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A STUDY OF TWO EVALUATION METHODS FOR STUDENT TEACHERS

by

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

of

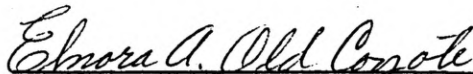
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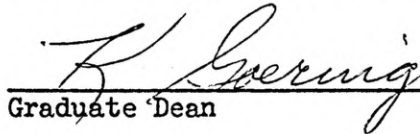
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ABSTRACT

This paper is concerned with the study of two evaluation methods for student teachers, the traditional letter grading system and the pass/fail with behavioral description sheet evaluation system.

The study was done for the purpose of ascertaining opinions of educational personnel concerning each evaluation method. Consideration was being given to revision of the system of evaluation used at Montana State University.

The literature surveyed from the Montana State University Library was arranged in several categories such as learning, personality and perceptual theory; institutional responsibility in the training of student teachers; and suggestions and recommendations for change and revision.

Questionnaires were sent to a population sample of four groups of educational personnel limited to the State of Montana with a ninety percent return received.

The questionnaires were categorized by personnel occupation and opinions on each question asked. The information was converted into punched card data and verified. The data were then tabulated by computer so that they could be analyzed by opinion and summarized. The results of the survey were organized around analysis of the results by percentage from each group of personnel and by grading system used. The narrative description of comments from the questionnaire was placed in Appendix B.

The writer reached the following conclusions:

1. The majority of educational personnel surveyed were associated with the letter grade system.
2. The pass/fail with behavioral description sheet system was felt, in large measure, to be beneficial to student teachers' performances.
3. A majority of all respondents felt that letter grading was not a positively motivating factor.
4. Accuracy of assessment of student teacher performance was most adequately expressed by the pass/fail with behavioral description sheet system rather than by letter grade.
5. A letter grade tended to force students to think of the grade and future job rather than concentrating on the children being taught.
6. More than a majority of respondents preferred the pass/fail with behavioral description sheet system as opposed to the letter grade system. Therefore, instituting such a system at Montana State University for student teaching would seem to be favorably received.

Chapter 1

INTRODUCTION

In order to receive a teaching credential from the State of Montana, all prospective candidates were required, during one academic quarter, to do classroom teaching in an elementary or secondary school system.¹ At least 24 quarter (16 semester) credits of professional preparation for teaching, to include student teaching, were also required. This classroom teaching, or student teaching, as it is customarily known, was treated as a regular course in the educational institutions of Montana. Student teachers were, accordingly, graded by the university supervisor of student teaching. The grading system which was used to evaluate practice teaching at Montana State University was the traditional letter grade system whereby the student is given a grade of A, B, C, D, or F for his or her performance as a classroom teacher.² The quality of the student's work in each course was denoted by a letter grade according to the following tabulation:

¹Dolores Colburg, "Certification of Teachers and School Administrators in Montana," 5th ed., (June 1969), p. 6.

²"Scholastic Requirements," Grading System; Montana State University Bulletin 1970-72, p. 42.

PASSING GRADES:

<u>Grades</u>	<u>Quality of Work</u>	<u>Grade Points for Each Credit</u>
A	Excellent	4
B	Good	3
C	Fair	2
D	Passing	1
S*	Satisfactory	0
P		

* may be used only for 590 and 690 courses²

During the 1969-70 academic school year, the College of Education at Montana State University was giving consideration to the implementation of an alternative system of evaluating student teachers on their classroom performances. This system, which was called the pass/fail system, planned to award a grade of pass or fail to each student teacher for classroom performance during the period of practice teaching. In addition, the student teaching supervisors planned to complete a behavioral description sheet in which he or she gave his evaluation of the student's performance as a teacher during the period of practice teaching.

Consideration was given to this system of pass/fail with behavioral description sheet evaluation because some of the people who worked with student teachers felt that letter grading created a certain amount of tension in and pressure upon the student teacher. It was also

²Ibid.

felt by some educational personnel that a letter grade was not an accurate or complete description of a student teacher's performances in the classroom. It was proposed that with the elimination of letter grading and the institution of a pass/fail with behavioral description sheet system, student teachers might be more relaxed and their true teaching abilities would be more readily and accurately discerned by the person observing their classroom performances.

In addition, it was felt by some educators that it would be a less threatening experience for the student teacher if he or she could have his or her first classroom teaching experiences without having to be concerned with trying to receive a high letter grade for his or her efforts. A pass/fail with behavioral description sheet evaluation was considered by some educational personnel as an attempt to emphasize continuous development rather than evaluative competition.

Statement of the Problem

Before the implementation of a pass/fail with behavioral description sheet evaluation system intended to rate the classroom performances of student teachers was proposed, two major areas of consideration were taken into account.

The first area concerned the opinions of educators about the effects of pass/fail with behavioral description sheet evaluation on the performances of the student teacher. Questions were asked of the

people involved in the sample, if, in their opinions, letter grading created tension and pressure on the student teacher; and if so, whether pass/fail with behavioral description sheet evaluation would alleviate this tension. It was also asked of educational personnel if they felt that there would be a loss of positive motivation on the part of the student teacher who knows that he will not receive a letter grade for his efforts.

The second area to be examined was the consideration which principals and superintendents gave to grades when they hired teachers. Administrators were asked if they would find a pass/fail with behavioral description sheet more informative, accurate, and helpful than a single letter grade in determining the qualifications of, and what can be expected from, prospective teachers.

Therefore, the problem pursued in this paper was to discern the opinions and points of view concerning two systems of evaluating student teachers at Montana State University on their relative merits and disadvantages.

Purpose of the Study

Before a pass/fail with behavioral description sheet evaluation system could be instituted in the teacher training program at Montana State University, it was considered advantageous to determine the opinions, reactions, and points of view of the many people involved who

would be affected by this change. The writer felt that informed, rational decisions are often best made after research is done as to the existing situation, its implications and ramifications. The opinions and points of view of the educators involved in this decision were important for two main reasons. One reason was that the democratic procedure of the United States is based on majority opinion and an informed society. The second reason was that scholarly research should precede policy change.

It was the purpose of this study, therefore, to determine what these opinions, points of view, and reactions might be. The results of the survey were then summarized and submitted to Montana State University student teaching personnel for their use in consideration of the pass/fail with behavioral description sheet system at Montana State University for student teacher evaluation. Finally, this study was hopefully intended to point out any particular objections to such a proposed system or to discern any supporting evidence for the proposed change in evaluating student teachers.

General Questions to be Answered

In order to determine the extent to which a pass/fail and behavioral description evaluation system would be satisfactory, the following two general questions were considered:

1. What were the opinions about pass/fail and behavioral description sheet evaluation that school administrators might hold? Particularly, would the school administrators who hire teachers feel more accurately informed by the pass/fail behavioral description sheet evaluation rather than with a single letter grade in their evaluation of prospective teachers?

2. What were the opinions about pass/fail and behavioral description sheet evaluation held by student teachers? More specifically, did student teachers feel that a pass/fail and behavioral description sheet would enable them to do their practice teaching in a more relaxed and a more effective manner?

General Procedure

The procedure which was used in attempting to determine the answers to the two general questions listed in the preceding section was to send questionnaires to people in two general categories. The first category was made up of teachers who were at that time employed in Bozeman and students at Montana State University who were or would be, in the near future, doing student teaching. The second category was administrative personnel. This category included superintendents, principals, and university supervisors and directors of student teachers.

The questionnaires asked both the teaching and administrative groups if they felt that student teachers would be able to perform their practice teaching in a more relaxed and effective manner without the additional pressure of trying to receive a high letter grade. In addition, both groups were asked their points of view with regard to teachers being hired with their student teacher ratings being based on a behavioral description sheet rather than on a single letter grade.

The answers on the responding questionnaires were then summarized by the position, whether teacher or administrator, and opinions of the respondent.

Catalogues for other universities in Montana were surveyed as to procedures used for evaluation at those institutions. Actual correspondence with the directors and supervisors of student teaching at those institutions was carried out to determine the opinions and points of view about grading systems used by their institutions.

In addition, a systematic survey of the available literature in the Montana State University Library related to this topic was done and will be presented in more detail in Chapter 2.

Limitations and/or Delimitations

The purpose of this study was to obtain information which would refute or support a proposed evaluation system for student teaching at Montana State University in Bozeman, Montana. Due to the fact that

student teachers and administrators who would be affected by this proposed system, if it were instituted, were or would be in the Montana school system, the sampling in this study was restricted to a systematic random sampling of teachers, student teachers, and administrators who were currently studying or employed in the State of Montana.

The review of the literature was limited to that available in the Montana State University Library in Bozeman, Montana.

Interviews were limited to directors of student teaching and student teaching supervisors at Montana State University in Bozeman, Montana.

Definition of Terms

The subsequent terms were defined in the following manner as they related to the study:

1. Letter Grading System

An academic method of rating students whereby they were awarded an alphabetic letter which was commensurate with their levels of performance or achievement as determined by their teachers or supervisors. The letters and their corresponding levels were: A-excellent; B-good; C-fair; D-poor; and F-failure.³

³Ibid.

2. Pass/Fail with Behavioral Description Sheet

An academic method of rating students whereby they were awarded a grade of pass if their level of performances or achievements was satisfactory and a grade of fail if it were not, as determined by their teacher or supervisor. In addition, the teacher or supervisor who awarded the evaluation of pass or fail would also complete a behavioral description sheet in which he described the observed behavior of the student teacher as he had assessed it during his period of instruction or supervision.

3. Student Teacher

A student pursuing an educational degree, who was assigned to an elementary or secondary school classroom where he performed the duties of an actual teacher, under the supervision of the hired teacher, the administrators of that school, and under the supervision of the education personnel from the institution in which the student was studying.

4. Administrator

Any person who worked in a primary or secondary school as a supervisor and employer of classroom teachers. The most notable examples were superintendents and principals.

