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A FOLLOW-UP STUDY OF THE ATTITUDES OF CENTRAL MICHIGAN  
UNIVERSITY GRADUATES OF THE YEARS 1973-1976 TOWARD THE  
UNDERGRADUATE TEACHER EDUCATION PROGRAM IN WHICH THEY  
PARTICIPATED WITH IMPLICATIONS FOR TEACHER EDUCATION  
PROGRAMS

*Michigan State University*

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THE UNDERGRADUATE TEACHER EDUCATION PROGRAM IN  
WHICH THEY PARTICIPATED WITH IMPLICATIONS  
FOR TEACHER EDUCATION PROGRAMS

By

William Richard Dickinson

A DISSERTATION

Submitted to  
Michigan State University  
in partial fulfillment of the requirements  
for the degree of

DOCTOR OF PHILOSOPHY

Department of Student Teaching and  
Professional Development

1979

## ABSTRACT

### A FOLLOW-UP STUDY OF THE ATTITUDES OF CENTRAL MICHIGAN UNIVERSITY GRADUATES OF THE YEARS 1973-1976 TOWARD THE UNDERGRADUATE TEACHER EDUCATION PROGRAM IN WHICH THEY PARTICIPATED WITH IMPLICATIONS FOR TEACHER EDUCATION PROGRAMS

By

William Richard Dickinson

#### Purpose of the Study

The purpose of this study was to survey Central Michigan University graduates of 1973, 1974, 1975 and 1976 to determine their attitudes toward their teacher preparation. Questions for study included: (1) How do graduates view their teacher preparation upon graduation? (2) How do graduates view their teacher preparation after one year, two years and three years following graduation? (3) How do graduates value their preparation in student teaching as compared to education courses, other on-campus courses and off-campus courses? (4) Do teachers with teaching jobs value their preparation more than those without teaching jobs? and (5) Do elementary teachers value their education courses differently from secondary teachers?

#### Procedures

Data were gathered using a research questionnaire designed by Dr. Alan Ellsberg and expanded by this writer. The questionnaires were administered to 1806 graduates of Central Michigan University of the years 1973-1976 for a total of 1057 or 59% usable returns.

Statistical procedures used to analyze the six hypotheses used in this study included the two related samples Z-test, the chi square test of homogeneity and the one-way Analysis of Variance technique. Descriptive statistics such as frequency counting, means and variances are also reported.

### Findings of the Study

1. Attitudes toward student teaching experiences were much more favorable than toward on-campus education courses as rated by the 1976 graduates at the time of graduation.
2. A more favorable attitude is expressed by graduates who are closest to the student teaching experience.
3. Off-campus courses are viewed most favorably by those graduates who are closest to the time of graduation.
4. On-campus teacher education courses are considered of excellent value by most of the graduates of this study.
5. Teacher education graduates who are teaching full time are more favorable in attitude toward their teacher education than are teacher education graduates who are not teaching full time and/or have not taught.
6. There is no interaction between either elementary or secondary teaching and time of graduation on attitude toward on-campus courses.

### Conclusion

The findings indicate that the longer an individual is away from school, the less favorable the response usually accorded the teacher education program. Also, findings from this study do not suggest that Central Michigan University should, or should not, make any major changes in its teacher education program. Hopefully, however, the teacher education program at Central Michigan University might benefit from some or all of the following recommendations:

Recommendations

1. Central Michigan University should establish an ongoing plan of evaluation of its programs and graduates for improving teacher education.
2. Innovative programs should be undertaken in teacher education, incorporating graduates' suggestions for changes in the teacher education program.
3. A combination of interviews, grades and written evaluations of teacher candidates should be established for admittance to teacher education.
4. Early in-depth experiences with children and teaching would provide better understanding and experience for teacher education candidates prior to student teaching.
5. A liaison person in teacher education should maintain continual contact with teacher education students, graduates, on-campus teachers, off-campus student teacher supervisors and administration. This individual should promote effective communication among all concerned, undertake research to determine teacher needs, implement new methods in teacher education and establish beneficial experiences for undergraduates in teacher education.
6. Central Michigan University should establish one or two day workshops each semester for teachers who will be working with student teachers. This would provide the time and setting for stressing the importance of the supervising teacher role through a creative workshop approach involving past and current supervising teachers, student teachers, pre-student teachers, elementary and secondary school administrators and university student teaching supervisors.
7. This study should be made available to all educators involved with and concerned about teacher education for the purpose of improving the teacher education program at Central Michigan University.

## DEDICATION

This thesis is sincerely dedicated to my children, David and Susan; my mother, LaVina B. Dickinson; and to the memory of my wife, Patricia. Their sacrifices, love and support have made this study possible.

## ACKNOWLEDGMENTS

The cooperation of others has been essential to the success of this study and the writer wishes to express his sincere appreciation to the following:

To Dr. W. Henry Kennedy, Committee Chairman, for his excellent guidance, assistance, continued encouragement and valued friendship;

To the other members of the Guidance Committee, Dr. George Myers, Dr. Orden Smucker and Dr. Glen Cooper for their interest and efforts on my behalf in the completion of this study;

To Dr. Alan Ellsberg for the use of his research questionnaire; Central Michigan University student teaching supervisors and graduates for their assistance in collecting data; Ann Fallon for assistance in data computation; and Central Michigan University for financial assistance;

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## CHAPTER I

### INTRODUCTION

This study was concerned with the attitudes of Central Michigan University graduates toward their training for the teaching profession. Areas of research included (1) the value of student teaching in comparison with other facets of the teacher education program including education courses, on-campus and off-campus; (2) the value of student teaching, as seen by participants immediately following graduation, as compared to the value of student teaching as seen by participants one or more years removed from this experience; (3) the value of teacher education to those who are teaching as compared to those who are not teaching; and (4) the value of education courses to elementary as compared to secondary teachers.

In 1973, Dr. Alan W. Ellsberg, a Professor of Education and Off-Campus Student Teacher Supervisor, conducted a study of 635 respondents who had just completed their laboratory experience as student teachers at Central Michigan University. His data consisted of responses to an attitude inventory he devised which solicited perceptions of the training for teaching received at Central Michigan University. Six major areas of preparation were studied in terms of how well the respondents thought the program prepared them, and how

helpful they were to the respondent. The respondents were also asked to identify the strengths and weaknesses of these six areas of preparation and to add additional comments if they desired.

The collected data were never reported but instead intended as the beginning of a longitudinal study designed to assess changes over a period of four years in student teachers' attitudes toward their teacher preparation. Two different kinds of comparisons were to be made based on the primary information of May 1973. The first was to determine how the May 1973 respondents' attitudes compared with the student teachers' of May 1974 through May 1977. The second was to determine how the opinions of the May 1973 respondents changed after one year, two years, three years and four years.

Dr. Ellsberg left Central Michigan University after the initial research was begun in 1973 and 1974. Because the university was committed to a follow-up study of its teacher education graduates, the present study was designed using Dr. Ellsberg's questionnaire in addition to a revision developed by the present researcher, since it is planned to leave the combined collected information with the university as a basis for further studies.

#### Purpose of the Study

The purpose of this study was to survey graduates of 1973, 1974, 1975 and 1976 to determine their attitudes toward their teacher preparation. Questions for study included:

1. How do graduates view their teacher preparation upon graduation?

2. How do graduates view their teacher preparation after one year, two years and three years following graduation?
3. How do graduates value their preparation in student teaching as compared to education courses, other on-campus courses and off-campus courses?
4. Do teachers with teaching jobs value their preparation more than those without teaching jobs?
5. Do elementary teachers value their education courses differently from secondary teachers?

At the time the Ellsberg Study was initiated, the National Council for Accreditation of Teacher Education (NCATE) was using the Standards for Accreditation of Teacher Education established in January 1970. These standards were followed on an optional basis for use in 1970-1971 and their use was mandatory beginning in the Fall of 1971 (the standards were revised in 1977, cf. p. 5). Among these standards is the following:

Evaluation of Graduates--The ultimate criterion for judging a teacher education program is whether it produces competent graduates who enter the profession and perform effectively. An institution committed to the preparation of teachers engages in systematic efforts to evaluate the quality of its graduates and those persons recommended for professional certification. The institution evaluates the teachers it produces at two critical points: When they complete their programs of study, and after they enter the teaching profession.<sup>1</sup>

In January 1974 the revised Constitution of the National Council for the Accreditation of Teacher Education (NCATE) was adopted. One of the changes brought about by the new constitution was the establishment of the NCATE Committee on Standards, which

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<sup>1</sup>"National Council for Accreditation of Teacher Education," Standards for Accreditation of Teacher Education (Washington, D.C., 1971), p. 12.



now carries the responsibility to continually assess and revise the Standards.

NCATE Evaluation Boards of Review indicated concerns, weaknesses and strengths for schools to be reviewed during the 1972 meetings. Twenty-two concerns were identified, with the area "Evaluation of Graduates" receiving the overall highest total of concerns by 21 universities.

It is evident by these findings that Evaluation Boards expect institutions to initiate plans for evaluating graduates and to use the findings of these evaluations as input in program review.

Of all the kinds of evaluation available to a university for assessing the quality of its program, none is more effective than a determination of its effect on its "product."

How can the quality of the product be determined? One of the methods used by Central Michigan University is the student's own judgment of his preparation for his chosen career. Thus, the quality of teaching at Central Michigan University is determined in part by students' judgments.

It can be argued that such judgments are transient. This is an interesting point, and one this study is designed to confront. It is important to know if opinions of students about their preparation for teaching do change from the time they complete their training to one year later, two years later, and three years later. It is also important to know whether such changes of opinions are related to whether or not the student teacher becomes a full time teacher.

Smedley and Olson suggest that the best method of conducting a follow-up study is that of follow-through. This means "identifying a current class of students and following them beyond graduation. This approach comes closer to providing meaningful input exercising, to some extent, a method of measuring relevant independent variables."<sup>2</sup>

Turner states

that while the quality of research in teacher education has improved, more effective studies--such as long term studies, selection studies based on stronger motivational indicators, and early screening studies of potential teachers--are needed to produce meaningful improvements in policies and practices in teacher education.<sup>3</sup>

#### Importance of the Study

This study is important because the School of Education at Central Michigan University is accredited by the National Council for Accreditation of Teacher Education (NCATE), and desires to meet all the standards of that body. The 1977 NCATE Standards maintained the requirement for following graduates. The relevant statement is:

Maintenance of acceptable teacher education programs demands a continuous process of evaluation of the graduates of existing programs, modification of existing programs, and long-range planning. The faculty and administrators in teacher education evaluate the results of their programs not only through assessment of

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<sup>2</sup>Rande H. Smedley and George H. Olson, "Graduate Follow-Up Studies: How Useful Are They?" Research In Education, Vol. 10 (December 1975), pp. 26-27.

<sup>3</sup>Richard L. Turner, "An Overview of Research in Teacher Education. Teacher Education Forum Series. Vol. 2, No. 4." Research In Education, Vol. 10 (April 1975), p. 148.

graduates but also by seeking reactions from persons involved with the certification, employment, and supervision of its graduates.<sup>4</sup>

This study will contribute to that effort since it seeks the opinions of Central Michigan University graduates, as reflected by their perceptions of the quality and helpfulness of their preparation for teaching.

### Questions for Study

This study attempted to answer the following questions:

1. Do 1976 graduates value their student teaching different from other education courses immediately after student teaching?
2. Do student teachers place a different value on their student teaching immediately following student teaching than 1, 2, or 3 years after the student teaching experience?
3. Does being employed full time in teaching affect the value graduates place on their teaching education program?
4. Do elementary teachers rate their education courses different from secondary teachers:
  - a. at the time of graduation?
  - b. after the first, second and third years after graduation?
5. What strengths and weaknesses do graduates perceive in their program:
  - a. upon graduation?
  - b. one year after graduation?
  - c. two years after graduation?
  - d. three years after graduation?

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<sup>4</sup>NCATE, Standards for Accreditation of Teacher Education  
(Washington, D.C.: NCATE, 1977), p. 10.

### Hypotheses

To aid in the examination of the above questions, the following research hypotheses were developed for the study:

#### Null Hypothesis I

There is no difference between attitudes of 1976 graduates toward student teaching experiences and their attitudes toward on-campus education courses at the time of graduation.

#### Null Hypothesis II

There is no difference reported in 1976 in the attitude toward the student teaching experience among students who graduated in 1976, 1975, 1974, and 1973.

#### Null Hypothesis III

There is no difference reported in 1976 in the attitude toward off-campus courses among students who graduated in 1976, 1975, 1974 and 1973.

#### Null Hypothesis IV

There is no difference reported in 1976 in attitude toward on-campus courses among students who graduated in 1976, 1975, 1974 and 1973.

#### Null Hypothesis V

There is no difference in attitudes of teacher education graduates who have full-time teaching jobs and those who do not have full-time teaching jobs and/or have not taught toward teacher education programs.

#### Null Hypothesis VI

There is no interaction between level of teaching (elementary and secondary school), and time of graduation on attitude toward on-campus courses.

In addition to testing these hypotheses, information thought to be helpful for improving teacher preparation programs of study was also gathered. This included (1) attitudes toward individual components of teacher education, and (2) perceived strengths and weaknesses of teacher education.

### The Need for the Study

The National Council for Accreditation of Teacher Education (NCATE), states in its published standards that

maintenance of acceptable teacher education programs demands a continuous process of evaluation of the graduates of existing programs, modification of existing programs, and long-range planning. The faculty and administrators in teacher education evaluate the results of their programs not only through assessment of graduates but also by seeking reactions from persons involved with the certification, employment, and supervision of its graduates.<sup>5</sup>

Few follow-up studies were located which dealt in depth with college and university teacher education graduates, although several institutions of higher education have surveyed their graduates who are currently involved in their first year of teaching.

Among the many advocates of follow-up studies are Baer and Foster who suggest that "increasingly, these individuals and institutions working with teachers-to-be are assuming responsibility for the performance of their graduates. One measure of an

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<sup>5</sup>Ibid.

undergraduate teacher education program is the perceptions of its graduates."<sup>6</sup>

Several writers have called attention to the need for institutions to improve their teacher education programs and for them to consider the feedback from students in planning these improvements.

Riggs observes that during these times of declining public school population which results in the need for fewer teachers, schools of education need to readjust to their declining enrollments by eliminating non-productive programs based on existing faculty and physical resources and developing cooperative programs with other academic departments,<sup>7</sup> and Clark states "that education programs may well require revision to reflect student concerns."<sup>8</sup> The kind of help graduates can provide is treated by Ellis and Radebaugh who found that graduates wanted more practical methods courses where they could actually make materials and use them. For example, workshops were suggested where individuals could create

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<sup>6</sup>G. Thomas Baer and Walter S. Foster, "Teacher Preparation--What Graduates Tell Us," Research In Education, Vol. 10 (July 1975), p. 159.

<sup>7</sup>Bob Riggs, "Schools of Education in a Period of Declining and Changing Student Interest," Research in Education, Vol. 10 (June 1975), p. 162.

<sup>8</sup>Kathleen Clark and Wayne Mahood, "A Study of the Concern Levels of Teacher Education Students," Research In Education, Vol. 10 (August 1975), p. 177.

their own teaching aids.<sup>9</sup> Fitzgerald found that instructional programs need to be developed that would encourage creativity in the classroom,<sup>10</sup> and Sanders states that

the graduates felt that a course was of extreme value when method rather than content was emphasized, and courses offering assigned actual teaching experiences in the campus laboratory school as part of the course requirements received an extremely valuable rating.<sup>11</sup>

The solicitation and use of this kind of feedback should be very helpful to institutions in program planning.

Many writers feel that prospective teachers need a greater understanding of the individuals they will be teaching. Among the numerous researchers who stress the importance of first-hand experiences prior to teaching are Cherniak, and Ellis and Radebaugh. They stress that experiences with others should be provided for the student and continued from the time the student has declared an interest in teaching. Only with these in-depth experiences in working with others will it be ascertained by all concerned that an individual will be an effective teacher. In addition, Cherniak states that "experience in sensitivity training to develop increased awareness of needs and sensitivities of others" is one important

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<sup>9</sup>Joseph Ellis and Byron Radebaugh, A Recommended Plan for a Follow-Up Study of the Professional Performance of Graduates of the College of Education, Northern Illinois University and a Report of a Field Testing of that Plan, College of Education, Northern Illinois University (September 1974), pp. 83-84.

<sup>10</sup>Shiela M. Fitzgerald, "A Career Development Study of Elementary School Teachers," Research In Education, Vol. 9 (June 1974), pp. 133-134.

<sup>11</sup>John W. Sanders, "Teacher Education Grads Speak Out: Assessment and Implications," Research In Education, Vol. 8 (August 1973), p. 142.

guideline for a more reality based teacher education program,<sup>12</sup> and Ellis and Radebaugh mention that there must be "a greater emphasis on teachers understanding the individual through first-hand experience with less regard for written accounts of student profiles" so that teachers will be better suited to perform their roles.<sup>13</sup>

These researchers join the many practicing professionals who feel that more time in working directly with children is needed in order for our teacher training institutions to prepare quality teachers, and that more experience in learning how to teach by working with children should be provided all students from the time they first declare an interest in teaching. Graduates placed a high degree of value on "courses and experiences that provided opportunities for observing and working with children," as reported by Baer and Foster,<sup>14</sup> and Ellis and Radebaugh report the importance of

the need for learning how to teach by working with children--then, self evaluation and by others. They also state that teachers-to-be (while in college) could benefit by micro-teaching, and daily assisting in the classroom. Let's stop turning out an excess of teachers from our universities--and concentrate on quality preparation by direct interaction with master teachers and the children in their classrooms.<sup>15</sup>

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<sup>12</sup>Mark Cherniak, et al. "Guidelines for a More Reality Based Teacher Preparation Program for the Future," Research In Education, Vol. 10 (August 1975), p. 185.

<sup>13</sup>Ellis and Radebaugh, p. 94.

<sup>14</sup>Baer and Foster, p. 159.

<sup>15</sup>Ellis and Radebaugh, p. 85.



Therefore, it is noted that the importance of close working associations by future teachers with children is a concern of both educational researchers and teachers-to-be.

The following researchers all report very positive findings regarding the student teaching experience. This phase of teacher preparation involves meeting the needs of the individual prospective teacher, an understanding of individuals, and a direct working relationship with children. Student teaching can best meet prospective teachers' needs by being incorporated in varying degrees throughout the total teacher preparation program, and the importance of this area of teacher preparation cannot be over-stressed. Edison and Hummel found that graduates felt the need for "more on-the-job experience in schools," and "more work in student teaching in districts where there will be possible job openings,"<sup>16</sup> and Carpenter indicates graduates "express the need for earlier, more practical classroom training, preferably beginning before the third or fourth year of their program."<sup>17</sup> In association with these findings, Cherniack,<sup>18</sup> as well as Ellis and Radebaugh,<sup>19</sup> found that a

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<sup>16</sup>William H. Edson and Thomas J. Hummel, How Their Careers Began, Education Career Development Office, College of Education, University of Minnesota (August 1975), p. 38.

<sup>17</sup>James W. Carpenter, "Report of a Survey of Placement of Teacher Education Graduates of Western Kentucky University for Academic Years of 1969-70, 1970-71, 1971-72, and 1972-73," American Association of Colleges for Teacher Education Bulletin, Vol. 27, No. 7 (Washington, D.C.; September 1974), p. 5.

<sup>18</sup>Cherniack, p. 185.

<sup>19</sup>Ellis and Radebaugh, p. 85.

longer student teaching experience was essential for better preparation for teaching. It is often noted that graduates rate student teaching as one of the most valued experiences of their total preparation for teaching and Hopkins reports that most graduates "felt that courses with practical experience such as student teaching were of the most benefit."<sup>20</sup> In another study, Baer and Foster found that "student teaching at more than one grade level would have been of greater value although student teaching was rated as the course or experience of greatest value,"<sup>21</sup> as reported by graduates. In other studies, Orr states that graduates rated student teaching the most valuable of all aspects of teacher preparation<sup>22</sup> while the University's Teacher Preparation Council of the Teachers College at Ball State University reports that "laboratory experiences rated the highest in the professional education sequences, with student teaching significantly at the top of the list."<sup>23</sup>

Although studies stressing future teacher involvement with children and studies on student teaching vary in both methods of research and in content, the importance of both are mentioned repeatedly by graduates and educational research writers alike.

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<sup>20</sup>Mark L. Hopkins, "A Follow-Up Study of Recent Graduates of the College of Education, University of Missouri-Columbia," Research In Education, Vol. 6 (April 1971), p. 146.

<sup>21</sup>Baer and Foster, p. 159.

<sup>22</sup>Paul G. Orr, et al., "Evaluation of Graduates from Basic Programs," Newsletter, College of Education, University of Alabama, 1972.

<sup>23</sup>University's Teacher Preparation Council, "Speak Up, Someone Is Listening," Focus on Teachers College, Vol. 6, No. 4 (March-April 1973), pp. 2-3.

### Background of the Study

Central Michigan University has always been conscious of the training of teachers, which is historically its primary reason for being. At the same time, Central Michigan University has continually sought ways in which to improve its Teacher Education Program. A brief history depicts the progress that has taken place in teacher education at Central Michigan University.

