

ATTITUDES OF MONTANA VOCATIONAL EDUCATORS TOWARD
A FIFTH-YEAR TEACHER PREPARATION PROGRAM

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

of
Master of Science
in
Agricultural Education

MONTANA STATE UNIVERSITY
Bozeman, Montana

August 1984

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Acknowledgements

The author thanks all who helped in the completion of this study. A sincere note of thanks is extended to the author's major advisor, Dr. Van Shelhamer, for his patience and help. A sincere note of thanks is extended to Dr. Max Amberson and Dr. Clayton Marlow, the author's other graduate committee members, for their suggestions and aid. The author also extends thanks to Gene Christiaansen and Leonard Lombardi, of the State Department of Public Instruction, for their approval and assistance. Gratitude is extended to Montana State University faculty members Dr. Al Suvak and Georgia Ziemba for their assistance in computer analysis and to Dr. Eric Strohmeyer for statistical advice. Finally, the author wishes to gratefully thank his wife June for unselfishly contributing many hours of help as the study progressed.

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Abstract

This study determined the perceptions of Montana vocational teachers with one to five years experience, their administrators, and Montana vocational teacher educators about the possible adoption of a fifth-year teacher preparation program for the preparation of vocational teachers in Montana.

The study was a descriptive survey utilizing mailed questionnaires sent to a population of 168 vocational teachers, 109 administrators and 17 teacher educators. The returned questionnaires (80.2%) were statistically analyzed by computer using the Statistical Package for the Social Sciences.

Two-thirds of the respondents recommended the four-year program be used, rather than the fifth-year program, to educate vocational teachers. The majority felt that reforming the present four-year preparation program would result in the best prepared vocational teachers. A longer and earlier occurring student teaching experience was suggested along with more on-the-job experience.

Technical and professional competencies possessed by beginning vocational teachers and the overall adequacy of undergraduate teacher preparation programs in Montana were perceived as good. However, respondents felt that extending vocational teacher preparation programs would increase the quality of vocational teachers and is needed, but would be unfeasible. Students would have to contribute more money and time but would not be rewarded with increased pay or have the public's image of their profession improved.

CHAPTER I

The Problem and Its Setting

Educational quality in the United States has recently been scrutinized with an intensity unequalled in our country's history. The public, legislators, taxpayers, educators and various groups have been criticizing and evaluating all areas of the educational system. Numerous reports are claiming our educational system is in a state of decadence. Consequently, American citizens are calling for changes, revisions and improvements in the system that educates our youth. They do not wish to see our country and their children's future weakened by this purported decline in educational quality.

Accusing fingers have pointed at various factions of the educational system. Much has been said about teacher quality and teaching effectiveness. This has led to a rigorous review of teacher education programs. Are they at fault? Should they be reformed? Will better teachers allow the educational system to meet desired standards? Will educational problems be resolved by changing the heart of the system--the teacher preparation program? Many people feel emphasis should be placed on improving teacher education.

Another factor pointing out public concern about teacher quality is the increased call for competency testing of teachers. Montana schools are beginning to give competency tests to graduating students in teacher education to see if they possess the knowledge and skills needed for entering teaching (Kohl, 1984). A recent study by the Montana State Board of Education showed the public strongly favored teacher competency testing (Teacher Competency, 1984). This has sent a message to Montana teacher educators that their graduates must be competent, and since the public demands it, teacher education departments in Montana will have to be more accountable.

State certification standards have always served to place emphasis on teacher preparation programs. Consequently, many additional teacher preparation requirements have come about in the last few decades. Educational systems are now required to teach much more than academics. Legislative acts and societal forces stipulate that teachers receive coursework to develop competencies in areas such as drug and alcohol abuse, multicultural studies, education for the handicapped, classroom management and environmental concerns. Teacher educators have manipulated their programs to comply with these additional requirements.

Extreme public pressure has been placed on those responsible for educating the nation's teachers. All over

the United States teacher educators have been scrambling to meet the challenge of improving teacher quality. They are exploring ways to come up with a program that will improve the quality of teachers entering the classrooms.

One alternative being examined intently by teacher education departments across the United States involves extending teacher education programs beyond the traditional four-year baccalaureate degree. Extending the program would allow time for additional professional and technical education to further aid future teachers.

Many questions about fifth-year programs remain unanswered. This study adds to the current knowledge base pertaining to fifth-year programs by identifying the attitudes of Montana vocational educators toward the extension of teacher education programs. It is important to know how Montana vocational educators feel about the possible adoption of fifth-year teacher preparation programs. Montana teacher preparation institutions will be able to use this study to gain insight into how the possible adoption of a fifth-year program is perceived by those in vocational education. It would be unwise to rush into something that has not been thoroughly examined. This study provides data to help determine what direction teacher preparation should take. Action taken now will affect generations to come.

Statement of the Problem

This study was designed to determine the perceptions of Montana vocational teachers with one to five years experience, their administrators, and Montana vocational teacher educators toward the possible adoption of fifth-year teacher preparation programs for the preparation of vocational teachers in Montana.

Objectives

The objectives of this study were:

1. To determine the perceptions of Montana vocational teachers, administrators and vocational teacher educators toward the possible implementation of fifth-year teacher preparation programs.
2. To determine the perceptions of Montana vocational teachers, administrators, and vocational teacher educators toward the adequacy of beginning vocational teachers' professional and technical competencies.

Need for the Study

The report, "Excellence in Our Schools" (1983), found that an essential factor has been missing from the decision-making process of teacher preparation programs. The missing factor was input from practicing teachers. This essential factor needs to be included if teacher preparation programs are to be as effective as possible.

Many institutions in the nation and in Montana are presently exploring the fifth-year option. The College of Education at Montana State University is currently involved in an 18-month study to consider ways to improve teacher preparation. One change suggested is the addition of a fifth-year to the teacher preparation program. A decision of this magnitude especially needs to have input from teachers and administrators in the field. These people are intimately involved in Montana education. Classroom teachers are the most knowledgeable of their weaknesses, strengths and the value of their past education. Teacher preparation programs, future teachers and future students of these programs and the educational system will benefit if input is garnered from educators in the schools.

Many national task forces have looked--or are currently looking--at the pros and cons of extended teacher preparation programs (Murray, 1982). The findings of their studies are national in scope and do not "zero in" on what is best for Montana. Montana is unique and needs to be looked at specifically. This study considered the attitudes of Montana educators and specifically those of vocational educators.

Questions of many kinds needed to be answered. For example: Would potential teachers have been willing to enter a fifth-year program or would they have been directed away from teaching because of it? Did vocational teachers

feel their teacher preparation programs adequately equipped them with necessary professional and technical competencies? How did administrators and teacher educators feel about these topics? These questions and others were addressed by this study.

The public, in this era of educational accountability, demands increased competency. Information and data from all areas of the educational field must be gathered before any major changes are made in teacher education.

In summary, this study gathered data showing how teachers, administrators and teacher educators felt about extending teacher preparation programs. This information will be useful to those examining the value of extended teacher preparation programs for the purpose of improving beginning teacher quality. It will add to the initial information bank needed to make judicious educational decisions. Above all, information from teachers in the vocational field was collected and the shortcoming of not having teacher input, as outlined earlier, has been addressed.

Definitions

Baccalaureate Degree: the first degree in certain professional and technical fields, the requirements usually including four years of college level work.

Extended Program: a program that is longer in time than the traditional 12 quarter teacher preparation program.

Fifth-year: a fifth year of collegiate study beyond high school required in preparation for teacher certification in specific fields.

Five-year: a period of study beyond the baccalaureate degree for those who wish to further develop their competence, but will not receive a graduate degree.

General Education: those phases of learning which should be common experience for all students.

Internship: service in a position in preparation for work in that area; may be part of an educational training program.

Liberal Arts: the branches of learning that constitute the curricula of college education as distinct from technical or professional education.

Professional Competencies: those skills, concepts and attitudes needed by those involved in an occupation requiring long and specialized preparation on the level of higher education; specifically those needed by educators.

Technical Competencies: those skills, concepts and attitudes related to an area of instruction that are needed by those involved in an occupation requiring mechanical or applied science techniques.

Vocational Education: specialized education for work in a non-professional occupation or a cluster of these occupations.

Limitations

1. Only vocational teachers with one to five years of experience who were teaching in Montana schools and institutions were surveyed.
2. Only those vocational teachers who received their undergraduate teacher preparation from an institution within Montana were included in the study.

Assumptions

1. Vocational teachers surveyed had met all of the teacher certification requirements of the institution from which they graduated.
2. Vocational teachers with one to five years experience were more aware of their recent teacher preparation and its advantages and disadvantages than those with additional experience.

Methodology

This section describes the manner in which the descriptive survey was designed and carried out. It includes descriptions of the population surveyed, the instrument and its design and the way data were collected and analyzed. The results are reported in the results section of the study. The study was begun in January, 1984, and completed in July the same year.

Population and Sample

The study's participants were members of a purposive sample. Three groups were included in the study: secondary vocational teachers in Montana with five or less years teaching experience, their administrators and vocational teacher educators in Montana. One additional group involved was a random sample of the vocational teacher educators in the Western Region of the American Association of Teacher Educators in Agriculture (AATEA).