5. Student Teacher Supervisor

A college or university employee whose duty was to instruct and supervise students in the area of classroom techniques and pro-

cedures. He was responsible for observing and evaluating the performances of student teachers when they were engaged in specific areas of practice teaching.

Summary

Before attempts were made to institute an alternative system of evaluation consisting of a pass/fail with behavioral description sheet evaluation system, or any other system for that matter, it was advisable to survey the opinions and points of view of educational personnel who would be involved in the effects of such a decision.

The problem, as some educators viewed it, with the traditional letter grading system, seemed to be a growing concern that letter grades, in themselves, were not an entirely accurate indication of what could be reasonably expected of a student teacher. Some prospective employers seemed to find it difficult to determine exactly what was meant by a letter grade, especially when candidates for employment came from different institutions. It was also felt by certain personnel that tension and worry over a high or a low grade were unnecessarily burdening to the student teacher and to the student teaching supervisor.

This study was important because the opinions and points of view of the educators involved in this prospective decision should be considered in assessing current grading practice.

General questions that were asked were related to what system of grading was currently being used; what system, in the opinion of the educator involved, would provide a more accurate assessment of teacher performance; motivation and tension or the lack of them; and the general point of view of these areas held by the educators involved in the educational system.

Questionnaires were sent out to a systematic sample of educators in the State of Montana. Research was surveyed relative to the subject. The most recent catalogues of other Montana schools were surveyed as to procedures for grading systems used at those institutions.

Limitations restricted the scope of the questionnaire to the State of Montana and to the fields of teaching and administration.

Research of literature was limited to the Montana State University Library. Interviews were restricted to Montana State University personnel.

The results of the points of view about the two evaluation systems were summarized. This summary was to be presented to concerned Montana State University personnel for their further consideration.

The first step in the proposed study was to survey available literature. This will be discussed in Chapter 2.

Chapter 2

REVIEW OF THE LITERATURE

The following literature review represented a sample from the numerous journals, articles, and books available in the Montana State University Library during winter and spring quarters of 1970. The review was organized around several topics. Factors affecting point of view concerning student teaching grading were considered first. These factors were learning theory as applied to student teaching, psychological and perceptual theory as applied to student teaching, and personality theory as related to teaching success. The second item was institutional responsibility as related to training student teachers. Criticisms of present traditional letter grading evaluation systems made up the third topic, which dealt with anxiety, pressure, and tension on students as related to letter grades and the inaccuracy of evaluation with a single letter grade. Recommendations for change and curriculum revision followed these three topics.

A primary focus of many reviewed articles seemed to be a desire to apply the great amount of information available about the learning-teaching process, not just to elementary and secondary school children, but to college students and especially the student teacher and the teacher training process itself. It was felt that the tremendous resources available were not fully exploited by college administrators and teachers.

We assume that instruction in the elementary school will not be limited to traditional group activities but that individually guided instruction or a program of individualization will be further developed. Why not treat teachers the same way? There now exists a great deal of information about the learning-teaching process which is not being effectively incorporated in teacher training programs.¹

Perceptual theory and psychoanalytic viewpoints appeared to define what the process of becoming a teacher should mean in the following manner:

It is the belief of this author that the process of becoming a teacher is basically a process of individual self-actualization with all that this implies in terms of development of the self, motivation to become a teacher, self-concept, purpose and perceptions of experience. It involves the utilization by the prospective teacher of the offerings in the teacher education program to further the process of becoming a truly adequate, fully-functioning person. The Process of Becoming should be the starting point in planning programs in teacher education.²

¹George E. Dickson, "Teacher Education in Transition," Journal of Research & Development in Education, (Athens, Georgia, Spring 1969), Vol. II, 3, pp. 13-21.

²M. Roseamonde Porter, The Journal of Teacher Education, (December 1964), Vol. XV, 4, pp. 439-441.

If our schools are designed primarily to function within a steady state culture and to program children with that fixed culture to an unchanging world (and they are) then somehow they must be made to accommodate a world of quantum leaps--a world where a generation gap is now the span between freshmen and seniors in college. We must prepare young people for a world in the making. Our schools must also be in the making, in the organic process of becoming.³

Some viewpoints, defining the teaching task, dealt with perception and personality as a direct correlation with teaching success.

Using perceptual psychological theory as orientation for the teacher effectiveness question, Comba has postulated that five major areas are crucial in the perceptual organization of a good teacher:

1. Rich, extensive, and available perceptions about subject
2. Accurate perceptions about what people are like
3. Perceptions of self leading to adequacy
4. Accurate perceptions about the purpose and process of learning
5. Personal perception about appropriate methods for carrying out his purposes.⁴

³John A. Stanavage, "Let's Blow Up the School House," Ohio Schools, (Jan. 3, 1969), Vol. XLVII, pp. 13-15.

⁴Iva D. Brown and Fred W. Brown, "Variation on a Theme by Comba: The Professional Education of Teachers," Journal of Research & Development in Education, (Athens, Georgia, Fall 1968), Vol. II, 1, pp. 48-52.

If teaching is primarily a function of the personality of the teacher, then emphasis should be placed on the direction and modification of personality trends during the period of preparation and later during actual teaching service...a teacher's success in working with children depends to a great extent on his ability to gain insight into and acceptance of his own emotions and behavior.⁵

The authors of these articles and other references all reflected that these perceptions of self and personality were nearly impossible to rate on an objective scale or by a single letter grade.

Institutional responsibility in the field of teacher education, especially the training of student teachers, was closely related --according to some writers--to the above points of view concerning grading of student teachers.

This author feels that warning must be given against relying too much on outmoded patterns of the past to provide solutions to problems in a world in which change is the predominant constant. Therefore, education is not simply the explanation of prior solutions to old ways and circumstances. As the complexities of modern life become more and more sophisticated and diverse, so must solutions to the daily encounters with them reflect an ever increasing understanding of the basic forces which exert themselves upon our life and times. Within any educational community, all share alike in the failures and successes which are experienced as the attempt is made to provide a total educational program designed to engage students in a meaningful academic adventure and in an experience of intellectual and spiritual growth.⁶

⁵Joseph A. Del Popolo, "Teacher Personality: A Concern of Teacher Education," Peabody Journal of Education, (July, May, 1965-67), Vol. XLIII, p. 50.

⁶Arland F. Christ-Janer, "Approaches to Curricular Revision," The Journal of General Education, (Pennsylvania State Univ. Press, April 1967), Vol. XIX, pp. 71-78.

Land grant colleges must assume responsibility for teacher education for public schools as a response to a public need...to prepare people for their lives and fields in a spirit of professional growth and development, not to send out finished packages, with no need for improvement.⁷

The granting of a letter grade, for example an A-excellent, gives the implication that there is no need for improvement. Further responsibilities are stated in the following manner:

The teacher of yesterday existed in a world which was relatively stable from generation to generation and the maintenance of the culture as it existed was his obvious goal. The educational focus was upon the needs of society, not upon the learner. Now the teacher, instead of being a dispenser of knowledge, has become an agent of change--one who assists in freeing human potential. If teachers of teachers make their students aware of this demanding assignment, then he exacts of himself new behaviors.⁸

Some educational institutions have exacted of themselves new behaviors and have sought educational and curricular revision. A research project involving student teachers at Wheaton College in Illinois in 1968 stressed the following educational criteria:

⁷Albert S. Kahn, "Some Historical Foundations for Teacher Education at Boston University," Journal of Education, (Boston Univ. School of Education, February 1969), Vol. CLI, 3, pp. 5-14.

⁸Robert L. Mogilnicki, et al., "The Teacher of Teachers--His Indeterminate Role," Journal of Education, (Boston Univ. School of Education, October 1966), Vol. CXLIX, 1, pp. 10-17.

Student teachers are encouraged to assess relevant data for themselves and to seek their own solutions to their problems. The emphasis is upon self-assessment rather than expert assessment by authorities in or out of the school organization. This is carried out in the context of a small group interaction in a warm, supportive climate and relationship. Letter grades are not given.⁹

Much of the literature was somewhat critical of the traditional student teaching programs that existed. Analysis and re-evaluation of the existent programs appeared in numerous articles.

The student teaching myth covers up for some serious defects in practice. What is needed is critical analysis of student teaching programs, with a view to stimulating greater teaching freedom and more educationally productive teaching practice.¹⁰

Some of the educational personnel involved in this study felt that more educationally productive teaching practices were available and should be used.

Few people are satisfied with the professional preparation and training given to teachers. Complaints come not only from elder statesmen and admirals but also from teacher educators and their students. The future of the schools depends in large part on whether they can over-

⁹Albert Furbay, "Self Assessment Groups as a Means for Improved Teaching Behavior," Indiana State University Contemporary Education, (May 1969), Vol. XL, 6, pp. 322-3.

¹⁰Theodore Kaltsounis, "Mythology of Student Teaching," The Journal of Teacher Education, (Fall 1968), Vol. XIX, 3, p. 281.

come in educational policy and practice what is frequently an extreme conservatism and a strong resistance to change. This depends in turn on whether they can develop genuine openness to experiment and innovation.¹¹

Pass/fail with behavioral description sheet would be one aspect of innovation that some educators would welcome. The behavioral description sheet seemed especially desirable to Freehill.

The shortcomings of supervisory reports are many. They are made on brief observation, on tangentially related behavior and on a scale without an established mid-point or range. They may over-emphasize classroom control, pleasing appearance or parental approval.¹²

Pitfalls in personal observation and evaluation scales were dealt with in the following manner:

The limited or prejudicial viewpoint of the observer, and the fluid character of the categories or classifications postulated for summarizing the observations, constitute two major limitations.¹³

¹¹Kevin A. Ryan, "A Plan for a New Type of Professional Training for a New Type of Teaching Staff," The Teacher and His Staff --Occasional Papers, (NCTEPS, National Education Assoc., Feb. 1968), 2, p. 1.