- 1891: A private school for the training of teachers was established in Mt. Pleasant.
- 1895: This training school became a state institution, with its purpose being "for preparation and training of persons for teaching in the rural district schools and the primary departments of the graded schools of the state."<sup>24</sup>
- 1896: A Training School for grades one through six was established "to exemplify the model of conducting a good public school, and to train the Normal students in observing and teaching children . . . ."<sup>25</sup>
- 1901: Kindergarten was added to the training school, plus twenty-four weeks of student teacher involvement in teaching and observation with the opportunity for practice teaching in the seventh and eighth grades.
- 1906: A curriculum was added for preparing teachers in both public school music and manual training. These students, like the elementary education program students, were required to observe and teach for twenty-four weeks.
- 1912: The Course for High School Teachers was established.
- 1913: A program for teachers of agriculture began.
- 1914: A new program in allied sciences was initiated.

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<sup>24</sup>Central Michigan Normal Training Manual, 1897-98.

<sup>25</sup>Central State Teachers College Yearbook, Vol. 46, No. 2 (1940), p. 185.

- 1918: Central Michigan State Normal was authorized by the State Board of Education to offer a four year course of study leading to the B.A. degree with teacher certification. Units of credit were established.
- 1920: New programs in art and physical education were begun.
- 1921: The Secondary Education Program was started. The Training School was divided into a kindergarten through sixth grade unit and a junior high unit with each having its own principal.
- 1926: The institution became Central State Teachers College. Also, Central High School in Mt. Pleasant became available for student teaching. All specialized curricula such as agriculture, allied sciences, art and the new areas of commerce, home economics and separate programs in boys' and girls' physical education required twelve term hours of teaching. All other Secondary Education programs required eight term hours.
- 1927: The B.S. degree was initiated. All elementary programs leading to a life certificate required twelve term hours of student teaching. Five year certificates in grades four through six required eight term hours of student teaching.
- 1933: A Training Department within Central State Teachers College was initiated. The B.A. or B.S. degree became mandatory for all new teachers desiring to teach in accredited high schools.
- 1936: The practice teaching experience was renamed Student Teaching.
- 1939: Term hours were changed to semester hours. All elementary and secondary student teachers were required to take eight semester hours of student teaching.
- 1940: The Training Department became the Department of Laboratory Schools, and the Student Teaching courses were renamed Directed Teaching.<sup>26</sup>

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<sup>26</sup>Central Michigan College of Education Quarterly, Vol. 48, No. 2 (1942), p. 228.

- 1941: The institution became Central Michigan College of Education. Elementary teachers spent three hours per day in Directed Teaching, along with their course work. An Internship Program began whereby the elementary student teacher spent one full semester in Directed Teaching.<sup>27</sup>
- 1946: Certification in Special Education was initiated on both the elementary and secondary levels.
- 1948: Elementary Education now required ten semester hours of Student Teaching. A Department of Psychology and Education was established from the former Student Teaching, Laboratory Schools and Rural Education Departments.
- 1955: Central Michigan College of Education became Central Michigan College.
- 1959: Central Michigan College was renamed Central Michigan University.
- 1960: The majority of elementary student teachers were placed in public schools throughout Michigan for eight weeks of full day student teaching. Education courses on campus consumed the other eight weeks of the semester. Faculty members of the Department of Psychology and Education lived in various communities throughout the state, where they supervised student teachers in teaching and seminars. This led to the establishment of off-campus student teaching centers under the supervision of one or more University Supervisors.
- 1962: The Ford Foundation awarded Central Michigan University a grant for a five-year intern program. "Three semesters of professional laboratory experience were provided the teacher candidate. During the first experience, the student was regarded as a teacher assistant and the second experience was an in-depth student teaching experience. The third semester was spent in complete charge of a classroom with close supervision by the public school and the University. Various degrees of pay were given the student throughout the three experiences. The program was presented "The Distinguished Achievement Award" in Teacher Education, 1965, by the American Association of Colleges for Teacher Education. However, the program design allowed the intern to graduate and become certified without enrolling in the third semester

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<sup>27</sup> Charles J. Pisoni, Sr. "A Comparative Factor Analysis of the Impact of Two Student Teaching Programs Upon the Schools of Michigan with Implications for the Evaluation of Teacher Education Programs" (Ph.D. dissertation, Michigan State University, 1977).

laboratory experience. Thus, the program lacked the power to hold candidates through the third semester and so fulfill its commitment to the cooperating school districts. In addition, collective bargaining between teachers and administrators brought an end to public school districts hiring non-fully certified personnel, making placement of the third semester intern extremely difficult. For these reasons, the intern program was eliminated in the 1969-70 academic year.

- 1971: A new concept in secondary education at Central Michigan University was initiated. The Student Teaching Department in conjunction with the Secondary Education Department approved a full semester professional laboratory experience. This semester consists of eight semester hours of student teaching, a three semester hour methods course, and a two hour seminar. Therefore, the amount of instruction and supervision handled by the University Supervisor in the off-campus student teaching center has increased from 38% of the required Secondary Education courses to 62%. Also, the Student Teaching Department in approving a full semester professional laboratory experience which includes ten semester hours of student teaching credit and a three hour seminar pertaining to individual and group needs of the elementary teachers, was in accord with the Elementary Education Department.

It is evident from the aforementioned facts that change in teacher education has been characteristic of Central Michigan University. Ongoing evaluation of these changes in the total teacher education program must be of primary concern if excellence in teacher education is to be achieved. Therefore, the University product, the graduate, must serve as an important feedback instrument in this ongoing evaluation process if Central Michigan University is going to fully meet the needs of its teacher education students. As no record of basis for making changes in student follow-up, for example, has been done before, Central Michigan University is now able to benefit from the current study of

attitudes of graduates of 1973-1976 toward the undergraduate teacher education program in which they participated.

#### Basic Assumptions

The following assumptions regarding the respondents and the study were recognized by the researcher:

1. That graduates shared thoughtfully their attitudes concerning strengths and weaknesses of their undergraduate preparation.
2. That graduates responded to the questionnaires honestly and openly regarding their judgments on their teacher preparation programs.
3. That the University Supervisors who administered the questionnaires to the 1976 graduates did so effectively and competently.
4. That the respondents in this study were comparable to those in the Ellsberg study.

#### Limitations of the Study

The following limitations were recognized as the current study was designed and conducted:

1. This study included only the 1973, 1974, 1975 and 1976 Central Michigan University Teacher Education graduates. No inference for other years, other populations, or other institutions were drawn.
2. The method of research was based on the questionnaire which was constructed according to prescribed principles. These instruments were found to have support in the literature reviewed, were approved for the purpose by the faculty responsible for the off-campus program and were tested in a pilot study, but no attempt was made to validate responses by interviews with respondents.
3. It was necessary to rely on the individual survey recipients sense of recall in order to establish a basis for the follow-up study. No attempt was made to control the effect of other factors, such

as (1) the change in teacher supply and demand and its effect on attitudes of trainers during the period studied, (2) the so-called "power struggle" between the teacher unions and teacher educators and its impact on the thinking of the respondents, or (3) the effects of sex, age and ability of the respondents.

4. This study is intended to examine attitudes of graduates from Central Michigan University about their teacher preparation, so characteristics of populations may not be similar to other populations. Before using the results of this study in reference to other populations such as other universities or student teaching communities, the important characteristics such as year of graduation, type of certification, full time or part time teaching, years taught, majors and minors, and the particular teacher education program itself should be taken into consideration.

### Definition of Terms

#### Major Field

"A principal subject of study in one department or field of learning in which a student is required or elects to take a specified number of courses and credit hours as a part of the requirements for obtaining a diploma or degree."<sup>28</sup>

#### Minor Field

"A subject of study in one department or broad field of learning in which the student is required or elects to take a specified number of courses or hours, fewer than required for a major field; implies less intensive concentration than in the major field."<sup>29</sup>

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<sup>28</sup>Carter V. Good, ed., Dictionary of Education (New York: McGraw-Hill Book Company, Inc., 1959), p. 227.

<sup>29</sup>Ibid.



### Teacher Education

"The program of activities and experiences developed by an institution responsible for the preparation and growth of persons preparing themselves for educational work or engaging in the work of the educational profession."<sup>30</sup>

### Student Teaching

"Observation, participation, and actual teaching done by a student preparing for teaching under the direction of a supervising teacher or general supervisor; part of the pre-service program offered by a teacher education institution."<sup>31</sup>

### Student Teacher

An individual enrolled in the teacher education program who actively participates in the professional laboratory experiences and who is currently registered for student teaching credit.

### Supervising Teacher (Cooperating Teacher)

A regular teacher on the staff of a cooperating school district who helps direct activities of a student teacher who is actively involved in the professional laboratory experience.

### University Supervisor

The faculty member appointed by the University to direct the professional laboratory experience in the off-campus center.

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<sup>30</sup> Ibid., p. 550.

<sup>31</sup> Ibid., p. 531.

Center (Off-Campus Center)

School systems which have joined with Central Michigan University by contracted agreement to have student teachers in their schools.

Graduate

An individual who has successfully completed the undergraduate course of study in teacher education.

Summary and Overview

This chapter has reported the background, need for and purpose of the present study; it also provided the questions for study and the research hypotheses. The basic assumptions, limitations of the study and definition of terms used in the study were also provided.

## CHAPTER II

### REVIEW OF LITERATURE

#### Introduction

This review of literature includes studies relating to the various elements essential to the preparation of teachers in our complex society. There are also studies relating to both combined and separate elementary and secondary teacher evaluation studies, the importance of education courses, and the valued effectiveness of student teaching.

Because of the complexity of trying to group the common elements of follow-up studies which were reviewed, there is, in this report, some unavoidable overlap and repetition of content. This is particularly true in the follow-up studies which dealt with both elementary and secondary education programs and those dealing exclusively with other elementary programs or secondary programs. There is also great similarity in findings and recommendations in the review of literature between sections on student teaching and the need for follow-up studies.

Also, because of the nature of this study, and the complexity and overlapping of the related research, the review of literature does not explicitly follow the order of the stated hypotheses. However, the relationship between the numerous individual areas within the following review of literature and the stated hypotheses is made clear in the discussion.

### Complexity of Teacher Education

Teacher education is an extremely complex enterprise since it must attempt to prepare undergraduates with widely disparate abilities, goals and motivation, to meet the increasingly persistent and rapidly changing demands for improved education for the masses. The philosophy and implementation of teacher education has varied greatly among colleges and universities in the United States, and these diverse patterns of teacher education have led to new programs of teacher education. Still, Yee expressed a need for teacher education to "orient itself to the preparation of teachers who are professionally adequate to meet the increasingly complex educational demands of America's modern, urban society."<sup>1</sup>

Joyce and Hodges reflect on professional teacher education by stating that the primary objective of teacher education is to exert control over various aspects of reality with which the teacher must cope in order to oversee education. They believe the teacher must be able to blend knowledge of psychology, society, and subject matter effectively into instructional plans. He must also recognize crucial aspects of problems and be adept at applying his knowledge in the solutions of these problems. Further, he needs to be in control of his teaching behavior and be able to organize children so they will benefit from his instructional planning. He must analyze his teaching and be able to control himself in interpersonal

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<sup>1</sup>Albert H. Yee, "What Should Modern, Urban Society Expect of Teacher Education?" Education and Urban Society, Vol. 2 (May 1976), pp. 277-294.

situations. By doing so, he will use his personality effectively in student interaction, build group morale and productive group organization and help groups analyze and improve their performance. The teacher must also know how knowledge is produced and revised in the field of education, and how to use it in his teaching. This demand on the teacher is made clear in the description of the Elementary Teacher Education Program at the University of Chicago during 1964-1965:

Teaching, then, is seen as a blend of educational decision making by a person who can implement educational decisions because he possesses a wide range of teaching behaviors that he can control rationally. The professional teacher is a person who can cope effectively with a variety of classroom settings and also with his own needs as they affect his teaching. The professional teacher also possesses the ability to analyze his teaching and, through analysis, to set realistic goals for improving his performance.<sup>2</sup>

This wide range of demands on the teacher and its implication for teacher education is noted by Wiersma and Vergiels when they stated that:

the education of a teacher is a complex process, possibly more so than many teacher educators suspect. In order to prepare teachers adequately, it may be necessary to unravel the complexities of this process and design program components that deal with the development of specific characteristics singly or in very small combinations rather than in global programs that are assumed to develop all characteristics simultaneously.<sup>3</sup>

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<sup>2</sup>B. R. Joyce and R. E. Hodges, "Rationale for Teacher Education," Elementary School Journal, Vol. 66 (February 1966), pp. 254-266.

<sup>3</sup>William Wiersma and John Vergiels, "Relationships Between Professional Variables: A Study of Secondary Teacher Education Students," Journal of Teacher Education, Vol. 20, No. 4 (Winter 1969), pp. 476-479.

Goddu and Ducharme also speak to the elements of an effective teacher education program, and the need to work with constituents. They say that "in this changing society, teachers must be provided with the skills and abilities to operate in a democratic society that requires that the persons who are to be serviced by the system can control the system."<sup>4</sup>

The preceding writers show that teacher education is complex and demanding. It is complex in that teacher education graduates must be continuously alert to our ever changing society in order to effectively prepare students for teaching. It is also demanding in that teacher educators must be continually well prepared to meet individual and group needs of students in order to provide them with the finest preparation in teacher education.

Various important and essential characteristics such as curricula, students and human contact in learning situations are basic in the planning of effective teacher education programs.

The National Council for Accreditation of Teacher Education included in their Recommended Standards for Teacher Education the following passage pertaining to Basic Teacher Education Programs.

Curricula for teacher education are designed to achieve explicitly stated objectives. These objectives are determined in relation to both the professional roles for which the preparation programs are designed and the behavioral outcomes sought. It is assumed that the design of each curriculum for the preparation of teachers adopted by the institution reflects the judgment of appropriate members of the faculty and staff, of students, of graduates,

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<sup>4</sup>Roland J. B. Goddu and Edward R. Ducharme, "A Responsive Teacher-Education Program," Teachers College Record, Vol. 72, No. 3 (February 1971), pp. 431-441.

and of the profession as a whole. It is also assumed that these curricula reflect an awareness of research and development in teacher education.<sup>5</sup>

In planning to meet the needs of teacher education students, Wiersma and Vergiels mention that teacher educators should be aware that there is not a high relationship between attitudes and professional knowledge. Teacher education students who score high in professional knowledge do not necessarily score high in measures of attitude and vice versa. They feel that this is especially important in establishing new programs, and conclude that if teacher educators believe that both of these areas are of equal importance, then these two components of teacher education programs must be given attention.<sup>6</sup>

Goddu and Ducharme comment further on a responsive teacher education program. They say that the

first contact with teaching must be structured. Beginning teachers can learn the role of teacher and develop individual and personal teaching styles as well as take on characteristics of other teachers during this time. This training program should promote contact with humans in learning situations. This program is actually a teacher learning program, and the learning teacher must have learning experience with children of varied ability, varied backgrounds and varied skills. Goddu and Ducharme are concerned that teachers learn something that might be defined as the principle that individuals--kids as well as adults--are indeed different and that they learn in a great variety of ways. This is no great discovery, and it is obviously something that educators have recognized for years. Yet education has for years been turning out

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<sup>5</sup>AACTE, "Recommended Standards for Teacher Education--the Accreditation of Basic and Advanced Preparation Programs for Professional School Personnel," The American Association of Colleges for Teacher Education, One Dupont Circle, Washington, D.C., November 1969, pp. 3-13.

<sup>6</sup>Wiersma and Vergiels, pp. 476-479.

task-master teachers who, in fact, see kids as not significantly different from one another, who teach all kids alike, thus assuming all kids must learn alike.

The learning teacher does not learn how to teach by observing others teaching. Instead, the learning teacher must teach and then talk with others who have observed them, critically examine themselves, and talk with other beginning teachers about their perception of what happened.

The perception of the learner changes from that of a person awaiting instruction to that of a doer. It is experience based on theory, with reality and practice in learning situations as the testing ground. Learning is a continuing exercise that changes speeds at times.<sup>7</sup>

Although institutions establish guidelines for teacher preparation according to standards set forth by the American Association of Colleges for Teacher Education, each teacher preparation program is only as effective in total as the sum of its parts. Individuals responsible for establishing teacher preparation programs must be able to work together with adequate communication and acute sensitivity to each other's tasks. Then the teacher education student will be provided the essential background for high quality teacher education which in turn should lead to an understanding of individual student needs in the classroom.

#### Teacher Education Evaluation Studies

This section includes studies of elementary and secondary programs in teacher education. Data for these studies came from

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<sup>7</sup>Goddu and Ducharme, pp. 431-441.



teacher education institutions, college seniors, student teachers, teacher education graduates, beginning teachers and experienced teachers.

Hailey wanted to identify specific strengths and weaknesses of teacher education programs, and focused his study on four aspects considered to be fundamental to teacher education: the individualization of each program of study, field-based experiences provided for teacher education students, follow-up activities and evaluation procedures, and adequacy of financial resources. His survey involved 10 colleges and universities which were representative of the 53 teacher training institutions in Ohio. The general conclusions reported that teacher education programs evaluated in the study were more likely to be rated adequate than weak or strong. The findings also indicated the need for further research concerning ways to improve teacher education programs.<sup>8</sup>

Salley was interested in finding out how college seniors in education rated their undergraduate teacher preparation. This survey was conducted among 900 students in 1964 from eight institutions of higher learning that graduate more than one-half of the teachers each year in Ohio. The form used was developed by the National Educational Association Research Division when they previously conducted a poll of a selected cross section of the nation's 1.5 million public school teachers, asking them how their college preparation

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<sup>8</sup>Paul Wellesley Hailey, "The Identification of Specific Areas of Strength and Weaknesses in Teacher Education Programs" (unpublished Ph.D. dissertation, The Ohio State University, 1973), pp. 566-567.

fitted them for teaching. The Teacher Preparation Opinionnaire asked if the amount of their preparation was "Too Much," "About Right" or "Too Little." The figures for the category "Too Little" were the only ones reported in the study. Although many similarities are noted regarding the percentage of teachers and seniors reporting too little preparation in the several areas of preparation, it is interesting that both groups felt that instruction in the use of audiovisual materials was lacking and the seniors felt even more poorly prepared than the teachers. Also, eight percent more seniors than teachers felt they needed more preparation in the area of psychology of learning. The complete findings are as follows:<sup>9</sup>

A Comparison of Teachers on the Job With  
College Seniors of 1964

Areas of Preparation	Percent Reporting "Too Little" Preparation as:	
	Teachers	Seniors
Subject Knowledge	27.0	28.6
General Education	19.9	20.4
Psychology of Learning	25.8	33.8
Human Development	23.2	18.0
Teaching Methods	40.6	39.4
History and Philosophy	15.1	18.8
Use of Audiovisual	60.1	65.6

<sup>9</sup>H. E. Salley, "Ohio Survey: How Seniors in Education from Ohio Colleges and Universities Rated Their Undergraduate Teacher Preparation," Audiovisual Instruction, Vol. 10 (Summer 1965).

Hinch also conducted a study to determine the degree of similarity between the ratings a group of experienced teachers and a group of student teachers gave to their undergraduate professional teacher education skill preparation for teaching. The questionnaire was administered to 181 experienced teachers who had graduated from McNeese State University in 1969 and 254 individuals who completed student teaching in 1971-1972. Findings indicated that student teachers rated their undergraduate experiences significantly higher than did the experienced teachers in all six categories of teaching skills--Media, Lesson Planning, Methods, Individual Needs, Education and Guidance. Also, more than 60 percent of both groups rated Lesson Planning, Individual Needs and Evaluation high, while both groups gave experiences in Guidance the lowest rating. But it was concluded that under conditions requiring only a high or low type rating, student teachers and experienced teachers gave very nearly the same ratings to their undergraduate skill-preparation.<sup>10</sup>

Another study involving 89 pre-student teachers, 80 post student teachers and 40 beginning teachers for the purpose of investigating the use of evaluation instruments was conducted by Peters. He wanted to know if his findings would be of significant value to evaluate the teacher preparation program at Upper Iowa College. Findings showed that most student teachers and graduates felt they

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<sup>10</sup>Nylds Richard Hinch, "A Study to Compare the Perceptions that Student Teachers and Experienced Teachers Hold of the Effectiveness of Selected Aspects of their Professional Education at McNeese State University" (unpublished Ph.D. dissertation, Michigan State University, 1973).

were prepared to assume teaching. It was also found that (1) the greatest problems in the first year of teaching were evaluating pupil achievement, motivating pupil interest and response and adjusting to deficiencies in school equipment, physical conditions and materials; (2) student teaching was the most valuable experience or course; (3) individuals wanted early experience in the classroom in their teaching preparation program; and (4) more practical experience and less theory was desired in general techniques of teaching.<sup>11</sup>

Among the many individuals who can provide judgments regarding the adequacy of a program of teacher education are the recipients of teacher education--the graduates. Beaty reported on a follow-up study conducted at Middle Tennessee State University involving all graduates of the undergraduate teacher education program for the class of 1964. They were mailed a questionnaire in January 1967 and responses were received from 206 or 64.3%. His findings included the following: 83% replied that the training program for teachers should enable them to assume their roles as citizens in their respective communities, with "quite effectively" or "adequately" responses. In General Education, 32 course additions and 21 deletions were recommended while in Professional Education, 24% mentioned that course additions were needed, 7% course deletions and 21% course

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<sup>11</sup>Eldon Nicklaus Peters, "A Study to Investigate the Feasibility of Utilizing Evaluation Instruments as One Aspect of the Ongoing Evaluation of the Teacher Education Program of Upper Iowa College" (unpublished Ph.D. dissertation, University of Northern Colorado, 1975).

revisions. Student teaching was rated most important by 54% of the elementary trainees and 63% of the secondary trainees.<sup>12</sup>

Another follow-up study was conducted by Havard of the 1961-1968 graduates of Howard Payne College who obtained certification to teach. After a review of the literature, a questionnaire was devised, validated and mailed to 807 graduates of Howard Payne College who obtained certification to teach and for whom valid addresses were found. Six hundred forty-eight or 80.3% responded. The reported findings stated that (1) objectives of the teacher education program were said to be achieved by over 60% of the graduates; (2) over 50% indicated that they were adequately or very adequately prepared in various activities and competencies associated with teaching; (3) only 36% were well prepared in diagnostic and remedial techniques; (4) student teaching was rated strongest by 60%; and (5) over 50% reported difficulty during their first years of teaching in providing for individual differences. It was concluded that periodic examinations of the effectiveness of the total college program, special services of the college, and the teacher education program were needed. Also, continuous and additional follow-up studies were deemed advisable.<sup>13</sup>

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<sup>12</sup>E. Beaty, "Follow-Up of Teacher Education Graduates as a Basis for Institutional Improvement," Peabody Journal of Education, Vol. 46 (March 1969), pp. 298-302.