The vocational teachers surveyed represented the areas of Vocational Agriculture, Home Economics, Trades and Industry, Business and Office Education and Marketing and Distributive Education. Their names and addresses were procured from a list of current vocational teachers never having been recertified. This information was obtained from the Montana State Office of Public Instruction. Since Montana requires recertification every five years, this list included teachers with less than five years experience. Assistant Superintendent Gene Christiaansen, of the State Department of Vocational Education Services, was notified that the study was being carried out and that state specialists were being consulted. Administrators were identified by consulting the Directory of Montana Schools and also the Montana Office of Public Instruction.

A list of Montana vocational teacher educators was compiled by consulting college catalogs and institutions in the state offering vocational teacher preparation programs. Vocational teacher educators selected were members of Montana teacher preparation programs. Vocational teacher educators at Montana State University also helped compile the list of teacher educators.

Thirty of the Western Region's (AATEA) vocational teacher educators were randomly selected from national teacher directories. These vocational teacher educators were initially surveyed to gain information which was later

used to aid in developing the questionnaires for the population of the study. An open-ended questionnaire was sent to the thirty vocational teacher educators on which they noted the advantages and the disadvantages of a fifth-year teacher preparation program. Again, this information was used to aid in developing the questionnaire that was used in this study.

Instrument Design

The questionnaires were of the closed form. They were designed to gather demographic information and information showing the perceptions of the respondents toward the fifth-year teacher preparation program.

The questionnaires for the three groups were identical except for the demographic sections, which were altered slightly so they pertained to the respondent group being surveyed. This allowed for easy analysis and comparison of response. Validity and reliability were also strengthened by keeping the questionnaires similar. Emphasis was placed on developing the instrument so it would measure the attitudes existing among those surveyed.

The questionnaires were pre-tested on a selected group of Montana State University senior vocational education students. These individuals had almost completed their teacher preparation. The instrument was pre-tested to further insure that face validity existed. Advice from the researcher's graduate committee members and major advisor

was also used to help insure the instrument's validity.

After revision, the questionnaires, each with a cover letter (Appendix D), were mailed to the subjects surveyed. The cover letter explained the study and encouraged participation. The letter stressed the definition of a fifth-year program and made clear it was not a five-year program, now found in some Montana institutions. The cover letter was signed by the researcher.

Non-respondents were sent a letter and another questionnaire two weeks after the first mailing. The letter asked them to please respond and emphasized the importance of the study. No further follow-up was attempted as an adequate return rate was achieved.

Analysis

The completed questionnaires were sorted and entered into a data file using the CP6 Honeywell computer and the 'Yledit' program. A return rate of 57% was desired. This would give the study a 95% level of confidence (Isaac and Michael, 1981).

Once a proper return rate was acquired, the Statistical Package for the Social Sciences was used to statistically analyze the data. Frequencies, percentages, general statistics and a one-way analysis of significant difference, followed by a post hoc Scheffe' test, were run. Tables were then developed from the computer generated results.

CHAPTER II

A Review of Related Literature

Historical Background

Teacher preparation has evolved over the last century into its present form, the four-year baccalaureate program. Teacher education changed and grew as the requirements became more strict. The first major movement was the implementation of Normal schools. There were a few as early as 1839, but they did not become commonplace until the turn of the century (Scannell, 1983). Before Normal schools, post-secondary teacher training was not required. Gardner and Palmer (1982) reported that before 1900, most teachers in the United States had only an elementary school education. It was not until the mid 1920s that four-year teacher colleges became the standard. The conversion did not occur rapidly, but took as long as two decades (Scannell, 1983). Gardner and Palmer (1982) wrote that in 1931 only ten percent of elementary teachers had graduated from college, but by 1950, 50% had graduated.

The four-year preparation period remained relatively stable until 1946. Then a commission representing 50 universities, colleges, and school systems recommended that teacher preparation programs be extended to five years.

They argued that more time was needed to give teachers a more liberal education, more foundation courses and more working experience. Other commissions and groups also began pushing the fifth-year concept. In the mid-fifties the Ford Foundation invested millions of dollars into training teachers past the baccalaureate degree. In 1962 California passed the Fisher Act which required one year of training past the baccalaureate degree (Mertens and Yarger, 1982).

Mertens and Yarger (1982) suggested that the mid-century movements did not have a broad following and for the most part failed because of this. A teacher shortage also existed at that time and the knowledge base for extended programs was not complete. Mertens and Yarger summed up the movements in the following:

This historical perspective helps to make the point that during its relatively short existence, teacher preparation has experienced two major extensions. Both occurred as a result of and as part of larger societal concerns and movements, a major one being the clearly recognized need for an expanded and improved public school system. The societal concerns which led to the two extensions were essentially a quest for expanded educational opportunities and not so much a criticism of the performance of existing schools per se (p. 61).

Societal Concerns

As pointed out earlier, societal concerns have played a large part in the evolution of teacher education. Society is directly tied into education and has a powerful influence on the actions and changes that occur in

education. Society is once more clamoring for educational reform and educators are moving to grant them their wish.

Howe (1983) commented on the many educational reports recently released:

A wave of reports and studies of American schools has inundated educators and policy makers in 1983. Although these documents, which have attempted to define the educational problems of the nation and suggest solutions, were expected, their arrival has resulted in a totally new environment for thinking about educational issues in the United States (p. 167).

The report, "A Nation at Risk" (1983), said teacher preparation programs need substantial improvement. The report, "Excellence in Our Schools" (1983), also strongly suggested that teacher education programs are in need of improvement. Another report, "Statement of the American Federation of Teachers" (1981), implied that teacher education is not what it could or should be, and suggested that more attention be given to its improvement.

Other authors have indicated that societal expectations will continue to increase and will be evident through the local, state and federal laws and regulations passed (Denemark and Nuttger, 1980).

Scannell (1983) thought teacher education programs should be changed. He wrote:

The changes in society and the new expectations for schools and teachers have not been accompanied by a major reconceptualization of teacher education programs (p. 47).

Scannell believed the four-year baccalaureate model has

outlived itself. He noted that it has been around longer than the preceding periods of teacher training evolution and longer than the evolution periods of other professions.

Boyer (1983) felt the schooling of teachers must improve. He wrote:

Today's high school teachers have had much formal education--nearly six out of ten have earned master's degrees or more--but many complain bitterly about their education (p. 174).

Society is holding teacher educators partly responsible for the purported decline in education. Society will also direct the reform taking place in education.

Teacher and Teacher Education Quality

Wisniewski (1982) reported that the quality of public education and the quality of teacher preparation are closely intertwined. Wisniewski went on to say:

In short, a continuation of a four-year preparation pattern will lead to a further deterioration in the quality of public education and the grinding down of teacher education as a viable profession (p. 3).

Schwanke (1981) also addressed the teacher quality issue:

The drive for program improvement has been fueled by perceived inadequacies in both the pre-professional and professional components of teacher education programs. The lack of basic competencies in subject areas such as math and language skills has drawn heavy criticism from many sectors including professional educators, legislators, the media, and the general public. Moreover, the increasing professional requirements (many of them resulting from state and federal mandates) relating to education for the handicapped, multicultural education, and classroom management cannot be addressed adequately in the time allotted in many programs (p. 54).

Other authors, such as Feirer (1982), felt there has been a startling decline in vocational teacher education in the last decade. The researcher believed education was facing a survival crisis.

Some of the educational inadequacies noted were poor teacher training, ineffective teaching methods, inadequate subject matter knowledge, lack of motivation and inappropriate curriculum development (Murray, 1982).

Gideonse (1982) believed teacher education models were attempting to do the impossible. He wrote:

We take 17- and 18-year olds and try, in just four short years to equip the best-qualified candidates we can attract with a liberal education of breadth and substance, with a firm underpinning in the academic disciplines essential to the science and art of teaching, and with an understanding of the complexity and diversity of human learning and development. Moreover, we strive to instill in these teacher candidates a sense of the social and cultural contexts of schooling, foster professional skills in curriculum, instruction, and classroom management, and provide them with at least one full quarter of intensive, full-time student-teaching experience (p. 16).

Andrew (1983) wrote about teacher education and teacher quality, "While the academic qualifications of today's prospective teachers are a cause for grave concern, those of our future teacher education students are equally as bleak" (p. 20).

These statements on the quality of teachers and teacher education are only a few among the hundreds or thousands existing. However, the central theme is the

same. Teacher preparation as we currently know it can be improved and change is inevitable.

Preparation Time

The literature stresses that there is not enough time in a four-year teacher preparation program to adequately equip students with the knowledge and skills needed to enter the teaching profession. The present four-year model has been continuously revised to attempt to meet additional requirements. Scannell (1983) felt that many education departments wound up with a "piecemeal" modification of their programs.

There are many reasons stated for the additional requirements. The knowledge base about teaching and learning has expanded considerably in the last decade. Public Law 94-142, integration, career education, accountability, due process, energy conservation, pollution control, and drug and alcohol training are new areas education students need to have training in (Denemark and Nutter, 1980).

Gardner and Palmer (1982) believed the additional demands placed on teachers led to increased interest in extending the length of teacher preparation. They wrote:

Probably the primary pressures for this have been created by the proliferation of requirements for teacher certification, the increasing demands placed upon teachers by increasing state and federal regulation (eg., "mainstreaming"), and the belief that a longer period of supervised practice as a teacher was desirable (p. 43).

Gideonse (1982) wrote, "We must do more than merely expose teacher candidates to the wide knowledge they need; we must require that they become masters of how to use that knowledge" (p. 16).