¹²Maurice F. Freehill, "Prediction of Teaching Competence," The Journal of Experimental Education (March 1963), Vol. XXXI, 3, pp. 307-311.

¹³Edwin J. Swineford, "An Analysis of Teaching Improvement Suggestions to Student Teachers," The Journal of Experimental Research, (Spring 1963), Vol. XXXII, pp. 299-303.

Institutional responsibility came under some criticism, also.

The single greatest problem-causing factor in the student-teaching process has been the failure to establish clear two-way lines of communication between the various members of the student teaching team in connection with what each was trying to accomplish and how they were trying to do so.¹⁴

Some educational personnel felt that letter grades definitely helped impede this two-way communication. This can be verified by referring to the comment section in Appendix B. The influence of letter grades was felt to be quite powerful and not necessarily beneficial.

The influence of strictness of grading practices, among others, on recorded school achievement is far from trivial.¹⁵

One of the greatest obstacles to effective education in the United States today is the traditional letter grade marking system. An A-F system forces the student to focus on grades. Inadvertently, traditional marks foster extrinsic rather than intrinsic motivation. Many students strive to attain a mark of B, no matter how, instead of coming to grips with the knowledge and theories of a specific discipline.¹⁶

¹⁴G. F. Stagg, "Problems of Student Teachers," (unpublished Doctoral dissertation, Montana State University, Bozeman, Montana; 1969), p. 3721.

¹⁵Bernard C. Kirby, "Three Error Sources in College Grading," The Journal of Experimental Education, (December 1962), Vol. XXXI, 2, pp. 212-18.

¹⁶George Mannello, "Grades Must Go!", Educational Record, (Summer 1969), pp. 305-8.

It was felt that one letter grade at one institution or from one teacher did not mean the same thing as at a different place or from a different teacher.

A grade like "B-" suffers from false specificity, pretending a refined discrimination that no instructor can really make except in a few fields like mathematics. And the pretense that Professor Green's B means the same as Brown's is preposterous. In the "real world" after graduation students will no longer have teachers and grades to force them to do what we hope they will do on their own: read, think, continue to learn.¹⁷

Some professors felt that they would ideally like to function as teacher guides, but that letter grades forced them into the role of policeman-judge.

It is better to quarrel about an idea than fight over a grade. Yet, every time a set of graded papers is returned to a class it leaves a number of students disgruntled or angry over an allegedly unfair mark. The elimination of marks removes the tensions aroused between an instructor and student. It frees both student and instructor to fight the heady battles of theories values, and conflicting research without the student's fear of penalty and the instructor's fear of unfair grading.¹⁸

The difficulties of the student teaching process, specifically the anxiety, worry, stress, and tension caused by the traditional letter-grade evaluation process, seemed deleterious to some authors.

¹⁷Peter G. Filene, "Self-Grading: An Experiment in Learning," The Journal of Higher Education, (Ohio State University Press, June 1969), Vol. XL, 6, pp. 451-458.

¹⁸Mannello, op. cit.

Dr. Van Woert, Director of Student Teaching at Montana State University, felt that "student teaching in itself is very subjective..." The institution of a pass/fail system with behavioral description sheet would "force subjectivity into evaluative guidelines such as: 'What kind of activities and behavior is observed in the student teacher?'" Such written observations enable the student teacher to make better self-evaluation and for future employers to judge the behavior that can be expected from a prospective teacher. "The present check-list system used at Montana State University only puts down the supervisor's subjectivity. The proposed behavioral description sheet has seven questions in which the supervisor must examine behavior evidenced and describable." Dr. Van Woert was also very concerned with the worry and fretting done by students.¹⁹

Professor G. D. Sullivan, one supervisor of student teachers at Montana State University, felt that letter grades definitely impeded communication between student teacher and supervisors. He had witnessed tears and worry to the detriment of real teaching growth simply over the difference between an "A" mark and a "B" mark.²⁰

¹⁹Personal interview, December 1969. Permission to quote secured.

²⁰Personal interview, January 1970. Permission to quote secured.

Swineford noted, "Growth in the area of personal teaching development is directly related and depends heavily on student-teaching security, support and confidence."²¹

Freehill referred to a situation of stress as it affects personality and teaching performance.

It seems probable that personality defects are likely to be manifested or heightened when a student is first put in a responsible relation with children. Student teaching supervisors may be particularly observant of these characteristics or their observations may be gleaned from a crisis period.²²

This crisis period was felt to be heightened by the fear of grades.

It has long been considered a given fact that anxiety attends the student teacher before and during the early part of this internship called student teaching. This anxiety can be directly related to fear of grades, fear of inability to control the class, fear of inability to gain the pupil's emotional support.²³

Frequently, this anxiety made it difficult to evaluate student teachers in a fair manner. Worry and anxiety also made it difficult for some teachers to be most effective.

²¹Swineford, op. cit.

²²Freehill, op. cit.

²³Mary Margaret Petrusich, "Separation Anxiety as a Factor in the Student Teaching Experience," Peabody Journal of Education, (July 1964), Vol. XLIII, pp. 353-356.

Characteristic of many cases is that student teaching is an anxiety-producing and hostility-provoking experience. It might be argued that a certain amount of anxiety on the part of student teachers is to be expected, that it may serve as a positive motivating force, but it is my belief that the degree of anxiety engendered in student teaching is frequently excessive and detrimental. Student teachers are often graded on their "housekeeping" abilities. A student's grade in practice teaching probably depends in large part on whether he or she is well matched or mismatched with his supervising teacher on the basis of preferences as to concepts of the teacher's role and such personality variables as dependency and independency.²⁴

A poem written by a high school student synthesizes the feelings of anxiety and worry, both on the part of the evaluator and the student.

I fail
 and make you feel
You've failed.
You fail
 and make me feel
I've failed.
We're caught together,
Hanged and nailed.²⁵

²⁴Garth Sorenson, "Anxiety of the Student Teacher," The Journal of Teacher Education, (Summer 1967), Vol. XVIII, 2, pp. 173-178.

²⁵Daniela Gioseffi, "Student to Teacher to Student," The Journal of General Education, (Pennsylvania State Univ. Press, July 1968), Vol. XX, 2, p. 158.

Ryan listed the following areas which frustrated supervisors in assigning letter grades to student teachers:

1. The supervising teacher becomes personally involved with the student teacher, making it difficult for the teacher and supervisor to be objective.
2. The student teaching grade may be viewed by some as an indication of the effectiveness of the supervision received.
3. The general conception of the average student receiving a C grade is not prevalent in the grading of student teachers; the average student teacher in all probability will be assigned a B.
4. The student may be more interested in the "grade" than acquiring skill in teaching techniques.²⁶

Reasons that have been given for continuing the practice of letter grades for student teaching were:

1. To assist principals and superintendents in the selection of beginning teaching staff,
2. To be averaged in with other grades for an overall grade point average,
3. To give the student some indication as to his success in student teaching.

²⁶William J. Ryan, "An Evaluation of Letter Grades in Student Teaching," Contemporary Education, (1969), Vol. XLI, pp. 19-21.

The fallacy of this last argument was pointed out by Dr. Van Woert when he mentioned that studies had been done to the effect that the grade, whether an "A" or a "B" mark, affected a student's total grade point average by only one-tenth of one percent.²⁷

The overall concensus described in Professor Ryan's article was that superintendents are much more concerned with the personal interview, the supervisor's written recommendation, and faculty recommendation. The comprehensive grade average and grade in student teaching were ranked last in order of importance.²⁸

Recommendations and evaluations for alternative methods of evaluation of student teachers were other aspects focused on in the literature.

A professor who tried the system of "acceptable and non-acceptable" found that "student performance did not decrease under a no-grade system. A majority of the students reported that they did more work and learned better in a course where grades had been abolished than in other courses where grades were still in force." The teacher concluded that "lack of pressure brings about better learning."²⁹

²⁷Van Woert, op. cit.

²⁹Manello, op. cit.

²⁸Ryan, op. cit.

Ellis felt that "the student should be permitted to be freed from the demands (often conflicting) of university course work and grades to focus his energies on his professional teaching growth."³⁰ Apparently, some professors felt that professional growth is not necessarily related to a high letter grade.

The narrative description made by the supervising teacher and the campus supervisor, concerning the student teacher, together with the scale evaluation provides the most valuable type of recommendation.³¹

An objective analysis of the observed evolving interaction between teacher and students would present a more definite rating of teaching success.³²

The desire to accurately evaluate, both for the purposes of student self-evaluation and for the hiring purposes of future employers, was apparent in literature reviewed.

³⁰John F. Ellis, "Who Should Teach Teachers?", The Journal of Teacher Education, (Winter 1967), Vol. XVIII, 4, pp. 423-427.

³¹Vergil K. Ort, "A Study of Some Techniques Used for Predicting the Success of Teachers," The Journal of Teacher Education, (March 1964), Vol. XV, 1, pp. 67-70.

³²James S. Johnson, "Dogmatism: A Variable in the Prediction of Student Teacher Performance," Indiana State University Contemporary Education, (October 1969), Vol. XLI, 1, pp. 14-16.

Checklist evaluations give very little descriptive information concerning the kind of teacher he may be. What is it about a particular student teacher that is different from the multitude of others who have the same rating on a checklist and the same grade in student teaching? The usefulness of obtaining more descriptive data is evident when the time arrives for writing recommendations for placement purposes. It seems logical that if prospective employers are interested in knowing how good a job a student teacher has done that they would also be interested in a description of the particular types of teaching characteristics exhibited by the student teacher. More descriptive data would also be valuable for counseling with the student teacher who has completed his laboratory experience concerning the particular type of situation for which he may be best suited.³³

Another function of the descriptive data approach could be of benefit to the institution as well as to student teachers and university supervisors.

