A SURVEY OF TEACHER EDUCATION FOLLOW-UP PRACTICES AND PROCEDURES OF SELECTED COLLEGES AND UNIVERSITIES

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CHAPTER I

INTRODUCTION

The antecedent to improvement of any program is the evaluation of existing conditions leading to determination of the strengths and weaknesses of that program. The teacher education program, along with the other academic programs of an institution of higher learning, must be in a continuous state of appraisal if it is to meet the ever-changing needs of the school systems it ultimately serves. As Ryan points out, it is " . . . generally agreed that the 'goodness' of an education program is determined to a large extent by the teaching."[1] Consequently, a major part of a comprehensive evaluation of a teacher education program necessarily involves a critical look at the product itself.

In spite of its natural limitations, a follow-up study of graduates is perhaps the most common means of gathering data for this phase of evaluation. The data collected from the teacher products and/or their administrators are often compared with those from other sources such as standardized tests or inventories or the graduates' school records. Such studies can yield information relating to and affecting all phases of the teacher education program. They can, for example, make possible significant findings regarding the feelings of graduates toward their preparation; reflect upon the admission and

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[1]David G. Ryans, Characteristics of Teachers (Washington, D. C.: American Council on Education, 1960), 1.

retention policies of a program; indicate possible relationships between effectiveness as a teacher and such factors as college achievement, success in laboratory experiences, and personality; and reveal strengths and weaknesses of the professional and general education programs.

I. THE PROBLEM

The purpose of this study was to investigate practices and procedures used in follow-up studies which have been helpful in evaluating the effectiveness of teacher education programs of selected colleges and universities. The survey was to provide answers to the following questions:

1. What practices and procedures are used in collecting and analyzing data obtained in the follow-up studies of these institutions?
2. What types of non-standardized data-producing sources or tools of measurement are used and to what extent are they employed exclusively and in combination with other types of measurement?
3. What standardized instruments are used and to what extent are they employed exclusively and in combination with other types of measurement?

Importance of the Problem

This survey was designed to investigate current follow-up practices and procedures. Data resulting from it were to form the basis for the establishment of a follow-up program and would ultimately be used in evaluation of the teacher education program at Graceland College.

In 1959, Graceland College, a church-related liberal arts institution in Lamoni, Iowa, was accredited by the North Central Association to grant the Bachelor of Arts degree. As of June, 1965, 185 students had been graduated from the teacher education program and certified to teach, with majors in nine fields of secondary education and in elementary education; 109 graduates of four classes have had the opportunity to teach at least one year. This five-year period was one of rapid growth and change in terms of teacher education enrollment, number and kind of course offerings, and faculty. With further increases in enrollment predicted, the Teacher Education Committee felt that an evaluation of what has been done would be in order so that the curriculum could be modified in response to the constantly changing demands of modern education. As Graceland College graduate return to all parts of the United States, it was considered even more important that they be followed, as local needs would undoubtedly be more diverse than if the student body had a more limited geographical distribution.

The survey itself could give direction to the organization of the follow-up program by revealing common practices as well as unique or unusual ones; could serve as the first step in the process of self-evaluation preparatory to filing a Report for Evaluation with the National Council for Accreditation of Teacher Education (NCATE); and could serve as a source of information to other institutions concerned with establishing follow-up programs.

Assumptions and Delimitations

Participation in the survey was limited to certain colleges and universities whose programs have been accredited by NCATE. As this accreditation is designed to assure quality programs, it was assumed that the teacher education programs of the participating institutions represent such programs and that these institutions would be more likely to have follow-up programs than non-NCATE-accredited colleges and universities. However, the standards set forth by NCATE state the principles which should govern the teacher education program without listing in quantitative terms how the institution is expected to achieve them.[2] As their programs would not therefore follow a set pattern, no generalizations were made regarding the follow-up programs of the NCATE-accredited institutions not participating in the survey. Nor were the data assumed to be necessarily typical of programs of colleges and universities in general.

The survey was intended to describe current practices and procedures in the selected follow-up programs; no attempt was made to evaluate the various programs or to determine their relative effectiveness.

Limitations

The data-gathering device used in the study was designed to reveal selected specific features of the programs rather than to yield

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[2]"NCATE--Purposes, Policies and Procedures," Midland Schools, LXXXI (March-April, 1967), 36.

comprehensive and detailed data. In part, this was due to the necessity for limiting the amount of information solicited in the questionnaire form in order to encourage as much participation as possible.

II. DEFINITIONS OF TERMS

National Council for Accreditation of Teacher Education (NCATE). This council is a non-profit, autonomous, voluntary accrediting body devoted exclusively to the evaluation and accreditation of teacher education programs. It is recognized by the National Commission on Accrediting as the only national accrediting body for the field of teacher education which includes the preparation of teachers for all grades and subjects at the elementary and secondary school levels and the preparation of school service personnel for these levels.[3]

Follow-up study. This is an attempt to evaluate a teacher education program through an examination of its product--the graduate--primarily through contact with the graduate and/or the employer.

Criteria measuring effectiveness of graduates. The criteria discussed in this report shall in every case refer to the judgment or standard revealed through the instrument used rather than to the instrument itself; that is, the judgment of administrators is the criterion when reference is made to administrators' ratings. The rating instrument is merely the means of recording the judgment.

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[3]Ibid.

Likewise, the opinion of the observer is the criterion when reference is made to observation as a criterion measuring the effectiveness of a graduate.

Graduates' evaluations of teacher education programs. This terminology is used in a broad sense to include not only actual evaluations by graduates of their teacher education programs but to include data-producing instruments designed to give personal and occupational information about the graduates as well as self-evaluations by them.

Administrators' ratings. This is used to refer primarily to ratings by principals of employee-teachers; however, ratings by supervisory personnel and superintendents are also included in this term.

III. METHOD OF PROCEDURE

By using every other name on the Twelfth Annual List 1965-1966 of colleges and universities accredited by the National Council for Accreditation of Teacher Education[4], a list of colleges and universities was compiled for the first mailing. A list of the names and titles of appropriate personnel for the 213 colleges and universities was then secured by consulting the Education Directory 1964-65[5]. In

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[4]Twelfth Annual List 1965-1966 (Washington, D. C.: National Council for Accreditation of Teacher Education), 1-24.

[5]United States Department of Health, Education, and Welfare, Office of Education, Education Directory, 1964-65, Part 3 Higher Education (Washington: Government Printing Office, 1965), 1-237.

most cases, the first mailing--a double postcard--was sent to the dean of faculty, the dean of the school of education, or the chairman or head of the department or division of education. In a few cases, the card was addressed to the president or, when known, to the director of teacher education.

A double postcard asked for a "yes" or "no" checkmark response to the question of whether one or more follow-up studies had been conducted of the teacher education graduates of each college or university. A cover letter, two questionnaire forms (one for the respondent's records), and a stamped addressed envelope were then sent to each institution which had responded affirmatively in the postcard mailing. This second and final mailing was sent to 126 colleges and universities on December 4 and 5, 1966.

The five-page multilithed questionnaire was titled "Graceland College Survey of Teacher Education Follow-up Programs" and requested information in short-answer form or by checkmark. The multilithed cover letter was signed by the director of teacher education of Graceland College.

In tabulating data, the 1964-65 College Facts Chart, prepared by the National Beta Club, was consulted to determine the type of institution of each respondent.[6]

A summary of the study was distributed to interested participants and to others who requested the summary after learning of the study

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[6] 1964-1965 College Facts Chart (Spartanburg, South Carolina: The National Beta Club, [n.d.]), 1-39.

through the February 27, 1967, issue of Report on Questionnaires, published by the American Council on Education.[7]

[7]Charlene Gleaser (ed.), Report on Questionnaires (Washington, D. C.: American Council on Education), No. 115 (February 27, 1967), 4.

CHAPTER II

REVIEW OF RELATED LITERATURE

Introduction

It is generally agreed among educators that the ultimate objective of a teacher education program should be the development of effective teachers. This criterion should be the determinant of teacher education curriculum development. All activities related to teacher education should derive from this objective. As a part of the teacher education program, follow-up studies of graduates should therefore seek to determine the effectiveness of teacher education programs by evaluating the effectiveness of the graduates.