Denemark and Nutter (1980) emphasized the time factor in this discourse:

However, a major obstacle to the preparation of teachers at a level appropriate to a beginning professional is inadequate "life space" (time, facilities, personnel, instructional and research materials, or other significant program resources). This insufficiency of time and other resources has contributed to public criticism of our schools and to the diverting of in-service education from its principal functions to the task of correcting serious deficiencies in the initial preparation of teachers (p. 1).

Mertens and Yarger (1982) also addressed the time concern:

The arguments for extending the initial training of teachers and/or providing additional training for in-service teachers are compelling--the standard four year certification program simply does not allow enough time for truly professional-level training (p. 8).

Scannell and Guenther (1981) felt those who were considering an extended teacher education program did not believe the traditional four-year model was long enough to properly prepare a teacher.

The above information indicates that teacher education is at the beginning of a change to a longer preparation period. It has been implied that the present four-year model is too short in duration to fill the need. If educational training is to be based on the realities of the

classroom, is designed to ensure that the students are proficient, and is designed to make the transition to the classroom a gradual move, there simply isn't enough time (Denemark and Nutter, 1980).

Howsam (1979) made a prediction about the future of teacher education by saying:

The organized profession will demand teacher preparation adequate in length, substance, and strategies to transmit the existing professional culture. This will result in increasing the length of training to a minimum of five years plus an internship (p. 8).

Evaluating Teacher Preparation

How does the profession go about improving its educational program? How does it decide whether to extend the program or not? Several authors addressed this problem. In 1981, Gallegos said:

Qualitative improvement must begin with identification of knowledge and skills students of teaching are not now learning that are vital to their professional practice. Such an identification, coupled with an objective appraisal of what students now are learning that is of little or no value, should provide the insights for making defensible determinations about the curricular space necessary to achieve excellence (p. 6).

The report, "Excellence In Our Schools" (1983), found that an essential factor has been missing in teacher preparation decision making. The missing factor was input from practicing teachers. The report also found that the state agency approving preparation programs is usually the focus for program improvement.

Teacher Standards

The report, "Meeting the Need For Quality" (1983), showed that many states are well on their way to adopting mandatory competency tests for beginning teachers. Teachers are tested for teacher competencies in both subject matter and teaching. This further points out the increased accountability present in teacher education. The quality of teacher education departments will be measured and evaluated by the competency testing of their graduates. Will this cause the departments to implement a fifth-year requirement? Will this cause state agencies to require a fifth-year program for teacher certification? Present five or six-year preparation programs often require that certification only occur after the teachers have proven themselves in the classroom (Gardner and Palmer, 1982).

Gardner and Palmer (1982) stated their feelings about increasing teacher standards by writing:

The policy of seeking to improve teacher education through the imposition of increasing numbers of rules, regulations, and standards is unlikely to produce changes in quality of teachers and teaching (p. 13).

Oklahoma has passed legislation requiring higher admission standards for teacher education students and recommends that state exams be given to future teachers. Colleges in Oklahoma cannot recommend certification for a graduate but can only make a recommendation for a one-year license (Wisniewski, 1982).

Professionalism

A topic that is often discussed by those addressing teacher education and teacher quality is professionalism. Some authors feel extending the preparation period for teachers will result in teaching being seen as a true profession. Carpenter (1978) wrote that a longer preparation time would develop more professional characteristics. Carpenter felt teaching was seen more as an occupation than a profession.

Denemark and Nutter (1980) suggested that teacher preparation was not comparable in length and rigor to that of recognized true professions and not even comparable to semi-professions.

Ritzer (1970) wrote:

In general, we may say that the longer and more rigorous the period of initiation into an occupation, the more culture and technique are associated with it, and the more deeply impressed are its attitudes upon the person (p. 61).

Wisniewski (1982) implied that teaching was a semi-profession and would remain so because teacher preparation was a part-time activity.

Howsam (1982) believed that if teacher education moved in the right direction, it would develop into extended preparation programs requiring five years of study or more. He felt this would move teaching toward a true profession and teachers would then be seen as true professionals.

Current Programs

Approximately five percent of the nation's teacher training institutions are of the extended type (Connell, 1983). Some are new and others have been around since the early sixties.

The University of New Hampshire has had a fifth-year program since 1974. It has been a success. The students are better academically than those in other majors, and the program produces high quality graduates (Andrew, 1983).

Allegheny College in Pennsylvania moved to a fifth-year model in 1964. The program has an excellent reputation. The graduates have, over the last sixteen years, had 95% or better success at obtaining a teaching position (Dunbar, 1981).

Nevada's legislature in 1981 suggested that the state's teacher preparation programs institute a fifth-year internship. Other universities utilizing internships were the University of Wisconsin, the University of Oregon, New Mexico State, Stanford and the University of Southern California (Kunkel and Dearmin, 1981).

Florida University has a program called "Proteach". It differs from traditional teacher education programs in the content of the curriculum, the instructional procedures, the nature of its students and the amount of time needed to complete it. The university personnel feel the implementation of an extended program is in the best

interest of the students and the profession (Florida University, 1983). The University of Kansas implemented an extended program in 1981 (Scannell and Guenther, 1981).

Other fifth-year teacher preparation programs exist and many institutions are looking at the fifth-year model to see if it fits their requirements and needs.

Types of Extended Programs

Little uniformity in types of extended programs exists. Programs differ in time, content and scope. Scannell (1982) lists the following alternatives:

1. Four-plus-one (internship)
2. Five-year (B.A. plus Masters)
3. Five-plus-one-year (Master's Degree plus internship)
4. Four-plus-two-years
5. Four-plus-three-years (Doctorate)

Some models include internships and some do not. Some offer graduate degrees and others do not. Extended programs at this time vary widely in nature.

Advantages and Disadvantages

Extended programs are said to have the following advantages:

1. Higher quality students in teacher education
2. Will increase teacher salaries
3. Will increase teacher social prestige
4. Will result in more effective teaching
5. Teaching will become a life-long career

6. Teaching will become more attractive
 7. Teachers will be more committed to teaching
 8. Graduates will be more employable
- (Andrew, 1983, and Scannell, 1982).

The disadvantages of extended programs are:

1. Fewer teachers graduating
 2. Potential students will be excluded
 3. Costs will increase for the students
 4. Is not a "cure all" for education's problems
- (Andrew, 1981, Gallegos, 1981, and Murray, 1981).

Conclusion

Much has been written about extended teacher preparation programs. It is a popular topic in education. The topic has been both criticized and condoned. Some educators see it as an answer to their problems, but Murray (1982) cautioned that there may be hidden reasons for its popularity. He suggested that faculty may see it as a way to secure their positions or educators may see it as a means to raise the occupation to a profession. Regardless, the move to or away from extending a teacher preparation program must be approached logically and must be thoroughly investigated. School and teacher problems must be identified and their causes and possible solutions scrutinized. The extended program will not solve all of education's problems, but it may have an impact on reducing them.

CHAPTER III

Results

The results are reported in several sections. The section titles are:

Demographic Data

The Fifth-Year and a Teacher Shortage

Vocational Teachers' Competencies

Quality of Instruction and the Fifth-Year

Type of Fifth-Year

The Fifth-Year and the Public's Image of Teaching

School District Policies and the Fifth-Year

Teacher Preparation Options

Demographic Data

Table 1 has data showing that a total of 294 individuals were sent questionnaires with 236 being returned for a response rate of 80.2%. The initial population (N = 294) consisted of 168 vocational teachers, 109 administrators and 17 teacher educators. Twenty-seven of the vocational teachers had received undergraduate degrees from out of state and were not included in the data analysis. This resulted in 108 useable vocational teacher questionnaires, 85 useable questionnaires from administrators and 16 from teacher educators.

Consequently, 209 of the returned questionnaires were utilized in analyzing the data.

Table 1. Population Size, Number of Respondents and Percent Return by Group.

Group	Population	# returned	% return	Useable #
Voc. Teachers	168	135	80.3	108*
Administrators	109	85	78.0	85
T. Educators	17	16	94.1	16
Combined	294	236	80.2	209

Note. Twenty-seven of the vocational teachers responding received their teaching degree from an out of state institution and were therefore eliminated from the sample.

The number of graduates receiving their teaching degree from various institutions is portrayed in Table 2. Of the vocational teachers responding, the majority (55.1%) received their undergraduate degree from Montana State University, 18.7% from the University of Montana, 9.3% from Western Montana College, 9.3% from Eastern Montana College and 4.7% from Northern Montana College.

Table 2. Frequency Distribution of Vocational Teachers by Degree Granting Institution.

Institution	Vocational Teachers	
	f	%
Montana State University	59	55.1
University of Montana	20	18.7
Eastern Montana College	10	9.3
Western Montana College	10	9.3
Northern Montana College	5	4.7

An examination of the data in Table 3 reveals the percentage of respondents representing the five secondary vocational areas in Montana. Of the vocational teachers responding, Business and Office Education made up the largest proportion with 42.6% and Marketing and Distributive Education the smallest with 0%. Of the administrators responding, 82.4% had Home Economics in their schools, 76.5% had Business and Office Education, 56.5% had Vocational Agriculture, 42.4% had Trades and Industry and 12.9% had Marketing and Distributive Education. Business and Office Education (56.3%) made up the largest group of teacher educators responding.

Table 3. Frequency Distribution of Groups by Vocational Area.