Another important use may be in the provision of additional data for research purposes. These data could be helpful in identifying teaching styles, teacher characteristics, etc. This information would also help to evaluate the effectiveness of teacher education programs.³⁴

³³Walter Sandefur and Reginald Hinely, "The Public School Teacher and Student Teacher Evaluation," Peabody Journal of Education, (July May, 1965-67), Vols. 43-44, pp. 228-232.

³⁴Ibid.

Summary

The literature surveyed in this chapter was divided into several sections. Factors affecting point of view concerning student teacher evaluation stressed the fact that learning theory, psychological and perceptual theory were fields of study that had yielded much information. However, in the opinion of the authors surveyed, this knowledge had not been properly applied to the teaching of teachers. Personality theory as related to teaching success was considered and the near impossibility of rating these factors with an objective scale or by a single letter grade was stressed.

Institutional responsibility, as related to fulfillment of educational theory, in regard to training teachers for the needs of our society, was found to be considerably lacking by the reviewed authors. It was felt that institutions relied too much on outmoded patterns of the past to provide solutions to problems of the present day ever-changing world. One of the outmoded practices was the use of letter grades. Many authors found fault with letter grades as being meaningless, inaccurate, and causal factors in anxiety, tension, and worry. Letter grades were not regarded as the positive motivational factor that people have considered them. Studies were reviewed that found that students did not stop working when they no longer had the threat of a letter grade hanging over their heads.

The final section of the literature review stressed the studies and research done in the field of curricular revision and change of educational policy. Definite suggestions as to policy and practice were presented so that improvement and constructive growth could continue in the field of education.

As a concluding remark, the writer submits the following comment by Allelrod and Freedman:

When few electives are offered, when books and print are the sole objects of study, when teaching is by lecture, when evaluation is frequent and competitive, ability to memorize is fostered. Sense of competence, feeling of interpersonal relationships, and development of autonomy, identity and purpose are not.

When choice and flexibility are offered, when direct experiences are called for, when teaching is by discussion, and when evaluation involves frequent communication concerning the substance of behavior and performance, the ability to analyze and synthesize is fostered, as are sense of competence, freeing of interpersonal relationships, and development of autonomy, identity, and purpose.³⁵

³⁵B. Allelrod and R. Freedman, Education and Identity, Jossey-Bass Publishing Co., (1969), p. 148.

Chapter 3

PROCEDURES AND FINDINGS

Before giving consideration to the implementation of a new system of evaluating student teachers, it was considered important to determine the points of view and reactions of the people who would be affected by such a change. In order to determine what these points of view might be, teachers, student teachers, administrators, and supervisors were surveyed by questionnaire.

The answers received to the questions asked these educational personnel were then organized into meaningful data and the data were summarized.

Population Description and Sampling Procedure

The population which was studied was composed of four groups of educational personnel in the State of Montana. These four groups were teachers, student teachers, university supervisors and directors of student teaching, and public school administrators.

The individuals to be sampled were chosen as follows: Ten schools in Montana were chosen at random with six questionnaires being sent to teachers in each of these schools. One-half of all student teachers who were sampled were chosen at random from class rolls of students at Montana State University who were currently doing student teaching during Spring Quarter 1970. The other half of the student

teachers was chosen from class rolls of students who would be doing student teaching in the future. All class rolls were obtained from Dr. Van Woert, Director of Student Teaching at Montana State University. University supervisors of student teachers and directors of student teaching in all of Montana's state universities were sampled. The public school administrators were divided into two sections; one fourth being chosen at random and three fourths representing a total population of the three public school systems at Billings, Bozeman, and Livingston (where the majority of Montana State University students did their practice teaching during Spring Quarter of 1970).

Investigation--Definition of Categories

The population studied was divided into four groups of people. These groups were teachers, student teachers, student teacher supervisors and directors, and principals and superintendents. Principals and superintendents were grouped together because they shared a common responsibility in their duties to student teachers.

Due to the fact that all people who were included in the sample were directly related to the situation under study and all had opinions, all sample results were valid, thus eliminating any need to screen out data which might have been irrelevant, invalid, or distorting.

Method of Collecting Data

Once a sample of the population had been selected, these people were mailed a questionnaire, with an explanatory cover letter and a stamped, self-addressed envelope. (See Appendix A.) The questionnaires were completed and then returned by mail by April, 1970. All people in the population sample were asked the same questions. However, due to their different positions in relation to the study, the questions were phrased in a different manner. Thus, four questionnaires were used, one for each group.

Method of Organizing Data

As the completed questionnaires were returned, they were assigned an identification number. They were then coded with the identification number, the answers to the questions, the sampling group, and the nature of the comments. This coding was then converted to punched card form and three listings of the data gathered were produced by computer. The reports done by computer listed all data by identification number, by sampling group, and nature of comment by sampling group, and determined percentages. The comment section was then compiled in a narrative fashion and inserted in Appendix B.

Analysis of Data

The answers to all questions were tabulated for each of the four groups within the population. The results of this tabulation for each of the four sampling groups and for all groups combined were done by computer report. In order to better summarize the data, the tabulations were also shown as a percent of the total for each question.

Precautions Taken for Accuracy

In order to verify the accuracy of the data, the information on each questionnaire was punched into electronic data processing cards. The cards were then verified, which insured the accuracy of the data in the cards to 99.98 percent correctness.

A computer program was then used to tally the data and determine the different percentages. In order to insure the accuracy and correctness of the program, a set of test data was prepared for which the results were known. This test data were run through the computer and the calculated results were compared with the previously determined results in order to see if the two were identical. It was found that they were, which verified the accuracy of the program itself.

Survey Results

The findings based on the questionnaire responses were divided into five groups for reporting purposes. These groups consisted of university supervisors, superintendents and principals, teachers, and student teachers. For the fifth group, the four above groups were combined.

The findings for each of the above groups were separated according to the grading system used. This was determined by responses to Question One which asked which system was used by the respondent. Only two systems were predominant, to the extent that meaningful results were obtained--the letter grade system and the pass/fail system with behavioral description sheet.

The responses to each question, with the exception of Question One, were tallied with the percent of the total count calculated for each answer. The findings were reported by grading system category and by percent of the total, following the questionnaire order for Questions Two, Three, Four, Five, Six, and Seven.

Findings were summarized by category as follows:

University supervisors using the letter grade system. These people had the following opinions in response to Question Two, which stated, "In what way do you feel this system affects the actual performance of student teachers?" Thirty-three percent felt that it

benefited performance, fifty percent felt that it hindered performance, and seventeen percent felt that it had no effect on performance.

Question Three asked, "Do you feel that student teachers are positively motivated by letter grades?" Of the replies of university supervisors tabulated, thirty-three percent were of the opinion that letter grades were positively motivating and sixty-seven percent believed that they were not.

Question Four: "Which system do you feel would enable you to show an accurate assessment of teaching skill based on the behavior you have observed while supervising a student teacher?" Seventeen percent were in favor of letter grades, eighty-three percent were in favor of the pass/fail system with behavioral description sheet.

Question Five stated: "Do you feel that the presence of a letter grade affects a teacher's chances of being hired?" Thirty-three percent of the supervisors indicated that it did affect the chances of a given student's being hired; sixty-seven percent thought that it did not.

Question Six: "Which system would you prefer to use in grading student teachers?" Seventeen percent showed preference for the letter grading system. Eighty-three percent preferred the pass/fail system with behavioral description sheet.

Opinions of university supervisors using the pass/fail system.

Question Two: "In what way do you feel this system affects the actual performances of student teachers?" All respondents felt that this system benefited the performances of student teachers.

Question Three: "Do you feel that student teachers are positively motivated by letter grades?" No respondents felt that student teachers were positively motivated by letter grading.

Question Four: "Which system do you feel would enable you to show an accurate assessment of teaching skill based on the behavior you have observed while supervising a student teacher?" All respondents were in favor of pass/fail with behavioral description sheet.

Question Five: "Do you feel that the presence of a letter grade affects a teacher's chances of being hired?" All respondents felt that a letter grade did affect a teacher's chances of being hired.

Question Six: "Which system would you prefer to use in grading student teachers?" All respondents preferred to use the pass/fail system with behavioral description sheet.

Question Seven: "As a student teacher, under which system would you prefer to be evaluated?" All respondents preferred the pass/fail system with behavioral description sheet.

Summary of all university supervisors surveyed. Question

Three: "Do you feel that student teachers are positively motivated by letter grades?" Twenty-five percent of the total responding supervisors felt that student teachers were positively motivated by letter grades; seventy-five percent felt that they were not.

Question Four: "Which system do you feel would enable you to show an accurate assessment of teaching skill based on the behavior you have observed while supervising a student teacher?" Here, thirteen percent of the total responding supervisors favored the letter grading system while eighty-eight percent favored the pass/fail system with behavioral description sheet.

Question Five: "Do you feel that the presence of a letter grade affects a teacher's chances of being hired?" Fifty percent felt that it did and fifty percent felt that it did not.

Question Six: "Which system would you prefer to use in grading student teachers?" Of the total responding supervisors, twelve percent showed preference for letter grades, while eighty-eight percent preferred the pass/fail system with behavioral description sheet.

Question Seven: "As a student teacher, under which system would you prefer to be evaluated?" All respondents would have preferred to be evaluated by the pass/fail system with behavioral description sheet.

Principals and superintendents using the letter grade system.

Question Two: "In what way do you feel this system affects the actual performance of student teachers?" Of the total respondents to this question, fifty-seven percent felt that the system benefited the student teacher's performance, seventeen percent felt that it hindered his performance, and twenty-six percent felt that it had no effect on performance.

Question Three: "Do you feel that student teachers are positively motivated by letter grading?" Fifty-six percent were of the opinion that letter grades were a positive motivating factor, while forty-four percent felt the opposite to be true.

Question Four: "Which system do you feel would enable you to make an accurate judgment on what can be expected from a prospective teacher?" Of the respondents to this question, thirty-seven percent were in favor of letter grades and sixty-three percent were in favor of the pass/fail system with behavioral description sheet, the key apparently being 'accurate judgment'.