There is, however, little agreement on the nature of teacher effectiveness and on adequate means of measuring it. According to Biddle and Ellena, " . . . few if any 'facts' seem to have been established concerning teacher effectiveness, no approved method of measuring competence has been accepted, and no methods of promoting teacher adequacy have been widely adopted."[1] This situation is due in part to the complexity of the teaching function, which makes selection of criteria and adequate measurement difficult.

Researchers are aware of the limitations which affect the measurement of teacher education; they are continually attempting to

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[1]Bruce Jesse Biddle and William J. Ellena (editors), Contemporary Research on Teacher Effectiveness (New York: Holt, Rinehart and Winston, 1964), 2.

improve and validate measuring instruments and to discover more adequate criteria or combinations of criteria. Continued research should provide the basis for the development of more sensitive tests and rating instruments which will " . . . facilitate . . . the development of improved curriculums in teacher education . . . and the ability to predict the future success of students as teachers."[2]

A review of current literature reveals a definite interest in the area of teacher effectiveness, the principal indication being the great number of follow-up studies done annually. These studies are, of course, most meaningful to the institutions concerned and their effect is primarily immediate. Other studies which have perhaps a more far-reaching effect in terms of general contribution to the research in teacher education utilize data obtained in follow-up studies but are primarily concerned with determining the adequacy of various predictors of teaching success, providing a critical analysis of criteria used to determine teacher effectiveness, or probing the nature of teacher effectiveness. These represent efforts to identify reliable and valid means of measurement and will ultimately affect the very nature of the follow-up studies themselves by determining which records and what combinations of data-gathering instruments will be used.

The review which follows will concentrate on research on evaluative instruments. In this way, the emphasis will be on the practices and procedures rather than upon the findings of specific follow-up studies.

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[2]Vergil E. Ort, "A Study of Some Techniques Used for Predicting the Success of Teachers," The Journal of Teacher Education, XV (March, 1964), 67.

The Questionnaire as a Common Tool

The most common tool used in the follow-up study is the questionnaire. It is frequently sent to former students and to their principals. In a study of selected teacher education graduates of La Grange College, for example, information from questionnaires sent to teachers and their principals was compared and analyzed.[3] In a follow-up study made to evaluate the Adelphi New Teacher Education Program, questionnaires were sent to teachers and their principals in both a control and an experimental group. In addition, the evaluative records of the cooperating teachers who supervised these graduates as student teachers were examined.[4] In an evaluation of the student and the teacher product of the Queens College Teacher Education Program, questionnaire forms, filled out by teacher education students and graduates, cooperating teachers, administrators, and members of the department staff, were the primary source of data.[5]

Criteria of Teacher Effectiveness

In the studies mentioned above, the commonly used criterion of rating or evaluation by one or more judges was used. Despite the fact

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[3]Albert Kenneth Cadenhead, "A Study of a Selected Group of Teacher Education Graduates from La Grange College, with Implications for Teacher Education at La Grange College," Dissertation Abstracts, XXV, 3989.

[4]S. C. Schaffer, "A Study of the Graduates and Professional Curriculum of the Adelphi New Teacher Education Program at Adelphi College," Dissertation Abstracts, XXIV, 1089.

[5]Education Department, Queens College, An Evaluation of Selected Aspects of the Queens College Teacher Education Program (Flushing, New York: Education Department, June, 1954), 5.

that ratings are so commonly used, opinions vary regarding their adequacy as a method of appraisal of teacher effectiveness.

Borg and Hamilton, in a study reported by Barr and Jones, concluded from a test of performance and effectiveness ratings that none of the ratings of teacher effectiveness was significantly correlated with performance test ratings.[6] In their study, Morsh, Burgess, and Smith found little relationship between supervisor or fellow instructor estimates of instructor effectiveness and pupil gain.[7] Yet Sister M. Long reported an increased interest in the value and use of student ratings[8]; and from his study of some techniques used for predicting the success of teachers, Ort concluded that the best predictions of the future success of a student teacher, even though limited, can be made by the supervising teacher and the campus supervisor.[9]

Gowan, Conner, and Kennedy, in following 285 teacher education graduates, studied the relationship between training ratings and tests of student teachers at Los Angeles State College with the principals' ratings (field ratings) of these teachers several years later.[10]

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[6]A. S. Barr and Robert E. Jones, "Measurement and Prediction of Teacher Efficiency," Review of Educational Research, XVIII (June, 1958), 257.

[7]Ibid.

[8]Sister M. Brideen Long, "A Synthesis of Recent Research Studies on Predicting Teaching Efficiency," Catholic Educational Review, LV (April, 1957), 229.

[9]Ort, op. cit., 70.

[10]J. C. Gowan, Carita Conner, and Phyllis Kennedy, "A Follow-up Study of Some Los Angeles State College Teaching Candidates" ([n.p.]: [n.n.], March, 1957), 1-2. (Mimeographed.)

Cross-validation studies were also conducted. They found that the most significant correlation between a training statistic (Minnesota Teacher Attitude Inventory, Experimental Personality Test, grades in a beginning education course, and class evaluation in this course) and the field consensus was between class evaluation and field consensus. Grades in the education class in which the evaluations were made were also significantly related to field consensus. It was concluded that " . . . in general . . . the way in which teacher candidates are seen by their fellows is the best predictor of the way they are going to be seen and evaluated by both training authorities and field authorities."[11]

In discussing the principals' ratings, Gowan, Conner, and Kennedy stated:

> It is well known that principals' ratings are probably not the best method to assess teaching effectiveness . . . since they are usually related to factors involving social distance, and there may be large halo effects. Subject to their limitations, however, the study does indicate some common core in the way a person is perceived by others, whether these others are fellow candidates, training authorities, or field raters. It is here assumed . . . that this kind of social perception extends to children in the classroom.[12]

Biddle and Ellena predicted greater use of behavioral observation during the next decade and expressed the belief that progress in understanding teacher competence depends upon such methods.[13] One such study utilizing observation as a measurement of teacher effectiveness was that

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[11] Ibid., 7.

[12] Ibid., 10.

[13] Bruce Jesse Biddle and William J. Ellena (editors), Contemporary Research on Teacher Effectiveness (New York: Holt, Rinehart and Winston, 1964), 23.

of Beery.[14] In this study three types of observers were used--a general observer, professional educators, and individuals from other professions; their ratings formed the criteria for teacher effectiveness. The study reported by Medlund employed an expert observer combined with pupil and supervisor ratings.[15]

Another criterion generally assumed to be the ultimate criterion of teacher effectiveness is change in pupil behavior. The traditional measure of growth has been by means of achievement tests. The limitation of this measure is that such tests do not appraise all facets of pupil growth. According to Ackerman, if learning is a change in behavior, measurement of pupil growth must recognize more than the gains or losses on achievement tests. "The achievement of skills and knowledge is not necessarily a measure of understanding, interpretation, application, appreciation, or reasoning."[16] Hall studied first-year elementary teachers who had been subjects in the Beery[17] study comparing the effectiveness of beginning teachers with and without professional preparation.[18] In Hall's study, however, the criteria of teacher

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[14]John R. Beery, Professional Preparation and Effectiveness of Beginning Teachers (Coral Gables, Florida: Graphic Arts Press, University of Miami, 1960), 52-53.

[15]Paul A. Medlund, "Cooperative Study to Predict Effectiveness in Secondary School Teaching," The Journal of Teacher Education, IV (March, 1953), 233.

[16]Walter Ackerman, "Teacher Competence and Pupil Change," Harvard Educational Review, XXIV (Fall, 1954), 284.

[17]Beery, op. cit., 4-14.

[18]Harry O. Hall, "Professional Preparation and Teacher Effectiveness," The Journal of Teacher Education, XV (March, 1964), 73.

effectiveness were pupil gains as reflected through the Stanford Achievement Tests. He concluded that as the sole criterion to judge teacher success, pupil gain as reflected through achievement tests is of questionable value since such tests evaluate only a small portion of the total curriculum.