Area	Teachers		Administrators		Teacher Educators	
	f	%	f	%	f	%
Voc. Ag.	21	19.4	48	56.5	3	18.8
Home Ec.	38	35.2	70	82.4	3	18.8
Bus. & Off.	46	42.6	65	76.5	9	56.3
Mkt. Di. Ed.	0	0	11	12.9	1	6.3
T. & Ind.	5	4.6	36	42.4	1	6.3

Note. Administrators' percentages represent the percent of them having specific vocational programs in their schools.

Comparisons are made in Table 4 of the number of years of actual secondary teaching experience the three groups of respondents had. Vocational teachers had a mean of 2.8 years of secondary teaching experience, administrators had a mean of 13.9 years and teacher educators had a mean of 7.4 years.

Table 4. Years of Secondary Teaching Experience of Respondents.

Group	Mean	SD	Range
Voc. Teachers	2.8	1.3	1-5
Administrators	13.9	9.1	1-34
Teacher Educators	6.5	3.0	2-11

The Fifth Year and a Teacher Shortage

The respondents were asked to indicate if they would have become a vocational teacher if it would have

required five years of preparation instead of four to obtain a teaching certificate. Table 5 has information disclosing that 74.5% of the vocational teachers, 60.3% of the administrators and 58.3% of the teacher educators responded yes to the statement.

Table 5. Frequency Distribution of Groups by Answers to the Statement: Would You Still Have Become a Teacher if Five Years of Preparation Were Required for Certification?

Answer	<u>Teachers</u>		<u>Administrators</u>		<u>Teacher Educators</u>	
	f	%	f	%	f	%
Yes	76	74.5	44	60.3	7	58.3
No	26	25.5	29	39.7	5	41.7

The next series of tables include the percentage of response to a Likert-type scale. The scale ranges from strongly agree (SA) to agree (A) to disagree (D) to strongly disagree (SD). For mean scores, responses were coded as SA=1, A=2, D=3 and SD=4. The tables include mean scores and F ratios but these were not elaborated on in the written discussion. For discussion purposes, percentages were used.

Displayed in Table 6 are responses to the statement: The implementation of a fifth-year program will discourage potential quality vocational teachers from entering teaching as a profession. A majority of the administrators and teacher educators strongly agreed or agreed with the

statement. Vocational teachers were split, with 50% who strongly agreed or agreed and 50% who disagreed or strongly disagreed.

Table 6. Percentage of Response by Group to the Statement:
The Implementation of a Fifth-Year Program Will
Discourage Potential Quality Vocational Teachers
From Entering Teaching as a Profession.

Group	Level of Agreement				Mean Response	F
	SA%	A%	D%	SD%		
Voc. Teachers	6.7	43.3	46.2	3.8	2.5	.4576
Administrators	8.4	49.4	41.0	1.2	2.4	
T. Educators	6.3	56.3	31.3	6.3	2.4	
Combined	7.4	46.8	42.9	3.0	2.4	

Note. SA=Strongly Agree, A=Agree, D=Disagree, SD=Strongly Disagree.

Note. Mean response was coded as SA=1, A=2, D=3 and SD=4.

One concern expressed by other authors (Murray, 1982 and Gallegos, 1981) was that adopting a fifth-year teacher preparation program would result in a shortage of teachers. Responses to this statement, as the data reveal in Table 7, show that administrators were in the most agreement that a teacher shortage would result. Twenty-one percent strongly agreed and 43.4% agreed. The vocational teachers felt differently, with only 6.7% who strongly agreed and 35.6% who agreed.

Table 7. Percentage of Response by Group to the Statement:
Requiring a Fifth-Year for Vocational Teacher
Certification Would Result in a Shortage of
Teachers.

Group	Level of Agreement				Mean Response	F
	SA%	A%	D%	SD%		
Voc. Teachers	6.7	35.6	50.0	7.7	2.6**	.0073
Administrators	21.7	43.4	26.5	8.4	2.2**	
T. Educators	0	62.5	31.3	6.3	2.4	
Combined	12.3	40.9	38.9	7.9	2.4	

Note. SA=Strongly Agree, A=Agree, D=Disagree, SD=Strongly Disagree.

Note. Mean response was coded as SA=1, S=2, D=3 and SD=4.

Note. Means marked (**) differ significantly at $p < .01$.

Dunbar (1981) believed a fifth-year program would result in teachers remaining in teaching longer. An examination of data in Table 8 disclosed that the respondents disagreed with this statement. The majority of the vocational teachers, administrators and teacher educators either disagreed or strongly disagreed with the statement.

Table 8. Percentage of Response by Group to the Statement:
Vocational Teachers Who Completed a Fifth-Year
Program Would Remain in Teaching Longer Than if
They Had Completed a Four-Year Program.

Group	Level of Agreement				Mean Response	F
	SA%	A%	D%	SD%		
Voc. Teachers	4.8	21.0	61.0	13.3	2.8	.0936
Administrators	1.3	42.3	48.7	7.7	2.6	
T. Educators	6.3	37.5	50.0	6.3	2.6	
Combined	3.5	30.7	55.3	10.6	2.7	

Note. SA=Strongly Agree, A=Agree, D=Disagree, SD=Strongly Disagree.

Note. Mean response was coded as SA=1, A=2, D=3 and SD=4.

Vocational Teachers' Competencies

Another factor determined was whether the present four-year programs were adequately equipping graduates with the necessary professional and technical skills. The groups' response to the statement that the present four-year programs do not provide enough time to gain the necessary professional and technical competencies needed for beginning teaching is presented in Table 9. Thirty-one and three-tenths percent of the teacher educators strongly agreed with the statement while only 15.9% of the administrators and 13.3% of the vocational teachers strongly agreed. However, all three groups had a majority who disagreed or strongly disagreed with the statement.

Table 9. Percentage of Response by Group to the Statement:
The Present Four-Year Vocational Teacher
Preparation Programs Do Not Provide Enough Time to
Gain the Professional and Technical Competencies
Needed for Beginning Teaching.

Group	Level of Agreement				Mean Response	F
	SA%	A%	D%	SD%		
Voc. Teachers	13.3	32.4	48.6	5.7	2.5	
Administrators	15.9	25.6	51.2	7.3	2.5	
T. Educators	31.3	6.3	50.0	12.5	2.4	
Combined	15.8	27.6	49.8	6.9	2.5	

Note. SA=Strongly Agree, A=Agree, D=Disagree, SD=Strongly Disagree.

Note. Mean response was coded as SA=1, A=2, D=3 and SD=4.

Table 10 has data summarizing responses made to the statement that the present four-year programs are adequately equipping graduates with professional teaching competencies. A majority of the respondents from all three groups strongly agreed or agreed that the present four-year vocational teacher preparation programs do not provide enough time to gain these competencies.

Table 10. Percentage of Response by Group to the Statement:
The Present Four-Year Vocational Teacher
Preparation Programs are Adequately Equipping
Graduates With Professional Teaching
Competencies.

Group	Level of Agreement				Mean	
	SA%	A%	D%	SD%	Response	F
Voc. Teachers	1.9	56.3	39.8	1.9	2.4	
Administrators	4.9	54.9	32.9	7.3	2.4	
T. Educators	0	56.3	37.5	6.3	2.5	
Combined	3.0	55.7	36.8	4.5	2.4	

Note. SA=Strongly Agree, A=Agree, D=Disagree, SD=Strongly Disagree.

Note. Mean response was coded as SA=1, A=2, D=3 and SD=4.

Data in Table 11 reveal how vocational teachers, administrators and teacher educators perceived the adequacy of vocational teachers' professional and technical competencies and the overall adequacy of their preparation. A large majority of all three groups perceived vocational teachers' professional and technical competencies to have been excellent or good. It is interesting to note that 25% of the teacher educators perceived vocational teachers' overall preparation adequacy as excellent, while only 7.7% of the vocational teachers perceived it as excellent. Vocational teachers did not perceive their teacher preparation's overall adequacy to be as good as teacher educators did. Seven and seven-tenths percent of the vocational teachers rated the overall adequacy of their

teacher preparation program as excellent, as opposed to 25% of the teacher educators.

Table 11. Beginning Vocational Teacher Competency Ratings by Group.

Group	Level of Competencies				Mean Response	F
	EX%	G%	F%	PO%		
Professional Competencies						
Voc. Teachers	7.9	61.4	26.7	4.0	2.3	.9142
Administrators	11.4	57.0	26.6	5.1	2.3	
T. Educators	18.8	50.0	25.0	6.3	2.2	
Combined	10.2	58.7	26.5	4.6	2.3	
Technical Competencies						
Voc. Teachers	16.3	51.0	30.8	1.9	2.2	.5962
Administrators	9.0	66.7	21.8	2.6	2.2	
T. Educators	25.0	50.0	25.0	0	2.0	
Combined	14.1	57.1	26.8	2.0	2.2	
Overall Adequacy						
Voc. Teachers	7.7	62.5	26.9	2.9	2.3*	.0374
Administrators	9.9	59.3	27.2	3.7	2.3	
T. Educators	25.0	68.8	6.3	0	1.8*	
Combined	10.0	61.7	25.4	3.0	2.2	

Note. EX=Excellent, G=Good, F=Fair, PO=Poor.

Note. Mean response was coded as EX=1, G=2, F=3 and PO=4.

Note. Means marked (*) differ significantly at $p < .05$.