Question Five: "Do you feel that the presence of a letter grade would affect your decision in hiring a teacher?" Here, sixty-four percent indicated that a letter grade would affect a hiring decision; thirty-six percent indicated that it would not.

Question Six: "Which system would you prefer to use in grading student teachers?" Thirty-seven percent showed preference for the

letter grading system; sixty-three percent preferred the pass/fail system with behavioral description sheet.

Question Seven: "As a student teacher, which system would you prefer to have used as the one evaluating your actual classroom performance?" Thirty-six percent would have preferred being evaluated by the letter grade system; sixty-four percent would have preferred being evaluated by pass/fail with behavioral description sheet.

Principals and superintendents using the pass/fail and behavioral description sheet. Question Two: "In what way do you feel this system affects the actual performance of student teachers?" In answer to this question, thirty-three percent felt that pass/fail with behavioral description sheet benefited performance, sixty-seven percent felt that pass/fail with behavioral description sheet had no effect on performance, but none of the respondents felt that pass/fail with behavioral description sheet hindered performance.

Question Three: "Do you feel that student teachers are positively motivated by letter grading?" None of the respondents were of the opinion that letter grades positively motivated student teachers.

Question Four: Which system do you feel would enable you to make an accurate judgment on what can be expected from a prospective teacher?" All respondents were in favor of the pass/fail system with

behavioral description sheet insofar as accurate judgment was concerned.

Question Five: "Do you feel that the presence of a letter grade would affect your decision in hiring a teacher?" In answer to this question, sixty-seven percent of the respondents indicated that in their judgments letter grades affected hiring; thirty-three percent believed that letter grades did not affect hiring.

Question Six: "Which system would you prefer to use in grading student teachers?" All respondents showed preference for the pass/fail system with behavioral description sheet.

Question Seven: "As a student teacher, which system would you prefer to be used in evaluating your actual classroom performance?" All respondents would have preferred being evaluated by the pass/fail system with behavioral description sheet.

Summary of all superintendents and principals surveyed. Question Three: "Do you feel that student teachers are positively motivated by letter grading?" Of the above administrators surveyed, fifty-two percent replied to this question in the affirmative, forty-eight percent in the negative.

Question Four: "Which system do you feel would enable you to make an accurate judgment on what can be expected from a prospective teacher?" Thirty-five percent were in favor of letter grading in

order to make an accurate judgment; sixty-five percent favored pass/fail with behavioral description sheet for this purpose.

Question Five: "Do you feel that the presence of a letter grade would affect your decision in hiring a teacher?" In answer to this query, sixty-five percent of the administrators indicated that a letter grade would affect a hiring decision; thirty-five percent said that it would not.

Question Six: "Which system would you prefer to use in grading student teachers?" Thirty-five percent showed preference for the letter grading system; sixty-five percent preferred the pass/fail with behavioral description sheet for use in grading student teachers.

Question Seven: "As a student teacher, which system would you prefer being used in evaluating your actual classroom performances?" In this case, thirty-three percent would have preferred letter grading to evaluate them; sixty-seven percent would have preferred pass/fail with behavioral description sheet for evaluating their own actual classroom performances.

Teachers rated by the letter grade system. Question Two: "How do you feel that your performance as a student teacher was affected by the rating system used?" Of the teachers queried, thirty-five percent felt that their performances benefited from the rating system used; fourteen percent felt that it hindered their performances, and

fifty-one percent believed that it had had no effect on their performances.

Question Four: "As a student teacher, were you positively motivated by letter grading?" Forty-eight percent said that they were positively motivated by a letter grade; fifty-two percent believed that they were not.

Question Five: "Which system would most accurately have assessed your actual performance in the classroom as a student teacher?" Here, thirty-nine percent stated that letter grading most accurately described their performances as student teachers; sixty-one percent indicated that pass/fail with behavioral description sheet would have been more accurate.

Question Six: "Do you feel that the presence of a letter grade affected the decision of the person who hired you as a teacher?" In answer to this question, sixty-one percent thought that a letter grade did affect hiring decisions; thirty-nine percent thought that it did not.

Question Seven: "Under which system would you have preferred to have been graded as a student teacher?" Forty-four percent would have preferred a letter grade--fifty-six percent would have preferred to have been graded by pass/fail system with behavioral description sheet.

Question Eight: "As a supervisor of student teachers, under which system would you prefer to grade or rate student teachers?" Thirty-five percent of teachers surveyed indicated preference for rating with letter grades; sixty-five percent indicated preference for pass/fail with behavioral description sheet.

Teachers rated by the pass/fail system with behavioral description sheet. Only one teacher respondent had been graded under the pass/fail with behavioral description sheet system, which made insufficient data to be meaningful in analysis. This one response can be found in Appendix C.

A summary of all teachers surveyed showed that the percentages for this summary were nearly identical to those for "Teachers rated by the letter grade system" on a previous page, due to the fact that only one teacher respondent had been graded under the pass/fail with behavioral description sheet system. For the reader's information, these percentages can be found in the tabular summary of questionnaire results in Appendix C.

Student teachers rated by the letter grade system. Question Two: "In what way do you feel this system affects your actual performance or will affect your actual performance as a student teacher?" Sixteen percent of the student teacher respondents felt that their

performances benefited, forty-three percent felt that their performances were hindered, and forty-one percent felt that the system had no effect on their performances.

Question Three: "Do you feel that letter grading is a positive motivating factor in your performance as a student teacher?" Twenty-three percent were of the opinion that letter grades were positively motivating; seventy-seven percent believed that they were not.

Question Four: "Which system do you feel would most accurately assess your actual performance and abilities as a student teacher?" Here, seventeen percent felt that letter grades were the most accurate indicator; eighty-three percent felt that the pass/fail system with behavioral description sheet would be more accurate.

Question Five: "Do you feel that the presence of a letter grade will affect your chances of being hired as a teacher?" Seventy-five percent felt that a letter grade would figure in their chances of being hired for a particular job; twenty-five percent felt that a letter grade would have no effect on hiring.

Question Six: "Under which system would you prefer to be graded as a student teacher?" Sixteen percent showed preference for the letter grading system--eighty-four percent preferred to be graded by the pass/fail with behavioral description sheet system.

Question Seven: "As a supervisor of student teachers, which grading system would you prefer to use?" Thirteen percent would prefer to use a letter grading system; eighty-three percent would prefer to use the pass/fail system with behavioral description sheet.

Student teachers rated by the pass/fail with behavioral description sheet system. Question Two: "In what way do you feel this system affects your actual performance or will affect your actual performance as a student teacher?" Seventy-five percent of the student teachers surveyed felt that it benefited their performances; twenty-five percent felt that it had no effect. None of the respondents felt that it hindered their performances.

Question Three: "Do you feel that letter grading is a positive motivating factor in your performance as a student teacher?" Thirteen percent were of the opinion that letter grades did motivate positively; eighty-seven percent took the opposite view.

Question Four: "Which system do you feel would most accurately assess your actual performance and abilities as a student teacher?" Percentage splits on this question were the same as for the preceding one--thirteen percent favored letter grades for accurate assessment while eighty-seven percent felt that pass/fail with behavioral description sheet would give a more accurate picture.

Question Five: "Do you feel that the presence of a letter grade will affect your chances of being hired as a teacher?" Respondents were evenly divided on this question--fifty percent feeling that a letter grade would affect the hiring process and the remaining fifty percent believing that it would not.

Question Six: "Under which system would you prefer to be graded as a student teacher?" Again, thirteen percent showed a preference for the letter grading system and eighty-seven percent favored pass/fail with behavioral description sheet.

Question Seven: "As a supervisor of student teachers, which system would you prefer to use?" All respondents to this question would prefer to use the pass/fail system with behavioral description sheet.

Summary of all teachers surveyed. Question Three: "Do you feel that letter grading is a positive motivating factor in your performance as a student teacher?" Of student teachers surveyed, twenty-two percent were of the opinion that letter grades were positively motivating; seventy-eight percent were of the opinion that they were not positively motivating.

Question Four: "Which system do you feel would most accurately assess your actual performance and abilities as a student teacher?" Seventeen percent felt that letter grades were more accurate

assessment; eighty-three percent felt that pass/fail with behavioral description sheet was more accurate.

Question Five: "Do you feel that the presence of a letter grade will affect your chances of being hired as a teacher?" Seventy-two percent indicated that they felt a letter grade would affect their hiring; twenty-eight percent felt that it would not.

Question Six: "Under which system would you prefer to be graded as a student teacher?" In answer to this question, sixteen percent showed preference for the letter grading system while eighty-four percent indicated that they preferred the pass/fail with behavioral description sheet system.

Question Seven: "As a supervisor of student teachers, which grading system would you prefer to use?" Twelve percent would prefer to use a letter grading system--eighty-eight percent would prefer the pass/fail with behavioral description sheet system.

Summary of Survey Results

Of 172 respondents who were associated with a letter grading system, thirty-three percent felt that this system benefited student teaching performance, twenty-seven percent felt that this system hindered student teaching performance, and forty percent felt that it had no effect on student teaching performance.

Of fourteen respondents who were associated with a pass/fail with behavioral description sheet system, seventy-one percent believed that their system benefited student teaching performance, twenty-nine percent believed that it had no effect on student teaching performance. None of the respondents in this case felt that the pass/fail with behavioral description sheet system hindered student teaching performance.

When respondents considered motivation factors, thirty-four percent felt that student teachers were positively motivated by letter grades, while sixty-six percent felt that they were not.

With regard to the assessment accuracy of student teaching performance, the following was found:

Of all respondents, twenty-seven percent were in favor of letter grades, while seventy-three percent were in favor of pass/fail with behavioral description sheet.

The presence of a letter grade was thought to affect a teacher's chances of being hired by sixty-six percent of all respondents. Thirty-four percent did not think that the presence of a letter grade affected hiring possibilities.