Predictors of Teacher Effectiveness

Several factors are used as criteria in one study and predictors in another. This fact has caused some confusion and makes a definite delineation impossible. However, for the purposes of organization, those factors used more frequently as predictors of teacher effectiveness will be discussed in this section.

Probably most of the predictors of teacher effectiveness fall within the categories of inventories of attitude and personality, ability tests, achievement tests, and aptitude tests. Many of these psychological tests are in the process of being validated in terms of numerous criteria. The Minnesota Teacher Attitude Inventory (MTAI) is one of these tests, about which considerable literature can be found. Sister M. Long stated that the MTAI would appear to have possibilities as a predictor of satisfactory human relations in the classroom.[19] Barr and Jones also expressed the opinion that the MTAI is on its way to being established as a useful instrument for measurement and prediction

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[19]Sister M. Brideen Long, "A Synthesis of Recent Research Studies on Predicting Teaching Efficiency," Catholic Educational Review, LV (April, 1957), 229.

of teacher effectiveness.[20] Hoyt and Cook reviewed studies of validity of the MTAI over a period of years and with the use of various criteria. The results indicated predictive value.[21] Ort, however, concluded that in his study the MTAI (and the Minnesota Multiphasic Personality Inventory) did not have any predictive value as to teacher effectiveness.[22] Gowan, Conner, and Kennedy found no significant relationship between the MTAI and either the field or the training consensus.[23]

In his survey of evaluation and selection instruments of teacher education programs, Farr stated that " . . . the use of the Minnesota Teacher Attitude Inventory for evaluation of program is . . . questioned on the grounds that its relationship with teacher competence or the objectives of the teacher education program have not yet been satisfactorily established."[24] He did, however, endorse the use of the

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[20]A. S. Barr and Robert E. Jones, "Measurement and Prediction of Teacher Efficiency," Review of Educational Research, XXVIII (June, 1958), 260.

[21]Cyril J. Hoyt and Walter W. Cook, "The Stability of MTAI Scores During Two to Seven Years of Teaching," The Journal of Teacher Education, XI (December, 1960), 487-491.

[22]Vergil E. Ort, "A Study of Some Techniques Used for Predicting the Success of Teachers," The Journal of Teacher Education, XV (March, 1964), 70.

[23]J. C. Gowan, Carita Conner, and Phyllis Kennedy, "A Follow-up Study of Some Los Angeles State College Teaching Candidates" (Los Angeles State College, March, 1957), 7. (Mimeographed.)

[24]S. David Farr, "Evaluation and Selection Instruments in Teacher Education Programs" (Buffalo, New York: State University of New York at Buffalo, CRP Project Number S-005, February, 1964-August, 1964), 7. (Mimeographed.)

National Teacher Examinations and the Teacher Education Examination Program for this purpose: "While these two batteries have received some criticisms from teacher educators, they represent the most fully developed efforts of this type . . . ."[25]

In Farr's study, 162 out of 443 institutions reported using 325 tests for evaluation of program, with the majority of schools reporting one or two uses. The Graduate Record Examination Area Tests, the Sequential Test of Educational Progress Battery, and the Cooperative General Culture Test were the most frequently mentioned. The National Teacher Examinations and the Teacher Education Examination Program were also frequently mentioned.[26]

Studies seem to involve the Minnesota Multiphasic Personality Inventory more than any other personality inventory. There seem to be no consistent findings, however, regarding its predictive ability. The few studies involving intelligence tests and aptitude tests have yielded no consistent results.[27] No definite predictive value of achievement tests has yet been established.[28]

A statement by Walthew of the Educational Testing Service in a letter reporting the results of a survey of measurement needs in teacher education summarizes the difficulties in the development of a testing

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[25]Ibid.

[26]Ibid.

[27]Long, loc. cit.

[28]Sister M. Brideen Long, "A Synthesis of Recent Research Studies on Predicting Teaching Efficiency," Catholic Educational Review, LV (April, 1957), 227.

program designed to assess non-cognitive areas in the education of teachers:

> Instruments are currently available to aid institutions preparing teachers in appraising some of the cognitive abilities in which . . . they are interested . . . . The non-cognitive area, however, represents a completely different matter. While there are numerous published measures of personality, attitudes, interests, and values currently in use, not all of them are directly related to teacher education. The development of a nationwide testing program that includes measures of certain non-cognitive variables requires some agreement among educators as to which dimensions of each variable are important in the preparation of teachers. Even should such agreement be reached, there still would remain the by no means simple task of constructing the necessary valid and reliable instruments.[29]

School grades and practice teaching grades have also been studied as predictors of teaching efficiency. Ort concluded from his study that the farther the teacher gets away from his college record the less correlation there is between his success as a teacher and his point average.[30] On the other hand, Sister M. Long commented in her synthesis of literature that it would seem from the studies cited that the best single predictor of teaching success is academic average or a scholastic achievement.[31]

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[29]John K. Walthew, a multilithed letter written as assistant director of teacher examinations of the Educational Testing Service, Princeton, New Jersey, to those institutions returning the questionnaire entitled "Questionnaire Concerning Measurement Needs in Teacher Education" (February 1, 1966), 2.

[30]Ort, <u>op. cit.</u>, 69.

[31]Long, <u>op. cit.</u>, 230.

Summary

The ultimate objective of a teacher education program is generally considered to be the development of effective teachers. Follow-up studies provide a basis for evaluation of the teacher education program by seeking to determine the effectiveness of graduates. The most common tool used in the follow-up study is the questionnaire, frequently sent to the former students and to their principals.

Because of the number of variables in operation, teacher effectiveness is difficult to define and measure. Criteria for judging teacher effectiveness are many, with ratings by supervisors, students, fellow teachers, or expert observers being used frequently. Pupil gain is another common criterion.

There are many factors and combinations of factors being investigated to determine their validity as predictors of teacher effectiveness. These include attitude and personality inventories, ability tests, achievement tests, and aptitude tests. Of the particular tests being studied, the Minnesota Teacher Attitude Inventory is perhaps the one most frequently under investigation. Grade point averages and student teaching grades are also considered as possible predictors.

CHAPTER III

PRESENTATION AND ANALYSIS OF DATA

To investigate the practices and procedures used in follow-up studies of selected NCATE-accredited colleges and universities was the purpose of this survey, the findings of which are reported in the following pages. After preliminary sections devoted to the response to the survey and the size and type of participating institutions, the remainder of the chapter reports the practices and procedures used and presents a general analysis of the data by type of institution.

The Response

From the first mailing of 215 postcards to half of the institutions listed in the 1965-66 Annual List of NCATE-accredited colleges and universities[1], a return of 171, or 79.1 per cent, was obtained. The postcard, shown in the appendix, called for a "yes" or "no" reply to the statement: "One or more follow-up studies have been conducted of the teacher education graduates of our college or university." Following is the breakdown of the responses:

"Yes" responses	129
Study in formulative stage	1
"No" responses	38
Studies considered or anticipated	3
Total	171

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[1] Twelfth Annual List 1965-1966 (Washington, D. C.: National Council for Accreditation of Teacher Education), 1-24.

The primary mailing, in the form of a questionnaire, was sent to 126 of those who had responded affirmatively in the postcard return. No questionnaires were knowingly sent to graduate schools, of which there were two, nor to a respondent replying affirmatively in the postcard mailing with volunteered information. A copy of the questionnaire and the cover letter appear in the appendix. Of the 126 institutions, 86, or 68.3 per cent[2], responded. The data from both mailings provided the following results:

TABLE I

NUMBER AND PERCENTAGE OF 171 COLLEGES AND UNIVERSITIES WHICH HAVE NOT CONDUCTED FOLLOW-UP STUDIES OF TEACHER EDUCATION GRADUATES AS OF 1966

	Number	Per cent
Respondents having conducted one or more follow-up studies (including one in the process of formulation and two graduate schools)	124	72.5
Respondents having conducted no follow-up studies	47	27.5
Total	171	100.0

The difference in figures obtained in the postcard tabulation and the questionnaire tabulation resulted from the fact that six

[2]All percentages in the study were rounded off to the first decimal place.

affirmative postcard responses were negative when returned as questionnaires.