Table 12 depicts how the different groups of vocational teachers judged the adequacy of their professional and technical competencies and the adequacy of

their overall teacher preparation. Note that a large majority of the Vocational Agriculture, Home Economics and Business and Office Education teachers rated their professional adequacies as good, with ratings of 73.7%, 58.3% and 65.1% respectively. On the other hand, only 20% of the Trade and Industry teachers rated their professional competencies as good and 40% rated them as poor.

This situation also existed in the overall adequacy rating. Here, 57.9% of the Vocational Agriculture teachers, 67.6% of the Home Economics teachers and 64.4% of the Business and Office teachers rated their overall teacher preparation adequacy as good. A small percentage of the Trades and Industry teachers (20.0%) rated their overall teacher preparation adequacy as good. Sixty percent rated it fair and 20% rated it poor. Few vocational teachers, except for 20% of the Trade and Industry teachers, rated their technical competencies as poor.

Table 12. Beginning Vocational Teacher Competency Ratings by Vocational Teachers.

Division	Level of Competencies				Mean Response
	EX%	G%	F%	PO%	
Professional Competencies					
Voc. Ag. n=21	0	73.7	26.3	0	2.3
Home Ec. n=38	8.3	58.3	30.6	30.6	2.8
Bus. & Off. Ed. n=46	11.6	65.1	20.9	2.3	2.1
T. & Ind. n=5	0	20.0	40.0	40.0	3.2
Technical Competencies					
Voc. Ag. n=21	0	47.4	47.4	5.3	2.6
Home Ec. n=38	18.9	45.9	35.1	0	2.2
Bus. & Off. Ed. n=46	20.0	55.6	24.4	0	2.0
T. & Ind. n=5	20.0	40.0	20.0	20.0	2.4
Overall Adequacy					
Voc. Ag. n=21	0	57.9	36.8	5.3	2.5
Home Ec. n=38	8.1	67.6	24.3	0	2.2
Bus. & Off. Ed. n=46	11.1	64.4	22.2	2.2	2.2
T & Ind. n=5	0	20.0	60.0	20.0	3.0

Note. No Marketing and Distributive Education teachers were in the final population.

Note. EX=Excellent, G=Good, F=Fair, PO=Poor.

Quality of Instruction and the Fifth-Year

Gideonse (1982) believed that one advantage of an extended teacher preparation program was an improvement in the quality of vocational teachers. Respondents from the three groups agreed with this as revealed by the data in Table 13. Sixty-seven percent of the vocational teachers, 69.1% of the administrators and 62.6% of the teacher educators either strongly agreed or agreed that an improvement in vocational teacher quality would result.

Table 13. Percentage of Response by Group to the Statement:
Extending the Vocational Teacher Preparation
Programs to a Fifth-Year Would Increase the
Quality of Vocational Teachers.

Group	Level of Agreement				Mean Response	F
	SA%	A%	D%	SD%		
Voc. Teachers	24.3	42.7	27.2	5.8	2.2	.9941
Administrators	21.0	48.1	27.2	3.7	2.1	
T. Educators	31.3	31.3	31.3	6.3	2.1	
Combined	23.5	44.0	27.5	5.0	2.1	

Note. SA=Strongly Agree, A=Agree, D=Disagree, SD=Strongly Disagree.

Note. Mean response was coded as SA=1, A=2, D=3 and SD=4.

When asked to respond to the statement that longer preparation will not result in improved vocational instruction, 63.8% of the vocational teachers disagreed or strongly disagreed while 50.6% of the administrators and 56.3% of the teacher educators disagreed or strongly disagreed. This is shown by the data in Table 14.

Table 14. Percentage of Response by Group to the Statement:
Longer Preparation Time Will Not Result in
Improved Vocational Instruction.

Group	Level of Agreement				Mean Response	F
	SA%	A%	D%	SD%		
Voc. Teachers	7.8	28.4	52.0	11.8	2.7	.2273
Administrators	8.6	40.7	44.4	6.2	2.5	
T. Educators	18.8	25.0	43.8	12.5	2.5	
Combined	9.0	33.2	48.2	9.5	2.6	

Note. SA=Strongly Agree, A=Agree, D=Disagree, SD=Strongly Disagree.

Note. Mean response was coded as SA=1, A=2, D=3 and SD=4.

Would a fifth-year graduate be better prepared than a teacher with a Master's Degree? Shown by data in Table 15, 75% of the teacher educators, 59.1% of the administrators and 64.8% of the vocational teachers who responded disagreed or strongly disagreed with the question.

Table 15. Percentage of Response by Group to the Statement:
According to Your Perceptions, a Graduate From a
Fifth-Year Program Would be Better Prepared Than
a Graduate With a Four-Year Degree Plus a
Master's Degree.

Group	Level of Agreement				Mean Response	F
	SA%	A%	D%	SD%		
Voc. Teachers	7.6	27.6	50.5	14.3	2.7	.5665
Administrators	4.8	36.1	42.2	16.9	2.7	
T. Educators	6.3	18.8	50.0	25.0	2.9	
Combined	6.4	30.4	47.1	16.2	2.7	

Note. SA=Strongly Agree, A=Agree, D=Disagree, SD=Strongly Disagree.

Note. Mean response was coded as SA=1, A=2, D=3 and SD=4.

Type of Fifth-Year

Respondents were asked if a longer student teaching experience was needed for future vocational teachers if the fifth-year program was adopted. Of those responding, the majority of the vocational teachers (62.3%) and administrators (66.3%) strongly agreed or agreed with the statement. However, as the data reveal in Table 16, teacher educators believed differently. The majority (56.3%) disagreed or strongly disagreed. Eighteen and eight-tenths percent of the teacher educators strongly disagreed with the statement, as opposed to 4.7% of the vocational teachers and 4.8% of the administrators.

Table 16. Percentage of Response by Group to the Statement:
A Longer Student Teaching Experience is Needed
for Future Vocational Teachers.

Group	Level of Agreement				Mean Response	F
	SA%	A%	D%	SD%		
Voc. Teachers	20.8	41.5	33.0	4.7	2.2	.0616
Administrators	24.1	42.2	28.9	4.8	2.2	
T. Educators	6.3	37.5	37.5	18.8	2.7	
Combined	21.0	41.5	31.7	5.9	2.2	

Note. SA=Strongly Agree, A=Agree, D=Disagree, SD=Strongly Disagree.

Note. Mean response was coded as SA=1, A=2, D=3 and SD=4.

The population was also asked their perceptions of having on-the-job experience rather than academic preparation making up the fifth-year, if it was adopted.

An examination of Table 17 shows the majority of the vocational teachers (79.2%) and administrators (79.3%) strongly agreed or agreed with the statement.

Teacher educators perceptions differed from the vocational teachers and administrators. Only 50% of the teacher educators strongly agreed or agreed with the statement.

Table 17. Percentage of Response by Group to the Statement:
If the Fifth-Year Requirement was Adopted, the
Fifth-Year Should Then Consist of On-The-Job
Experience Rather Than Academic Preparation.

Group	Level of Agreement				Mean Response	F
	SA%	A%	D%	SD%		
Voc. Teachers	31.7	47.5	19.8	1.0	1.9*	.0215
Administrators	24.4	54.9	18.3	2.4	2.0	
T. Educators	14.3	35.7	35.7	14.3	2.5*	
Combined	27.4	49.7	20.3	2.5	2.0	

Note. SA=Strongly Agree, A=Agree, D=Disagree, SD=Strongly Disagree.

Note. Mean response was coded as SA=1, A=2, D=3 and SD=4.

Note. Means marked (*) differ significantly at $p < .05$.

The respondents also listed their perceptions toward a statement indicating that vocational teachers do not require a fifth-year program as they are already required to have previous job experience in their vocational area. The majority of teacher educators (64.3%) and administrators (59.7%) strongly agreed or agreed that vocational teachers do not require a fifth-year program because they are required to have job experience in their

area. It is interesting to note that only 36.5% of the vocational teachers strongly agreed or agreed with the statement. This is different from the perceptions of administrators and teacher educators.

Table 18. Percentage of Response by Group to the Statement:
Vocational Teachers Do Not Require a Teacher
Preparation Program Longer Than Four Years as
They are Already Required to Have Previous Job
Experience in the Area in Which They Teach.

Group	Level of Agreement				Mean Response	F
	SA%	A%	D%	SD%		
Voc. Teachers	6.3	30.2	54.2	9.4	2.7	.1108
Administrators	2.6	57.1	33.8	6.5	2.4	
T. Educators	0	64.3	21.4	14.3	2.5	
Combined	4.3	43.9	43.3	8.6	2.6	

Note. SA=Strongly Agree, A=Agree, D=Disagree, SD=Strongly Disagree.

Note. Mean response was coded as SA=1, A=2, D=3 and SD=4.

The Fifth-Year and the Public's Image of Teaching

Carpenter (1978) believed a longer preparation time would increase the public's image of the teaching profession. The data in Table 19 present the respondents' perceptions of whether a longer preparation time would improve the public's image of the teaching profession. A majority of the respondents disagreed or strongly disagreed with the statement and teacher educators disagreed the most strongly. Fifty-eight and six-tenths of the vocational teachers, 59.8% of the administrators and

60.0% of the teacher educators disagreed or strongly disagreed with the statement.

