers in the primary level and intermediate level stated teachers needed more specialization. Empathy by the teacher for the age group being taught was considered to be of great importance. Flexibility and emotional security were listed as essential qualities of both levels.

Primary teachers were required to be sensitive to the needs of others and to be able to give and receive affection. Another requirement was the ability to shift between directive and nondirective behavior. Eighty percent of an individual's intelligence was considered to be acquired by the age of eight.

More background in reading and in language arts was considered especially important for both primary and intermediate teachers. Specialization was stressed.

The needed qualities that make a good teacher were considered

to be inherent in the teacher. These were not qualities that could be "taught." Some investigators felt the answer to identifying the successful teacher might be found in the teacher's childhood.

A study of twenty teachers was done in California to determine what characteristics and similarities in background environment and early relationships to others the outstanding teachers might possess. A well-knit family structure and a sense of personal and group worth was revealed. There was a strong sense of responsibility, conformity, cooperativeness and lack of blame projection. They were assessed as being more restrained, emotionally stable, objective, friendly, and more cooperative and agreeable as compared to general norms.

A questionnaire was used to record five hundred and eight prospective women teachers enrolled in elementary and secondary teacher training programs in schools in New York. My Father, My Mother and My Best-Liked Teacher were explored as ego-ideals.

A strong identity with Father was found among the lower school teachers. They were estranged from Mother and Teacher was the person they most disliked. Middle school women had admired teacher more often than the lower school women. They appeared to have desired to maintain good relations with both parents. The high school teachers recalled admiring and being influenced by Teacher. They disliked Father most.

Two studies were done by Jacqueline L. Rosen to determine the elementary school teacher's ability to relate to children. A



questionnaire, upon which the analysis was based, was administered. The teachers responded to items questioning their childhood, their attitudes toward teaching and their attitudes towards kinds of children.

Strong positive words such as "I Loved" or "I was crazy about" were assigned a plus. A minus was given those who described no positive feelings. The subjects were then classified as relatively accepting or rejecting their childhood selves.

"Class Feeling Toward Teacher" was obtained from the children and measured. An analysis-of-variance using a variation of Hoyt's method was used to determine a reliability rating. The reliability coefficient was .75.

Seventy-two percent of the "better-liked" teachers conveyed a liking and respect for their childhood selves. Seventy-seven percent of the "less-liked" teachers focused on unpleasant feelings from their early lives. Observations of the "better-liked" teachers showed them to be sensitive to and supportive of the children's needs. The "less-liked" teachers were observed as being emotionally aloof.

A third study by Rosen used thirty-seven women from a previous study. The subjects were those not rated as being poor teachers by the observers. Their autobiographies were explored for specific differences that might indicate the teacher's effectiveness for an empathic responsiveness to the developmental needs and coping styles of children in the age range that they were judged as working with



most effectively. They were categorized as being most effective with either the pre-school level or the primary level or the upper elementary levels. Separate definite themes appeared dominant for teachers of each age group.

Those teachers most effective with the two to five age group emphasized a love for their parents. Their childhood appeared to have been generally carefree, untroubled and centered around family activities.

A striving for independence, a drive to achieve and the assumption of grown up roles were recalled by those most effective with the five to eight group. Instructing and caring for younger children had been enjoyed by them. These teachers, it was postulated by Rosen, would be able to recognize and support the growing independence without feeling threatened.

The dominant theme of the eight to eleven group was that of childhood relationships that had stimulated a love of learning and ideas. This was either due to stimulating teachers or promoted in their homes. Friends and older siblings were important. They had not been openly rebellious but had attempted to reconcile conflicting values and develop a sense of identity through introspection. Rosen stated that with this background, these teachers would be able to utilize peer-group interests. They would also be able to respect the privacy this age group needs.

Authorities recommended further research be conducted to explore how and to what degree empathy with different age levels is expressed.

Based on the assumption that elementary teachers are aware of the abilities they have for teaching grades kindergarten through grade eight, a study was done to determine the teachers' perceptions of their abilities. A questionnaire was used for gathering the data for this study. The areas surveyed included the class of certificate held, endorsements granted, teaching assignment, student teaching assignment, evaluation of knowledge of the social, physical and emotional characteristics of children, evaluation of college preparation, estimation of levels in which one has the most rapport with children, grade preference, perceptions as to the ability and skills to teach at various levels, endorsements which should be granted, and recommendations for the initial certifying agency.