In response to personal preference regarding grading systems, twenty-eight percent were in favor of letter grades and seventy-two percent were in favor of pass/fail with behavioral description sheet.

When presented with a reversal of roles in the final question, twenty-four percent of the respondents chose the use of the letter grade system, while seventy-six percent chose the pass/fail with behavioral description sheet system.

Chapter 4

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

This paper has dealt with the study of two evaluation methods for student teachers, the traditional letter grading system and the pass/fail with behavioral description sheet evaluation system.

Before attempts were made to institute the pass/fail with behavioral description sheet evaluation system for student teachers in the College of Education at Montana State University in Bozeman, it was advisable to survey the opinions and points of view of educational personnel who would be involved and affected by such a decision.

The problem, according to certain educators, with the traditional letter grading system which was used at the time this paper was written, seemed to be a growing concern that letter grades, in themselves, were not an entirely accurate indication of what could be reasonably expected of a student teacher. Some administrators found it difficult to determine exactly what was meant by a single letter grade, especially when their prospective teachers came from different institutions. It was also felt that tension and worry over a high or low grade, or between the "A" mark and the "B" mark, caused undue worry and pressure on the student teacher.

It seemed advisable to survey various educational personnel as to their points of view before steps for change were taken, since scholarly approaches demanded that all points of view be ascertained.

General questions which appeared on the questionnaires that were sent to various educational personnel in the State of Montana dealt with grading systems currently being used: what system, in the opinion of the respondent, would provide a more accurate assessment of student teacher performance; their experiences with worry and tension or the lack of motivation; and their comments on the question of evaluation in general.

Questionnaires were sent out to a population sample chosen by means of a systematic random selection from four groups of educational personnel: directors and supervisors of student teaching, principals and superintendents, teachers, and student teachers. The most recent catalogues of other Montana schools were surveyed as to grading systems used at those institutions. The scope of the questionnaire was limited to the State of Montana and to the fields of teaching and administration and teacher training. Interviews were limited to Montana State University personnel.

The literature surveyed grouped itself around several main headings. Factors involved affecting the point of view concerning student teacher evaluation stressed the fact that learning theory, of

various categories, had much to offer to the institutions that trained teachers but had not been properly taken advantage of by administrators. Personality theory as related to teaching success stressed the difficulty of rating teachers and their success with an objective scale or by a letter grade.

Much of the literature reviewed indicated that institutions which trained teachers for our public schools needed to look at their outmoded educational practices and to bring them into accord with modern educational research, especially as regards the myth of "motivation" by means of threatening letter grades. Studies were reviewed which found that students did not stop working when they no longer needed to work to achieve a letter grade. There were many suggestions and recommendations for curricular revision and change of educational policy. Definite suggestions as to specific approaches and practices were reviewed and listed.

In regard to procedures used in the collection of data, the population sample was chosen by means of a systematic random selection to which questionnaires were sent, the sample consisting of four groups: university supervisors and directors of student teaching, superintendents and principals, teachers, and student teachers. These groups were asked questions that were pertinent to the study and were asked to return their questionnaires before April, 1970. A ninety

percent return of the questionnaires was received, with a twenty-five percent request for the results when the study was finished. The information was converted into punched card data and verified. The data were then tabulated by computer so that they could be analyzed by opinion and summarized.

The results of the survey were organized around analysis of the results by percentage from each group of personnel and by grading system used. The narrative description of comments was placed in Appendix B.

The findings were generalized as follows:

1. Respondents who were associated with a letter grading system felt that they were both helped and hindered, as well as not affected by that system.
2. Respondents who were associated with a pass/fail system with behavioral description sheet felt that it was beneficial to them; none of them felt that it hindered their student teaching performances.
3. A large majority of respondents, when queried as to motivational aspects of grading, felt that they had not been positively motivated by letter grades; in fact, they felt negatively motivated.
4. With regard to assessment accuracy of student teaching performance, nearly three-fourths of the respondents favored the pass/fail with behavioral description sheet system as being most accurate.

5. Opinion was evenly divided between respondents as to employment opportunities being affected by a letter grade.

6. The pass/fail system with behavioral description sheet was the choice of nearly three-fourths of the respondents when they had a personal preference as to grading system used to evaluate themselves.

7. The reversal of roles question, wherein each group of people was asked to change places with another group, had the same three-fourths favorability to the pass/fail with behavioral description sheet system as opposed to the letter grade system.

Conclusions

The writer reached the following conclusions:

1. The majority of educational personnel surveyed in this study was associated with the letter grade system.

2. The pass/fail with behavioral description sheet was felt, in large measure, to be beneficial to student teachers' performances. Whereas only a third of the respondents felt that letter grading was beneficial to a student teacher's performance, over a third of the total response for both systems indicated that the grading system used had no effect at all. Therefore, detriment was found in letter grades but no detriment was found in the pass/fail with behavioral description sheet system.

3. With regard to the question of the motivational factor of letter grading on performance, a majority of all respondents, and most notable--student teachers--felt that letter grading was not a positively motivating factor. Therefore, grades have not served a significant purpose in the motivation of student teachers.

4. Both student teachers and administrators shared preference for the pass/fail system with behavioral description sheet. The student teacher had the preference for the fact that worry and tension over grades and job opportunities were eliminated; whereas the administrators preferred it for the added information and completeness of evaluation contained in the description sheet. Therefore, accuracy of assessment of student teacher performance was most adequately expressed by the pass/fail with behavioral description sheet rather than by the letter grade.

5. Employment opportunities were definitely affected by the presence of a letter grade. Nearly two-thirds of the respondents felt that their job possibilities were directly related to the presence of a letter grade. It would seem, then, that a letter grade tends to force students to think of the grade and the job rather than concentrating on the children being taught.

6. The preference of respondents as to the system with which they would prefer to be associated leaned heavily toward the pass/

fail with behavioral description sheet system, with more than a majority of the respondents indicating this as their choice. Therefore, since more than a majority of people would favor the institution of a pass/fail system with behavioral description sheet, doing so at Montana State University in the College of Education for student teacher evaluation would be favorably received.

7. A further indication of this favorable response to the pass/fail with behavioral description sheet was shown by the answers to the role reversal question which reflected that over three-fourths of the respondents preferred the pass/fail system with behavioral description sheet as opposed to the letter grade system. Therefore, if there was a chance to choose a system, many people would prefer pass/fail with behavioral description sheet.

8. Student teachers and university supervisors were the two groups most strongly in favor of the pass/fail with behavioral description sheet system. Since these personnel dealt with all aspects of student teaching on a regular daily basis, the problems of student teaching were more clearly focused and their awareness of them was more acute. While a majority of superintendents, principals, and teachers was also in favor of the pass/fail system with behavioral description sheet, the percent was not as great as that of student teachers and supervisors. This could be attributed to the fact that

they were no longer confronted with the problems which arise from letter grade achievement and with the problems of student teaching.

Recommendations

The following recommendations were submitted by the writer:

1. Compile a well thought out and carefully organized behavioral description sheet, based on all the most recent and respected educational and psychological learning theories and research available to the personnel in the College of Education at Montana State University.

2. Present this proposed behavioral description sheet to the various educational personnel such as administrators, superintendents and principals, teachers, student teachers, students, and directors of student teaching in the State of Montana's educational systems, asking for their comments on and reactions to it.

3. On the basis of the constructive criticism thus received, revise and adjust the behavioral description sheet to meet all educational needs.

4. Inform the educational personnel who have contact with educational activities at Montana State University as to the efficacy and desirability of using the pass/fail system with behavioral description sheet so that everyone concerned could be apprized as

to the proper use of such a system. This would avoid abuse and misunderstanding of the new system.

5. Conduct a screening system of potential teacher candidates prior to student teaching so that the student who is not ready for the experience of student teaching can be re-directed.

6. Work through established university channels to implement the change from letter grade marking to pass/fail with behavioral description sheet.

APPENDIX A

COVER LETTER AND QUESTIONNAIRES

COVER LETTER

March 30, 1970

Dear _____

As part of a graduate project at Montana State University, the writer is conducting an investigation into the advantages and disadvantages of two methods of grading student teachers. The two methods under investigation are the traditional letter-grading system, which awards a grade of A, B, C, D, or F; and the pass/fail system, in which a grade of pass or fail is given in conjunction with a behavioral description sheet based on the student teacher's classroom technique and procedures as observed by the student teacher's supervisor.

The results of this investigation will be utilized in evaluating the present grading system for student teachers at Montana State University in Bozeman. Your name has been chosen by a systematic random sample technique in order to assure sampling accuracy.

Your cooperation in this investigation would be sincerely appreciated. The highest professional ethics will be observed in keeping your responses on this form in the strictest confidence. However, in order to make this study a valid one, it is necessary to receive a 90% return of the form. Therefore, would you please sign your name in order that those people who do not respond may be recontacted. Please return the form by Monday, April 13, 1970.

If you would like a copy of the results of this investigation when it has been completed, please contact the person below after June 15, 1970, or else enclose an envelope with your name and address.

Thank you for your help.