Table 19. Percentage of Response by Group to the Statement: Requiring Future Teachers to Complete a Fifth-Year Program Would Help Improve the Public's Image of Teaching as a Profession.

Group	Level of Agreement				Mean Response	F
	SA%	A%	D%	SD%		
Voc. Teachers	10.6	30.8	49.0	9.6	2.6	.9282
Administrators	13.1	32.1	42.9	11.9	2.5	
T. Educators	.7	33.3	53.3	6.7	2.6	
Combined	11.3	31.5	46.8	10.3	2.6	

Note. SA=Strongly Agree, A=Agree, D=Disagree, SD=Strongly Disagree.

Note. Mean response was coded as SA=1, A=2, D=3 and SD=4.

School District Policies and the Fifth-Year

Addressed in the questionnaire was how school districts would respond to fifth-year graduates. First, would school districts be more willing to hire a graduate of a fifth-year program than a graduate of a four-year program? Table 20 has data revealing that 54.3% of the vocational teachers agreed or strongly agreed with the statement, whereas 43.9% of the administrators and 37.6% of the teacher educators agreed or strongly agreed with the statement.

Table 20. Percentage of Response by Group to the Statement:
School Districts Would be More Willing to Hire a
Graduate of a Fifth-Year Program Than a Graduate
of a Four-Year Program.

Group	Level of Agreement				Mean Response	F
	SA%	A%	D%	SD%		
Voc. Teachers	13.3	41.0	38.1	7.6	2.4	.3890
Administrators	15.9	28.0	39.0	17.1	2.6	
T. Educators	18.8	18.8	50.0	12.5	2.6	
Combined	14.8	34.0	39.4	11.8	2.5	

Note. SA=Strongly Agree, A=Agree, D=Disagree, SD=Strongly Disagree.

Note. Mean response was coded as SA=1, A=2, D=3 and SD=4.

Second, would school districts pay a greater starting salary to a graduate of a fifth-year program? As evident in Table 21, all three groups disagreed. Twenty-one and seven-tenths percent of the administrators, 19.0% of the vocational teachers and 6.3% of the teacher educators strongly disagreed with the statement.

Table 21. Percentage of Response by Group to the Statement:
School Districts Would Pay a Greater Starting
Salary to a Graduate of a Fifth-Year Vocational
Teacher Preparation Program Than to a Graduate of
a Four-Year Program.

Group	Level of Agreement				Mean Response	F
	SA%	A%	D%	SD%		
Voc. Teachers	6.7	17.1	57.1	19.0	2.9	.1399
Administrators	10.8	36.1	31.3	21.7	2.6	
T. Educators	6.3	12.5	75.0	6.3	2.8	
Combined	8.3	24.5	48.0	19.1	2.8	

Note. SA=Strongly Agree, A=Agree, D=Disagree, SD=Strongly Disagree.

Note. Mean response was coded as SA=1, A=2, D=3 and SD=4.

Teacher Preparation Options

Have the increased demands and requirements placed on today's vocational teachers made the fifth-year program a viable alternative? Respondents' perceptions toward this question are in Table 22. Ten and seven-tenths percent of the vocational teachers strongly agreed and 60.2% agreed with the statement. Three and six-tenths percent of the administrators strongly agreed and 49.4% agreed. Note that 6.3% of the teacher educators strongly agreed and only 25.0% agreed that the increased demands and requirements have made the fifth-year a viable alternative.

Table 22. Percentage of Response by Group to the Statement:
Increased Demands and Requirements Placed on
Vocational Teachers Have Made the Fifth-Year
Program a Viable Alternative to Prepare Today's
Vocational Teachers.

Group	Level of Agreement				Mean Response	F
	SA%	A%	D%	SD%		
Voc. Teachers	10.7	60.2	26.2	2.9	2.2*	.0049
Administrators	3.6	49.4	41.0	6.0	2.5*	
T. Educators	6.3	25.0	68.8	0	2.6	
Combined	7.4	53.0	35.6	4.0	2.4	

Note. SA=Strongly Agree, A=Agree, D=Disagree, SD=Strongly Disagree.

Note. Mean response was coded as SA=1, A=2, D=3 and SD=4.

Note. Means marked (*) differ significantly at $p < .05$.

Table 23 has data representing respondents' recommendations of whether to use a four-year or a fifth-year program for preparing vocational teachers. Almost thirty-six percent of the administrators, 34.0% of the vocational teachers and 25.0% of the teacher educators recommended the fifth-year program. However, the majority of all three groups felt the four-year program should be used to prepare vocational teachers.

Table 23. Length of Teacher Preparation Recommended by Respondents.

Group	Percentages	
	Four-Year	Fifth-Year
Voc. Teachers	66.0	34.0
Administrators	64.2	35.8
T. Educators	75.0	25.0
Combined	66.0	34.0

Finally, Table 24 has data indicating which option the respondents felt would best prepare vocational teachers. Fifty-six percent of the respondents indicated the four-year model should be reformed. The next option selected was adoption of the fifth-year model with 29% selecting this option. Only 13% of the respondents felt the present four-year model would best prepare vocational teachers.

Table 24. Percentage of Group Response to Vocational Teacher Preparation Options.

Option	Percentages			
	Voc. Tchrs.	Administrs.	T. Educators	Combined
Keep 4-Year	9.4	18.8	7.1	13.0
Reform 4-Year	65.1	42.5	64.3	56.0
Adopt Fifth-Yr.	24.5	36.3	21.4	29.0
Other	.9	2.5	7.1	2.0

CHAPTER IV

Conclusions, Results and Implications

Results Comparison

This study's results, when compared with the perceptions of other authors such as Andrew, 1981, Murray, 1981, Gallegos, 1981, Scannell, 1982, and Andrew, 1983, show some agreements and some disagreements with the above authors. The agreements are:

1. Extended teacher preparation programs may increase the quality of teachers.
2. Extended teacher preparation programs may result in more effective teaching.
3. Extended teacher preparation programs may result in fewer students entering teacher preparation programs and fewer teachers graduating.

The disagreements with the above authors are:

1. Extended teacher preparation programs will not result in increased teacher salaries.
2. Extended teacher preparation programs will not likely improve the image of teaching as a profession.
3. Extended teacher preparation programs will not cause teaching to become more of a life-long career.

4. Extended teacher preparation programs will not cause teaching to become a more attractive career.
5. Graduates of extended teacher preparation programs will probably not be more employable than graduates of four-year teacher preparation programs.

Trend in the Results

It is interesting to note that a trend developed in the perceptions of the respondents. The trend was that vocational teachers' perceptions differed from the perceptions of teacher educators on numerous points. The differences were:

1. Twenty-five and eight-tenths percent of the vocational teachers felt that vocational teachers would remain in teaching longer if they completed a fifth-year preparation program. Forty-three and eight-tenths of the teacher educators felt this way.
2. Ninety-three and eight-tenths percent of the teacher educators rated vocational teachers overall preparation adequacy as excellent or good, while only 70.2% of the vocational teachers felt this way.
3. Forty-three and eight-tenths percent of the teacher educators felt a longer student teaching experience was needed for future vocational teachers. The vocational teachers believed more strongly that a longer student teaching experience was needed. Sixty-two and three-tenths percent of them strongly agreed or agreed.

4. Seventy-nine and two-tenths percent of the vocational teachers felt that if the fifth-year teacher preparation program was adopted, it should then consist of on-the-job experience rather than academic preparation. Only 50% of the teacher educators felt this way.
5. Sixty-four and three-tenths percent of the teacher educators felt that vocational teachers do not require a teacher preparation program longer than four years as they are already required to have previous job experience. This is a much higher percentage than the 36.5% of the vocational teachers who felt this way.
6. Seventy and nine-tenths of the vocational teachers believed that the increased demands and requirements placed on vocational teachers have made the fifth-year teacher preparation program a viable alternative to prepare today's vocational teachers. However, only 31.3% of the teacher educators felt this way.

Conclusions

Based on an analysis of the data presented in the study, it was concluded that:

1. Some potential vocational teachers may not enter the field of teaching if teacher preparation programs are extended to a fifth year. However, a large majority will still likely become teachers if teacher preparation programs are extended. In addition, a fifth-year

program's implementation may not cause teachers to stay in teaching longer than graduates of a four-year program but a fifth-year preparation program may increase the quality of teachers.

2. The adequacy of the professional and technical competencies gained by vocational teachers who have been educated by Montana teacher preparation programs and the overall adequacy of undergraduate vocational teacher preparation programs in Montana are perceived to be good. A strong majority of the respondents rated these adequacies as being good or excellent.
3. Graduating from a fifth-year vocational teacher preparation program would not result in graduates receiving increased pay, nor would the public's image of their profession be improved.
4. If a fifth-year vocational teacher education program is adopted, it should consist of on-the-job experience and additional student teaching rather than only additional academic preparation. If it is not adopted, student teaching time should still be extended, with it occurring early in the student's preparation.
5. The additional demands and requirements placed on vocational teachers by society, has made the fifth-year teacher preparation program a more viable alternative, than it has been in the past, to prepare today's vocational teachers.

6. Two-thirds of the respondents recommended the four-year program be used to educate vocational teachers.

However, a large majority of the respondents believed that reforming the four-year teacher preparation program would result in the best prepared vocational teachers. This option was selected over using the fifth-year option, the present four-year option or some other teacher preparation option.