A proportional stratified sample of one hundred nineteen teachers was drawn from the population of three hundred fifty classroom teachers in Great Falls School District Number 1. These were teachers of grades kindergarten through grade eight with elementary endorsements. A 94 percent return was received from the sample surveyed. The questionnaire contained seventeen items.

Item one concerned the class of certificate presently held. The majority of teachers have a Class II Certificate.

The endorsements granted to the teachers were mainly elementary endorsements. Eight percent of the teachers have endorsements in other areas as well as an elementary endorsement.

The teachers responding to the questionnaire were represented by the following percentages per grade: kindergarten 7 percent; grade one 15 percent; grades two and three 14 percent each; grades four, five and six by 16 percent each; grade seven 1 percent and grade eight 1 percent.

The grade the teachers are presently teaching was compared with the grade in which they did their student teaching. The majority of the teachers student taught in the level they are presently teaching. Seventy-eight percent of the primary teachers student taught in the primary level and 69 percent of the intermediate teachers student taught in the intermediate level.

Only a small percentage of teachers felt they had an adequate knowledge of the social characteristics of children in all grades surveyed. The greatest percentage of primary teachers expressed this knowledge only for the primary level. The majority of intermediate teachers stated no knowledge of characteristics of kindergarten and grade one children.

In response to the adequate knowledge the teachers felt they had of the physical characteristics of children, most of the primary teachers felt they had adequate knowledge only for the primary level.

The majority of intermediate teachers expressed a lack of knowledge of the physical characteristics of kindergarten and first grade children, and of seventh and eighth grade children.

When asked to respond to their knowledge of the emotional characteristics of children, the majority of primary teachers felt they had adequate knowledge only for the primary level. While many intermediate teachers expressed knowledge of the emotional characteristics for all grades, the majority felt they lacked knowledge for kindergarten and grade one and for grades seven and eight.

The majority of primary teachers felt best prepared to teach the primary level. While the majority of the intermediate teachers felt best prepared to teach grades two through six, they did not feel prepared to teach kindergarten or first grade, nor grades seven or eight. Nine percent felt they had not been adequately prepared to teach any grade and some teachers are teaching grades in levels other than what they felt they were best prepared to teach.

All teachers felt they had the best rapport with children in the level in which they were teaching. There were two teachers who felt they had best rapport with children in grades other than that in which they are presently teaching.

More of the primary teachers expressed rapport with primary children than expressed knowledge of the social, physical and emotional characteristics of these children. More intermediate teachers

expressed knowledge of social characteristics for children in grades two through six than rapport for children in these grades. Knowledge of physical characteristics of children and rapport with children in grades two through six was the same. Intermediate teachers felt that they had a greater degree of rapport with the students in grades two through six than they had an understanding of the emotional characteristics of these same children.

Kindergarten and grade one teachers preferred to teach the primary level. Grades two and three teachers, although teaching in the primary level, preferred to teach grades two through five and did not express a preference for teaching kindergarten or grade one. While the majority of the intermediate teachers preferred to teach grades three through six, they preferred not to teach kindergarten, grades one and two and grades seven and eight.

It appears most teachers have a preference as to which grades they desire not to teach. The majority of the primary teachers preferred not to teach grades five, six, seven or eight. The majority of intermediate teachers preferred not to teach kindergarten, grades one, seven or eight.

On a five point scale, five being the highest, the teachers marked their college or university training in terms of preparing them for teaching in their assigned grade. Thirty-nine percent rated their training as above average. Thirty-five percent rated their training as

average and 19 percent responded with a below average rating. No definite pattern is apparent as to any level feeling ill prepared.

The majority of teachers do not perceive themselves as able to teach all grades from kindergarten through eight. They see a difference in skills needed for teaching the different grades as well as a difference in skills needed for teaching the primary, intermediate and junior high levels.