Sincerely,

Chris Furtak
123 South Tenth
Bozeman, Montana 59715

STUDENT TEACHER QUESTIONNAIRE

PLEASE COMPLETE THIS FORM BY MARKING THE BOX OF YOUR CHOICE UNDER EACH OF THE QUESTIONS BELOW. PLEASE RETURN THE COMPLETED FORM IN THE ENCLOSED ENVELOPE BY MONDAY, APRIL 13, 1970, TO: Chris Furtak, 123 South Tenth, Bozeman, Montana 59715

Your Name _____

Questionnaire Results

1. Under which system will you be graded as a student teacher?
☐ Letter Grade (69)
☐ Pass/Fail with behavioral description sheet (8)
2. In what way do you feel this system affects your actual performance or will affect your actual performance as a student teacher?
☐ Will benefit performance (17)
☐ Will hinder performance (29)
☐ Will have no effect on performance (30)
3. Do you feel that letter grading is a positive motivating factor in your performance as a student teacher?
☐ Yes (17)
☐ No (60)
4. Which system do you feel would most accurately assess your actual performance and abilities as a student teacher?
☐ Letter Grade (13)
☐ Pass/Fail with behavioral description sheet (64)
5. Do you feel that the presence of a letter grade will affect your chances of being hired as a teacher?
☐ Yes (54)
☐ No (21)
6. Under which system would you prefer to be graded as a student teacher?
☐ Letter Grade (12)
☐ Pass/Fail with behavioral description sheet (65)
7. As a supervisor of student teachers, which grading system would you prefer to use?
☐ Letter Grade (9)
☐ Pass/Fail with behavioral description sheet (67)

TEACHER QUESTIONNAIRE

(Same instructions for completion as on preceding questionnaire)

Your Name _____

	Questionnaire Results
1. What grading system is being used in your school to rate student teachers? ☐ Letter Grade ☐ Pass/Fail w/behavioral description sheet	Not sig- nificant
2. How do you feel that your performance as a student teacher was affected by the rating system used? ☐ Benefited your performance ☐ Hindered your performance ☐ Had no effect on your performance	(19) (7) (26)
3. Which rating system was used for your student teaching? ☐ Letter Grade ☐ Pass/Fail w/behavioral description sheet ☐ Other (Please explain)	(54) (1) (0)
4. As a student teacher were you positively motivated by letter grading? ☐ Yes ☐ No	(24) (27)
5. Which system would most accurately have assessed your actual performance in the classroom as a student teacher? ☐ Letter Grade ☐ Pass/Fail w/behavioral description sheet	(20) (32)
6. Do you feel that the presence of a letter grade affected the decision of the person who hired you as a teacher? ☐ Yes ☐ No	(30) (20)

(continued)

TEACHER QUESTIONNAIRE (continued)

Questionnaire
Results

- | | |
|--|------|
| 7. Under which system would you have preferred to have been graded as a student teacher? | |
| () Letter Grade | (24) |
| () Pass/Fail w/behavioral description sheet | (32) |
| 8. As a supervisor of student teachers, under which system would you prefer to grade or rate student teachers? | |
| () Letter Grade | (19) |
| () Pass/Fail w/behavioral description sheet | (36) |

ADDITIONAL COMMENTS:

PRINCIPAL-SUPERINTENDENT QUESTIONNAIRE

(Same instructions for completion as on preceding questionnaires)

Your Name _____

	Questionnaire Results
1. What grading system is being used in your school to rate student teachers?	
☐ Letter Grades	(46)
☐ Pass/Fail w/behavioral description sheet	(3)
☐ Other (Please explain)	(0)
2. In what way do you feel this system affects the actual performance of student teachers?	
☐ Benefits performance	(27)
☐ Hinders performance	(8)
☐ Has no effect on performance	(14)
3. Do you feel that student teachers are positively motivated by letter grading?	
☐ Yes	(25)
☐ No	(23)
4. Which system do you feel would enable you to make an accurate judgment on what can be expected from a prospective teacher?	
☐ Letter Grade	(17)
☐ Pass/Fail w/behavioral description sheet	(32)
5. Do you feel that the presence of a letter grade would affect your decision in hiring a teacher?	
☐ Yes	(31)
☐ No	(17)
6. Which system would you prefer to use in grading student teachers?	
☐ Letter Grade	(17)
☐ Pass/Fail w/behavioral description sheet	(32)
7. As a student teacher, which system would you prefer to be used in evaluating your actual classroom performance?	
☐ Letter Grade	(15)
☐ Pass/Fail w/behavioral description sheet	(30)

ADDITIONAL COMMENTS:

UNIVERSITY SUPERVISOR QUESTIONNAIRE

(Same instructions for completion as on preceding questionnaires)

Your Name _____

Questionnaire
Results

1. What grading system are you using to grade student teachers?
☐ Letter Grade (6)
☐ Pass/Fail w/behavioral description sheet (2)
☐ Other (Please explain) (0)
2. In what way do you feel this system affects the actual performance of student teachers?
☐ Benefits performance (4)
☐ Hinders performance (3)
☐ Has no effect on performance (1)
3. Do you feel that student teachers are positively motivated by letter grades?
☐ Yes (2)
☐ No (6)
4. Which system do you feel would enable you to show an accurate assessment of teaching skill based on the behavior you have observed while supervising a student teacher?
☐ Letter Grades (1)
☐ Pass/Fail w/behavioral description sheet (7)
5. Do you feel that the presence of a letter grade affects a teacher's chances of being hired?
☐ Yes (4)
☐ No (4)
6. Which system would you prefer to use in grading student teachers?
☐ Letter Grades (1)
☐ Pass/Fail w/behavioral description sheet (7)
7. As a student teacher, under which system would you prefer to be evaluated?
☐ Letter Grades (0)
☐ Pass/Fail w/behavioral description sheet (5)

ADDITIONAL COMMENTS:

APPENDIX B

QUESTIONNAIRE COMMENTS

Comments from Student Teachers in Favor
of Pass/Fail with Behavioral Description Sheet

..."Letter grading in no way shows what a student teacher is capable of doing. In most cases it shows whether the student teacher and supervisor hit it off..."

..."I really don't think letter grading shows what a person has learned..."

..."The student teaching experience is somewhat unreal. The period of time is too short to know an individual's ability in teaching in order to fairly rate him as A, B, C, etc. The pressure is great enough without the added worry of a grade..."

..."I feel letter grades are terribly subjective..."

..."I think we should initiate the use of pass/fail. A prospective teacher shouldn't spend his time worrying about a grade... He should concentrate on his teaching..."

..."The pass/fail is fine if the behavioral description sheet is always forwarded with the grade sheet as it is the qualifier..."

..."I feel that student teaching is done in too short a time. It should be a quarter long. The grading system is ridiculous. What qualifies an A to one teacher may be a B to another, and vice versa..."

..."I believe a pass/fail system with a behavioral description sheet would help to alleviate the problem of subjectivity. A letter grade is not the most accurate description of a student's performance. My future as a prospective teacher hinges on an established precedent of a letter grade... This being an A or B, respectively, before a teacher can afford to be selective in the school system of his choice..."

..."Grades should not be that important since we already have completed courses where grades were necessary--grades should not be important in methods courses or student teaching..."

..."They (letter grades) make me nervous... Pass/fail pinpoints each thing as it's done--not as a general average... With the explanation sheet they'll (prospective employer) know exactly what I do, instead of someone's value judgment..."

Comments from Student Teachers (continued)

..."I think a pass/fail system will remove some of the "threat" to student teachers and as a result allow them to be freerer (sic)..."

..."Pass/fail with comment sheet would be much more helpful in real life teaching than letter grade... Also bad days would be treated as they should be without penalty to the student teacher..."

..."I feel that letter grades really hinder actual performance. Personally I feel that I would get a great deal more out of student teaching if I weren't working for a grade..."

..."I think that the pass/fail system would take a tremendous amount of pressure off of a student teacher. Also, grades are only grades. They do not say what a person can do well or cannot do well. I think it's (pass/fail) a very good idea!"

..."A grade is one person's opinion. When working for a grade you don't have as much time to become really involved with the needs of each student..."

..."I feel that a behavioral description would more accurately describe a potential teacher. A lot of pressure would be lifted off the student teacher under pass/fail..."

..."Pass/fail would be the best system because as student teachers we wouldn't have been in education if we weren't going to be teachers--so why fail with a C or D?..."

..."I think changing the grading system from letter grade to pass/fail with behavioral descrip would vastly improve performance..."

..."I feel that a teacher, supervisor, and student could come up with a much better and more true evaluation with a detailed behavioral description sheet..."

..."It is obvious even to a poor supervisor whether a student should pass or fail. However, it is unfair to let a supervisor specifically evaluate a student teacher in a manner that could damage the student's enthusiasm or chance at an otherwise available job..."

..."Sometimes students do things they wouldn't ordinarily do when they worry about a letter grade. Under the pass/fail system, some of this may be avoided..."

Comments from Student Teachers (continued)

..."A letter grade doesn't do justice to the work one puts out... You must get a good letter grade to enable you to get a job... Working again just for a material end..."

..."It seems very difficult for a college advisor to effectively assign a letter grade to an individual he has visited only once..."

..."The behavioral description sheet is a very good idea... It could present a much better picture of the teacher's strengths and weaknesses than would a letter grade..."

..."I tend to worry more about am I pleasing my supervising teacher because she's giving me part of the grade and I don't want to try as much on my own..."

..."Knowing that I must receive a passing grade in student teaching, I will put forth an effort for the grade only..."

..."I feel that student teaching is a time when you learn what is demanded of a good instructor; what is necessary for you in guiding the learning of young people. The motivation in student teaching should be the pupils--not a grade..."

..."That grade is always hanging over your head... You work for the grade..."

..."Student teaching is not the time a college student should be concerned with getting a grade in the course. He has a more important primary consideration--to meet the needs of his student. If a student teacher has the misfortune to work under a poor teacher, a C grade may not reflect this fact, whereas a behavioral description sheet could be a better indicator of problems of this nature..."

..."The letter grade will not be so important to me, but it will probably affect who will hire me. I'd rather have pass/fail, as it would be more a contest of how good I am, rather than how well I can impress the supervisor..."

..."I hope we can get on a pass/fail system by next fall..."

Comments from Student Teachers (continued)

..."I want to be able to do my own thing but will be required to make all effort to just satisfy the teacher giving me the grade... The grading of student teachers is a farce if conventional letter grading is used... I know of many instances when student teachers were evaluated by supervisory teachers after a ten-minute visit... I am sure I have ideas which will be very unorthodox to many teachers but they are me and I feel that they will be effective if I am given half a chance to put them into effect... I think that instead of student teaching, there should be set up a program of internship where the student and teacher could be more open with each other and thus could maybe combine their ideas rather than reject them..."