Implications

The following implications have been drawn from this study:

1. There is a need to further examine and evaluate the present vocational teacher preparation programs in Montana.
2. Increasing teacher preparation time may not guarantee an increase in teacher quality.

Recommendations for Program Implementation

As a result of this study's findings, the following recommendations were made:

1. Vocational teacher educators should consider revising their curriculums to assure that the best possible teacher preparation environment exists to prepare future vocational teachers.
2. Longer and earlier occurring student teaching experiences should be included in extended vocational teacher preparation programs.

3. Efforts should be made to provide vocational teachers with greater rewards in compensation for their work.
4. Ongoing follow-ups of vocational teacher preparation program graduates should be made to continuously monitor the value and shortcomings of vocational teacher preparation curriculums.

Recommendations for Further Study

1. Specific knowledges and skills that recent vocational teacher preparation graduates did not receive, or were inadequate in, need to be precisely identified.
2. Specific knowledges and skills that are being taught to students in vocational teacher preparation programs, and are not needed by vocational teachers in the field, need to be precisely identified.

Summary

The data presented previously show the perceptions of Montana vocational teachers, their administrators and vocational teacher educators toward the possible implementation of fifth-year vocational teacher preparation programs. These perceptions can be examined by those involved in teacher education or by those in the educational system. This will allow them to gain further insight into how those in Montana's vocational education field feel toward the possible implementation of fifth-year vocational teacher preparation programs. These perceptions should be valuable and provide guidance to

decision makers in teacher education and in the state education governing bodies.

Also presented were the perceptions of Montana vocational teachers, their administrators and vocational teacher educators toward the adequacy of the professional and technical competencies possessed by vocational teachers with less than five years of experience. This data can be useful to those evaluating Montana's vocational teacher preparation programs to see if graduates are being adequately equipped with these competencies.

These perceptions should allow education decision makers to view how recent education graduates have been judged and how they judged their teacher preparation programs. Consequently, education decision makers can better evaluate teacher preparation programs and this added input from the field can help make subsequent educational decisions more valid.

The data presented should not be the only input used to evaluate vocational teacher preparation programs. Education decision makers must use a variety of information to plot teacher preparation's direction. If this is done, more encompassing and efficient teacher preparation programs will be developed and the best possible vocational teachers will be the outcome.

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APPENDICES

APPENDIX A

VOCATIONAL TEACHER QUESTIONNAIRE

VOCATIONAL TEACHER PREPARATION STUDY

Please answer the following questions by placing a checkmark in the appropriate block after each question. Check only one box per question. Please answer all questions.

-
1. Did you receive your undergraduate teaching degree from a Montana institution?
(If no, do not answer the rest of the questions but simply return the questionnaire)
- | | |
|-----|----|
| Yes | No |
|-----|----|
2. Name of Institution from which you received your undergraduate degree.
- | | |
|-------------------------------|--|
| University of Montana..... | |
| Eastern Montana College..... | |
| Northern Montana College..... | |
| Western Montana College..... | |
| Montana State University..... | |
| Other..... | |
3. Vocational area in which you are teaching.
- | | |
|-------------------------------|--|
| Vocational Agriculture..... | |
| Home Economics..... | |
| Business & Office Ed..... | |
| Marketing & Distributive Ed.. | |
| Trades & Industry..... | |
4. Number of years of teaching experience in your area of vocational education. (Write the appropriate number in the box to the right. Include this year)
- | |
|--|
| |
|--|
5. Would you have become a vocational teacher if it would have required five years of preparation instead of four to obtain a teaching certificate?
- | | |
|-----|----|
| Yes | No |
|-----|----|
-

Answer the following questions by placing a mark in the block which you feel is most appropriate. For those blocks with SA, A, D, SD, the code is:

SA = Strongly Agree
A = Agree
D = Disagree
SD = Strongly Disagree

- | | | | | |
|--|----|---|---|----|
| 6. The present four-year vocational teacher preparation programs <u>do not</u> provide enough time to gain the professional and technical competencies needed for beginning teaching. | SA | A | D | SD |
| 7. Requiring a fifth-year for vocational teacher certification would result in a shortage of teachers. | SA | A | D | SD |
| 8. School districts would be more willing to hire a graduate of a fifth-year program than a graduate of a four-year program. | SA | A | D | SD |
| 9. Extending the vocational teacher preparation programs to a fifth-year would increase the quality of vocational teachers. | SA | A | D | SD |
| 10. School districts would pay a greater starting salary to a graduate of a fifth-year vocational teacher preparation program than to a graduate of a four-year program. | SA | A | D | SD |
| 11. According to your perceptions, a graduate from a fifth-year program would be better prepared than a graduate with a four year degree plus a Masters. (Consider both as having no wage earning teaching experience) | SA | A | D | SD |
| 12. The present four-year vocational teacher preparation programs are adequately equipping graduates with professional teaching competencies. | SA | A | D | SD |
| 13. Vocational teachers who completed a fifth-year program would remain in teaching longer than if they had completed a four year program. | SA | A | D | SD |

(OVER)

14. Increased demands and requirements placed on vocational teachers has made the fifth-year program a viable alternative to prepare today's vocational teachers.
15. A longer student teaching experience is needed for future vocational teachers. (if the fifth-year program was adopted)
16. Requiring future teachers to complete a fifth-year program would help improve the public's image of teaching as a profession.
17. The implementation of a fifth-year program will discourage potential quality vocational teachers from entering the field of teaching.
18. Vocational teachers do not require a teacher preparation program longer than four years as they are already required to have previous job experience in the area in which they teach.
19. Longer preparation time will not result in improved vocational instruction.
20. If the fifth-year requirement was adopted, the fifth-year should then consist of on-the-job experience rather than academic preparation.

SA	A	D	SD

SA	A	D	SD

SA	A	D	SD

SA	A	D	SD

SA	A	D	SD

SA	A	D	SD

SA	A	D	SD

Use the following code to answer the next three questions:

EX = Excellent
G = Good
F = Fair
PO = Poor

21. Rate the adequacy of your student's beginning professional teaching competencies gained by them while completing their undergraduate teaching degree.
22. Rate the adequacy of your student's technical competencies in their teaching area which were gained while completing their undergraduate teaching degree, (At the time they began teaching)
23. Rate the overall adequacy of your student's undergraduate teacher preparation.

EX	G	F	PO

EX	G	F	PO

EX	G	F	PO

24. What length of vocational teacher preparation program would you recommend institutions adopt to train vocational teachers?

Four-year.....

Fifth-year.....

25. Which of the following options would result in the best prepared vocational teachers? (Check only one)

Keep the present four-year model.....

Reform and revise the four-year model.....

Adopt the fifth-year model.....

Other.....

26. List any additional comments you have about the possible implementation of a fifth-year teacher preparation program as a requirement for vocational teachers in Montana.

THANK YOU

APPENDIX B

ADMINISTRATOR QUESTIONNAIRE

VOCATIONAL TEACHER PREPARATION STUDY

Please answer the following questions by placing a checkmark in the appropriate block after each question. Check only one box per question. Please answer all questions.

.....

1. Did you receive an undergraduate teaching degree from a Montana institution? Yes No
☐ ☐
2. Name of institution from which you received your undergraduate degree. Yes No
☐ ☐
- University of Montana.....
 Eastern Montana College.....
 Northern Montana College....
 Western Montana College.....
 Montana State University....
 Other.....
3. Vocational areas in your school. (You may check more than one)
 Vocational Agriculture.....
 Home Economics.....
 Business & Office Ed.....
 Marketing & Distributive Ed.
 Trades & Industry.....
4. Number of years of secondary teaching experience you have. (Write the appropriate number in the box to the right)
5. Would you have become a teacher if it would have required five years of preparation instead of four to obtain a teaching certificate? Yes No
☐ ☐

.....

Answer the following questions by placing a mark in the block which you feel is most appropriate. For those blocks with SA, A, D, SD, the code is:

SA = Strongly Agree
 A = Agree
 D = Disagree
 SD = Strongly Disagree

6. The present four-year vocational teacher preparation programs do not provide enough time to gain the professional and technical competencies needed for beginning teaching. SA A D SD
☐ ☐ ☐ ☐
7. Requiring a fifth-year for vocational teacher certification would result in a shortage of teachers. SA A D SD
☐ ☐ ☐ ☐
8. School districts would be more willing to hire a graduate of a fifth-year program than a graduate of a four-year program. SA A D SD
☐ ☐ ☐ ☐
9. Extending the vocational teacher preparation programs to a fifth-year would increase the quality of vocational teachers. SA A D SD
☐ ☐ ☐ ☐
10. School districts would pay a greater starting salary to a graduate of a fifth-year vocational teacher preparation program than to a graduate of a four-year program. SA A D SD
☐ ☐ ☐ ☐
11. According to your perceptions, a graduate from a fifth-year program would be better prepared than a graduate with a four-year degree plus a Master's. (Consider both as having no wage earning teaching experience) SA A D SD
☐ ☐ ☐ ☐
12. The present four-year vocational teacher preparation programs are adequately equipping graduates with professional teaching competencies. SA A D SD
☐ ☐ ☐ ☐
13. Vocational teachers who completed a fifth-year program would remain in teaching longer than if they had completed a four-year program. SA A D SD
☐ ☐ ☐ ☐

(OVER)

14. Increased demands and requirements placed on vocational teachers has made the fifth-year program a viable alternative to prepare today's vocational teachers.
15. A longer student teaching experience is needed for future vocational teachers. (If the fifth-year program was adopted)
16. Requiring future teachers to complete a fifth-year program would help improve the public's image of teaching as a profession.
17. The implementation of a fifth-year program will discourage potential quality vocational teachers from entering the field of teaching.
18. Vocational teachers do not require a teacher preparation program longer than four years as they are already required to have previous job experience in the area in which they teach.
19. Longer preparation time will not result in improved vocational instruction.
20. If the fifth-year requirement was adopted, the fifth-year should then consist of on-the-job experience rather than academic preparation.