The highest percentage of teachers felt there should be separate endorsements for kindergarten through grade three, grades four through six and grades seven through nine. Seventy-nine percent of the teachers acknowledged kindergarten as a grade that should not be included in an endorsement that includes grades seven through nine. Forty-seven percent felt the primary level should be endorsed separately from the intermediate level and the intermediate level separately from the junior high level.

Opinions varied as to whom the teachers felt should recommend initial certification. The highest percentage of teachers felt the training college should provide initial certification. These teachers stated the college worked closer with the candidate and would be more aware of the candidate's capabilities. Other agencies, though not agreed on by all teachers, were recommended for initial certification by the remaining 47 percent of the respondents.



## CONCLUSIONS

From the review of related literature and the summary of questionnaire data, the researcher noted a strong emphasis on the importance of the teacher training program and its relationship to preparing the prospective teacher for the broad elementary endorsement for grades kindergarten through grade eight. This is emphasized by the majority of teachers through their acknowledgement of their lack of adequate knowledge for the social, physical and emotional characteristics for children of grades kindergarten through grade eight.

The expressed lack of adequate knowledge by the primary teachers of the social, physical and emotional characteristics of children in other levels is probably due to their lack of association with children in the intermediate and junior high school grades. The writer feels that this index is too limited to conclude that this is an indication of any inability to teach in other than the primary grades. The intermediate teachers indicated a lack of adequate knowledge of the social characteristics for kindergarten and grade one children. These teachers also indicated a lack of adequate knowledge of physical and emotional characteristics for kindergarten and grade one and grades seven and eight. This should also not be interpreted by the writer as an inability to teach grades kindergarten, grades one, seven or eight. It is possible there would be teachers who would lack the ability to teach these grades but the lack of adequate knowledge of the characteristics



could also be due to a lack of familiarity with children of the ages of those grades. This response does not say the college preparation program is lacking. What it does indicate is that the range of endorsement for kindergarten through grade eight may be too broad for a teacher training program to adequately prepare a candidate for teaching grades kindergarten through grade eight.

The acknowledgement by the majority of teachers of their lack of adequate knowledge for the entire range of grades kindergarten through grade eight would also emphasize the importance of student teaching. Since the majority of teachers student taught in the same level they are now teaching and the majority of teachers felt best prepared to teach in the levels in which they are presently teaching, this would emphasize student teaching as an invaluable experience for teacher preparation. It also indicates that courses outside of student teaching can only give general preparation for teaching and do not prepare teachers for the teaching of all grades from kindergarten through grade eight.

All teachers felt they had the best rapport with children in the level in which they were teaching. It would seem that teachers would be more effective and children would benefit more if teachers were placed in levels which they exhibited high rapport with children. Two teachers felt they had best rapport with children in grades other than that in which they are presently teaching.

The response by the teachers as to which grades they would prefer not to teach indicated that some teachers would be interested in teaching all grades from kindergarten through grade eight, however, the majority of teachers had a preference of specific grades they desired not to teach.

The majority of teachers also recognized a difference in skills needed for teaching the different grades from kindergarten through grade eight and a difference in skills needed for teaching the primary, intermediate and junior high levels. This indicated that the skills needed to teach grades kindergarten through grade eight may include too broad a range for a teacher prospect to adequately acquire in their teacher training program. The prospective teacher appears not to be prepared for the endorsement for grades kindergarten through grade eight that the elementary endorsement presently allows.

This is confirmed by the teachers responding to a desire for not just one endorsement for grades kindergarten through grade eight. Only 17 percent of the teachers preferred an endorsement for grades kindergarten through eight. The other responding 79 percent preferred more than one level of endorsement. Suggestions of endorsement levels varied but the majority of teachers do feel, though not agreeing on the levels of endorsement, that the one present endorsement for grades kindergarten through grade eight should be changed. Of special emphasis, 79 percent of the teachers acknowledge kindergarten as a grade that

should not be included in an endorsement that also includes grades seven and eight.

The importance of the teacher training college or university for the preparation of the prospective teacher was also acknowledged by a large percentage of teachers. These teachers felt initial certification of a prospective teacher should be done by the teacher training college or university since the institution worked closer with the candidate. For this reason the training institution would have more knowledge of the candidate's abilities and, therefore, be better able to assess the prospective teacher for initial certification.