It would seem appropriate to mention at this point the fact that eight of those who reported having conducted one or more follow-up studies also made comments about the studies being done on a limited or an informal basis. Four of these were among the 73 who comprised the final listing. Four of those who responded negatively in the postcard reply also stated their studies were very informal.

The Respondents

Data from 73 responses, or 58.8 per cent of those having some type of follow-up program, formed the basis for the study. Thirteen additional responses were not used for various reasons: the data were not available, the data given were incomplete, no recent or real studies had been conducted, or the respondents expressed regret at not being able to take the time necessary to answer the questions properly.

Table II indicates that 45, or 61.6 per cent, of the respondents were publicly supported by the state, district, or municipality. Twenty-three church-affiliated and/or sponsored institutions accounted for 31.5 per cent of the respondents and five private or independent, 6.9 per cent. A majority of the institutions had from 201 to 300 elementary and secondary teacher education graduates in 1965-66, with all but three of these being publicly supported institutions. Approximately one-fourth of the institutions had from one to 100 teacher education graduates, with a majority of these being church-affiliated colleges or universities. Approximately one-fifth of the respondents

TABLE II

DISTRIBUTION OF TEACHER EDUCATION GRADUATING GROUPS OF 73 NCATE-ACCREDITED COLLEGES AND UNIVERSITIES ACCORDING TO SIZE AND TYPE OF INSTITUTION, 1965-1966

Teacher Education Graduates (1965-66)	Number of Schools	Per Cent	Publicly Supported	Church-Affiliated	Private or Independent
1-100	18	24.7	2	13	3
101-200	13	17.8	5	7	1
201-300	22	30.1	19	2	1
301-400	5	6.8	4	1	0
401-500	5	6.8	5	0	0
501-600	4	5.6	4	0	0
601+	6	8.2	6	0	0
Total	73	100.0	45	23	5
Per cent	100		61.6	31.5	6.9

had from 301 to 600 teacher education graduates in 1965-66, with all but one of them being publicly supported.

Thirty-eight states were represented by the respondents.

Permanently Established Follow-up Programs

Forty-eight, or 65.8 per cent, of the 73 colleges and universities reported that their follow-up studies were conducted as a part of a permanently established follow-up program. Fifteen of them, or 31.3 per cent, had established their programs during the 1960-66 period. Twenty-four of the 73, or 32.9 per cent, indicated their studies were not a part of a permanently established program. One of the respondents reported affirmatively for some of its studies, negatively for others. Two of them left this item unanswered.

Follow-up Studies Conducted from 1950 to 1966

Table III reveals that during the 1960-66 period a total of 266 studies was reported, 140 more than were done in the 1955-59 period. The increase in number of studies made during the 1955-59 period over the previous period was not as great, with only 49 additional studies being completed. Almost twice as many respondents conducted follow-up studies in the 1960-66 period as did in 1955-59. The increase in number of institutions making studies in the 1955-59 period over the previous period was not so pronounced, with only thirteen institutions being added.

Although the figures would be somewhat affected by the fact that the most recent period includes seven years while the others,

TABLE III

FOLLOW-UP STUDIES CONDUCTED BY SELECTED NCATE-ACCREDITED COLLEGES AND UNIVERSITIES FROM 1950 THROUGH 1966

Period	No. of Schools Making Studies	No. of Studies Made	Average No. Studies per Year	Average No. Studies per Institution
1960-1966	67*	266	38.0	4.0
1955-1959	36	126	25.2	3.5
1950-1954	23	77	15.4	3.4

*This item checked or left unanswered by six respondents.

only five, they should not be affected to such a degree that the results would be significantly altered. In actuality, as most classes are not followed for at least one year after graduation, there are only six years in the period. Also, the fact that the average number of studies made per year has risen steadily should support this conclusion.

Table IV shows the modal distribution of the studies made in the three periods. In all three, the primary mode was one and the second number in prominence was equivalent to the total number of years in each period. The primary mode in the 1960-66 period represented the number of studies conducted by 16 respondents. The secondary mode, 6, represented 13 respondents. Together these represented 43.3 per cent of the institutions making studies in that period. The four respondents reporting seven studies might in actuality have conducted six studies since studies conducted on an annual basis would have involved only six classes. If this were the case, six would then be the primary mode. Twenty-seven of the 67, or 40.2 per cent, who reported follow-up studies in the 1960-66 period had not conducted any in the previous years. Evidently 15 of these 27 established permanent follow-up programs in this period, for they reported having such programs.

In analyzing the data in Tables III and IV, allowance should be made for the fact that as the years pass, records sometimes become inaccessible or difficult to find; consequently, the figures for the 1960-66 period would be more exact than those of the two previous periods, which would tend to be somewhat understated. For both of the

TABLE IV

MODAL DISTRIBUTION OF FOLLOW-UP STUDIES MADE IN THREE PERIODS IN SELECTED NCATE-ACCREDITED COLLEGES AND UNIVERSITIES

1960-1966		1955-1959		1950-1954	
No. of Schools	No. of Studies	No. of Schools	No. of Studies	No. of Schools	No. of Studies
16	1	10	1	9	1
13	6	9	5	7	5
10	2	6	2	3	4
6	5	6	4	2	2
6	3	2	8	1	8
6	4	1	3	1	9
4	7	1	7		
4	8	1	9		
1	9				
1	11				

periods 1955-59 and 1950-54, for example, four institutions specifically indicated the records were not available or they could not give an accurate answer. And although an unanswered item was interpreted as meaning that no study was conducted during that period, some items left unanswered could represent the unavailability of data. In spite of these conditions, however, it could be assumed that the variations would be too minor to affect the results significantly, particularly considering the marked increases in number of studies and number of institutions making studies over the three-period span.

Responsibility for Conducting Follow-up Studies

A total of 20 different persons or entities were responsible for conducting follow-up studies of teacher education graduates in the 73 participating institutions, as shown in Table V. The placement office conducted studies in a total of 35 institutions, or 47.9 per cent. The department, division, or school of education or a member or members conducted studies in 19 institutions, or 26.0 per cent. The director of teacher education conducted studies in 16 institutions, or 21.9 per cent. Through conducting studies separately or in conjunction with other entities, these three entities were partially or entirely responsible for studies in 80.8 per cent of the institutions. Miscellaneous entities accounted for the studies in 13 colleges and universities, or 17.8 per cent.

In some institutions, only one person or entity conducted follow-up studies. In others, more than one person or entity conducted joint or separate studies. In 55 of the 73 responses, or 79.5 per cent,

TABLE V

PERSONS OR ENTITIES ENTIRELY OR IN PART RESPONSIBLE FOR CONDUCTING FOLLOW-UP STUDIES IN 73 NCATE-ACCREDITED COLLEGES AND UNIVERSITIES, 1966

Person or Entity	Number of Schools	Per cent
Placement office	35	47.9
Department, division, or school of education	19	26.0
Director of teacher education	16	21.9
Dean	4	5.5
Teacher education committee	3	4.1
Director or department of elementary education; director or department of secondary education	2	2.7
Graduate staff and/or students	2	2.7
Faculty studies committee	1	1.4
Alumni office	1	1.4
President's office	1	1.4
Library division	1	1.4
Student personnel office and doctoral candidates	1	1.4
Faculty member within committee	1	1.4
Div. institutional office	1	1.4
Director of pupil personnel	1	1.4
Coordinator of student teaching and placement	1	1.4
Director of elementary student teaching	1	1.4
Faculty members	1	1.4
Coordinator of field services	1	1.4
Director of testing	1	1.4

NOTE: In this table and in succeeding ones where the entries total more than 100 per cent, some of the institutions used more than one item under consideration.

one person or entity was solely responsible for conducting the follow-up studies. The placement office, as shown in Figure 1, was solely responsible in 20, or 36.4 per cent, of the 55 institutions for conducting follow-up studies. The department, division, or school of education was responsible in 14 institutions, or 25.4 per cent. The director of teacher education was third in frequency with eight institutions, or 14.5 per cent. In 13 other institutions, a variety of persons or entities were entirely responsible for the studies.