Comments from Student Teachers Favoring the Letter Grade System

..."I have enjoyed using the pass/fail system in MSU in courses not required in my major. However, I feel that in major courses, and especially in anything as important as student teaching, the conscientious grader can more accurately assess the student with a letter grading system. Also, through my own experience, I feel the student works harder when a grading system is used..."

..."On pass/fail one may just skim by instead of working up to their potential. Important to put forth your most so you will gain from this experience..."

..."I based my answers on the idea that I need a good letter grade to help my overall GPA..."

..."I feel the pass/fail system cannot work unless the entire national education system makes the change. Someone graduating from a pass/fail high school might have trouble getting into a college that uses the traditional letter grade. I also feel that pass/fail will hurt the bright student and help the "almost" failing student..."

Comments from Teachers Favoring the Pass/Fail with Behavioral
Description Sheet System

..."So much emphasis has been put on the "A" grade that anything less is almost a "No, no!" A pass/fail would level this off--with a behavioral description, of course, as a must..."

..."The letter grade (speaking as a supervising teacher) may actually be misleading because this method of evaluating the controlled situation of a student teacher does not predict his probably success when out on his own. In fact, the letter grade could be dangerous to both the employer and employee if other accurate information is not presented... Actually what criteria do you use to give an A, B, or C!?"

..."I feel that the description sheet would be more valuable to those hiring teachers than just a letter grade..."

..."There is too much variance in the interpretation of a letter grade..."

..."After ten years of teaching and having supervised many student teachers, the pass/fail system is the only sensible method of evaluating student teachers. There isn't a human being alive that is able to judge the relationship between a student teacher and a group of students--that relationship is confined only to the parties involved and no one else can share in it. I hope your findings will be used for more than just a "graduate paper". The change is needed badly..."

..."I would like to learn for learning's sake, and for me pass/fail would be a better system. I have avoided some classes I would like to have taken, but a chance of a low letter grade has held me back..."

..."We have not been satisfied with letter grades for student teachers, as we have felt there was some unfairness being practiced --some with strong personalities received a high grade even though they had actually done very little to deserve the high grade. I believe the pass/fail system will be much better--fairer to the individual student..."

Comments from Teachers (continued)

..."The pass/fail system seems to be a better way--if the description sheet is always used. The letter grade is not always a true picture of how the student teacher performed or how qualified he or she may be..."

..."One can tell so much more about a person by a pass/fail and a behavior sheet. How can any two supervisors actually rate fairly a student as A, B, or C?..."

..."I did my student teaching so many years ago and at that time I was working for grades. Now my ideas have changed and I believe the pass/fail is better and more fair..."

..."I believe a letter grade doesn't adequately predict whether or not a cadet will be a successful teacher. The real test comes after the person has started teaching and even after he or she acquires tenure!!..."

Comments from Teachers Favoring the Letter Grade System

..."Down with pass/fail grades!"... (unsigned)

..."I am sure the letter grade system leaves much to be desired but I don't see how the pass/fail system corrects the situation!..."

..."I feel a pass/fail mark leaves a big spread between just pass and very good..."

Comments from University Supervisors Favoring Pass/Fail
with Behavioral Description Sheet

..."I feel that letter grading definitely impedes communication between the supervisor and the student teacher..."

..."Any openly implied threat results in negative motivation..."

..."The same or better results (than letter grades) could be obtained through the use of pass/fail with constructive criticism and remedial work in weak areas..."

Comments from Principals and Superintendents Favoring
the Letter Grade System

..."I feel a pass/fail mark creates a situation tending towards mediocrity... Even with all the mis-uses of a letter grading system, I feel it is better than pass/fail..."

..."I feel the pass/fail grade would be the best if student teachers would produce their best effort; however, I question that they would. I would be reluctant to hire a student teacher if his letter grade was a "C" or lower..."

..."The letter grade is only one aspect in evaluation... Letter grades are easily understood as a quick summary. We don't hire "C" rated teachers. I see no harm in putting down a letter grade..."

..."Pass/fail would lead to minimum effort, I would feel..."

Comments from Principals and Superintendents Favoring
the Pass/Fail with Behavioral Description System

..."The pass/fail system could be a more comprehensive and flexible system..."

..."Instead of pass/fail, perhaps satisfactory and unsatisfactory could be used... It doesn't seem quite so harsh to me..."

..."I feel the student teacher is burdened with too much and too many extraneous, picky little jobs that contribute nothing to his professional growth...the archaic practice of assigning letter grades fits with these extraneous matters and is spurious at best...there can be no objective standards of comparison between teachers in different schools who assign a "B" to their respective student teachers ... Additionally, the supervisors from the college should observe their student teachers more than they do...these little short visits make it impossible for fair and accurate evaluations..."

..."...too much variance in supervising teachers in the giving of letter grades, for letter grades are not realistic. Too often the student teacher is teaching for the "A" grade and this is the total goal for the experience. Pass/fail, I feel, with a good behavioral description sheet would be much more realistic and fair..."

..."Any grade below a "B" is now classified as "failing". Supervising personnel never pass out "C"s except in exceptionally low qualified candidates... Thus, the grades given at the present time are meaningless..."

General Comments from all Categories Favoring
Behavioral Description Sheet

(with either Letter Grade or Pass/Fail)

..."The pass/fail isn't important, in itself, but the behavioral sheet carefully done, is..."

..."Either letter grade or pass/fail alone is of little or no value... The behavioral description sheet gives the picture much more satisfactorily. Students in most cases have set their goals of performance long before student teaching quarter is reached."

..."The behavioral description sheet could be good if the teacher didn't gloss over the truth..."

..."A letter grade wouldn't be necessary but an informational sheet of some type would be. Just pass/fail alone leaves too much leeway... If the supervising teacher is a good one, I would place more emphasis on his or her comment..."

..."Evaluation sheet and recommendations mean much more than either one..."

..."I believe an honest behavioral description sheet may be the best single sign post for student teacher potential..."

APPENDIX C

TABULAR SUMMARIES OF QUESTIONNAIRE RESULTS

Tabular Summary of Student Teacher Questionnaire Results

Question	Grading System Used				Combined Totals	
	Letter Grade Count	%	Pass/Fail Count	%	Count	%
2.						
Benefits	11	16	6	75		
Hinders	29	43				
No Effect	28	41	2	25		
3.						
Yes	16	23	1	13	17	22
No	53	77	7	88	60	78
4.						
Letter Grade	12	17	1	13	13	17
Pass/Fail	57	83	7	88	64	83
5.						
Yes	50	75	4	50	54	72
No	17	25	4	50	21	28
6.						
Letter Grade	11	16	1	13	12	16
Pass/Fail	58	84	7	88	65	84
7.						
Letter Grade	9	13			9	12
Pass/Fail	59	87	8	100	67	88

Tabular Summary of Teacher Questionnaire Results

Question	Grading System Used				Combined Totals	
	Letter Grade Count	%	Pass/Fail Count	%		
2.						
Benefits	18	35	1	100		
Hinders	7	14	0	0		
No Effect	26	51	0	0		
4.						
Yes	24	48	0	0	24	47
No	26	52	1	100	27	53
5.						
Letter Grade	20	39	0	0	20	38
Pass/Fail	31	62	1	100	32	62
6.						
Yes	30	61	0	0	30	60
No	19	39	1	100	20	40
7.						
Letter Grade	24	44	0	0	24	43
Pass/Fail	31	56	1	100	32	57
8.						
Letter Grade	19	35	0	0	19	35
Pass/Fail	35	65	1	100	36	65

Tabular Summary of Superintendent-Principle Questionnaire Results

Question	Grading System Used				Combined Totals	
	Letter Grade Count	%	Pass/Fail Count	%	Count	%
2.						
Benefits	26	57	1	33		
Hinders	8	17				
No Effect	12	26	2	67		
3.						
Yes	25	56			25	52
No	20	44	3	100	23	48
4.						
Letter Grade	17	37			17	35
Pass/Fail	29	63	3	100	32	65
5.						
Yes	29	64	2	67	31	65
No	16	36	1	33	17	35
6.						
Letter Grade	17	37			17	35
Pass/Fail	29	63	3	100	32	65
7.						
Letter Grade	15	36			15	33
Pass/Fail	27	64	3	100	30	67

Tabular Summary of University Supervisor Questionnaire Results

Question	Grading System Used				Combined Totals	
	Letter Grade Count	%	Pass/Fail Count	%	Count	%
2.						
Benefits	2	33	2	100		
Hinders	3	50	0	0		
No Effect	1	17	0	0		
3.						
Yes	2	33	0	0	2	25
No	4	67	2	100	6	75
4.						
Letter Grade	1	17	0	0	1	12
Pass/Fail	5	83	2	100	7	88
5.						
Yes	2	33	2	100	4	50
No	4	67	0	0	4	50
6.						
Letter Grade	1	17	0	0	1	13
Pass/Fail	5	83	2	100	7	88
7.						
Letter Grade	0	0	0	0	0	0
Pass/Fail	3	100	2	100	5	100

Tabular Summary of Combined Questionnaire Results

Question	Grading System Used				Combined Totals	
	Letter Grade Count	%	Pass/Fail Count	%	Count	%
2.						
Benefits	57	33	10	71		
Hinders	47	27				
No Effect	69	40	4	29		
4.						
Yes	67	39	1	7	68	37
No	103	61	13	93	116	63
5.						
Letter Grade	61	35	2	14	63	34
Pass/Fail	111	65	12	86	123	66
6.						
Yes	111	66	8	57	119	66
No	56	34	6	43	62	34
7.						
Letter Grade	52	30	1	7	53	28
Pass/Fail	123	70	13	93	136	72
8.						
Letter Grade	43	26			43	24
Pass/Fail	124	74	14	100	138	76

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