<sup>13</sup>Harold Weldon Havard, "A Follow-Up Study of the 1961-1968 Graduates of Howard Payne College Who Obtained Certification to Teach" (unpublished Ph.D. dissertation, Baylor University, 1970).

McCullough also reported on a follow-up study of the teacher education program at Fort Lewis College in Durango, Colorado for the purpose of obtaining information concerning effectiveness of the present program. The population of his study included elementary and secondary teacher education graduates of Fort Lewis College, who had met the requirements for teacher certification in the years 1964 through 1966. The questionnaire was sent to 115 graduates with 84 individuals responding. His findings revealed that 82.1% of the graduates were involved in full time teaching activities and 80% ranked student teaching as the most important. The graduates made several recommendations involving Professional Education Courses such as (1) increase the length and scope of observation and student teaching; (2) carefully select supervisors for student teachers according to their professional interests and competencies; (3) eliminate unnecessary repetition in the required education courses and offer courses which stress diversified and creative methods of teaching; (4) stress techniques and procedures which are practical in terms of teaching the exceptional child, meeting disciplinary problems, classroom management, and curriculum formation; (5) initiate a course which would provide a background knowledge in audio-visual education. The graduates also made recommendations for changes in Academic Background and Preparation. These were: (1) expand the course offerings in general education and major and minor areas; (2) increase laboratory spaces and improve the facilities in the sciences; and (3) closely evaluate general

education courses to insure a greater variety of teaching procedures.<sup>14</sup>

In yet another follow-up study of graduates, Newby reported on the perceptions of graduates regarding selected aspects of the Spring Arbor College Program with implications for teacher education. His questionnaire was sent to a random sampling of graduates of Spring Arbor College for the years 1966 through 1970. Questionnaires were returned from 112 or 80% of the graduates. The findings indicate that graduates gave all aspects of their academic experiences at Spring Arbor College an average rating of 2.70 on a 4 (high) to 0 (low) scale. The experiences in teacher education were given the lowest ratings with an average of 2.45. The respondents to the questionnaire offered many suggestions which took the form of needs. These needs were for (1) greater relevance in methods courses; (2) more observation at earlier periods in the college experience; (3) better screening of candidates; (4) more time student teaching with more than one supervising teacher and/or at different levels; (5) better coordination between college and schools; and (6) more care in selection of supervising teachers and better supervision by college coordinators. It was concluded that graduates were relatively satisfied with their academic preparation. The stated recommendations by the graduates were that (1) the range of courses

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<sup>14</sup>Jerry Jerome McCullough, "An Evaluation of the Teacher Education Program at Fort Lewis College: An Opinion Survey of Teacher Education Graduates with In-Service Experience" (unpublished Ph.D. dissertation, University of Northern Colorado, 1970).

should be broadened in both the major and minor areas; (2) more vocational guidance should be provided; (3) teacher education courses should be more practical; (4) the total faculty should accept the responsibility of training teachers; and (5) additional longitudinal research is needed to appraise the impact of the college experience with further follow-up of teacher education graduates being recommended.<sup>15</sup>

Another follow-up study involving classroom teachers was undertaken by the Committee on Professional Preparation of the Commission on Teacher Education and Professional Standards of the Michigan Education Association. In this study, 851 classroom teachers representative of elementary, junior high and senior high classroom teachers throughout Michigan were asked to identify the strengths and weaknesses of their undergraduate teacher preparation programs. The Committee found that (1) teachers rated subject matter courses over education courses in adequately preparing them to meet the problems of teaching, (2) education courses provided more opportunity to become aware of a variety of teaching techniques and procedures than did subject matter courses, (3) the major objection to education courses registered by the teachers was that they were too theoretical--not practical; (4) nearly half of the respondents reported that the major strength was the insight developed through education courses into the basic elements of the learning process;

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<sup>15</sup>John Melvin Newby, "Perceptions of Graduates Regarding Selected Aspects of the Spring Arbor College Program with Implications for Teacher Education" (unpublished Ph.D. dissertation, Michigan State University, 1972).



(5) 87% of all the teachers rated student teaching most helpful over 16 other courses; and (6) a majority of teachers responded that History of Education was not helpful.<sup>16</sup>

Thompson also investigated teachers' perceptions of strengths and weaknesses of pre-service teacher preparation. She wanted to know if individuals felt they were prepared to teach in either the regular or special service schools in New York City. Teachers were asked to identify the most and least valuable pre-service courses. Every 5th school from a roster of 56 regular and 54 special service schools was used with a total population of 829 regular and 770 special service teachers chosen for the study. There were 16 choices of professional courses and 25 choices of non-professional courses on the questionnaire. Respondents were asked to select the three most valuable and three least valuable pre-service courses. The findings reveal that responses of regular and special teachers did not differ significantly. The three most valuable courses were (1) student teaching, (2) child development, and (3) teaching reading.<sup>17</sup>

The overall findings of these evaluation studies suggest that student teaching assignments should be lengthened with more than one supervising teacher advisable on more than one level and/or in more than one subject area. Student teaching is highly regarded though,

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<sup>16</sup>"What Teachers Think of Teacher Education," Michigan Education Journal, Vol. 41 (March 1964), p. 20.

<sup>17</sup>Valerie Darlene Thompson, "Teachers' Evaluation of Their Preparation to Teach: A Survey of Selected New York City Public Schools" (unpublished Ph.D. dissertation, St. Johns University, 1971).

and usually considered to be the most valuable experience in teacher education. Also, it was found that although most student teachers and graduates felt they were well prepared to teach, they needed additional assistance in evaluating pupil achievement during their first year of teaching. They also felt that undergraduate education and methods courses should be made more relevant to teaching, and that the content of these courses should be examined from time to time. In addition, teachers and college seniors were found to differ little in their attitudes toward preparation for teaching. It has also been stated that additional research is needed in teacher education.

#### Elementary Teacher Education Evaluation Studies

This section begins with the description, findings, and recommendations of two studies pertaining to the elementary education program at Central Michigan University. The studies that follow present findings of other college and university undergraduate elementary teacher education programs.

Moffit concerned himself with two problems in his study of the Elementary Education Program at Central Michigan University. His population consisted of 699 individuals and he received a 65% response. He asked recent graduates if they were adequately prepared to teach and he wanted to find out if opinions concerning the then current program of elementary education at Central Michigan University changed with more experience. He included four groups of teachers in his study: prospective teachers, first year teachers,

experienced teachers and supervising teachers. He included sections on general education, professional education, subject matter background and classroom teaching in his questionnaire. The chi square distribution was used to compare opinions of first year teachers, experienced teachers, and graduating seniors concerning professional course work and feelings of adequacy toward certain classroom subjects, and then general conclusions were made.

It was concluded that Central Michigan University did an adequate job of preparing elementary education teachers for the classroom. Also, general education was considered important by 70%, professional education was considered important by 60%, more instruction was needed in the area of reading and two directed teaching experiences were the most important aspect of the program. In general, seniors rated their training the highest and the experienced teachers rated their training the lowest. Several recommendations were stated: (1) retain the two directed teaching experiences; (2) general education courses are needed that relate directly to music, physical education and art; (3) the role of general education needs to be clarified so that prospective teachers are aware of and understand its purpose; (4) any future evaluation of the teacher education program should include opinions from experienced teachers, as their opinions differ significantly from those of first-year teachers and graduating seniors in relation to the more theoretical courses; and (5) an evaluation needs to be made frequently so that the program for training elementary teachers at Central

Michigan University may reflect the stated needs of public school teachers.<sup>18</sup>

In another study involving Central Michigan University, Greenstein compared graduates of the regular student teaching program of eight weeks to the two full semester intern program which consisted of 32 weeks of professional laboratory experiences. He concluded that the results of this investigation were reasonably consistent with the findings of Haberman at the University of Wisconsin - Milwaukee and Arends at Michigan State University and indicate that increasing the length and scope of the laboratory experience does not necessarily produce a measurable difference in teacher education programs. The stated recommendations showed that (1) Central Michigan University should maintain a continuing evaluation of its products with the objective of improving existing programs for preparing teachers; (2) Central Michigan University should re-examine the objectives of the paid Teacher Intern Program. It is conceivable that neither the extended laboratory experience of the Teacher Intern Program nor the short eight week student teaching period of the regular program are adequate estimates of time necessary to prepare a good teacher. Instead, laboratory experiences specifically tailored to the needs of the individual student could very well be the answer; (3) Central Michigan University should develop criteria on which to base evaluations of the product and thus clear the way

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<sup>18</sup>Thompson Carson Moffit, "An Evaluation of the Elementary Education Program at Central Michigan University by Recent Graduates of That Program" (unpublished Ph.D. dissertation, Colorado State University, 1967).

for examination and analysis of the value of the laboratory experience; and (4) better communication should be maintained with graduates in order to obtain meaningful feedback concerning the effectiveness of the teacher preparation program.<sup>19</sup>

Both the Moffit and Greenstein studies reflect the continued need for evaluation of the teacher education program at Central Michigan University.

Ellis sought input from many groups of people in an evaluation study of the elementary teacher preparation program at the University of Colorado. This study involved 303 graduates from the years 1969-1971 as well as student teachers, university faculty, teaching assistants, school administrators and public school teachers. This investigation concluded that (1) prospective teachers anticipate creative endeavors and experiences with students during student teaching, but students felt too much student teaching time and energy was expended on routine tasks involving large groups, lectures and supervision of children in non-academic settings; (2) the School of Education faculty and facilities are not vital factors to students during their student teaching experiences; (3) cooperating teachers and public school administrators tend to be more critical of the teacher preparation program than do university faculty members; (4) the lecture method was the single major teaching technique employed by the faculty in the School of Education teachers training

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<sup>19</sup> Jack Greenstein, "A Comparison of Graduates of the Central Michigan University Teacher Intern Program with Graduates of the Central Michigan University Regular Teacher Preparation Program" (unpublished Ph.D. dissertation, Michigan State University, 1969).

program and lack of individualization, demonstration, teaching, micro-teaching and use of individual conferences was reported; and (5) a poor public relations program and need for increasingly aggressive and creative leadership in the School of Education were evident. There was found to be little involvement in providing field services or creative leadership to the schools, and little experimentation with new pedagogical models.<sup>20</sup>

In addition to the need for ongoing evaluation of teacher education programs, the following studies reveal the need for more contact with children and classroom experience in undergraduate elementary teacher education.

Mattson evaluated the teacher education program at Montana State University by the 1969 graduates of that program for the purpose of ongoing evaluation of teacher education. He found that elementary graduates felt the training programs were adequate but improvement was needed in the areas of teaching strategies, student evaluation, classroom management, recognition of learning disabilities and team teaching. The course in educational psychology was rated of "little value." It was stated further that elementary teachers need more training in classroom management, role playing and simulation, in addition to more practical experience with theory.<sup>21</sup>

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<sup>20</sup>Gordon Hansel Ellis, "A Summative Evaluation of the Elementary Teacher Preparation Program, School of Education, University of Colorado, 1969-71" (unpublished Ph.D. dissertation, University of Colorado, 1973).

<sup>21</sup>Ronald Boyd Mattson, "An Evaluation of the Teacher Education Program at Montana State University by Graduates of That Program" (unpublished Ph.D. dissertation, Montana State University, 1972).

The question, "What present value to their teaching do elementary education graduates of San Diego State College perceive in the various aspects of their college preparation?" was asked by Ballantine and others. Questionnaires were sent to principals responsible for teachers in the population of the study. Principals filled out one part and the teachers the other. Teaching graduates from the years 1955-1959 were contacted for the study and 342 or 90% were returned. The findings were categorized by ranks. Significantly high rankings were given to (1) supervised experiences working with children, (2) methods courses in education, and (3) the course Psychological Foundations of Education. Significantly low rankings were given to courses in English, Mathematics and Fine Arts as well as Social Foundations of Education. It was concluded that professional preparation was perceived to have been of greater value to their teaching than their academic preparation.<sup>22</sup>

Weddle appraised selected aspects of the teacher education program at East Texas State University based on a follow-up study of beginning elementary teachers. Her purpose was to evaluate areas of general studies, subject matter specialization and professional education in the elementary education program by securing responses by its graduates and to draw conclusions and make recommendations for program improvement based on these findings. She questioned 135 graduates from September 1967 through August 1968. It was revealed in some of her

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<sup>22</sup>Francis Ballantine; Monroe Rowland; and William Wetherill, "Perceptions of Elementary School Teachers Trained at San Diego State College with Respect to the Value of Several Aspects of Their College Preparation," Journal of Teacher Education, Vol. 17 (Summer 1966), pp. 218-223.

applicable findings that (1) graduates completing the General Studies Program considered all of the required courses very satisfactory except a course in mathematics which was considered adequate and Personality Foundations which was considered unsatisfactory; (2) graduates considered many of the instructors in the general studies courses ineffective in methods of teaching and noted strongly the limited use of audio-visual materials; and (3) the teacher education program in elementary education was generally effective in the development of the professional competencies needed by beginning teachers.<sup>23</sup>

It was reported by Campbell in his follow-up study that student teaching, preparation for using the English language effectively, Reading Education courses and curriculum courses were all rated very satisfactory. He evaluated the undergraduate Elementary and Early Childhood Teacher Education Program at the University of Georgia, based on a follow-up study involving 202 Elementary and Early Childhood Education 1969 teaching graduates of the University of Georgia. The only course receiving an unsatisfactory rating was Introduction to Education. Among the respondents suggestions were those to: (1) expand student teaching in time and variety of experiences; (2) provide more experiences in the public schools earlier in the program; (3) develop more specific helps to understand what to do in problem situations; (4) provide more

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<sup>23</sup>Edith George Weddle, "An Appraisal of Selected Aspects of the Teacher Education Program at East Texas State University Based on a Follow-Up Study of Beginning Elementary Teachers" (unpublished Ph.D. dissertation, East Texas University, 1971).



practical methods courses; and (5) expand education courses in general. It was also noted that those teaching graduates with no prior teaching experience tended to perceive their preparation with less satisfaction than those with some prior teaching experience.<sup>24</sup>

May appraised the Elementary Teacher Education Program at Ohio State University. He used a group of 360 individuals which consisted of 120 who were taking their methods courses, 120 who were completing student teaching, and 120 who were in their second and third years of teaching. His findings showed that student teaching was once again listed as a most valuable course, along with language arts and a course in elementary social studies. The least valuable courses were elementary arithmetic, introductory education, and philosophy of education. The major strengths of the program were stated as early observation and participation experiences, a good student teaching program, the quality of instruction, and a wide variety of courses offered in the department of education. The major weaknesses of the program were listed as the need for more practical education courses, earlier participation experiences, the need for more liberal arts and education courses, and the need for better instruction. In conclusion, the subjects taking their last methods

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<sup>24</sup>Kenneth Claude Campbell, "An Evaluation of the Undergraduate Elementary and Early Childhood Teacher Education Program at the University of Georgia, Based on a Follow-Up Study of Teaching Graduates" (unpublished Ph.D. dissertation, University of Georgia, 1970).

classes and those completing student teaching were more favorable in their responses than were the experienced teachers.<sup>25</sup>

In another evaluation study, Baer found out how elementary education majors who had graduated from Northern Illinois University and had teaching positions one year after graduation, perceived the effectiveness of their undergraduate professional preparation. He used a population of 390 graduates from 1968 to 1970. The findings indicated that (1) observations with elementary children should begin during the freshman year; (2) the course Teaching of Reading was a weakness; (3) student teaching was considered by most to be their most valuable professional education experience; and (4) principals and other administrators need to be involved more deeply in student teaching.<sup>26</sup>

Williams reports in yet another evaluation study that he was interested in the responses to four main questions. This study involved graduates of Heidelberg College in Tiffin, Ohio, and consisted of 343 questionnaires of which 280 were returned for an 81.1% reply. The questions were as follows: (1) Are graduates in elementary education at Heidelberg College highly valued by their first year employers? (2) Are there significant pre-service factors in

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<sup>25</sup>Charles Randall May, "An Appraisal of the Elementary Teacher Education Program at The Ohio State University" (unpublished Ph.D. dissertation, The Ohio State University, 1967).

<sup>26</sup>George Thomas Baer, "An Evaluation of the Northern Illinois University Undergraduate Elementary Education Program Based on the Opinions of a Selected Group of Its Graduates" (unpublished Ph.D. dissertation, Northern Illinois University, 1973).

the prediction of success in teaching? (3) How do elementary graduates evaluate their preparation program at Heidelberg College? and (4) What is the current status of the College? The findings which are of interest are (1) there is a need for more elective courses; (2) a field experience would be of value especially prior to taking methods courses; and (3) there is concern regarding the help and supervision given in student teaching as 22% said there was too little supervision and 27% reported there was too little help. Individual courses taught in the Department of Education were also evaluated by the graduates. Those receiving the highest rankings were (1) student teaching, (2) children's literature, and (3) kindergarten curriculum. The lowest ranking was given to the foundation courses.<sup>27</sup>

These studies have revealed the need for the following in elementary teacher education programs: earlier observation of elementary children, meaningful student teaching experiences, use of new ideas in the classroom, elimination of unnecessary courses and the implementation of worthwhile methods courses.

Ideas abound concerning what effective elements should be included in elementary teacher education programs. One of the primary problems is that the recipients of teacher education are not always in agreement with those who administer the programs. A study was done by Walsh to arrive at a rationale which might be employed

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<sup>27</sup>Herman Victor Williams, "Evaluation of Elementary Teacher Preparation at Heidelberg College" (unpublished Ph.D. dissertation, Case Western Reserve University, 1969).

as a guideline for the development of an undergraduate elementary teacher education program. The twelve point rationale was derived from a survey of related literature and site visitations to six selected colleges and universities by the writer. The identified rationale was then submitted to nine selected authorities in the area of elementary teacher education. Acting as a jury of experts--these authorities verified the rationale. Finally, the verified rationale was illustrated in a model program for the preparation of elementary teachers. Among the twelve point rationale as stated by Walsh are these six elements that are common to the teacher education program at Central Michigan University.

1. Relies on a well-defined general education sequence.
2. Incorporates structure such as block and/or core courses to insure the integration of knowledge and/or theory and practice.
3. Will provide for many and varied professional laboratory experiences throughout the four years of undergraduate study and these will include both micro and macro teaching experiences.
4. Makes provision for cooperative structure which insures the joint responsibility of the public schools and the college in the preparation of elementary teachers.
5. Is innovative.
6. Provides for follow-up and supervision of its graduates during their first year in the classroom.<sup>28</sup>

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<sup>28</sup>Brother Stephen Vincent Walsh, "The Development of a Rationale for the Preparation of Elementary Teachers" (unpublished Ph.D. dissertation, The University of Texas, 1967).

In summary, elementary education evaluation studies reveal several common elements as being essential to effective programs in elementary teacher education. Actual involvement with children rates highly with both experienced and inexperienced teachers, which reflects the high ranking accorded student teaching. The searchers report that individuals prefer earlier observation and some student teaching experience, preferably before methods classes. Also, more actual teaching during student teaching is desired in a variety of settings. Frequent evaluation of personal progress based on programs geared to individual needs, instead of a set prescribed length of student teaching time, has also been mentioned as valuable in elementary teacher preparation. It is also noted that continuous evaluation of teacher education programs, more follow-up studies of teacher education, improved college and university public relations with graduates, and more communication with teacher education graduates is generally recommended.

#### Secondary Teacher Education Evaluation Studies

As was common among the elementary education teacher education evaluation studies reported earlier, student teaching is either highly regarded or rated as the most important segment of the total secondary education teacher education programs. Included in this section are studies pertaining to entire secondary education programs as well as those concentrating on subject areas such as Business, Social Science and English. A study pertaining to the junior high/middle school as well as a study about skills and competencies needed for first year secondary teachers are also reported.