Figure 2 reveals that in cases where more than one entity conducted follow-up studies in a given institution, the predominant entity was once again the placement office. In 15 out of the 17 cases, the placement office served as one of the entities. Frequently involved was the director of teacher education; to a lesser degree, the department, division, or school of education or one or more of its members. In some cases, it was apparent that the studies were the results of the joint efforts of the responsible entities; in others, the studies were conducted separately. A few of the respondents, including one or two who did not have follow-up studies of teacher education graduates, reported that one or more of the subject-matter areas conducted follow-up studies of their graduates.

Frequency of Studies and Their Subjects

By comparing the number of follow-up studies with the number of graduating classes followed since 1949, it was generally possible to determine how often follow-up studies were conducted in the respondent institutions. The distribution is shown on page 33.

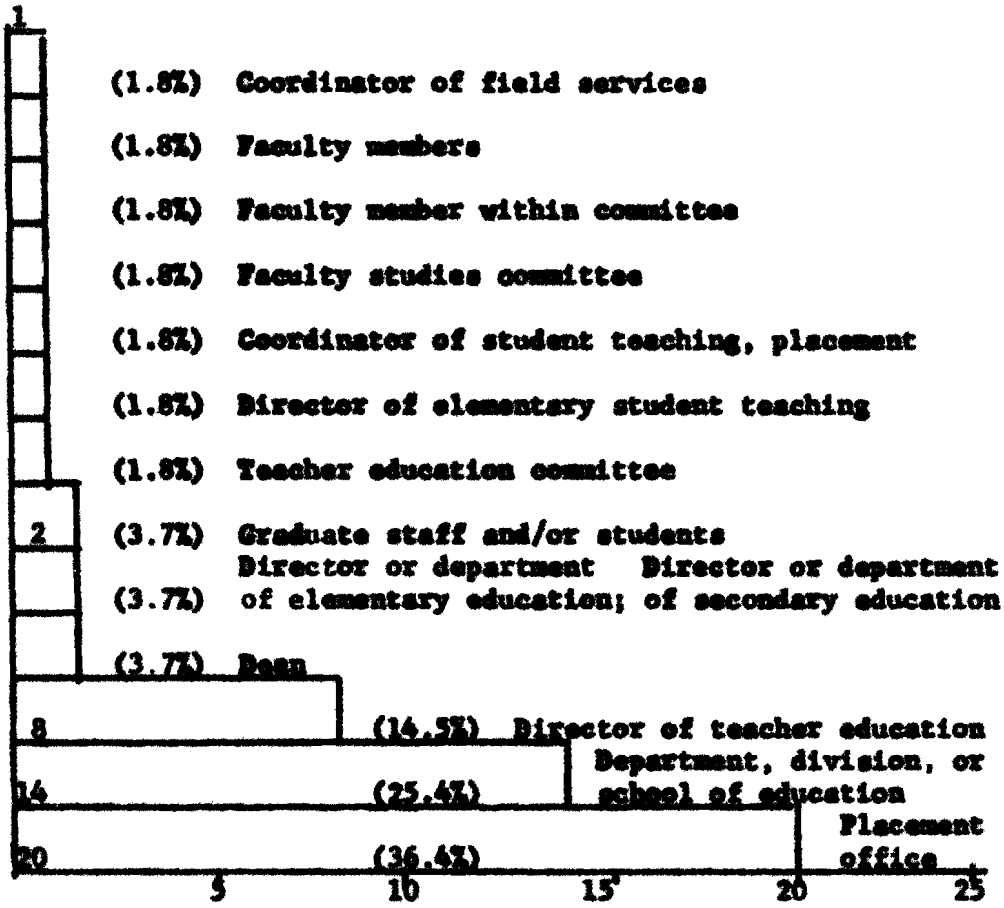

FIGURE 1

PERSONS OR ENTITIES ENTIRELY RESPONSIBLE FOR CONDUCTING FOLLOW-UP STUDIES IN 55 NCATE-ACCREDITED COLLEGES AND UNIVERSITIES, 1966

Placement office	Director of teacher education		
Placement office	Director of teacher education		
Placement office	Director of teacher education		
Placement office	Director of teacher education		
Placement office	Director of teacher education		
Placement office	Director of teacher education	Dept., div., sch. Educ.or member(s)	
Placement office	Director of teacher education	Dept., div., sch. Educ.or member(s)	
Placement office	Member(s) Div., dept.,sch. Educ.		
Placement office	Assistant to president		
Placement office	Teacher education committee		
Placement office	Teacher education committee	Dean	
Placement office	Dean	Director of testing	
Placement office	Div. Inst. office		
Placement office	Student personnel office	Doctoral candidates	
Placement office	Alumni office	President's office	Library educ. division

Director of teacher educ.	Div., dept., sch. education
Div., dept., sch. educ.	Director of pupil personnel

FIGURE 2

PERSONS OR ENTITIES CONDUCTING JOINT OR SEPARATE FOLLOW-UP STUDIES IN 17 NCATE-ACCREDITED COLLEGES AND UNIVERSITIES, 1966

Number conducting follow-up studies on an annual basis	38 (52.1 per cent)
Number following an average of more than one class per study	13 (17.8 per cent)
Number following an average of one class per study, conducted less frequently than annually	8 (11.0 per cent)
Number conducting studies on other than an annual basis but with incomplete information	5 (6.8 per cent)
Number of programs, the nature of which could not be determined	7 (9.6 per cent)
Exploratory studies	3 (4.1 per cent)

One institution conducted studies both on an annual basis and less frequently.

Only 13 of the 73 colleges and universities, or 17.8 per cent, reported that a sampling was taken of the graduating classes followed rather than following the entire class. The bases for selection were as follows:

Bases	Institutions
Those actually taking teaching positions	4
Random sampling, such as every third name on graduating list or 50 per cent of teacher education graduates	4
Special segments of the classes (two, all elementary education majors; one, lay students in public schools)	3
Location (those employed in the state; those in cities within 350-mile radius)	2

Only 13 institutions, or 17.8 per cent, had followed a teacher education graduating class more than once. One additional respondent reported that this had been done but was not a regular practice. Table VI reveals that the primary mode for the number of times a group

was followed was two, While Table VII reveals that three-to-five year intervals was the most frequent time lapse between longitudinal studies. It would nevertheless appear that no one practice was widespread among the thirteen schools. These data, it should be noted, do not reveal whether or not this is a regular practice of these institutions or how many classes had been followed in this manner.

Graduates' Evaluations and Administrators' Ratings

The two most common practices of the follow-up programs of the colleges and universities surveyed were the use of graduates' evaluations of the teacher education programs and administrators' ratings of graduates. Seventy-two used graduates' evaluations and/or administrators' ratings. As a first follow-up study was just in process, one respondent left this item unanswered. According to Figure 3 on page 36, 60 respondents, or 82.2 per cent, used graduates' evaluations; 55 used administrators' ratings. Twelve, or 16.4 per cent, used ratings by administrators but not evaluations by graduates. Seventeen, or 23.3 per cent, used graduate evaluations but not ratings by administrators.

Several copies of the forms used by various colleges and universities were returned with the survey questionnaire. Most of these were forms sent to graduates or to their administrators. Although an evaluation of these forms was beyond the scope of the study, a summary is presented below in order to provide an overview of the contents not only for Graceland College but for the colleges and universities requesting copies of the findings.