SA	A	D	SD

SA	A	D	SD

SA	A	D	SD

SA	A	D	SD

SA	A	D	SD

SA	A	D	SD

Use the following code to answer the next three questions:

EX = Excellent
G = Good
F = Fair
PO = Poor

21. Rate the adequacy of your student's beginning professional teaching competencies gained by them while completing their undergraduate teaching degree.
22. Rate the adequacy of your student's technical competencies in their teaching area which were gained while completing their undergraduate teaching degree, (At the time they began teaching)
23. Rate the overall adequacy of your student's undergraduate teacher preparation.

EX	G	F	PO

EX	G	F	PO

EX	G	F	PO

24. What length of vocational teacher preparation program would you recommend institutions adopt to train vocational teachers?

Four-year.....
Fifth-year.....

25. Which of the following options would result in the best prepared vocational teachers? (Check only one)

Keep the present four-year model.....
Reform and revise the four-year model.....
Adopt the fifth-year model.....
Other.....

26. List any additional comments you have about the possible implementation of a fifth-year teacher preparation program as a requirement for vocational teachers in Montana.

THANK YOU

APPENDIX C

TEACHER EDUCATOR QUESTIONNAIRE

VOCATIONAL TEACHER PREPARATION STUDY

Please answer the following questions by placing a checkmark in the appropriate block after each question. Check only one box per question. Please answer all questions.

1. Did you receive your undergraduate teaching degree from a Montana institution? Yes No
☐ ☐
2. Name of institution from which you received your undergraduate degree.
 University of Montana..... ☐
 Eastern Montana College.... ☐
 Northern Montana College... ☐
 Western Montana College.... ☐
 Montana State University... ☐
 Other..... ☐
3. Vocational area in which you are a teacher educator.
 Vocational Agriculture..... ☐
 Home Economics..... ☐
 Business & Office Ed..... ☐
 Marketing & Distributive Ed ☐
 Trades & Industry..... ☐
4. Number of years of secondary teaching experience in your area of vocational education. (Write the appropriate number in the box to the right)
5. Would you have become a vocational teacher if it would have required five years of preparation instead of four to obtain a teaching certificate? Yes No
☐ ☐

Answer the following questions by placing a mark in the block which you feel is most appropriate. For those blocks with SA, A, D, SD, the code is:

SA = Strongly agree
 A = Agree
 D = Disagree
 SD = Strongly Disagree

6. The present four-year vocational teacher preparation programs do not provide enough time to gain the professional and technical competencies needed for beginning teaching. SA A D SD
☐ ☐ ☐ ☐
7. Requiring a fifth-year for vocational teacher certification would result in a shortage of teachers. SA A D SD
☐ ☐ ☐ ☐
8. School districts would be more willing to hire a graduate of a fifth-year program than a graduate of a four-year program. SA A D SD
☐ ☐ ☐ ☐
9. Extending the vocational teacher preparation programs to a fifth-year would increase the quality of vocational teachers. SA A D SD
☐ ☐ ☐ ☐
10. School districts would pay a greater starting salary to a graduate of a fifth-year vocational teacher preparation program than to a graduate of a four-year program. SA A D SD
☐ ☐ ☐ ☐
11. According to your perceptions, a graduate from a fifth-year program would be better prepared than a graduate with a four-year degree plus a Masters. (Consider both as having no wage earning teaching experience) SA A D SD
☐ ☐ ☐ ☐
12. The present four-year vocational teacher preparation programs are adequately equipping graduates with professional teaching competencies. SA A D SD
☐ ☐ ☐ ☐
13. Vocational teachers who completed a fifth-year program would remain in teaching longer than if they had completed a four-year program. SA A D SD
☐ ☐ ☐ ☐

(OVER)

14. Increased demands and requirements placed on vocational teachers has made the fifth-year program a viable alternative to prepare today's vocational teachers.
15. A longer student teaching experience is needed for future vocational teachers. (If the fifth-year program was adopted)
16. Requiring future teachers to complete a fifth-year program would help improve the public's image of teaching as a profession.
17. The implementation of a fifth-year program will discourage potential quality vocational teachers from entering the field of teaching.
18. Vocational teachers do not require a teacher preparation program longer than four years as they are already required to have previous job experience in the area in which they teach.
19. Longer preparation time will not result in improved vocational instruction.
20. If the fifth-year requirement was adopted, the fifth-year should then consist of on-the-job experience rather than academic preparation.

SA	A	D	SD
SA	A	D	SD
SA	A	D	SD
SA	A	D	SD
SA	A	D	SD
SA	A	D	SD

Use the following code to answer the next three questions:

EX = Excellent
G = Good
F = Fair
PO = Poor

21. Rate the adequacy of your student's beginning professional teaching competencies gained by them while completing their undergraduate teaching degree.
22. Rate the adequacy of your student's technical competencies in their teaching area which were gained while completing their undergraduate teaching degree. (At the time they began teaching)
23. Rate the overall adequacy of your student's undergraduate teacher preparation.

EX	G	F	PO
EX	G	F	PO
EX	G	F	PO

24. What length of vocational teacher preparation program would you recommend institutions adopt to train vocational teachers?

Four-year.....

--

Fifth-year.....

--

25. Which of the following options would result in the best prepared vocational teachers? (Check only one)

Keep the present four-year model.....

--

Reform and revise the four-year model.

--

Adopt the fifth-year model.....

--

Other.....

--

26. List any additional comments you have about the possible implementation of a fifth-year teacher preparation program as a requirement for vocational teachers in Montana.

THANK YOU

APPENDIX D

COVER LETTER



Montana State University
Bozeman, Montana 59717

Department of Agricultural and Industrial Education
College of Agriculture

April 21, 1984

Dear

Recent national reports have criticized the way educational changes are made by stating that teachers and those in the field have not been asked to provide input. This is a chance for you to provide input on an educational topic by answering the enclosed questionnaire.

The questionnaire deals with a topic currently being discussed as a possible means to achieve educational excellence and to improve teacher preparation. The topic is the fifth-year vocational teacher preparation program as a possible alternative to the traditional four-year vocational teacher preparation program now found in Montana teacher preparation institutions.

The fifth-year undergraduate option this study addresses should not be confused with five-year undergraduate options now found in some Montana institutions. The fifth-year program being addressed consists of five years of teacher preparation that would be required in order to receive a teaching certificate.

Please take a few minutes and answer the enclosed questionnaire and return it in the envelope provided. Your assistance will be greatly appreciated and will add to the completeness of my study. Your individual responses will be kept strictly confidential. Please feel free to contact me if you have any questions. I would be pleased to send a summary of the study to anyone interested in the results.

Sincerely yours,

Thomas M. Welch

Thomas M. Welch
Graduate Research Assistant

APPENDIX E

FOLLOW-UP LETTER



Montana State University
Bozeman, Montana 59717

Department of Agricultural and Industrial Education
College of Agriculture

May 17, 1984

Dear

About two and one-half weeks ago you were sent a questionnaire addressing vocational teacher preparation. I realize that school is coming to a close and that it is a busy time for educators. However, I have not received your completed questionnaire and so far do not have enough back to draw any valid conclusions about this topic. ☹️

Please take ten minutes and fill out and return the questionnaire. It would be gratefully appreciated and will enable you to have a voice in education and will allow me to have more complete data.

I have enclosed another questionnaire and return envelope in case your other one was misplaced or lost. Again, your response is critically needed and would be very valuable to me. Thank you very much.

Sincerely yours,

Thomas M. Welch

Thomas M. Welch

P.S. Please disregard this if you have already mailed the first questionnaire. 😊

APPENDIX F

NOTIFICATION LETTER

101 Grant Chamberlain, 3-F
Bozeman, MT 59715
March 28, 1984

Gene Christiaansen
Assistant Superintendent
Department of Vocational Education Services
State Capitol
Helena, MT 59620

Dear Mr. Christiaansen:

I am a graduate student in Agricultural Education at Montana State University. I am in the process of doing a study on the attitudes of Montana vocational teachers with one to five years of experience, their administrators, and Montana vocational teacher educators, toward the possible adoption of fifth-year teacher preparation programs in Montana. It is my desire to have you aware of this study.

The five vocational groups I will be working with are: Vocational Agriculture, Business and Office Education, Home Economics, Marketing and Distributive Education, and Trades and Industry. I would also like you to inform the state specialists for the above areas about the on-going study.

I may need aid in identifying some of the members of my population for this study. Your help and permission would be appreciated and would add to the completed project. I plan to consult you sometime in the future. If you have any questions about the study, feel free to call or write me. I can usually be reached at the Agricultural and Industrial Education Department at MSU (994-3201) or at home (586-5007). If you are interested in the study's results, I will be glad to furnish you with a copy of the final report. Thank you.

Sincerely yours,

Thomas M. Welch

Thomas M. Welch