Stanbrough conducted a study of 272 beginning teachers who graduated from or were certified by the University of Colorado during the school year 1969-1970. Her reported findings included that (1) there was a significant positive correlation (.05) between feeling adequately prepared to begin teaching in a specific type of school and liking that same teaching situation; (2) there was a significant difference (slightly greater than .05) in the perceptions of junior high and senior high level teachers concerning the adequacy of their professional preparation, with junior high level teachers feeling less adequately prepared; (3) more than 40% of the beginning teachers mentioned problems with motivating students, classroom control, individualizing instruction, putting theory into practice, implementing instructional skills, using audio-visual aids, and working with slow learners; (4) beginning teachers perceived weaknesses in the student teaching program and the following recommendations were made by more than 50% of the respondents: more pre-student teaching field experience needed, opportunity needed to work with several different public school teachers, and student teaching should be all day for eight weeks rather than half days for a sixteen week semester; (5) beginning teachers felt the student teaching conferences with college supervisors were in need of improvement and made 33 suggestions. The four most frequently mentioned requests were: conferences should be held more frequently and sooner after visitation, supervisors should observe more often, supervisors should offer more concrete ideas for improvement and need to know what is happening in the public schools; (6) beginning teachers

perceived student teaching as being the most helpful part of their professional preparation, and the course, Foundations of American Education, as being the least helpful; and (7) beginning teachers did not feel adequately prepared to teach in less traditional teaching situations.<sup>29</sup>

Another study for the purpose of decision making regarding continuation of effective secondary teacher education practices and modification, revision or discontinuance of others was reported by Jensen. He surveyed 911 University of Iowa graduates from 1966 through 1970 and received 65.6% usable responses. His findings indicate that (1) respondents with teaching experience were satisfied with their preparation for planning learning activities and for using a variety of teaching methods, but they were concerned about their preparation for working with students of different abilities and socioeconomic classes, motivating students, supervising extracurricular activities, handling disciplinary problems, establishing rapport with school administrators and parents, making effective use of community resources, and participating in innovative school practices; (2) most were pleased with student teaching, teaching methods, and the courses involving Audio-Visual Teaching Methods and Construction and Use of Classroom Tests, (3) respondents with teaching experience were generally satisfied with the guidance provided by their

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<sup>29</sup>Judith Diane Stanbrough, "An Evaluative Study of the Professional Education Program as Perceived by Those Beginning Teachers Who Were Prepared to Teach in Secondary Schools and Who Were Graduated From or Recommended for Certification by the University of Colorado During the School Year 1969-1970" (unpublished Ph.D. dissertation, University of Colorado, 1972).

cooperating teacher, but approximately one-half of the respondents indicated dissatisfaction with the supervision provided by the University during student teaching; and (4) respondents were more favorable in their evaluations if they:

1. began their college education at Iowa
2. had leadership experiences with young people prior to student teaching
3. decided early to become teachers
4. were undergraduate students
5. did student teaching off campus
6. had high point averages in professional education courses
7. taught in small schools
8. had little teaching experience.

(5) graduates evaluations of the program tended to be more negative than evaluations by student teachers immediately following student teaching; and (6) graduates suggested the following ways to improve the secondary teacher education program.

1. a full semester of student teaching
2. more exposure to young people and actual classrooms prior to student teaching
3. video-taping of mini-teaching
4. more student teaching centers involving a greater variety of sizes and types of communities.

The findings support the conclusion that periodic feedback from graduates and employing school officials can provide a teacher education institution valuable information for use in program



improvement.<sup>30</sup> Bryant,<sup>31</sup> LaPray<sup>32</sup> and Kessinger<sup>33</sup> found in each of their studies that student teaching was rated most valuable by secondary teacher education graduates.

Bryant investigated attitudes of recent graduates of Texas A & I University to see if the secondary education program was meeting individual needs. He included two types of questions in his survey. The respondent rated items on a 1 to 4 point scale on some questions and the others were open end questions on statements which asked the graduates opinions concerning specific aspects of the program. There were approximately 462 questionnaires returned from the 1969-1971 graduates. His conclusions showed that (1) a majority of the graduates are well prepared to enter the teaching profession; (2) a majority of the graduates are adequately prepared to teach their academic subjects in the secondary schools; (3) student teaching is the most satisfactory part of the professional education program; (4) the greatest strength for beginning teachers is knowledge of

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<sup>30</sup>Darrell Milo Jensen, "A Follow-Up Study of Graduates of the Secondary Teacher Education Program of the University of Iowa, 1966-1970" (unpublished Ph.D. dissertation, University of Iowa, 1971).

<sup>31</sup>Paul Dewayne Bryant, "An Analysis of the Attitudes of Recent Graduates Toward the Secondary Teacher Education Program at Texas A & I University at Kingsville" (unpublished Ph.D. dissertation, North Texas State University, 1973).

<sup>32</sup>Joel J. La Pray, "An Analysis of the Undergraduate Secondary Teacher Education Program at Montana State University as a Means of Curriculum Development" (unpublished Ph.D. dissertation, University of Utah, 1974).

<sup>33</sup>Kenneth Blair Kessinger, "An Appraisal of Selected Aspects of the Secondary Teacher Education Program at Augustine College, Sioux Falls, South Dakota" (unpublished Ph.D. dissertation, University of South Dakota, 1975).

subject matter; and (5) the greatest weakness was student discipline, with lack of training in working with the slow learner also being a handicap.<sup>34</sup>

In order to determine the strengths and weaknesses of the secondary education program at Montana State University, LaPray questioned 143 students who had just completed student teaching and also 343 graduates of 1970 and 1971. A total of 252 questionnaires were used as only the returns of graduates who had taught were used in tabulation. The purpose of this study was to provide a basis for future direction in curriculum development in teacher education. His findings revealed that (1) student teaching was the most valuable; (2) general psychology and educational psychology were ranked as the least valuable; (3) the greatest strengths were the student teaching assignments and the classroom teacher assistance ranked higher than that of the university supervisor; (4) the sex of the respondents didn't significantly affect the rankings except with regard to the university supervisor where females rated the help given them significantly higher than the males; (5) course offerings were ranked higher by students after only six weeks of student teaching than they were after a full quarter of student teaching by another group of students; (6) the group who had taught a full quarter ranked the help given by the university supervisor and the cooperating teacher higher than did the group that had taught for six weeks.<sup>35</sup>

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<sup>34</sup>Bryant.

<sup>35</sup>La Pray.

Kessinger also surveyed recent graduates for the purpose of appraising the secondary teacher education program at Augustine College in Sioux Falls, South Dakota. He questioned 148 individuals who had graduated between June 1971 and August 1972. His findings also show that (1) student teaching ranked highest in professional preparation; (2) the speech course also rated high; (3) other professional preparation courses were rated below average in importance; (4) high ratings were given to instructors in major areas who took a personal interest in the student; (5) high ratings were given to instructors in preparation of subject matter information for graduate school; and (6) a field experience is needed early in the training program.<sup>36</sup>

Some writers have undertaken specific subject matter studies. Although their findings vary, Kaisershot,<sup>37</sup> Parnell,<sup>38</sup> and Mehta<sup>39</sup> each found that student teaching was the most valuable or one of the most valuable experiences in the secondary teacher education program.

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<sup>36</sup>Kessinger.

<sup>37</sup>Alfred Leonard Kaisershot, "An Appraisal of the Undergraduate Business Teacher Education Program at the University of Nebraska: A Follow-Up of the Graduates, 1959-1969" (unpublished Ph.D. dissertation, The University of Nebraska, 1970).

<sup>38</sup>Ralph Erskine Parnell, "A Follow-Up Study of the 1966-1970 Social Science Secondary Education Graduates of Jacksonville State University" (unpublished Ph.D. dissertation, Auburn University, 1972).

<sup>39</sup>Mohinder Paul Mehta, "A Study of Preparation Programs for Secondary School English Teachers at the Universities and Colleges of Montana" (unpublished Ph.D. dissertation, University of Montana, 1970).

A follow-up study of ten years duration was conducted by Kaisershot of graduates of the University of Nebraska in the Business Teacher Education Program. His purpose was to determine the effectiveness of the undergraduate business teacher education program. Graduates from July 1959 to August 1969 were polled with an 85% usable return. Among his findings were (1) the majority of the graduates considered the various special methods courses as the most beneficial professional education courses when first beginning to teach; (2) the majority of student teaching experiences were favorably regarded but opportunities for observations of business and other classes during student teaching were much less favorable; (3) a large majority of the graduates believed some method of follow-up of the graduate by the University was desirable; (4) the strengths of the business teacher education are the faculty, special methods courses, office skills courses and the overall student teaching program; and (5) the large majority of the graduates had a very positive image of the Business Teacher Education Department at the University of Nebraska. It was recommended by the graduates that (1) student teaching programs should be expanded to include a greater variety of activities and to approximate more nearly those activities, duties and obligations ordinarily performed by the regular business teachers, and (2) provisions should be made for business teacher education students to observe numerous secondary business education classes and numerous experienced business teachers before and during enrollment in the special methods classes and student teaching.<sup>40</sup>

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<sup>40</sup>Kaisershot.

Parnell also undertook a subject area follow-up study. He investigated the 1966-1970 graduates in Social Science on the secondary level at Jacksonville State University. He questioned 164 graduates about the social science teacher preparation program. The findings indicated that (1) student teaching was most valuable; (2) the most valuable subject areas in the general education program were psychology, instructional media and English composition; (3) the least valuable were general mathematics, general science and biology; and (4) of the three preparation areas evaluated, the social science program received the highest rating, the general education program the next highest and the professional education program the lowest rating.<sup>41</sup>

Mehta conducted yet another subject area study to analyze the preparation programs for secondary school English teachers at eight Montana universities and colleges. His subjects were English teachers who had completed their major and minor teaching requirements in English at one of the Montana universities or colleges during the 1960-1969 period and who were teaching English in Montana secondary schools during the 1969-1970 school year. He found that (1) in general, the secondary school teachers of English in Montana received adequate training in liberal arts and sciences, and (2) more than 90% considered their student teaching experience to be "very valuable" or "of some value." The teachers recommended that (1) uniformity in English programs be established in all state institutions of higher

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<sup>41</sup>Parnell.

education; (2) more adequate and professional preparation is needed; and (3) student teaching throughout the eight colleges and universities should be extended to the equivalent of/or one semester.<sup>42</sup>

Much interest has been generated of late about teacher preparation programs for middle school and junior high teachers. Many middle school/junior high teachers have had little or no formal teacher preparation at this level and view this as a shortcoming in most of our colleges and universities. These statements are supported by Pane who surveyed the status of middle school/junior high preparation in the state of Nebraska. He sent a questionnaire regarding teacher preparation to 533 teachers and principals throughout the state and 453 or 85% of the educators responded. Some of the findings are as follows: (1) the courses most often experienced were general education, audio-visual instruction, curriculum preparation and subject specialization; (2) the courses least often experienced were interdisciplinary instruction, extern programs and instruction in independent study skills; and (3) the respondents were asked to rate and recommend courses for middle grade teacher preparation programs and the courses most frequently recommended were audio-visual education, student teaching and discipline. The educators recommended that (1) student teaching in the middle grades should be experienced by those teachers certified to teach in either the middle or junior high school; (2) in specific courses or at least as part of the overall professional education of middle grade teachers, an understanding of

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<sup>42</sup>Mehta.

and skills in counseling and guidance should be developed in order that the junior high/middle school teacher may contribute effectively to the counseling of students; (3) prospective middle grade teachers should have opportunities to observe and visit junior high and middle schools in their freshman and sophomore years; (4) teacher colleges should make prospective teachers aware of the challenges and rewards available in the junior high/middle schools; (5) in the absence of an adequate pre-service preparation program for middle grade teachers, strong in-service education programs should be developed to augment pre-service training; and (6) there should be a variety of junior high/middle school in-service activities that are based on the individual needs of teachers.<sup>43</sup>

Secondary education teachers involved with research studies in teacher preparation often make recommendations regarding what should be kept, revised, deleted or added to improve particular teacher education programs. Farnsworth was concerned about the teacher education programs at Brigham Young University and wanted to know how reference groups perceived programs then in effect, how they perceived the "ideal" program in relationship to programs then in effect, and how the "Practitioners Program" was perceived in relationship to programs then in effect. He first prepared models of six programs of teacher education. Then questionnaires were sent to 262 educators and to 45 student teachers, asking them to evaluate

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<sup>43</sup>Ike Francis Pane, "A Survey to Determine the Need for Specialized Pre-Service and In-Service Programs for Junior High/Middle School Teachers in the State of Nebraska" (unpublished Ph.D. dissertation, The University of Nebraska, 1973).

the six models as to which was the most adequate for preparing teachers and vice versa. The conclusions reached indicated that (1) the intern program, a full semester, is the most effective means of preparation of secondary school teachers; (2) the Traditional Program which emphasizes required courses and sequence of training, is least adequate in preparing secondary teachers; (3) the minimum student teaching experience should be a full semester; (4) the least adequate programs are those that are a half-day of student teaching for eight weeks or less; and (5) educators do not accept the "Practitioners Program" which provides for certification by the local school districts. The recommendations state that (1) the teacher education program at Brigham Young should be evaluated; (2) more intern type training should be encouraged; (3) teacher education programs should be individualized to better meet the needs of the students; and (4) teacher education programs should be continuously evaluated.<sup>44</sup>

Pharr assumed that many first year teachers lack certain skills and competencies which are desirable for successful teaching. He also assumed that these skills and competencies should be developed in teacher education. Therefore, he tested these assumptions in a study involving 232 secondary school teachers and they stated these recommendations: (1) teacher education needs to place a high value on oral and written English expression, (2) teacher education needs

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<sup>44</sup>Karl Smith Farnsworth, "An Evaluation of the Perception of Selected Reference Groups as It Relates to the Secondary Teacher Education Programs Currently Being Conducted at Brigham Young University (Unpublished Ph.D. dissertation, Brigham Young University, 1968).



to provide specific training in the use of special services, school and community resources, confidential information and permanent and cumulative records; (3) school districts need to provide inservice training for beginning teachers; and (4) teacher education institutions need to conduct follow-up studies of their graduates to improve areas of instruction.<sup>45</sup>

The overall findings from the secondary education evaluation studies reviewed indicate several areas of concern similar to those of elementary education evaluation studies. One of these areas, student teaching, is again usually ranked as the single most important element of teacher education. Also, respondents often declare that more full time student teaching experience is needed, and that pre-student teaching experiences in the classroom are helpful. Secondary teachers are concerned with their preparation for meeting individual needs, motivating students, working with slow learners and implementing audio visual materials. Peculiar to the realm of secondary education is the junior high/middle school area where teachers at this level often feel inadequately prepared to teach effectively. They feel they should be provided with junior high/middle school pre-student teaching experiences as well as student teaching if they plan on teaching at this level. They would also like more knowledge of children at these levels in order to counsel and guide them more effectively, and become an integral part of the junior high/middle school program.

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<sup>45</sup>George Ray Pharr, "The Study of Certain Skills and Competencies Which are Useful to First Year Secondary Teachers" (unpublished Ph.D. dissertation, University of Northern Colorado, 1973).

### Education Courses

Education courses are an integral part of most teacher education programs. If they are planned to meet individual needs and taught well, they are important to students in teacher education. But, if not, we often hear comments such as "dull" and "too theoretical."

A study pertaining to the value of education courses was reported by Lemons. Three hundred teachers from 13 teacher preparation institutions served as participants. The sample included proportionate numbers of teachers in their first, second and third years of teaching and was about equally divided as to sex, grade levels and urban and rural location. The findings revealed that (1) mostly negative comments were stated about education courses while enthusiastic comments were largely confined to student teaching experiences and to courses taught by exceptionally brilliant teachers; (2) more diversified observation was wanted prior to student teaching; (3) student teaching should be all day for a given block of time; (4) general methods courses were condemned but special methods courses were considered valuable, in varying degrees; (5) there was too much theory in general education courses; and (6) too much overlapping and duplication was present in education courses.<sup>46</sup>

Pettit was also concerned about the attitudes of college graduates about education courses. He evaluated 220 students who

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<sup>46</sup>L. A. Lemons, "Education Courses; Opinions Differ on Their Value," National Education Association Journal, Vol. 54 (October 1965), pp. 26-28.

were about to graduate from Central Washington State College and obtained these findings: (1) education courses can and do make significant contributions to the preparation of teachers; (2) education courses can and must be evaluated for purposes of improvement; (3) education courses can and must be well taught; (4) education courses, when well designed and well taught, earn the respect of the most critical students and college professors; and (5) graduating seniors are eager to give objective ratings and valuable help for the improvement of courses and instruction on the college level.<sup>47</sup>

Overall, these researchers report that education courses must be well taught and meet individual needs. They must also demonstrate applied theory in conjunction with teaching. Also, better organization of education courses is necessary so duplication and overlapping of course content is either purposeful to the total contribution of education courses to teacher education or eliminated completely. Furthermore, individuals involved in all phases of education should be consulted for improving content and the reason for being of education courses.

### Student Teaching

Is student teaching the single most important experience within the total teacher education program? It would appear to be if we reflect on the previously mentioned elementary and secondary

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<sup>47</sup> Maurice L. Pettit, "What College Graduates Say About Education Courses," The Journal of Teacher Education, Vol. 15 (June 1964), pp. 378-381.

studies of teacher education programs. The following rankings were given to Student Teaching as cited in the afore-mentioned studies:

<u>Research By:</u>	<u>Student Teaching Ranking</u>
Peters	Most Valuable
May	Most Valuable
Baer	Most Valuable
LaPray	Most Valuable
Parnell	Most Valuable
Moffitt	Most Valuable
Williams	Highest Rating
Kessinger	Highest Ranking
Campbell	Very Satisfactory
Bryant	Most Satisfactory
Stanbrough	Most Helpful
Jensen	Most Were Pleased
Mehta	90% - Very Valuable or of Some Value
M.E.A. Committee	87% - Most Helpful
McCullough	80% - Most Important
Thompson	64% - Most Valuable (regular teachers)
	60% - Most Valuable (special teachers)
Havard	60% - Strongest
Beaty	63% - Most Important (secondary)
	54% - Most Important (elementary)

These studies most often included findings and/or recommendations for improving teacher education in general, or specific college or university teacher education programs.

The following study is typical in that the findings state that Student Teaching is the most valuable experience in the particular teacher education program. Also, there are given suggestions for improving other aspects of the total teacher education program.

This study was conducted by Albaugh to (1) determine the specific objectives of the student teaching program in the College of Education at Wayne State University, and (2) to determine the perceived values of these objectives as given by the student teachers

and first-year teachers who were graduated from the College of Education at Wayne State University in 1967-1968. A questionnaire of 96 selected student teacher experiences was developed and given to 1100 student teachers and first year teachers, all from Wayne State University. The findings indicate that (1) student teaching is the most valuable experience in teacher preparation; (2) more emphasis should be placed on discipline problems, motivating students, organizing subject matter, teaching groups of different abilities, using available teaching aids effectively and evaluating students as part of the teacher education program; and (3) less priority might be given to the more routine experiences such as caring for classroom equipment and material; taking care of the physical condition of the room; anticipating pupil difficulties; typing, filing, cutting stencils and doing clerical work; and keeping a daily diary or check list.<sup>48</sup>

But can Student Teaching, as the most valued segment of many student teaching programs, stand by itself in importance without the benefits of effective general and academic education? The four viewpoints that follow reflect on the importance of student teaching:

The National Commission on Teacher Education and Professional Standards stated that

Student teaching is the most dynamic phase of teacher education. Deans of Schools of Education and college

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<sup>48</sup>David Hinson Albaugh, "The Perceived Value of Student Teaching Experiences as Determined by Graduates of the College of Education, Wayne State University in 1967-1968" (unpublished Ph.D. dissertation, Wayne State University, 1969).

presidents now know that student teaching is a highly regarded professional course which they can no longer treat as a poor relative of campus courses and research with respect to allotments of senior staff, money and time. Professors of education know that student teaching often is the crucial preparatory experience. It should not be treated as mere practice in teaching or familiarization with teacher's activities. Schools and colleges have responsibility for joint planning of student teaching and they benefit mutually from it.<sup>49</sup>

Preil investigated the effect of student teaching on beginning teaching. He found that beginning elementary teachers were judged by principals and other professionally trained classroom observers to be significantly more effective and successful when they had student teaching experience in their pre-service backgrounds than when they had not taken student teaching. The several school districts in which this study was conducted employed teachers with or without student teaching backgrounds since in that state they could get a teaching certificate without having completed student teaching.<sup>50</sup>

Reasons why student teaching is important to teacher education programs as mentioned by Dover include his beliefs that "the student teaching program provides a laboratory for the testing of ideas--a place where the student may encounter real problems, opportunity for real growth, and a feeling of reality. All of these factors tend to make the student teaching experience one of the most

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<sup>49</sup> National Education Association Research Division, "On Teacher Preparation," National Education Association Journal (December 1963), p. 34.