TABLE VI

NUMBER OF TIMES A TEACHER EDUCATION GRADUATING CLASS WAS FOLLOWED IN EACH OF 13 NCATE-ACCREDITED COLLEGES AND UNIVERSITIES, 1950-66

Number of Respondents	Number of Times Group Followed
8	2
1	3
1	4
1	5
1	2-5 times
1	Not clear

TABLE VII

INTERVALS BETWEEN LONGITUDINAL STUDIES FOLLOWING TEACHER EDUCATION GRADUATING CLASSES OF 13 NCATE-ACCREDITED COLLEGES AND UNIVERSITIES, 1950-66

Number of Respondents	Intervals
6	3-5 years
4	1 year or more
1	1-3-5 years
1	9 months
1	1, 5, or 10 years (depending on study)

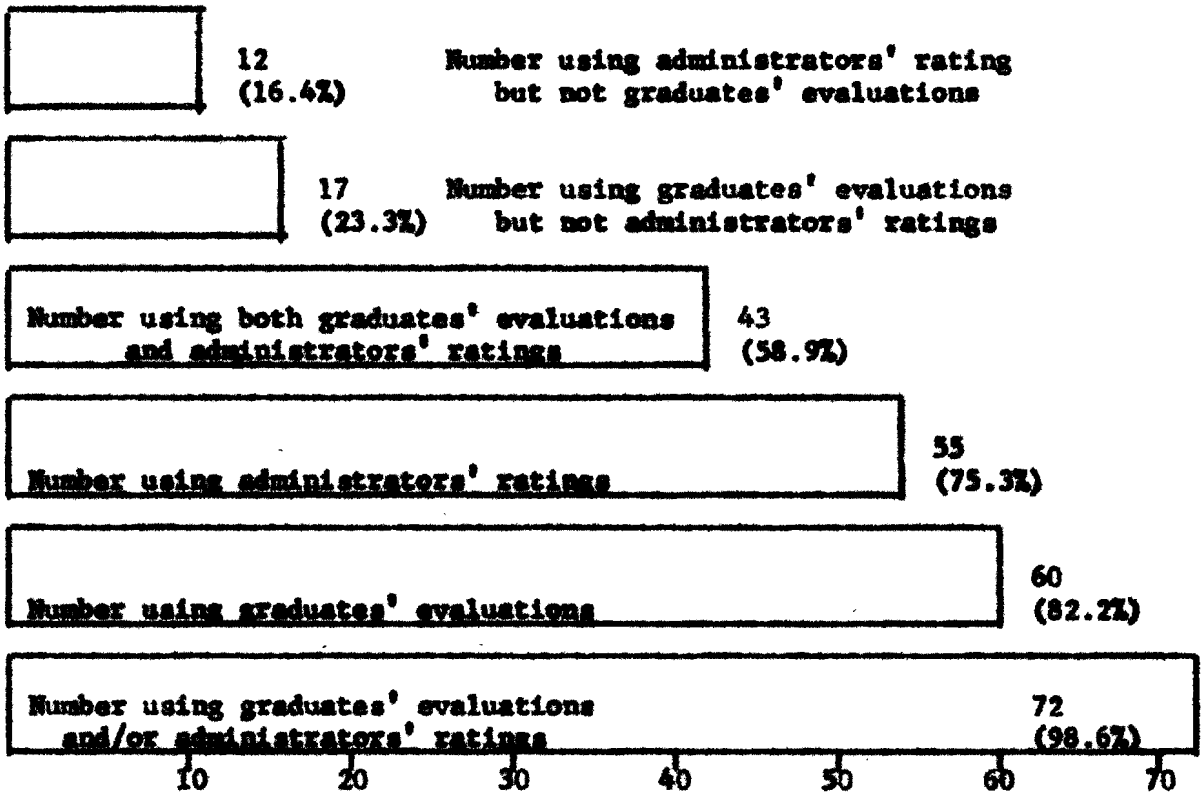

FIGURE 3

NCATE-ACCREDITED COLLEGES AND UNIVERSITIES USING GRADUATES' EVALUATIONS OF TEACHER EDUCATION PROGRAMS AND/OR ADMINISTRATORS' RATINGS OF GRADUATES, 1966

In the fourteen sample graduate questionnaire forms returned with the survey responses, there were three major areas of emphasis. One of these was an evaluation of the teacher education program, including professional education courses, student teaching, subject-matter areas, general education, methods courses, most and least favorable features of the program, and suggestions for improvement of the program.

A second area of emphasis elicited information on the current occupational status of the graduate with questions regarding subjects taught, graduates' feelings of competency in each, extra-class activities, salary, and location. A third major area secured personal data, some of which was background information related to undergraduate curricula and activities. In this category were plans for the future, satisfaction with career choice, post-bachelor education, and personal data, such as marital status. Some questions in the graduates' evaluation forms were of a self-evaluative nature. Items in this category included graduates' feelings of competence in such areas as discipline, classroom management, selecting and directing learning experiences, student motivation, and evaluation. Professional spirit, community interest and involvement, and areas of most and least success were mentioned as a part of self-evaluation.

The major items of concern in the sample rating forms for administrators, returned by fourteen respondents, included a general rating of teacher competence, professional spirit, personal qualities and personality traits, personal relationships, professional

qualifications, community interest and involvement, and skills. Such factors as discipline, classroom management, understanding children and pupil needs, and motivation were some of the more frequently mentioned skills. Suggestions or comments were often solicited.

The above summary would seem to indicate that among the institutions using these forms in their follow-up studies, there were common areas of concern, although there were a variety of areas of emphasis and the types of data sought were numerous. An outline of the categories covered in the sample forms appears in the appendix.

Criteria Measuring the Effectiveness of Graduates

Fifty-five institutions, or 75.3 per cent, used one or more criteria measuring the effectiveness of graduates in their follow-up studies. No criterion approached the popularity of ratings by administrators. As shown in Table VIII, these ratings were used by all 55 institutions, while no other criterion was used by more than ten. They were used as the sole criterion measuring the effectiveness of graduates in 40 institutions, or 54.8 per cent of the 73. In the remaining 15, all the criteria were in combination with administrators' ratings. Figure 4, which indicates the various combinations of criteria, shows observation was used as a partial criterion in ten cases. Pupils' ratings, pupil achievement, and fellow instructors' ratings were each used by no more than four institutions.

Seventeen of the 73 colleges and universities, or 23.3 per cent, used none of the criteria in their follow-up studies. This did not

TABLE VIII

NUMBER AND PER CENT OF 73 NCATE-ACCREDITED COLLEGES AND UNIVERSITIES IN WHICH SELECTED CRITERIA MEASURING THE EFFECTIVENESS OF TEACHER EDUCATION GRADUATES WERE USED IN FOLLOW-UP STUDIES, 1950-66

Criteria	Number of Schools	Per cent of Schools
Administrators' ratings	55	75.3
Observation	10	13.7
Pupil achievement	4	5.5
Pupils' ratings	3	4.1
Fellow instructors' ratings	2	2.7
Conferences with principals, supervising teachers, and individual teachers	1	1.4
Control-group data	0	0.0

Administrators' ratings	Observation (9)*

Administrators' ratings	Pupils' Ratings

Administrators' ratings	Pupils' Ratings	Observation

Administrators' ratings	Pupil Achievement

Administrators' ratings	Pupil Achievement	Fellow instructors' ratings

Administrators' ratings	Administrator & Sup.Tchr.Confer.	Pupil achievement	Teacher conferences

Administrators' ratings	Pupil achievement	Fellow instructors' ratings	Pupils' ratings

FIGURE 4

COMBINATIONS OF CRITERIA MEASURING GRADUATE EFFECTIVENESS USED IN TEACHER EDUCATION FOLLOW-UP STUDIES OF 15 NCATE-ACCREDITED COLLEGES AND UNIVERSITIES, 1950-1966

*In one case, visiting faculty members did not always observe.

include one which reported a study in process but did not indicate the nature of the study.