#### RECOMMENDATIONS

The writer recommends the following:

1. Teacher preference for grade level assignment should be seriously considered by hiring agencies.
2. Consideration should be given to the need for a more specialized endorsement for elementary teachers than the present endorsement for grades kindergarten through grades eight.
3. Since the sample size for this study is only a small portion of all Montana teachers, it is recommended that more teachers be surveyed to determine the most appropriate division of grades for determining the endorsement levels.

APPENDIX

APPENDIX A

Valley View School  
900 Ave. A, N.W.  
May 2, 1975

Elementary School Teachers  
Great Falls Public Schools  
Great Falls, Montana

Dear Fellow Teacher:

To fulfill requirements for a Master of Education degree in Elementary Education, I am conducting a stratified survey of randomly selected elementary teachers in the Great Falls Public Schools concerning their perceptions of the appropriateness of their levels of teacher certification. It is hoped that this study will provide indices of teacher perception for consideration by policy making boards when matters of certification are considered.

Permission to submit this questionnaire to you has been granted by Dr. Wenaas.

Your responses to the questionnaire will be handled with the utmost confidentiality. Forms have been keyed so that returns may be tabulated and questionnaires resubmitted to those not responding. Results of the survey will only be reported in pooled statistics.

I would appreciate you sending the questionnaire back to me, in the enclosed self-addressed envelope, as soon as possible so that I may have them before May 12, 1975.

Thank you for taking time during a busy time of year to help me complete this study.

Sincerely,

Marjorie Linzbach  
Valley View School

## Questionnaire

## Teacher Perceptions as to the Appropriateness of their Certification

1. What class certificate do you presently hold? \_\_\_\_\_
2. What endorsements\* have been granted to you? \_\_\_\_\_
3. What grade are you now teaching? \_\_\_\_\_
4. What grade(s) did you do your student teaching in?  
Please Circle

K 1 2 3 4 5 6 7 8

5. Circle the grade level(s) in which you feel you presently have an adequate knowledge of the social characteristics of children.

K 1 2 3 4 5 6 7 8

6. Circle the grade level(s) in which you feel you presently have an adequate knowledge of the physical characteristics of children.

K 1 2 3 4 5 6 7 8

7. Circle the grade level(s) in which you feel you presently have an adequate knowledge of the emotional characteristics of children.

K 1 2 3 4 5 6 7 8

8. Circle the grade level(s) in which you feel your college did the best job in preparing you to teach.

K 1 2 3 4 5 6 7 8

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\*Endorsement - Official indication of that level, elementary or secondary, and/or that area (subject field) which the holder of the certificate is authorized to teach.

9. Circle the grade level(s) in which you feel you have the best rapport with students.

K 1 2 3 4 5 6 7 8

10. What grade(s) would you prefer to teach?

K 1 2 3 4 5 6 7 8

11. What grade(s) would you prefer to not teach?

K 1 2 3 4 5 6 7 8

12. On a five point scale, five being the highest, please rate your college or university training in terms of preparing you for teaching in your assigned grade.

1 2 3 4 5

Please check Yes or No:

Yes

No

- \_\_\_\_\_ 13. Do you perceive yourself as having the ability to teach in every grade, kindergarten through eight?
- \_\_\_\_\_ 14. Do you see a difference in skills necessary to teach grades kindergarten through eight?
- \_\_\_\_\_ 15. Do you perceive different skills as being necessary for teaching the different levels: (primary level, the intermediate level and the junior high school level)?
16. Check (✓) the range of teaching endorsements you feel should be granted in the State of Montana when one receives an elementary endorsement.

\_\_\_\_\_ K - 8(9)

\_\_\_\_\_ K - 3, 4 - 6, 7 - 8(9)

\_\_\_\_\_ K - 6, 7 - 8(9)



\_\_\_\_\_ Pre-school - K, 1 - 3, 4 - 6, 7 - 8(9)

\_\_\_\_\_ Special endorsement for each grade

If you prefer an endorsement not listed, please list your preference.

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17. Initial certification should be recommended by: (Check one)

\_\_\_\_\_ Professional Organizations

\_\_\_\_\_ Teacher Training College or University

\_\_\_\_\_ State Department of Public Instruction

\_\_\_\_\_ A combination of the above. Please explain:

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