<sup>50</sup> Joseph J. Preil, "The Relationship Between Student Teaching and Teaching Effectiveness" (unpublished Ph.D. dissertation, New York University, 1968).

interesting and helpful phases of the professional preparation of the prospective teacher."<sup>51</sup>

Crow and Crow reflect on the relationship of theory to practice when they state that

many young men and women tend to regard student teaching as the most, if not the only, professional experience that has value in teacher education. They underplay and misevaluate their previous study in the field. College students often do not recognize the fact that mastery of theory is essential to effective practice.<sup>52</sup>

The University of Michigan was interested in finding out what areas of study were helpful to their 1971-1972 recipients of elementary and secondary provisional teaching certificates. A four page questionnaire was mailed to 1290 University of Michigan graduates in teacher education and 820 usable responses were received. There were seven items which pertained to the area on Helpfulness in Preparing Students for Student Teaching. These, together with the number of respondents regarding each element as helpful are:

<u>Item</u>	<u>Number of Respondents</u>
1. Methods Courses	803
2. Seminar accompanying student teaching	802
3. Most courses in my major academic field(s)	802
4. Courses in Educational Psychology	787

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<sup>51</sup> John W. Dover, The Experience of Student Teaching (New York: The Macmillan Company, 1964), p. 3.

<sup>52</sup> Lester D. Crow and Alice Crow, The Student Teacher in the Secondary School (New York: David McKay Company, Inc., 1964), pp. 20-29.

<u>Item</u>	<u>Number of Respondents</u>
5. Courses in Social Foundation of Education, such as Educational Sociology, Educational History, etc.	782
6. Most courses in my minor academic fields	766
7. Pre-student teaching observations	545 <sup>53</sup>

Although methods courses were rated most helpful in preparation for student teaching by 803 respondents, there were 802 respondents that ranked the student teaching seminar as well as the courses in the major academic field as being helpful. Other courses were not rated as helpful for student teaching and the pre-student teaching observations were regarded by respondents as being less helpful in preparing students for student teaching than the other courses.

Ediger wanted to know what influence student teachers had on pupil achievement in the basic academic skills and in personal and social adjustment. He conducted a study during the 1962-1963 school year using 543 pupils in the fifth and sixth grades from four elementary schools located in Kirksville, Missouri. He found that (1) pupils taught with the assistance of student teachers developed a significantly higher vocabulary level than did pupils taught without the assistance of student teachers; (2) the professional adjustment of pupils taught with the assistance of student

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<sup>53</sup>University of Michigan--Alumni Profiles, "A Study of 1971-72 Recipients of Elementary and Secondary Provisional Teaching Certificates from the University of Michigan School of Education," October 1973.



teachers was significantly better than when pupils were taught without the assistance of student teachers; and (3) in the areas of reading comprehension, language proficiency, work study skills, arithmetic computation, and social adjustment, there was no significant difference between the pupil groups taught with or without the assistance of student teachers.<sup>54</sup>

### Summary

Seven areas of interest to this study have been covered in the review of pertinent literature. Although the many studies surveyed varied in degrees of sophistication, population, findings and recommendations, common elements surfaced again and again pertaining to each area and/or teacher education program in general. The survey method of research employing the use of the questionnaire was commonly used.

Teacher Education Program findings reflected the size of the institution as well as the size of the teacher education offerings and experiences available to the individual student. Similar objectives of effective teacher education programs as well as the behavioral outcomes needed were often stressed by college seniors, student teachers, beginning teachers and experienced teachers alike.

Much variety in content was found among the combined elementary-secondary teacher education evaluation studies, the

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<sup>54</sup>Marlow Ediger, "The Influence of the Student Teacher on the Pupil, Academically and Socially in Selected Elementary Grades," Dissertation Abstracts, Vol. 24, 1964.

elementary teacher education evaluation studies and the secondary teacher education evaluation studies. In general, those areas of effective teacher education programs that were lacking in particular programs, were reported as needed by respondents not enjoying those essential experiences. If individuals from an institution felt a need for more methods courses, for example, this item received a high priority in number of responses from those individuals participating in the survey.

A definite need was expressed in the findings by graduates of elementary as well as secondary teacher education programs for more contact with young people, more meaningful student teaching experiences, and more relevant courses.

Also, little or no information was found from the reviewed literature regarding the amount of pre-student teaching time spent in observation and direct relationships with young people, length and depth of student teaching and specific courses taught in conjunction with student teaching. Therefore, perhaps the teacher education program at Central Michigan University will be rated quite highly as the teacher education students are exposed to many hours of observation and direct contact with children prior to student teaching. As student teaching was found to be the overall thread of importance in most of the research, perhaps this reflects the statement that ". . . in order to learn to teach, one must teach." The Central Michigan University teacher education students are involved in sixteen weeks of student teaching in one or more

situations, the majority of which are in off-campus student teaching centers.

Education courses are only as valuable as their content and relationship to the overall teacher education program and it is essential that theory is included that is basic to all practical aspects of teacher education programs. The education courses at Central Michigan University are handled deliberately and some are taught off-campus for more meaningful experiences in conjunction with student teaching.

It is evident from this writer's research that individuals completing their undergraduate teacher education reflect differently upon their teacher education than those who completed their programs before them. The findings indicate that the longer an individual is away from school, the less favorable response is usually accorded the teacher education program. This may be due to the fact that knowledge gained through the various parts of the total teacher education program provides the new teacher with a daily basis for teaching.

Follow-up studies were highly recommended by survey respondents as well as other educational writers. This was in conjunction with the need for continuous evaluation of teacher education programs, and improved college and university communication with their teacher education graduates.

This writer was unable to find an abundance of follow-up studies, and it appears that this is not a popular topic for publication. The follow-up studies found and reviewed exemplify

both good and poor research methods. Freeman, Bradley and Bornstein reported that they could find only a limited number of reports that provided direct assistance in developing, implementing and interpreting data.<sup>55</sup> Also, few follow-up studies consisted of as large a population representing four years of graduates as this particular study. This type of research is more meaningful to teacher education institutions because it is more representative of a specific ongoing teacher education program.

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<sup>55</sup> Donald J. Freeman; Banks T. Bradley; and Tina Bornstein, Survey of Michigan State University Graduates of Five Student Teaching Programs, College of Education, Division of Student Teaching and Professional Development, January 1979.

## CHAPTER III

### DESIGN OF THE STUDY

This four year follow-up study was undertaken to help determine the attitudes of Central Michigan University graduates of 1973, 1974, 1975 and 1976 toward their undergraduate teacher education programs. These individual judgments reflect the caliber of teaching at Central Michigan University as well as whether opinions of students change from the time they complete their training to one year, two years, three years and four years later. The study is important because of its potential contribution to the School of Education at Central Michigan University as it seeks information on program improvement through input from Central Michigan University students regarding their perceptions of the quality and helpfulness of their preparation for teaching.

Among the important elements of the Teacher Education Program at Central Michigan University are sixteen weeks of student teaching at an off-campus student teaching center, on-campus courses in major and minor fields of study, off-campus courses relating to student teaching and other areas of the total Teacher Education Program and courses in Education taken on campus.

It is suggested from the review of literature that several variables are important to teacher education programs. Moffit

stated that the year of graduation was important as individual responses varied greatly with the time elapsed since the teacher education experience.<sup>1</sup> Elementary and secondary certification is an important variable to take into consideration in the design of the study when comparing individual responses in follow-up questionnaires according to studies by Ellis<sup>2</sup> and Bryant.<sup>3</sup> Moffit,<sup>4</sup> Ballantine,<sup>5</sup> Campbell,<sup>6</sup> May<sup>7</sup> and others also found that responses to specific elements of teacher education programs vary according

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<sup>1</sup>Thompson Carson Moffit, "An Evaluation of the Elementary Education Program at Central Michigan University by Recent Graduates of That Program" (unpublished Ph.D. dissertation, Colorado State University, 1967).

<sup>2</sup>Gordon Hansel Ellis, "A Summative Evaluation of the Elementary Teacher Preparation Program, School of Education, University of Colorado, 1969-71" (unpublished Ph.D. dissertation, University of Colorado, 1973).

<sup>3</sup>Paul Dewayne Bryant, "An Analysis of the Attitudes of Recent Graduates Toward the Secondary Teacher Education Program at Texas A & I University at Kingsville" (unpublished Ph.D. dissertation, North Texas State University, 1973).

<sup>4</sup>Ibid.

<sup>5</sup>Francis Ballantine, Monroe Rowland and William Wetherill, "Perceptions of Elementary School Teachers Trained at San Diego State College with Respect to the Value of Several Sepects of Their College Preparation," Journal of Teacher Education, Vol. 17 (Summer 1966).

<sup>6</sup>Kenneth Claude Campbell, "An Evaluation of the Undergraduate Elementary and Early Childhood Teacher Education Program at the University of Georgia, Based on a Follow-Up Study of Teaching Graduates" (unpublished Ph.D. dissertation, University of Georgia, 1970).

<sup>7</sup>Charles Randall May, "An Appraisal of the Elementary Teacher Education Program at The Ohio State University" (unpublished Ph.D. dissertation, The Ohio State University, 1967).

to the number of years one has taught and whether an individual is teaching full time, part time, or not teaching at all.

The current study sought to ascertain how effectively Central Michigan University graduates felt their undergraduate education prepared them for teaching.

#### Research Questions

This follow-up study involves Central Michigan University teacher education graduates from 1973, 1974, 1975 and 1976 in exploring the following research questions:

1. Do 1976 graduates value their student teaching different from other education courses immediately after student teaching?
2. Will student teaching, off-campus courses and on-campus courses become more valuable to the students with the increase in amount of time after graduation?
3. Does being employed full time in teaching affect the value graduates place on their teacher education program?
4. Do elementary teachers rate their education courses differently than secondary teachers:
  - (a) at the time of graduation?
  - (b) after the first, second, and third year after graduation?
5. What strengths and weaknesses do graduates perceive in their program:
  - (a) upon graduation?
  - (b) one year after graduation?
  - (c) two years after graduation?
  - (d) three years after graduation?

### Hypotheses

To answer research question number 1, the Null Hypothesis Number 1 (Ho:1) was generated:

Ho:1 There is no difference between attitudes of 1976 graduates toward student teaching experiences and their attitudes toward on-campus education courses at the time of graduation.

To answer research question number 2, the Null Hypotheses Numbers 2, 3 and 4 (Ho:2, Ho:3 and Ho:4) were generated:

Ho:2 There is no difference reported in 1976 in the attitude toward the student teaching experience among students who graduated in 1976, 1975, 1974 and 1973.

Ho:3 There is no difference reported in 1976 in the attitude toward off-campus courses among students who graduated in 1976, 1975, 1974 and 1973.

Ho:4 There is no difference reported in 1976 in the attitude toward on-campus courses among students who graduated in 1976, 1975, 1974 and 1973.

To answer research question number 3, the Null Hypothesis Number 5 (Ho:5) was generated:

Ho:5 There is no difference in attitudes of teacher education graduates who have full-time teaching jobs and those who do not have full-time teaching jobs and/or have not taught, toward teacher education programs.

To answer research question number 4, the Null Hypothesis Number 6 (Ho:6) was generated:



Ho:6 There is no interaction between level of teaching (elementary and secondary school), and time of graduation on attitude toward on-campus courses.

To answer research question number 5, the inspection of Hypotheses 2, 3, 4, 5 and 6 as well as the open ended questions is implemented.

### Population

The population of this follow-up study consisted of Central Michigan University students who completed their student teaching in May 1976 as well as those who graduated in 1975, 1974 and 1973. These graduates received teaching certification from Central Michigan University and constitute the student population of this study.

There were 1806 research questionnaires employed in this study. The May 1976 respondents completed their questionnaires at the completion of student teaching at the end of their senior year. This writer first recruited and then instructed student teaching supervisors at various Central Michigan University student teaching centers throughout Michigan on how to administer the questionnaires to those graduates who had just completed their undergraduate teacher education. In addition, this writer secured addresses from Central Michigan University for graduates of the years 1975, 1974 and 1973, and mailed these graduates their questionnaires in June of 1976. The cut-off date for all questionnaire returns was October 1976, and all the returned questionnaires from the years 1976, 1975, 1974 and 1973 that had been returned to the writer were then sent to the

computer center at Central Michigan University for data interpretation. Follow-up letters were not used because of the magnitude of the study.

The number of questionnaires distributed in this study as well as the number of returns are as shown in Table 3.1.

TABLE 3.1.--Questionnaires Distributed, Returned and Percentages for 1976, 1975, 1974 and 1973.

Year	Questionnaires Distributed	Questionnaires Returned	Percentage of Returns by Year
1976	593	485	82
1975	372	191	51
1974	412	190	46
1973	<u>429</u>	<u>191</u>	45
TOTALS	1806	1057	

Of the 1806 research questionnaires distributed in this study, 1057 or 59 percent were usable returns. Information was used from questions with five and six part responses even if some of the responses per question were missing. This accounts for the difference in numbers of responses for the various hypotheses. The non-usable returns included those with missing data pertinent to the effectiveness of the study. The 1057 usable returns constitute the sample of this study.

### Instrument

The Attitude Inventory of Preparation for Teaching was, in part, devised by Dr. Alan W. Ellsberg (see Appendix A), a former Professor of Education and Off-Campus Student Teaching Supervisor at Central Michigan University. He first administered the Attitude Inventory in 1973 when an ongoing study of graduates' attitudes toward their preparation for teaching was undertaken by Central Michigan University. At that time, data were collected from 485 respondents who had just completed their student teaching experience at Central Michigan University. The data were made up of responses reflecting perceptions of undergraduate teacher preparation at Central Michigan University. Three primary sections were included in the Attitude Inventory of Preparation for Teaching. These were (1) Demographic Information, (2) Attitude Toward Preparation, and (3) Open-Ended Questions. The section on demographic variables provided personal information regarding name, address, year of graduation, month of certification, type of certification, teaching status, years taught, and major and minor. The respondents were also asked to identify the strengths and weaknesses of these six areas of preparation according to stated open ended questions. Also, there was room for additional comments if the respondents so desired. The original intention of the current research was to compare results in 1976 with those secured by Dr. Ellsberg in 1973. However, as the current study progressed it became evident that the Ellsberg data were not sufficiently organized or understandable to serve this purpose. Therefore, the present study became seen as an opportunity to provide Central Michigan University

with base line data on four groups of graduates in such a way that future studies could, in fact, have some longitudinal characteristics.

Additional questions were added for the present study by Dickinson to the original Attitude Inventory of Preparation for Teaching designed by Ellsberg. These additional questions were added for the purpose of providing more comprehensive input by graduates concerning their undergraduate teacher education at Central Michigan University. This in turn made up the research instrument used in the current study, A Follow-Up Study of the Attitudes of Central Michigan University Graduates of the Years 1973-1976 Toward the Undergraduate Teacher Education Program in Which They Participated with Implications for Teacher Education Programs. Eight new questions were developed by this writer which pertained to the extent to which Student Teaching Seminars, Student Teaching, Other Education Courses, Courses in Major Field and Courses in Minor Field were helpful in various areas of the teacher education program. The concluding thirteen open ended questions developed by this writer asked for general reactions to selected portions of the Central Michigan University teacher education program.

The most important part of the instrument was the second section pertaining to "Attitude Toward Preparation." The six essential areas of the teacher preparation program at Central Michigan University are included here and each has a five point Leikert scale. These six areas further described are:

1. Major Field: A principal subject of study in one department or field of learning in which a student is required

or elects to take a specified number of courses and credit hours as a part of the requirement for obtaining a diploma or degree.

2. Minor Field: A subject of study in one department or broad field of learning in which the student is required or elects to take a specified number of courses or hours, fewer than required for a major field; implies less intensive concentration than in the major field.

3. On-Campus Education Courses: Those courses of study relating directly or indirectly to teacher education in which the student is required or elects to take a specified number of courses or hours in conjunction with the major and minor fields of study.

4. Student Teaching in the schools: Observation, participation, and actual teaching done by a student preparing for teaching under the direction of a supervising teacher or general supervisor; part of the pre-service program offered by a teacher education institution.

5. Courses taken in centers: Those courses of study relating directly or indirectly to teacher education in which the student is required or elects to take a specified number of courses or hours in conjunction with student teaching in an off-campus student teaching center.

6. Independent Study Courses taken in centers: Those courses of study relating directly or indirectly to teacher education in which the student is required or elects to take a specified number of hours in conjunction with student teaching in an off-campus student teaching center.

A pilot study using the research instrument was conducted in May 1976 involving seven student teachers who were not graduating at this time and therefore not part of the study. These elementary and secondary student teachers were chosen at random by the director of an off-campus Central Michigan University student teaching center and all were seniors who were completing their undergraduate education in teacher education. The pilot study was administered to see if the questions were clearly stated, if the questions were meaningful, if there were any administration problems, and to gain verbal feedback concerning the total research instrument from the respondents themselves.

The questionnaire was administered simultaneously to the seven student teachers by this writer. When all seven individuals had completed the questionnaire, verbal feedback was exchanged concerning the instrument, and this writer then tabulated the questionnaires by hand for total instrument effectiveness. A discussion ensued, two minor word changes were made, and the questionnaire was declared an effective instrument by those involved in the pilot study.

### Statistical Analysis

Three main statistical procedures were used to analyze the six hypotheses in this study. Specifically, Hypothesis Number 1 was tested by a Z-test, Hypotheses Number 2, 3 and 4 were tested by  $\chi^2$ -test of homogeneity, and Hypotheses Number 5 and 6 were analyzed by the analysis of variance procedure.

Statistical procedures that are used in this study are as follows:

To test Hypothesis Number 1, a two related samples Z-test was used. The two dependent variables which are obtained from the same individual in this sample are attitude toward student teaching and attitude toward on-campus education courses. Since the respondents answered the questionnaire independently, the assumption of independency of the Z-test is assured.

The  $\chi^2$ -test of homogeneity tests a significant difference among patterns of response in various levels of an independent variable. The dependent variable in Hypotheses 2, 3 and 4 is attitude toward the student teaching experience, attitude toward off-campus courses and attitude toward on-campus courses, respectively.

The  $\chi^2$ -test assumes that all observations or respondents are independent of each other. Since all the graduate students in this study respond to the questionnaire individually, the assumption of independency seems to be reasonable.

The Analysis of Variance (ANOVA) procedure is employed to test for a significant difference among population means of various levels of independent variables. For Hypothesis Number 6, the particular ANOVA is one way analysis of variance with the amount of teaching as the independent variable having two levels--"full time" and "not full time" teaching. Teacher education programs are the dependent variables. The ANOVA procedure assumes that respondents are independent of each other, and the dependent variable is continuous and normally distributed with the same population variance

in each sub-group. Since the total number of respondents is large (1057), the assumption of normality is less likely to be violated.

The statistical analysis of the data is described in two main parts. First is the descriptive information of the observations in the study. Descriptive statistics such as frequency counting, means and variances are reported. Secondly, the six hypotheses were tested through statistical tests.

The data of this study consist of two important sets of variables. They are three independent variables and four dependent variables. The independent variables are (1) year of graduation, (2) type of certification, and (3) full or part time teaching. The dependent variables are (1) student teaching experience, (2) on-campus education courses, (3) off-campus education courses, and (4) teacher education programs.



## CHAPTER IV

### PRESENTATION AND ANALYSIS OF THE DATA

#### Introduction

The results of testing the six hypotheses, which were generated from the five research questions for the study, are reported in this chapter. First, the descriptive information about the over-all sample is reported. The descriptive information consists of classification of the sample by the three independent variables (year of graduation, full time and not full time teaching, and level of teaching) and the overall perception of the respondents toward the six components of the program (major field, minor field, on-campus education courses, student teaching in the schools, courses taken in centers and independent study courses taken in centers). Secondly, the results of testing each hypothesis are presented as follows: hypothesis, reported test results, and conclusion.

#### Descriptive Information

There were 1057 usable instrument returns with 485 returns for 1976, 191 returns for 1975, 190 returns for 1974 and 191 returns for 1973.

Table 4.1 gives a general perception of six specific parts of the training programs by the total sample listing the means,

TABLE 4.1.--General Perception of the Total Sample Listing the Means, Standard Deviation, and Rank of Six Specific Parts of the Training Programs.

	Mean	Standard Deviation	Rank
A. Major Field	2.39	.847	3
B. Minor Field	2.79	.871	5
C. On-Campus Education Courses	1.70	.843	1
D. Student Teaching	2.38	.931	2
E. Courses taken in centers	2.43	.888	4

standard deviation, and rank. The respondents chose one of the following with its assigned value, Excellent (1), Good (2), Average (3), and Poor (4) for each of the following categories: Major Field, Minor Field, On-Campus Education Courses, Student Teaching, and regular courses and Independent study courses taken in centers. Of these categories, On-Campus Education Courses taken in centers received the highest ranking and courses taken in the minor field received the lowest ranking. Also, the standard deviations varied from .843 for On-Campus Education Courses to .931 for student teaching, On-Campus Education Courses received the highest mean rating and courses taken in the minor field received the lowest mean.

Results of testing the six hypotheses:

Ho:1: There is no difference between attitudes of 1976 graduates toward student teaching experiences and their attitudes toward on-campus education courses at the time of graduation.