Records Used in Follow-up Studies Other Than Standardized Instrument Scores

Forty-one respondents out of the 73, or 56.2 per cent, used at least one of the records made in the college student's undergraduate work in follow-up studies, as shown in Table IX. The table, which does not include data on standardized instruments used, reveals that the two most frequently used were the supervising college instructors' ratings and the cooperating teachers' ratings, the former being used by 33 of the 73 respondents, or 45.2 per cent, and the latter by 31, or 42.5 per cent. The student teaching grade and the college grade point average each were utilized by 25 respondents, or 34.2 per cent. Grades in professional education courses and college instructors' ratings were used by 14 (19.2 per cent) and 13 (17.8 per cent) schools respectively. In all but six of the 41 cases, more than one record was used, but there was no pattern to the various combinations of records nor to the number of records used in the follow-up programs. The modal distribution of the records appears as follows:

Number of Respondents	Number of Records
9	4
7	2
7	5
6	6
6	1
6	3

TABLE IX

NUMBER AND PER CENT OF 73 NCATE-ACCREDITED COLLEGES AND UNIVERSITIES IN WHICH RECORDS OTHER THAN STANDARDIZED INSTRUMENT SCORES WERE USED IN FOLLOW-UP STUDIES OF TEACHER EDUCATION GRADUATES, 1950-66

Records	Number of Schools	Per cent of Schools
Supervising college instructors' ratings	33	45.2
Cooperating teachers' ratings	31	42.5
Student teaching grade	25	34.2
College grade point average	25	34.2
Grades in professional education courses	14	19.2
Instructors' ratings	13	17.8
Faculty recommendations	1	1.4
Grades in major field of concentration (secondary students)	1	1.4
Pupils' ratings at time of student teaching	1	1.4
Classmates' ratings	0	0.0

Perhaps mention should be made here of the possibility, however negligible, that these figures may be overstated. Unless the respondents read the question carefully, some may have checked items which were used in the broader context of the teacher education program or included as a matter of routine in each student's folder rather than used specifically in the follow-up program.

Of the 73, 31, or 42.5 per cent, used none of these records.

Standardized Instruments Used in Follow-up Studies

Thirty-one, or 42.5 per cent, of the respondents used a total of 37 different standardized instruments in their follow-up programs. A total of 112 instruments were used. As shown in Table X, the majority of the standardized instruments were used by only one or two colleges or universities and several others were used by three or four.

The American College Testing and the Graduate Record Examination Area Tests were each used by the greatest number of respondents--11, or 35.5 per cent of those institutions using standardized instruments in their follow-up programs. The National Teacher Examination was used by ten respondents, or 32.3 per cent. The College Entrance Examination Board, Minnesota Teacher Attitude Inventory, and Cooperative English Examination were each used by six of the respondents, or 19.4 per cent, of the colleges and universities using standardized instruments. The other instruments were each used by fewer than six of the respondents.

The informal table on page 47 indicates the points in the college programs at which standardized instruments were administered.

TABLE X

STANDARDIZED INSTRUMENTS USED BY 31 NCATE-ACCREDITED COLLEGES AND UNIVERSITIES IN THEIR FOLLOW-UP STUDIES, 1966

Standardized instrument	No. of schools using instrument	Administered at time of: College entrance or freshman year	Admission to teacher education	Admission to student teaching	Senior year or graduate study	Follow-up study	Time of administration unknown
American College Testing*	11	11	1			1	
Graduate Record Examination Area Tests	11			1	10		
National Teacher Examination	10			1	8	1	
College Entrance Examination Board*	6	5	2	1			
Minnesota Teacher Attitude Inventory	6	1	5				
Cooperative English Examination	6	4	1		1		
Scholastic College Abilities Tests*	5	4	1/1***				
Scholastic Aptitude Test (SAT)*	4	4	1				
Teacher Education Examination Program	4			1	3		
Minnesota Multiphasic Personality Inventory	4		4				
Otis Test of Mental Ability	4	3	1				
Miller Analogies Test	3		1		2		

TABLE X (continued)

Standardized instrument	No. of schools using instrument	Administered at time of: College entrance or freshman year	Admission to teacher education	Admission to student teaching	Senior year or graduate study	Follow-up study	Time of administration unknown
Kuhlmann-Nelson Test of Mental Ability	3	3					
Kuder Preference Record	3	2					1
Graduate Record Examination Aptitude and Achievement Tests	3				3		
Ohio State University Psychological Examination*	2	2	1				
Cooperative General Culture Test	2		2				
Cooperative Reading Comprehension Test (Higher Level), Form Y	2	1	1				
Sequential Test of Educational Progress (STEP)	2	1	1				
Nelson-Denny Reading	2	2					
Strong Vocational Interest Blank	2	1	1				
California Mental Maturity, Math., and Reading	2	2					
California Achievement Test (CAT)	1	1					
Edwards Personal Preference Schedule	1	1			1***		
Iowa Every Pupil Test	1	1					
Purdue English Placement	1	1					
16 Personality Factors Questionnaire	1	1					

TABLE X (continued)

Standardized instrument	No. of schools using instrument	Administered at time of: College entrance or freshman year	Admission to teacher education	Admission to student teaching	Senior year or graduate study	Follow-up study	Time of administration unknown
Washburne Social Adjustment Inventory	1	1					
Wyoming Teacher Attitude*	1	1	1				
Watson-Glaser Tests of Critical Thinking	1		1***				
Survey of Study Habits	1	1					
College Qualification Test	1	1					
College and University Environment Scale X	1						1
College Student Questionnaire	1						1
Academic Adminis. University Goals	1						1
Regents Scholarship Examination	1	1					
College of Notre Dame Questionnaire	1						1
Totals	112	56	26	4	27	2	5

*This instrument administered on more than one occasion at one school.
**Administered after student teaching.
***Special study.

College entrance or freshman year	56
Senior year or graduate study	27
Admission to teacher education	26
Admission to student teaching	4
At time of follow-up study	2
Not known	6
Total	121

While the American College Testing was generally administered at the time of college entrance, the Graduate Record Examination Area Tests and the National Teacher Examination were ordinarily administered during the senior year or during graduate study.

The number of instruments used by the institutions varied from one to 16, with ten using two instruments (the primary mode), eight using four, as shown in Table XI. Beyond this, there was no pattern.

Eleven of the 31 institutions which used standardized instruments did not use any other records made during the college student's career. In each of these cases, however, administrators' ratings and/or graduates' evaluations were used. In the remaining 20, the records most often used along with standardized instruments were the ratings of supervising college instructors, college grade point average, cooperating teachers' ratings, and student teaching grade.

Once again, mention should be made of the possibility, however remote, that some respondents might have checked instruments which were used in the teacher education program or included as a matter of routine in each student's folder, rather than used in follow-up programs.

The data in Table XII, when compared with those in Table II on page 23, would suggest that the number of teacher education graduates

TABLE XI

MEDIAL DISTRIBUTION OF STANDARDIZED INSTRUMENTS USED BY 31 COLLEGES AND UNIVERSITIES IN THEIR FOLLOW-UP PROGRAMS, 1966

Number of Institutions	No. of Tests Used
10	2
8	4
3	1
3	3
2	7
2	5
2	9
1	16

TABLE XXI

DISTRIBUTION, ACCORDING TO SIZE OF GRADUATING CLASS, OF 31 COLLEGES AND UNIVERSITIES USING STANDARDIZED INSTRUMENTS IN FOLLOW-UP STUDIES OF TEACHER EDUCATION GRADUATES, 1965-1966

No. of Teacher Education Graduates	Number Using Standardized Instruments	Per cent Using Standardized Instruments
1-100	8	25.8
101-200	6	19.4
201-300	10	32.2
301-400	2	6.5
401-500	3	9.7
501-600	0	0.0
601+	2	6.5

that these institutions had was irrelevant to the use of standardized instruments in their follow-up programs. The distribution in the size categories was almost identical.

Forty-two institutions, or 57.5 per cent, did not use standardized instruments in their follow-up studies. Eight of these specifically mentioned the fact that some of the instruments were used in their teacher education programs (often in counseling situations) but not in the follow-up programs.

General Analysis of Data by Type of Institution

The data regarding the practices and procedures used in follow-up studies of the participating institutions were organized by type of institution into three categories--publicly supported, church affiliated, and private or independent. They were then analyzed to locate significant variations from the results of the study of the institutions as a whole. The per cent of respondents in each of the three categories was compared with the per cent of the response made by each group to each item. In general, the data analyzed in this manner showed variations which appeared to be minor or insignificant.