For the two dependent variables of Hypothesis Number 1, the values 1, 2, 3 and 4 were assigned to respondent choices of excellent, good, adequate and poor, respectively. The sample mean of the difference between the attitude toward student teaching and the attitude toward on-campus educational courses is .56, while the sample standard deviation and the sample standard error are 1.05 and .003, respectively. The computed Z-test is 188.20. The critical values of the Z-test, when the probability of type I error is .10, are -1.64 and +1.64 for a two-tail test. Since the Z-test is larger than the critical values, null hypothesis one is rejected. Thus, it is concluded that there is a difference between the attitude toward student teaching and the attitude toward on-campus courses of 1976 graduates at the time of graduation. Since the mean of the difference between the attitude toward student teaching and the attitude toward on-campus courses is positive (.56), the 1976 graduates differ from the total sample (Table 4.2) and have a more favorable attitude toward their student teaching experiences than their on-campus courses. Details of the two related samples Z-test for Hypothesis Number 1 are presented in Table 4.2.

The differences between the mean of the attitude toward student teaching experiences and the mean of the attitude toward on-campus courses for this sample is .56.

TABLE 4.2.--Attitudes Toward On-Campus Education Courses and Attitudes Toward the Student Teaching Experience of 1976 Graduates.

		Attitude Toward On-Campus Education Courses				
		Excellent	Good	Adequate	Poor	Row Total
Attitude toward student teaching experience:						
<u>Excellent:</u>	N = 83 (83.0%)	N = 107 (65.5%)	N = 33 (41.8%)	N = 6 (37.5%)	N = 229 (64.3%)	
<u>Good:</u>	N = 14 (14.0%)	N = 51 (31.7%)	N = 29 (36.7%)	N = 6 (37.5%)	N = 100 (28.1%)	
<u>Average:</u>	N = 1 (1.0%)	N = 2 (1.2%)	N = 12 (15.2%)	N = 0 (0.0%)	N = 15 (4.2%)	
<u>Poor:</u>	N = 2 (2.0%)	N = 1 (0.6%)	N = 5 (6.3%)	N = 4 (25.0%)	N = 12 (3.4%)	
Total number of respondents for each year	100	161	79	16	356	
Percentage of respondents for each year:	(28.1%)	(45.2%)	(22.2%)	(4.5%)	(100.0%)	

TABLE 4.3.--Information Used for Determining the Z-test for Hypothesis Number 1.

	D	D <sup>2</sup>	f	Df	D <sup>2</sup> f
	-3	9	6	- 18	54
	-2	4	39	- 78	156
	-1	1	136	-136	136
	0	0	105	0	0
	1	1	2	21	21
	2	4	2	4	8
	<u>3</u>	<u>9</u>	<u>2</u>	<u>6</u>	<u>18</u>
Total	0	28	356	-201	393

D = a difference between attitude toward student teaching and attitude toward on-campus courses of the same respondent.

f = number of respondents.

The sample mean of the difference is .56; the standard deviation of the sample is 1.05; the Z-test is 188.20; and the critical values of  $Z_{.05}$  are -1.64 and +1.64.

It is concluded that there are differences between attitudes of 1976 graduates toward their student teaching experiences and their attitudes toward on-campus education courses at the time of graduation, therefore, Null Hypothesis Number 1 is rejected.

Ho:2: There is no difference reported in 1976 in the attitude toward the student teaching experience among students who graduated in 1976, 1975, 1974 and 1973.

Results of testing Hypothesis 2 by using chi square test of homogeneity.

Table 4.4 shows percentage of respondents for each year and the associated chi square test for Null Hypothesis Number 2. It was found that more respondents indicated an "average" attitude toward their student teaching experience in 1973, and a "good" attitude toward student teaching was indicated by more graduates in 1974, 1975 and 1976.

The raw chi square test of homogeneity of Table 4.4 is 169.70 and with 9 degrees of freedom, the test is significant at .0000 level. Since the significant level of this hypothesis is set at .01, the null hypothesis is rejected. Thus, it is concluded that the patterns of response about student teaching experiences for each year of graduation are not the same across the years. Thus, the longer the graduate is away from the student teaching experience, the poorer the attitude toward the experience will be.

Figure 4.1 indicates patterns of response regarding attitude toward student teaching experiences of students who graduated in 1973, 1974, 1975 and 1976. These patterns show that the closer the graduate is to the time of graduation, the more generally favorable is the response toward the student teaching experience.

TABLE 4.4.--Attitude Toward Student Teaching Experience: Percentage of Respondents for Each Year.

	Year of Graduation				Raw Total
	1973	1974	1975	1976	
Percentage of respondents for each year	24.9	10.4	38.4	26.2	100.0

Raw chi square = 169.70 with 9 degrees of freedom.

Significance = .0000

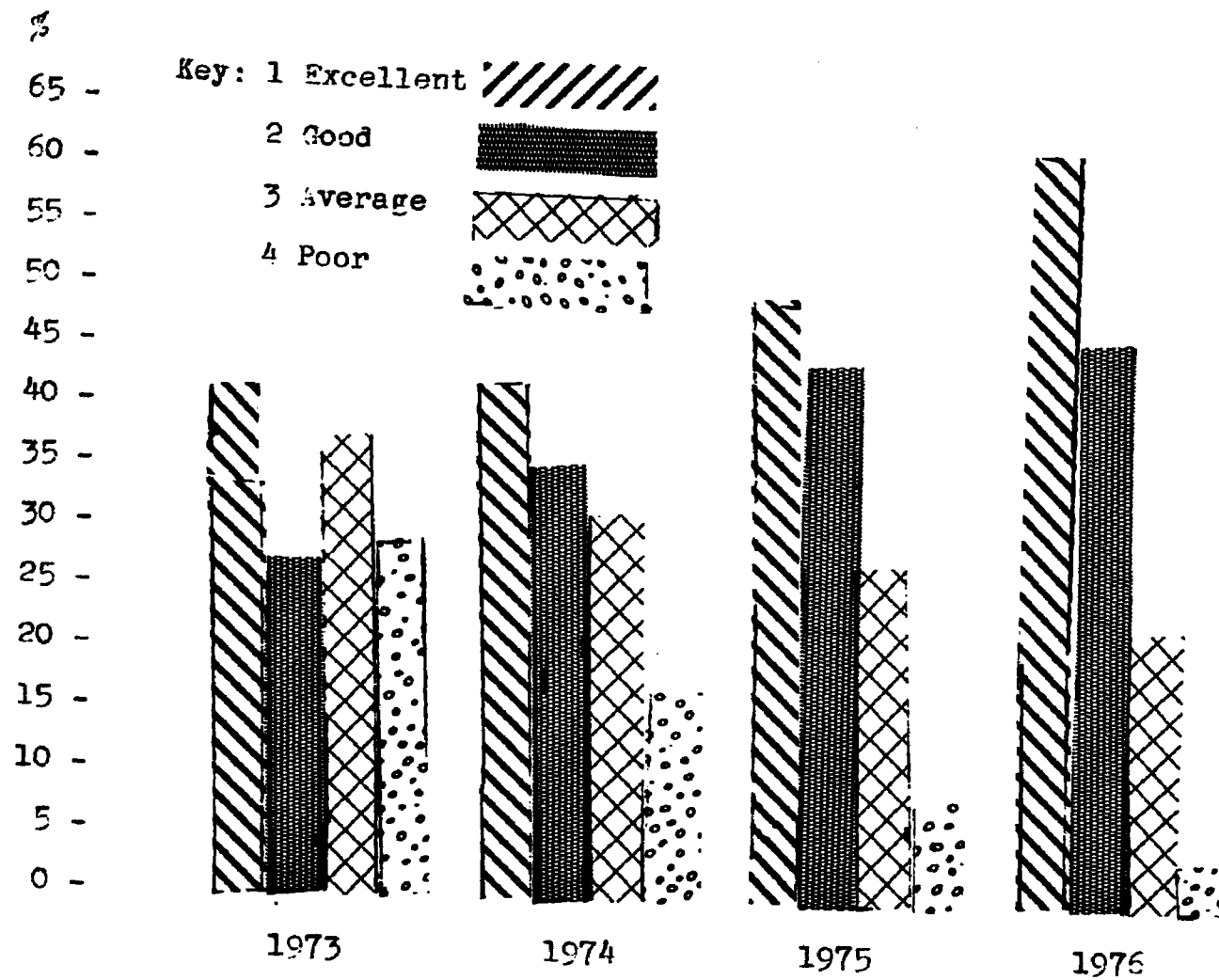


Figure 4.1.--Patterns of Response Regarding Attitude in 1976 Toward Student Teaching Experiences of Students who Graduated in 1973, 1974, 1975 and 1976.



The median scores of attitudes toward the student teaching experiences of students who graduated in 1973, 1974, 1975 and 1976 are 2.43, 1.95, 1.68 and 1.48, respectively (shown in Figure 4.1).

H0:3: There is no difference reported in 1976 in the attitude toward off-campus courses among students who graduated in 1976, 1975, 1974 and 1973.

Results of testing Hypothesis 3 by using chi square test of homogeneity.

Table 4.5 shows percentage of respondents for each year and the associated chi square test for Null Hypothesis Number 3. It was found that respondents indicated an "average" attitude toward off-campus courses in 1973, and a "good" attitude toward off-campus courses was indicated by more graduates of 1974, 1975 and 1976.

The raw chi square test of homogeneity of Figure 4.2 is 41.36 with 9 degrees of freedom, the test is significant at .0000 level. Since the significant level of this hypothesis is set at .01, the null hypothesis is rejected. Thus, it is concluded that the patterns of response about off-campus courses for each year of graduation are not the same.

Figure 4.2 indicates patterns of response regarding attitude in 1976 toward off-campus courses of students who graduated in 1973, 1974, 1975 and 1976. These patterns show that the closer the graduate is to the time of graduation, the more generally favorable is the response toward off-campus courses.

TABLE 4.5.--Attitude Toward Off-Campus Courses: Percentage of Respondents  
for Each Year.

	Year of Graduation				Row Total
	1973	1974	1975	1976	
Percentage of respondents for each year	28.9	10.2	35.0	25.8	

Raw chi square = 41.36 with 9 degrees of freedom

Significance = .0000

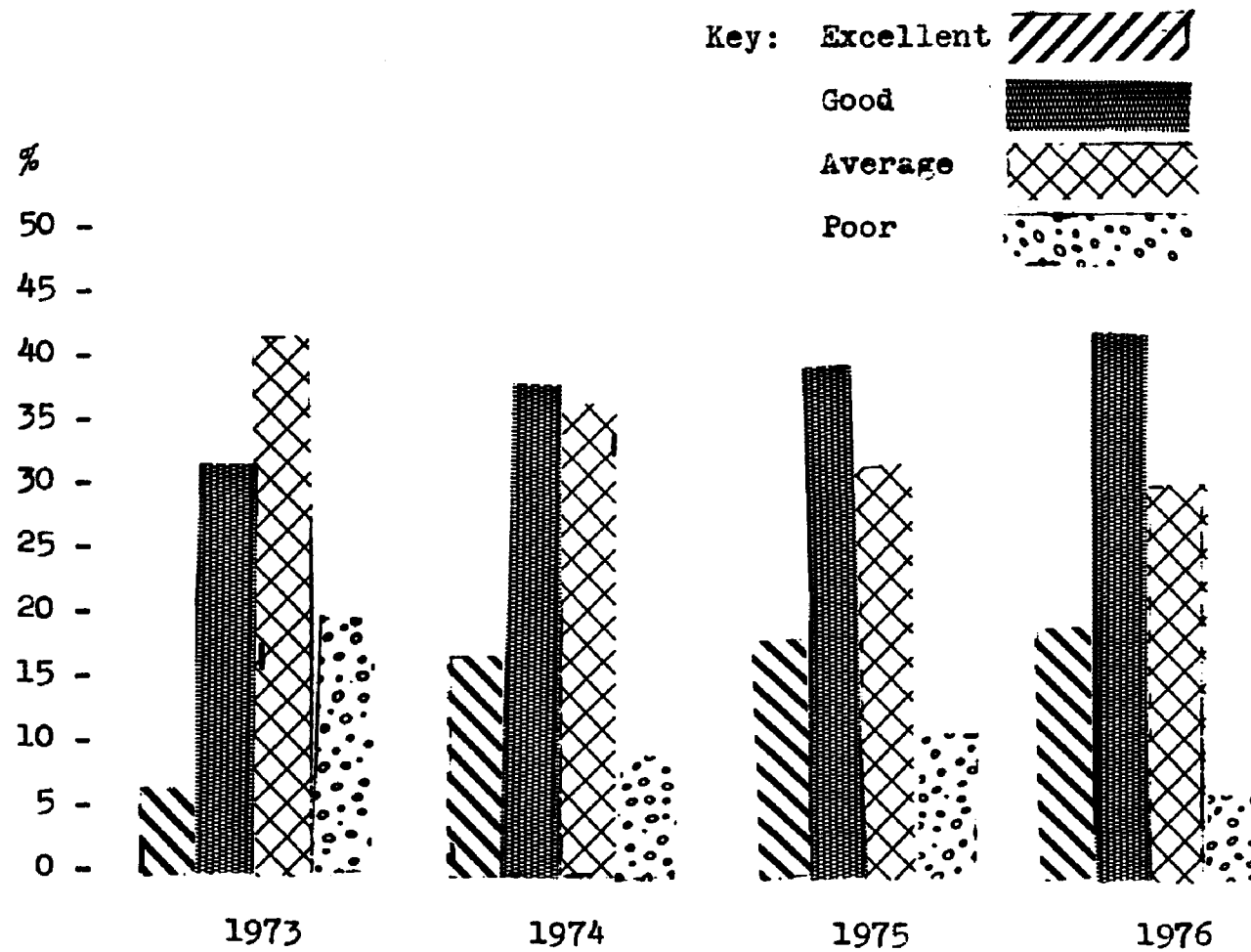


Figure 4.2.--Patterns of Response Regarding Attitude Toward Off-Campus Courses Among Students Who Graduated in 1973, 1974, 1975 and 1976.

The median scores of attitudes toward off-campus courses among students who graduated in 1973, 1974, 1975 and 1976 are 2.28, 1.89, 1.79 and 1.70, respectively.

From the four histogram graphs shown in Figure 4.2, the patterns of response of 1974, 1975, and 1976 graduates seem to be similar. They are different from the 1973 graduates' responses in that the responses of 1973 graduates tend to lean toward an average rating while the 1974, 1975 and 1976 graduates lean toward a good rating.

Ho:4: There is no difference reported in 1976 in the attitude toward on-campus courses among students who graduated in 1976, 1975, 1974 and 1973.

Results of testing Hypothesis 4 by using chi square test of homogeneity.

Table 4.6 shows percentage of respondents for each year and the associated chi square test for Null Hypothesis Number 4. Respondents revealed an "excellent" attitude toward on-campus courses for all of the four years, 1973, 1974, 1975 and 1976. This was followed in rank order by attitudes of good, average and poor, also for 1973, 1974, 1975 and 1976.

The raw chi square test of homogeneity of Table 4.6 is 71.33 with 9 degrees of freedom, the test is significant at .0000 level. Since the significant level of this hypothesis is set at .01, the null hypothesis is rejected. Thus, it is concluded that the patterns

TABLE 4.6.--Attitude Toward On-Campus Courses: Percentage of Respondents  
for Each Year.

	Year of Graduation				Row Total
	1973	1974	1975	1976	
Percentage of respondents for each year	22.9	11.4	38.8	26.9	100.0

Raw chi square = 71.33 with 9 degrees of freedom.

Significance = .0000

of response about on-campus courses for each year of graduation are not the same.

Figure 4.3 indicates patterns of response regarding attitudes toward on-campus courses among students who graduated in 1973, 1974, 1975 and 1976. These patterns show that the closer the graduate is to the time of graduation, the more generally favorable is the response toward on-campus courses. The greatest percentage of 1976 graduates ranked on-campus courses as "excellent." This same ranking was followed by the years 1975, 1974 and 1973. The median scores of attitudes toward on-campus courses among students who graduated in 1973, 1974, 1975 and 1976 are 1.25, 1.21, 1.02 and 1.00, respectively.

Ho:5: There is no difference in attitudes of teacher education graduates who have full time teaching jobs and those who do not have full time teaching jobs and/or have not taught.

Results of analyzing Hypothesis 5 by one way analysis of variance.

Table 4.7 shows that the F test of Null Hypothesis Number 5 is 62.2167 and with 1 and 1782 degrees of freedom, the test is significant at .0000 level. The Null Hypothesis Number 5 is rejected at .01 level. Therefore, there is a difference between full time and not full time teachers.

Table 4.8 shows that the means of full time and not full time teachers are 9.3 and 8.2, respectively. The difference between the two groups is approximately 1 point.

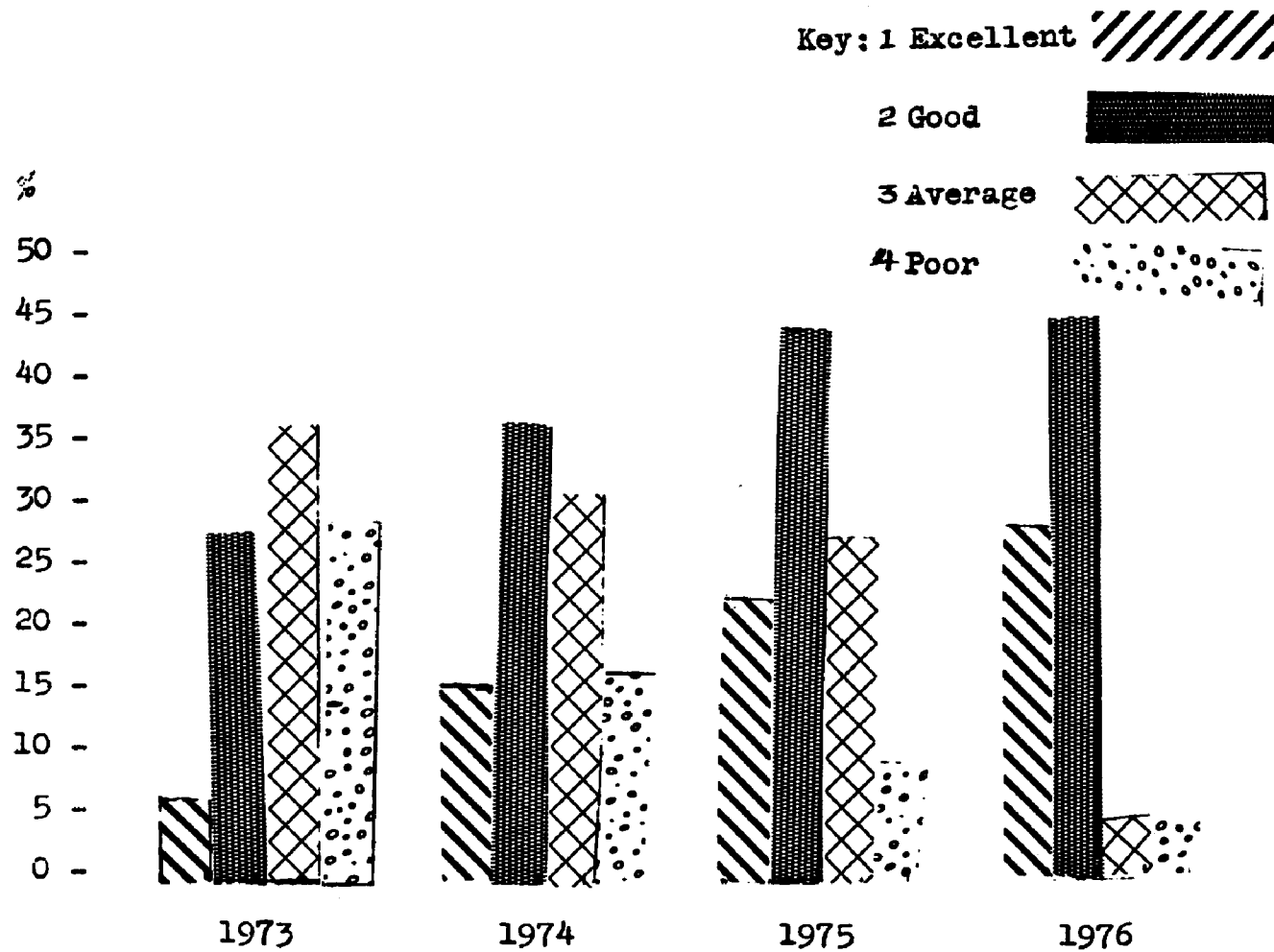


Figure 4.3.--Patterns of Response Regarding Attitude Toward On-Campus Courses Among Students Who Graduated in 1973, 1974, 1975 and 1976.

TABLE 4.7.--Result of Testing Hypothesis Number 5 by One-Way Analysis of Variance.

Source	D.F.	Sum of Squares	F Ratio	Significant Level
Effect of amount of teaching (full time vs. part time)	1	380.5517	62.2167	.0000*
Error	<u>1782</u>	<u>10899.6904</u>		
Total	1783	11280.2421		

\* Before analyzing Hypothesis Number 5 by one-way analysis of variance, Cochran's Test for Homogeneity of Variance between the full time and not full time groups was employed. The Cochran's Test was .5239 and it was significant at .08 level. Thus, the null hypothesis of homogeneity of variances is retained at .01 level. Therefore, the assumption of homogeneity of variance was ascertained at .01 level.

TABLE 4.8.--Means, Standard Deviations, and Number of Responses of Full Time and Not Full Time Teachers.

Group	Number of Responses	Mean	S.D.
Full Time	460	9.2522	2.3858
Not Full Time	<u>597</u>	8.1964	2.5027
Total	1057	8.4686	



Ho:6: There is no interaction between level of teaching (elementary and secondary school), and time of graduation on attitude toward on-campus courses.

The Cochran Test of Homogeneity of Variance of the eight groupings of school and years of graduation is .1636 and is significant at .012. Therefore, the assumption of homogeneity of variance was ascertained at .01 level.

From Table 4.9, the F-test of the interaction between year of graduation and level of teaching is .166 and with 3 and 1500 degrees of freedom the test is not significant at .01 level. Thus, the Null Hypothesis Number 6 cannot be rejected. There is no interaction between Year and Level of Teaching.

Furthermore, both the F-tests for Year of Graduation effect and the F-test for Level of Teaching effect are significant at .01 level.

Thus, the attitude toward on-campus education courses is not the same for teachers who teach at the elementary level and for teachers who teach at the secondary level. This attitude is also not the same across the four years for teachers who graduated in the years 1973, 1974, 1975 and 1976.

Table 4.10 shows means and standard deviations of attitudes toward on-campus courses classified by years of graduation and levels of teaching. The pooled means of elementary school and secondary school across the four years of graduation are 1.63 and 1.56, respectively. The difference of the two levels on attitude toward on-campus education courses is only .07 and it is not large enough to be significantly important. When a study has a

TABLE 4.9.--Results of Testing Hypothesis 6 by Using Two-Way ANOVA.

Source of Variation	Sum of Squares	D.F.	Mean Square	F	Significance of F
Year Effect	37.846	3	12.615	17.848	.001*
Level of Teaching Effect	6.001	1	6.001	8.491	.004*
2-Way Interactions Year x Level of Teaching	.351	3	.117	.166	.920
Explained	44.289	7	6.327	8.951	.001
Residual	1060.212	1500	.707		
Total	1104.501	1507	.733		

\*The test is significant at .01 level.

**TABLE 4.10.--Means and Standard Deviations of Attitudes Toward On-Campus Courses,  
Classified by Year of Graduation and Level of Teaching.**

	Levels of Teaching				Total Mean for Each Year
	Elementary		Secondary		
	Mean	S.D.	Mean	S.D.	
1973	1.84	.88	1.94	.98	1.95
1974	1.77	.88	1.97	.98	1.89
1975	1.60	.78	1.74	.83	1.68
1976	1.43	.71	1.54	.78	1.49
Total for each level of teaching:	1.63		1.56		

large sample size like this study, any difference in the sample is bound to be significant. In this situation, although the difference is statistically significant, the magnitude of the difference is not large enough to be meaningfully significant.

The pooled means of teachers who have graduated in 1973, 1974, 1975 and 1976 were 1.95, 1.89, 1.68 and 1.49, respectively. Thus, it seems like the attitude toward on-campus education courses seems to be more favorable with the increase in years since graduation. Examining the means across the four years, the only two meaningful differences are between the years 1973 and 1976, and between the years 1974 and 1976 which have mean differences of .46 and .40, respectively.

Using Sheffe' Post Hoc procedure with .01 level, the range of the contrast between the 1973 and 1976 graduates is from .198 to .722, and the range of the contrast between the 1974 and 1976 graduates is from .252 to .548. Since both contrasts exclude zero, the two contrasts are statistically significant at .01 level. Therefore, there is a difference between attitude toward on-campus courses for students who have graduated in the years 1973 and 1976, and also a difference between the years 1974 and 1976.

### Summary

Chapter IV presented the analysis and findings of the data gained through responses to the 1806 research questionnaires employed in this study. There were 1057 responses or a 59 percent return,

with 485 Central Michigan University returns in 1976, 191 in 1975, 190 in 1974 and 191 in 1973.

Six research hypotheses were analyzed and the findings are summarized as follows:

Hypothesis I: Rejected

There is a difference between the attitude toward the student teaching experience and the attitude toward the on-campus education courses for the 1976 graduates.

Hypothesis II: Rejected

The patterns of response about student teaching experiences for 1973, 1974, 1975 and 1976 are not the same across the years.

Hypothesis III: Rejected

The patterns of response about off-campus courses for 1973, 1974, 1975 and 1976 are not the same across the years.

Hypothesis IV: Rejected

The patterns of response about on-campus courses for 1973, 1974, 1975 and 1976 are not the same across the years.

Hypothesis V: Rejected

The patterns of response between teacher education graduates who have full time teaching jobs and those who do not have full time teaching jobs on value toward teacher education are different.

Hypothesis VI: Accepted

The patterns of response on attitude toward on-campus education courses are not the same for teachers who teach at the elementary level and for teachers who teach at the secondary level. This attitude is also not the same across the four years for teachers who graduated in the years 1973, 1974, 1975 and 1976.

The open ended questions provided the opportunity for unstructured responses regarding strengths and weaknesses of the following areas in teacher education: major field, minor field, on-campus education courses, student teaching, and courses taken in centers. There was a great amount of variety as well as repetition in these responses across the four years from 1973 through 1976.

The following responses occurred most often:

Major Field

Strengths: subject matter, instructors  
Weaknesses: subject matter, instructors

Minor Field

Strengths: subject matter, instructors,  
relationship to major field  
Weaknesses: subject matter, instructors,  
relationship to major field

On-Campus Education Courses

Strengths: important information for teaching  
Weaknesses: too theoretical, should be taken  
after some experience in the  
classroom.

Student Teaching

- Strengths: most important area in teacher education,  
working with children, practical  
experience, supervising teachers,  
subject/grade placement
- Weaknesses: too short (16 weeks), more classroom  
experience needed before senior year,  
placement (subject area/grade level  
and supervising teacher)

Courses Taken in Centers

- Strengths: practical association during student  
teaching
- Weaknesses: too time consuming while student  
teaching

It is interesting to see that many of the same responses that are given as strengths by some are given as weaknesses by others, and this was a very common occurrence.

Chapter V presents a summary of this study along with the report of the findings and conclusions. Recommendations are also made for further study.

## CHAPTER V

### SUMMARY, DISCUSSION OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

This final chapter begins with a summary of the study. The results of the investigation will then be discussed and recommendations for further research will be made.

#### Summary

The purpose of this study was to survey graduates of 1973, 1974, 1975 and 1976 to determine their attitudes toward their teacher preparation in the following areas:

1. How do graduates view their teacher preparation upon graduation?
2. How do graduates view their teacher preparation after one year, two years and three years following graduation?
3. How do graduates value their preparation in student teaching as compared to education courses, other on-campus courses and off-campus courses?
4. Do teachers with teaching jobs value their preparation more than those without teaching jobs?
5. Do elementary teachers value their education courses differently than secondary teachers?

A review of related literature relevant to the study was presented. The historical background of the development of teacher



education including student teaching and student teaching programs at Central Michigan University was described as well as the rationale for this study. This rationale centered on one kind of evaluation available to the university for assessing the quality of its teacher education program, that of its graduates. The critical times for evaluation of teachers in this study were at graduation and one, two and three years later.

To aid in evaluating the impact of teacher education programs at Central Michigan University upon its graduates, the following research hypotheses were formulated:

#### Research Hypothesis I

There is no difference between attitudes of 1976 graduates toward student teaching experience and their attitudes toward on-campus education courses at the time of graduation.

#### Research Hypothesis II

There is no difference reported in 1976 in the attitude toward the student teaching experience among students who graduated in 1976, 1975, 1974 and 1973.

#### Research Hypothesis III

There is no difference reported in 1976 in the attitude toward off-campus courses among students who graduated in 1976, 1975, 1974 and 1973.

#### Research Hypothesis IV

There is no difference reported in 1976 in the attitude toward on-campus courses among students who graduated in 1976, 1975, 1974 and 1973.

Research Hypothesis V

There is no difference in attitudes of teacher education graduates who have full-time teaching jobs and those who do not have full-time teaching jobs and/or have not taught toward teacher education programs.

Research Hypothesis VI

There is no interaction between level of teaching (elementary and secondary school), and time of graduation on attitude toward on-campus courses.

Dr. Alan W. Ellsberg, a Professor of Education and Off-Campus Student Teacher Supervisor at Central Michigan University, conducted a study of 635 respondents in 1973. These respondents had just completed their laboratory experiences as student teachers at Central Michigan University and completed an attitude inventory designed by Ellsberg which solicited perceptions of their training for teaching. These data were never reported but instead intended as the beginning of a study designed to assess attitudes of graduates toward their undergraduate teacher preparation. Dr. Ellsberg left Central Michigan University after the initial research was begun. Because the university was committed to a follow-up study of its teacher education graduates, the present study was designed using Dr. Ellsberg's questionnaire in addition to a revision developed by this writer.

Report of Findings

Research Hypothesis I postulated that there is no difference between attitudes of 1976 graduates toward student teaching

experiences and their attitudes toward on-campus education courses at the time of graduation. The hypothesis was rejected. For the two dependent variables of Hypothesis Number 1, the values 1, 2, 3 and 4 were assigned to respondent choices of excellent, good, adequate and poor, respectively. The sample mean of the difference between the attitude toward student teaching and the attitude toward on-campus educational courses is .56, while the sample standard deviation and the sample standard error are 1.05 and .003, respectively. The computed Z-test for testing this hypothesis is 188.20. The critical values of the Z-test, when the probability of type I error is .10, are -1.64 and +1.64 for a two-tail test. Since the Z-test is larger than the critical values, the hypothesis is rejected and it is concluded that there is a difference between the attitude toward student teaching and the attitude toward on-campus courses of 1976 graduates at the time of graduation.

Research Hypothesis II postulated that there is no difference reported in 1976 in the attitude toward the student teaching experience among students who graduated in 1976, 1975, 1974 and 1973. The data did not support the hypothesis. The raw chi square test of homogeneity used for testing this hypothesis is 169.70 and with 9 degrees of freedom, the test is significant at .0000 level. Since the significant level of this hypothesis is set at .01, it is concluded that the patterns of response about student teaching experiences for each year of graduation are not the same across the years.

Research Hypothesis III postulated that there is no difference reported in 1976 in the attitude toward off-campus courses among students who graduated in 1976, 1975, 1974 and 1973. The data did not support the hypothesis. The raw chi square test of homogeneity used for testing this hypothesis is 41.36 and with 9 degrees of freedom, the test is significant at .0000 level. Since the significant level of this hypothesis was set at .01, it was concluded that the patterns of response about off-campus courses for each year of graduation are not the same.

Research Hypothesis IV postulated that there is no difference reported in 1976 in the attitude toward on-campus courses among students who graduated in 1976, 1975, 1974 and 1973. The data did not support the hypothesis. The raw chi square test of homogeneity used for testing this hypothesis is 71.33, and with 9 degrees of freedom, the test is significant at .0000 level. Since the significant level of this hypothesis is set at .01, it was concluded that the patterns of response about on-campus courses for each year of graduation are not the same.

Research Hypothesis V postulated that there is no difference in attitudes of teacher education graduates who have full time teaching jobs and those who do not have full time teaching jobs and/or have not taught toward teacher education programs. The data did not support the hypothesis. The raw chi square test of homogeneity used for testing this hypothesis is 65.99. Since the reference chi square of 3 degrees of freedom and .01 level is 11.34, the chi square test of homogeneity was significant at .01 level. Therefore, it is

concluded that the patterns of response between graduates of 1973-75 and graduates of 1976 are not the same.

Research Hypothesis VI postulated that there is no interaction between level of teaching (elementary and secondary school), and time of graduation on attitude toward on-campus courses. The hypothesis was accepted. The Cochran Test of Homogeneity of Variance of the eight groupings of school and years of graduation is .1636 and is significant at .012. Therefore, the assumption of homogeneity of variance was ascertained at .01 level. The F-test of the interaction between year of graduation and level of teaching is .166 and with 3 and 1500 degrees of freedom, the test was not significant at .01 level. There is no interaction between Year and Level of Teaching. Also, both the F-tests for Year of Graduation effect and the F-test for Level of Teaching effect are significant at .01 level. Thus, the attitude toward on-campus education courses was not the same for teachers who teach at the elementary level and for teachers who teach at the secondary level. This attitude was also not the same across the four years for teachers who graduated in the years 1973, 1974, 1975 and 1976.

#### Discussion of Findings

Research Hypothesis I was rejected. Attitudes toward student teaching experiences were much more favorable than toward on-campus education courses as rated by the 1976 graduates at the time of graduation. The majority of respondents had highly satisfactory student teaching experiences which tied together all of the isolated

learning segments that had taken place earlier in their undergraduate teacher education. They were often unable to understand the importance of their on-campus education courses due to various reasons such as lack of experiences with children, classrooms, and teaching. It would be advantageous for the student to have exposure to as many facets of actual teaching as possible prior to taking on-campus education courses.

Research Hypothesis II was rejected. The fact that a more favorable attitude is expressed by graduates who are closest to the student teaching experience reflects the importance of student teaching in teacher education. Most graduates eagerly look forward to their student teaching and view this experience as a culmination to their undergraduate years of teacher preparation. The graduates "learn by doing" while teaching and therefore view their respective student teaching less favorably the further they are removed in time from this experience. Perhaps an accumulation of trial and error teaching experience incorporated in undergraduate teacher education would lessen the dramatic impact of student teaching and promote a more meaningful preparation and transition into the world of teaching.

Research Hypothesis III was rejected. Off-campus courses are viewed most favorably by those graduates who are closest to the time of graduation. The off-campus courses are taken in conjunction with student teaching in off-campus student teaching centers and their content is usually beneficial to the student teaching experience. Because of this relationship, generally the further removed

the graduate is from graduation, the less meaningful is the course content of off-campus courses.

Research Hypothesis IV was rejected. On-campus courses reflect all of the courses taken as an undergraduate in teacher education on campus and are viewed most favorably by the most recent graduates. But they are also considered of excellent value by most of the graduates of this four year follow-up study. This reflects the ongoing effectiveness of course content, methods of instruction, instructors and the overall relationship to the total teacher preparation programs.

Research Hypothesis V was rejected. Teacher education graduates who are teaching full time are more favorable in attitude toward their teacher education than are teacher education graduates who are not teaching full time and/or have not taught. This would tend to suggest that the graduates' attitude toward the teacher preparation program was based on whether a teaching position was or was not secured, although this would be extremely difficult to determine.

Research Hypothesis VI was accepted. There is no interaction between either elementary or secondary teaching and time of graduation on attitude toward on-campus courses. No similarity was found to support a common attitude toward on-campus courses by both elementary and secondary teachers. Also, no similarity in attitude toward on-campus courses was found among teacher education graduates of 1973, 1974, 1975 and 1976.

The results of these findings, with one exception, were consistent with the writer's expectations which were based on the review of literature, the pilot study and personal experience in teacher education. This one exception is the fact that on-campus courses were rated highly by graduates of all four years of this study and not only the 1976 graduates.

### Conclusion

It is evident from the results of this investigation that new graduates in teacher education reflect differently upon their preparation than those who completed their programs before them. The findings indicate that the longer an individual is away from school, the less favorable response is usually accorded the teacher education program. This may be due to the fact that knowledge gained through the various parts of the total teacher education program provides the new graduate with an essential basis for teaching.

In conclusion, findings from this study do not indicate that Central Michigan University should make major changes in its teacher education program, nor does it suggest that the program should remain in its present state. The findings indicate that the longer an individual is away from school, the less favorable response is usually accorded the teacher education program. Hopefully, the



teacher education program at Central Michigan University would benefit from some or all of the recommendations that follow.

### Recommendations

The following recommendations are presented based on this investigation:

1. Central Michigan University should establish an on-going plan for evaluating its programs and its graduates in order to improve existing teacher education programs. Questionnaires could be used annually by graduates for continual evaluation of individual needs.

2. Innovative programs should be undertaken in teacher education, incorporating graduates' suggestions for changes in the teacher education program.

3. New methods of admittance to teacher education should be established, based on a combination of interviews, grades, and written evaluations of teacher candidates.

4. Earlier in-depth experiences with children and teaching should be provided teacher education candidates. These experiences would provide better understanding and experience in teacher education prior to student teaching.

5. A liaison person in teacher education should maintain continual contact with teacher education students, graduates, on-campus teachers, off-campus student teacher supervisors and administration. This individual should promote effective communication among all concerned, undertake research to determine teacher needs,

implement new methods in teacher education and establish beneficial experiences for undergraduates in teacher education.

6. Central Michigan University should establish one or two day workshops each semester for teachers who will be working with student teachers. This would provide the time and setting for stressing the importance of the supervising teacher role through a creative workshop approach involving past and current supervising teachers, student teachers, pre-student teachers, elementary and secondary school administrators and university student teaching supervisors. Also, the use of visual aids, role playing and discussion time should be included. This workshop should be a meaningful experience for future supervising teachers in order to insure the success of this most important phase of teacher education.

7. This study should be made available to all educators involved with and concerned about teacher education for the purpose of improving the teacher education program at Central Michigan University.

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## APPENDICES

APPENDIX A

DR. ALAN ELLSBERG'S ATTITUDE INVENTORY  
OF PREPARATION FOR TEACHING

CENTRAL MICHIGAN UNIVERSITY  
ATTITUDE INVENTORY OF PREPARATION FOR TEACHING

SECTION I: IDENTIFICATION

1. 

Last Name	First Name	Initial	Social Security Number
-----------	------------	---------	------------------------
2. Address through which we can contact you one year from now.  

Number	Street	City	State	Zip
--------	--------	------	-------	-----
3. Year graduated \_\_\_\_\_
4. When will you (or did you) complete requirements for certification (circle):      December      May      August
5. Type of certification held (or working toward):  
Elementary \_\_\_\_\_ Secondary \_\_\_\_\_ Both \_\_\_\_\_
6. Are you presently teaching full time?      Yes \_\_\_\_\_ No \_\_\_\_\_
7. Years taught: 0 \_\_\_\_\_ 1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_ 5 \_\_\_\_\_
8. Major(s) \_\_\_\_\_ Minor(s) \_\_\_\_\_

SECTION II: ATTITUDES

1. At this time how well do you think your preparation was in your:

	<u>Excellent</u>	<u>Good</u>	<u>Adequate</u>	<u>Poor</u>	<u>Very Poor</u>
a. Major Field	_____	_____	_____	_____	_____
b. Minor Field	_____	_____	_____	_____	_____
c. On-Campus Education Courses	_____	_____	_____	_____	_____
d. Student Teaching in the Schools	_____	_____	_____	_____	_____
e. Courses Taken in Centers	_____	_____	_____	_____	_____
f. Independent Study Courses Taken in Centers	_____	_____	_____	_____	_____

2. At this time which of these terms best describe your attitude about:

	<u>Very Helpful</u>	<u>Of Some Help</u>	<u>Of Little Help</u>
a. Your Major Field	_____	_____	_____
b. Your Minor Field	_____	_____	_____
c. On-Campus Education Courses	_____	_____	_____
d. Student Teaching in the Schools	_____	_____	_____
e. Courses Taken in Centers	_____	_____	_____
f. Independent Study Courses taken in Centers	_____	_____	_____

3. At this time what do you perceive to have been the strengths of:  
(Please use bottom of page for extra space if needed)

- a. Your Major Field \_\_\_\_\_
- b. Your Minor Field \_\_\_\_\_
- c. On-Campus Education Courses \_\_\_\_\_
- d. Student Teaching in the Schools \_\_\_\_\_
- e. Courses Taken in Centers \_\_\_\_\_
- f. Independent Study Courses Taken in Centers \_\_\_\_\_

4. At this time what do you perceive to have been the weaknesses of:

- a. Your Major Field \_\_\_\_\_
- b. Your Minor Field \_\_\_\_\_
- c. On-Campus Education Courses \_\_\_\_\_
- d. Student Teaching in the Schools \_\_\_\_\_
- e. Courses Taken in Centers \_\_\_\_\_
- f. Independent Study Courses Taken in Centers \_\_\_\_\_

**APPENDIX B**

**ADDITIONAL QUESTIONS (5-12) ADDED BY DICKINSON  
TO THE ELLSBERG QUESTIONNAIRE INCLUDING THE  
MOST FREQUENT GRADUATE RESPONSES OF  
1973-1976**



QUESTIONS 5 through 12: Please indicate the extent to which Student Teaching Seminars, Student Teaching, Other Education Courses, Courses in your Major Field and Courses in your Minor Field which you have had were helpful to you in each of the following:

USE THE FOLLOWING CODE FOR QUESTIONS 5-12

- (1) Very helpful
- (2) Somewhat helpful
- (3) Undecided
- (4) Minimally helpful
- (5) Not helpful

EXAMPLE:

	(1)	(2)	(3)	(4)	(5)
5. Furthering your desire to teach:					
a. <u>Student Teaching</u> seminars	—	✓	—	—	—
b. <u>Student Teaching</u>	—	✓	—	—	—
c. <u>Other Education Courses</u>	—	✓	—	—	—
d. <u>Courses in</u> Major Field	✓	—	—	—	—
e. <u>Courses in</u> Minor Field	—	—	—	✓	—

	(1)	(2)	(3)	(4)	(5)
5. Furthering your desire to teach:					
a. <u>Student Teaching</u> seminars	—	—	—	—	—
b. <u>Student Teaching</u>	—	—	—	—	—
c. <u>Other Education Courses</u>	—	—	—	—	—
d. <u>Courses in</u> Major Field	—	—	—	—	—
e. <u>Courses in</u> Minor Field	—	—	—	—	—

6. Developing your ability to plan and organize instruction:	(1)	(2)	(3)	(4)	(5)
a. <u>Student Teaching</u> Seminars	—	—	—	—	—
b. <u>Student</u> Teaching	—	—	—	—	—
c. <u>Other Education</u> Courses	—	—	—	—	—
d. <u>Courses in</u> Major Field	—	—	—	—	—
e. <u>Courses in</u> Minor Field	—	—	—	—	—
7. Understanding the differences in students at different grade levels and in different subject areas:	(1)	(2)	(3)	(4)	(5)
a. <u>Student Teaching</u> Seminars	—	—	—	—	—
b. <u>Student</u> Teaching	—	—	—	—	—
c. <u>Other Education</u> Courses	—	—	—	—	—
d. <u>Courses in</u> Major Field	—	—	—	—	—
e. <u>Courses in</u> Minor Field	—	—	—	—	—
8. Developing your ability to implement instruction:	(1)	(2)	(3)	(4)	(5)
a. <u>Student Teaching</u> Seminars	—	—	—	—	—
b. <u>Student</u> Teaching	—	—	—	—	—
c. <u>Other Education</u> Courses	—	—	—	—	—
d. <u>Courses in</u> Major Field	—	—	—	—	—
e. <u>Courses in</u> Minor Field	—	—	—	—	—
9. Preparing you to use audio visual aids effectively:	(1)	(2)	(3)	(4)	(5)
a. <u>Student Teaching</u> Seminars	—	—	—	—	—
b. <u>Student</u> Teaching	—	—	—	—	—
c. <u>Other Education</u> Courses	—	—	—	—	—
d. <u>Courses in</u> Major Field	—	—	—	—	—
e. <u>Courses in</u> Minor Field	—	—	—	—	—

- |   |     |     |     |     |     |
|---|-----|-----|-----|-----|-----|
| 10. Preparing you to evaluate student learning: | (1) | (2) | (3) | (4) | (5) |
| a. <u>Student Teaching</u> Seminars             | —   | —   | —   | —   | —   |
| b. <u>Student</u> Teaching                      | —   | —   | —   | —   | —   |
| c. <u>Other Education</u> Courses               | —   | —   | —   | —   | —   |
| d. <u>Courses in</u> Major Field                | —   | —   | —   | —   | —   |
| e. <u>Courses in</u> Minor Field                | —   | —   | —   | —   | —   |
- 
- |   |     |     |     |     |     |
|---|-----|-----|-----|-----|-----|
| 11. Understanding your duties as a teacher in addition to actual teaching in the classroom: | (1) | (2) | (3) | (4) | (5) |
| a. <u>Student Teaching</u> Seminars   | —   | —   | —   | —   | —   |
| b. <u>Student</u> Teaching  | —   | —   | —   | —   | —   |
| c. <u>Other Education</u> Courses   | —   | —   | —   | —   | —   |
| d. <u>Courses in</u> Major Field  | —   | —   | —   | —   | —   |
| e. <u>Courses in</u> Minor Field  | —   | —   | —   | —   | —   |
- 
- |   |     |     |     |     |     |
|---|-----|-----|-----|-----|-----|
| 12. Providing you with the ability to evaluate your own teaching: | (1) | (2) | (3) | (4) | (5) |
| a. <u>Student Teaching</u> Seminars                               | —   | —   | —   | —   | —   |
| b. <u>Student</u> Teaching  | —   | —   | —   | —   | —   |
| c. <u>Other Education</u> Courses                                 | —   | —   | —   | —   | —   |
| d. <u>Courses in</u> Major Field                                  | —   | —   | —   | —   | —   |
| e. <u>Courses in</u> Minor Field                                  | —   | —   | —   | —   | —   |

QUESTIONS 5 through 12: Please indicate the extent to which Student Teaching Seminars, Student Teaching, Other Education Courses, Courses in your Major Field and Courses in your Minor Field which you have had were helpful to you in each of the following:

Use the following code for Questions 5-12:

- (1) Very helpful
- (2) Somewhat helpful
- (3) Undecided
- (4) Minimally helpful
- (5) Not helpful

5. Furthering your desire to teach:
  - Student Teaching was the most frequent Very Helpful response.
6. Developing your ability to plan and organize instruction:
  - Student Teaching was the most frequent Very Helpful response.
7. Understanding the differences in students at different grade levels and in different subject areas:
  - Student Teaching was the most frequent Very Helpful response.
8. Developing your ability to implement instruction:
  - Student Teaching was the most frequent Very Helpful response.
9. Preparing you to use audio visual aids effectively:
  - Education Courses followed closely by Student Teaching were the most frequent Very Helpful responses.
10. Preparing you to evaluate student learning:
  - Education Courses were the most frequent Very Helpful response.
11. Understanding your duties as a teacher in addition to actual teaching in the classroom.
  - Student Teaching was the most frequent Very Helpful response.
12. Providing you with the ability to evaluate your own teaching:
  - Student Teaching was the most frequent Very Helpful response.

**APPENDIX C**

**ADDITIONAL QUESTIONS (13-25) ADDED BY DICKINSON  
TO THE ELLSBERG QUESTIONNAIRE INCLUDING  
FREQUENTLY STATED RESPONSES AND  
REACTIONS TO QUESTIONS**

QUESTIONS 13 through 22: Please provide your general reaction to selected portions of the Central Michigan University teacher education program by completing the following statements:

13. In general, my student teaching seminars were \_\_\_\_\_  
\_\_\_\_\_
14. In general, my on-campus education courses were \_\_\_\_\_  
\_\_\_\_\_
15. In general, courses in my major field were \_\_\_\_\_  
\_\_\_\_\_
16. In general, courses in my minor field were \_\_\_\_\_  
\_\_\_\_\_
17. In general, my student teaching seminars compared to my  
on-campus methods courses were \_\_\_\_\_  
\_\_\_\_\_
18. My major field instructors in comparison with my education  
instructors were \_\_\_\_\_  
\_\_\_\_\_
19. In general, my student teaching experience was \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

20. In general, my student teaching placement was \_\_\_\_\_  
\_\_\_\_\_
21. In general, my student teaching supervisor was \_\_\_\_\_  
\_\_\_\_\_
22. The most exciting part of my teacher education program was \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
23. The single most effective area of my undergraduate teacher education program was \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
24. If I were to suggest a single major improvement for my undergraduate teacher education program it would be \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
25. During the past few years, the supply of new teachers has exceeded the demand in many fields, thus creating a reported surplus of teachers. If Central Michigan University were to react by reducing the number of graduates it recommends for certification each year, how would you propose that individuals be selected for admission to the program?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

The open-ended questions, 13 through 22 of the questionnaire were most often completed with single words or short phrases. Some of the most frequently stated responses or types of reactions are as follows:

13. In general, my student teaching seminars were \_\_\_\_\_.

This question was most often answered with a negative response and viewed as too time consuming and irrelevant while student teaching. This question was answered with a positive response only when a direct relationship in seminar content to student teaching was realized by the graduate.

14. In general, my on-campus education courses were \_\_\_\_\_.

Mainly positive responses including mention of content, methods of instruction, instructors and relationship to teacher education were stated by the graduate.

15. In general, courses in my major field were \_\_\_\_\_.

16. In general, courses in my minor field were \_\_\_\_\_.

Both of these questions were answered similarly. There tended to be stronger positive comments given pertaining to either major courses or minor courses depending on whether the main interest of the graduate was within the major or minor area.

17. In general, my student teaching seminars compared to my on-campus methods courses were \_\_\_\_\_.

Student teaching seminars were given the higher rating only when the student teaching seminars were directly related to the accompanying student teaching experience.



18. My major field instructors in comparison with my education instructors were \_\_\_\_\_.

Major field instructors usually received a higher rating. Reasons given included: more concerned, more meaningful, and more important relationship to expectations in teacher education.

19. In general, my student teaching experience was \_\_\_\_\_.

This question received primarily enthusiastic single word positive comments as expressed by the respondents. Words such as excellent, terrific, and great were commonly stated.

20. In general, my student teaching placement was \_\_\_\_\_.

A highly positive response was given when the graduate related well with the supervising teacher, enjoyed the assigned grade level/subject area, realized the importance of the placement and enjoyed teaching. A large majority of graduates gave positive reactions to this question.

21. In general, my student teaching supervisor was \_\_\_\_\_.

Strong positive comments were stated when the university supervisor showed that he cared about the success of the individual student teacher. This was shown in statements reflecting effective student teaching seminars, rapport with the student teacher and the supervising teacher, number of visits for observing student teaching and assistance given the student teacher.

22. The most exciting part of my teacher education program was \_\_\_\_\_.

The most often stated response was student teaching.

23. The single most effective area of my undergraduate teacher education program was \_\_\_\_\_.

The most commonly given response, although not entirely accurate in regard to the question, was student teaching.

24. If I were to suggest a single major improvement for my undergraduate teacher education program it would be \_\_\_\_\_.

The majority of responses related to: earlier student teaching, more work with children in the school setting, improvement in education courses, and better communication between students, instructors and administrators in teacher education.

25. During the past few years, the supply of new teachers has exceeded the demand in many fields, thus creating a reported surplus of teachers. If Central Michigan University were to react by reducing the number of graduates it recommends for certification each year, how would you propose that individuals be selected for admission to the program? \_\_\_\_\_

The most typical responses were: grade point, pre-admission counseling and testing, and interviews concerning all phases of teacher education by members of the School of Education.

**APPENDIX D**

**ATTITUDE INVENTORY OF PREPARATION FOR  
TEACHING USED IN THIS STUDY**

CENTRAL MICHIGAN UNIVERSITY  
ATTITUDE INVENTORY OF PREPARATION FOR TEACHING

SECTION I: IDENTIFICATION

1. 

Last Name	First Name	Initial	Social Security Number
2. Address through which we can contact you one year from now.  

Number	Street	City	State	Zip
3. Year graduated \_\_\_\_\_
4. When will you (or did you) complete requirements for certification (circle):      December      May      August
5. Type of certification held (or working toward):  
                          Elementary \_\_\_\_\_ Secondary \_\_\_\_\_ Both \_\_\_\_\_
6. Are you presently teaching full time?      Yes \_\_\_\_\_ No \_\_\_\_\_
7. Years taught: 0 \_\_\_\_\_ 1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_ 5 \_\_\_\_\_
8. Major(s) \_\_\_\_\_ Minor(s) \_\_\_\_\_

SECTION II: ATTITUDES

1. At this time how well do you think your preparation was in your:
 

	<u>Excellent</u>	<u>Good</u>	<u>Adequate</u>	<u>Poor</u>	<u>Very Poor</u>
a. Major Field	_____	_____	_____	_____	_____
b. Minor Field	_____	_____	_____	_____	_____
c. On-Campus Education Courses	_____	_____	_____	_____	_____
d. Student Teaching in the Schools	_____	_____	_____	_____	_____
e. Courses Taken in Centers	_____	_____	_____	_____	_____
f. Independent Study Courses Taken in Centers	_____	_____	_____	_____	_____

2. At this time which of these terms best describe your attitude about:

	<u>Very Helpful</u>	<u>Of Some Help</u>	<u>Of Little Help</u>
a. Your Major Field	_____	_____	_____
b. Your Minor Field	_____	_____	_____
c. On-Campus Education Courses	_____	_____	_____
d. Student Teaching in the Schools	_____	_____	_____
e. Courses Taken in Centers	_____	_____	_____
f. Independent Study Courses taken in Centers	_____	_____	_____

3. At this time what do you perceive to have been the strengths of:  
(Please use bottom of page for extra space if needed)

- a. Your Major Field \_\_\_\_\_
- b. Your Minor Field \_\_\_\_\_
- c. On-Campus Education Courses \_\_\_\_\_
- d. Student Teaching in the Schools \_\_\_\_\_
- e. Courses Taken in Centers \_\_\_\_\_
- f. Independent Study Courses Taken in Centers \_\_\_\_\_

4. At this time what do you perceive to have been the weaknesses of:

- a. Your Major Field \_\_\_\_\_
- b. Your Minor Field \_\_\_\_\_
- c. On-Campus Education Courses \_\_\_\_\_
- d. Student Teaching in the Schools \_\_\_\_\_
- e. Courses Taken in Centers \_\_\_\_\_
- f. Independent Study Courses Taken in Centers \_\_\_\_\_

QUESTIONS 5 through 12: Please indicate the extent to which Student Teaching Seminars, Student Teaching, Other Education Courses, Courses in your Major Field and Courses in your Minor Field which you have had were helpful to you in each of the following:

USE THE FOLLOWING CODE FOR QUESTIONS 5-12

- (1) Very helpful
- (2) Somewhat helpful
- (3) Undecided
- (4) Minimally helpful
- (5) Not helpful

EXAMPLE:	(1)	(2)	(3)	(4)	(5)
5. Furthering your desire to teach:					
a. <u>Student Teaching</u> seminars	—	✓	—	—	—
b. <u>Student</u> Teaching	—	✓	—	—	—
c. <u>Other Education</u> Courses	—	✓	—	—	—
d. <u>Courses in</u> Major Field	✓	—	—	—	—
e. <u>Courses in</u> Minor Field	—	—	—	✓	—

5. Furthering your desire to teach:	(1)	(2)	(3)	(4)	(5)
a. <u>Student Teaching</u> seminars	—	—	—	—	—
b. <u>Student</u> Teaching	—	—	—	—	—
c. <u>Other Education</u> Courses	—	—	—	—	—
d. <u>Courses in</u> Major Field	—	—	—	—	—
e. <u>Courses in</u> Minor Field	—	—	—	—	—

6. Developing your ability to plan and organize instruction:	(1)	(2)	(3)	(4)	(5)
a. <u>Student Teaching</u> Seminars	—	—	—	—	—
b. <u>Student</u> Teaching	—	—	—	—	—
c. <u>Other Education</u> Courses	—	—	—	—	—
d. <u>Courses in</u> Major Field	—	—	—	—	—
e. <u>Courses in</u> Minor Field	—	—	—	—	—
7. Understanding the differences in students at different grade levels and in different subject areas:	(1)	(2)	(3)	(4)	(5)
a. <u>Student Teaching</u> Seminars	—	—	—	—	—
b. <u>Student</u> Teaching	—	—	—	—	—
c. <u>Other Education</u> Courses	—	—	—	—	—
d. <u>Courses in</u> Major Field	—	—	—	—	—
e. <u>Courses in</u> Minor Field	—	—	—	—	—
8. Developing your ability to implement instruction:	(1)	(2)	(3)	(4)	(5)
a. <u>Student Teaching</u> Seminars	—	—	—	—	—
b. <u>Student</u> Teaching	—	—	—	—	—
c. <u>Other Education</u> Courses	—	—	—	—	—
d. <u>Courses in</u> Major Field	—	—	—	—	—
e. <u>Courses in</u> Minor Field	—	—	—	—	—
9. Preparing you to use audio visual aids effectively:	(1)	(2)	(3)	(4)	(5)
a. <u>Student Teaching</u> Seminars	—	—	—	—	—
b. <u>Student</u> Teaching	—	—	—	—	—
c. <u>Other Education</u> Courses	—	—	—	—	—
d. <u>Courses in</u> Major Field	—	—	—	—	—
e. <u>Courses in</u> Minor Field	—	—	—	—	—

- |   |     |     |     |     |     |
|---|-----|-----|-----|-----|-----|
| 10. Preparing you to evaluate student learning: | (1) | (2) | (3) | (4) | (5) |
| a. <u>Student Teaching</u> Seminars             | —   | —   | —   | —   | —   |
| b. <u>Student</u> Teaching                      | —   | —   | —   | —   | —   |
| c. <u>Other Education</u> Courses               | —   | —   | —   | —   | —   |
| d. <u>Courses in</u> Major Field                | —   | —   | —   | —   | —   |
| e. <u>Courses in</u> Minor Field                | —   | —   | —   | —   | —   |
- 
- |   |     |     |     |     |     |
|---|-----|-----|-----|-----|-----|
| 11. Understanding your duties as a teacher in addition to actual teaching in the classroom: | (1) | (2) | (3) | (4) | (5) |
| a. <u>Student Teaching</u> Seminars   | —   | —   | —   | —   | —   |
| b. <u>Student</u> Teaching  | —   | —   | —   | —   | —   |
| c. <u>Other Education</u> Courses   | —   | —   | —   | —   | —   |
| d. <u>Courses in</u> Major Field  | —   | —   | —   | —   | —   |
| e. <u>Courses in</u> Minor Field  | —   | —   | —   | —   | —   |
- 
- |   |     |     |     |     |     |
|---|-----|-----|-----|-----|-----|
| 12. Providing you with the ability to evaluate your own teaching: | (1) | (2) | (3) | (4) | (5) |
| a. <u>Student Teaching</u> Seminars                               | —   | —   | —   | —   | —   |
| b. <u>Student</u> Teaching  | —   | —   | —   | —   | —   |
| c. <u>Other Education</u> Courses                                 | —   | —   | —   | —   | —   |
| d. <u>Courses in</u> Major Field                                  | —   | —   | —   | —   | —   |
| e. <u>Courses in</u> Minor Field                                  | —   | —   | —   | —   | —   |



QUESTIONS 13 through 22: Please provide your general reaction to selected portions of the Central Michigan University teacher education program by completing the following statements:

13. In general, my student teaching seminars were \_\_\_\_\_  
\_\_\_\_\_
14. In general, my on-campus education courses were \_\_\_\_\_  
\_\_\_\_\_
15. In general, courses in my major field were \_\_\_\_\_  
\_\_\_\_\_
16. In general, courses in my minor field were \_\_\_\_\_  
\_\_\_\_\_
17. In general, my student teaching seminars compared to my  
on-campus methods courses were \_\_\_\_\_  
\_\_\_\_\_
18. My major field instructors in comparison with my education  
instructors were \_\_\_\_\_  
\_\_\_\_\_
19. In general, my student teaching experience was \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

20. In general, my student teaching placement was \_\_\_\_\_  
\_\_\_\_\_
21. In general, my student teaching supervisor was \_\_\_\_\_  
\_\_\_\_\_
22. The most exciting part of my teacher education program was \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
23. The single most effective area of my undergraduate teacher  
education program was \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
24. If I were to suggest a single major improvement for my under-  
graduate teacher education program it would be \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
25. During the past few years, the supply of new teachers has  
exceeded the demand in many fields, thus creating a reported  
surplus of teachers. If Central Michigan University were to  
react by reducing the number of graduates it recommends for  
certification each year, how would you propose that individuals  
be selected for admission to the program?  
\_\_\_\_\_  
\_\_\_\_\_  
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**APPENDIX E**

**LETTER TO STUDENT TEACHING SUPERVISORS**

CENTRAL MICHIGAN UNIVERSITY

April 30, 1976

To: All Student Teaching Supervisors  
From: Wm. R. Dickinson  
Subject: C.M.U. Follow-Up Study and Doctoral Dissertation.

You will notice that the original format of Al Ellsberg's Follow-Up Study has been greatly expanded. The first four questions have been retained in their original form with twenty-one new questions being added. The entire instrument has been field tested, revised and approved by my doctoral committee.

I would greatly appreciate your cooperation regarding the following:

1. Have all of your student teachers fill out a questionnaire prior to May 14, 1976.
2. Bring them to me on May 14, 1976 when we meet on Campus.
3. Explain the following to the student teachers:
  - a. This is a follow-up study. Therefore, we need their names and social security numbers to follow-up. This is the only reason. Their replies will be used for no other reason than for this study, and their individual answers will be kept confidential.
  - b. The address we want is where we're most likely to get a letter to them in May 1977.
  - c. We will try to stay in contact with them until 1978.
  - d. Their replies will be compared with (1) those certified each May between 1973 and 1978, and (2) their own statements through 1978.
  - e. They will receive summaries of our findings each May.

If you have any questions, please call me at (313) 278-5868 between 1-4 p.m. Monday through Friday.

Thank you very much!

**APPENDIX F**

**LETTER TO GRADUATES**

CENTRAL MICHIGAN UNIVERSITY

July 1976

Dear Former Student Teacher:

You filled out an evaluation form of your Central Michigan University training to teach in May of 1973, in 1974 and/or 1975.

Now we are back to ask you to continue your much appreciated cooperation.

Would you please take a few minutes right now, complete the enclosed "Attitude Inventory" and mail it back to us in the enclosed self-addressed stamped envelope?

Our study now has been published under the title of "Changes in Student Teachers' Attitudes Toward their Central Michigan University Training for the Teaching Profession."

This ongoing study is valuable because your opinions help the School of Education plan more effectively to meet student needs.

If you are interested in receiving the major findings of this study, please fill out the tear sheet at the bottom and return with your questionnaire.

In order to continue to study changes in attitudes, we need to hear from you, so please take the time now to give us your valued opinions.

Thank you very much!

Sincerely yours,

William R. Dickinson  
Research Director

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Please send me the major findings of "Changes in Student Teachers' Attitudes Toward Their Central Michigan University Training for the Teaching Profession." Thank you. [PLEASE PRINT]

Last Name		First Name	Middle Initial	
Number	Street	City	State	Zip