As shown in Table XIII, the follow-up programs of the three types of institutions have many features in common, as most of the follow-up practices and procedures were used by the three types of institutions in a percentage distribution comparable to that of the entire group. There were, however, certain features which enjoyed greater acceptance among a particular group. The church-affiliated

TABLE XIII

PERCENTAGE COMPARISONS BY TYPE OF INSTITUTION OF PRACTICES AND PROCEDURES USED IN FOLLOW-UP STUDIES OF 73 COLLEGES AND UNIVERSITIES, 1966

Item	Number Responding to each Item	Publicly Supported (61.6%)	Church Affiliated (31.5%)	Private or Independent (6.9%)
Studies made in 1950-54	23	74.0	24.7	1.3
Studies made in 1955-59	36	72.2	19.0	8.7
Studies made in 1960-66	67	57.0	36.0	7.0
Having permanently established follow-up programs	48	50.0	39.6	10.4
Using director of teacher education as responsible entity	16	56.3	31.2	12.5
Using placement office as responsible entity	35	60.0	34.3	5.7
Using department, division, or school of education as responsible entity	19	63.2	36.8	0.0
Using graduates' evaluations of teacher education programs	60	60.0	33.3	6.7
Using supervising college instructors' ratings	33	66.7	30.3	3.0
Using instructors' ratings	13	69.2	30.8	0.0
Using student teaching grades	25	64.0	32.0	4.0
Using pupils' ratings	3	66.7	33.3	0.0
Using fellow instructors' ratings	2	50.0	50.0	0.0

TABLE XIII (continued)

Item	Number Responding to each Item	Publicly Supported (61.6%)	Church Affiliated (31.5%)	Private or Independent (6.9%)
Using pupil achievement	4	75.0	25.0	0.0
Using observation	10	70.0	20.0	10.0
Using grades in professional education courses	14	50.0	50.0	0.0
Using administrators' ratings	55	56.4	38.1	5.5
Using cooperating teachers' ratings	31	58.1	38.7	3.2
Using college grade point average	25	56.0	40.0	4.0
Using standardized instruments	31	58.1	32.2	9.7
Following portions rather than entire graduating classes	13	46.1	46.1	7.8
Following a graduating class more than once	13	46.1	53.9	0.0

institutions, for example, had a tendency to make greater use of grades in professional education courses and, to a lesser extent, college grade point averages than did the publicly supported or private and independent groups. As a group, church-affiliated schools also tended to follow portions rather than entire graduating classes and to follow a graduating class more than once, more than did the other types of institutions. The percentage of total studies conducted by the private or independent and the church-affiliated colleges and universities rose steadily during the sixteen-year period and these groups accounted for a greater proportion of the permanently established follow-up programs. On the other hand, the publicly supported institutions and the private or independent colleges and universities made greater use of observation.

Interest in Follow-up Programs

There appears to be considerable interest in follow-up programs, as evidenced by the fact that 64 requested copies of a summary of the findings. Three others who were on the original mailing list but were not a part of the questionnaire mailing, requested summaries. There were 22 additional requests from institutions as a result of a brief statement about the study appearing in the February 26, 1967, issue of Report on Questionnaires, published by the American Council on Education. Only two respondents did not want summaries.

CHAPTER IV

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

One of the most common means of gathering data for evaluation of a teacher education program is the follow-up study of graduates. In order to provide a basis for the establishment of an effective teacher education follow-up program at Graceland College and for the ultimate evaluation of the program, this study was designed to investigate the practices and procedures used in follow-up studies of certain NCATE-accredited colleges and universities. The survey was to provide answers to the following questions:

1. What practices and procedures are used in collecting and analyzing data obtained in the follow-up studies of these institutions?

2. What types of non-standardized data-producing sources or tools of measurement are used and to what extent are they employed exclusively and in combination with other types of measurement?

3. What standardized instruments are used and to what extent are they employed exclusively and in combination with other types of measurement?

The descriptive nature of the study was designed to reveal selected specific features of the programs rather than to yield comprehensive and detailed data about the current practices and procedures of the participating institutions. No generalizations were extended to the programs of other colleges and universities.

By using every other name on the Twelfth Annual List 1965-66 of colleges and universities accredited by the National Council for Accreditation of Teacher Education, a list of colleges and universities

was compiled for the first mailing. A double postcard asked for a "yes" or "no" response to the question of whether one or more follow-up studies had been conducted of the teacher education graduates of these institutions. The primary mailing--a cover letter and duplicate questionnaire forms--was sent to those institutions which had responded affirmatively in the postcard mailing. This involved 126 colleges and universities.

Summary of Review of Related Literature

Although there is general agreement among educators that the ultimate objective of a teacher education program should be the development of effective teachers, there is little agreement on the nature of teacher effectiveness and on adequate means of measuring it. Researchers are continually attempting to improve and validate measuring instruments and to discover more adequate criteria for measuring effectiveness.

A review of current literature reveals a definite interest in the area of teacher effectiveness, not only through the great number of follow-up studies conducted annually but also through studies which utilize the data gathered in follow-up studies, yet are primarily concerned with determining the adequacy of various predictors of teaching success, providing a critical analysis of criteria used to judge teacher effectiveness, or probing the nature of teacher effectiveness.

From a review of literature, the most common tool used in the follow-up study would appear to be the questionnaire, frequently sent to the graduates and to their administrators. Despite the fact that these ratings or evaluations are so commonly used, opinions vary regarding their adequacy as a method of appraisal of teacher effectiveness. Ratings by supervisors, pupils, fellow teachers, or expert observers are also used as criteria for judging teacher effectiveness. Another criterion frequently under investigation is pupil achievement as measured through various standardized instruments, although the research to date recognizes the difficulty of measuring total pupil gain.

Although several factors are used as criteria in one study and predictors in another, probably most of the predictors of teacher effectiveness fall within the categories of inventories of attitude and personality, ability tests, achievement tests, and aptitude tests. Often under investigation have been the Minnesota Teacher Attitude Inventory and the Minnesota Multiphasic Personality Inventory. Grade point averages and student teaching grades have also been studied as predictors of teaching efficiency. In general, there have been no consistent findings regarding the predictive value of the standardized instruments and the student teaching grades or college grade point averages.

Summary of Findings

1. Approximately three-fourths of the 171 postcard respondents, or 126 colleges and universities, have conducted one or more follow-up

studies. Seventy-three of these colleges and universities, representing 38 states, comprised the final list of participants. Forty-five were publicly supported; 23 were church affiliated; and five were private or independent. The majority of the participating institutions had between 201 and 300 teacher education graduates in this period.

2. Two-thirds of the 73 respondent institutions had permanently established follow-up programs. The remaining one-third conducted follow-up studies on a more informal basis. There was a total of 77 follow-up studies conducted by 23 institutions in the 1950-54 period; while in the 1960-66 period, there was a total of 266 studies conducted by 67 institutions. In terms of number of schools and studies involved, this represented an increase to somewhat more than three times.

3. Approximately 55 per cent of the 73 respondents conducted follow-up studies annually. Only 13 of the 73 institutions reported that a sampling was taken of the graduating class rather than following the entire class. Similarly, only 13 institutions had followed a group more than once. Most of these followed a group twice, with three to five years the most frequently used interval between longitudinal studies.

4. In almost 80 per cent of the 73 cases, one person or entity was responsible for conducting follow-up studies. In 17 cases, however, more than one person or entity had conducted follow-up studies. The placement office conducted studies in almost half of the institutions. The department, division, or school of education or a member or members

thereof conducted studies in approximately one-fourth of the cases. The director of teacher education conducted studies in a little over one-fifth of the institutions. By conducting studies separately or in conjunction with other entities, these three entities were partially or entirely responsible for studies in 80.8 per cent of the institutions.

5. Seventy-one institutions--that is, all but two, whose first studies were in process--used graduates' evaluations and/or administrators' ratings. Approximately 80 per cent used graduates' evaluations and 75 per cent used administrators' ratings. Fifty-seven per cent used both graduates' evaluations and administrators' ratings.

6. Fifty-five institutions, or 75.3 per cent, used one or more criteria measuring the effectiveness of graduates. Administrators' ratings were used as the sole criterion in 40 institutions and were combined with other criteria in 15 other cases, 10 of which used observation. Other criteria, used by no more than four institutions, were pupil achievement; pupils' ratings; fellow instructors' ratings; and teacher, administrator, and supervising teacher conferences.

7. As a part of their follow-up programs, 41 of the 73 respondents used at least one of the records, other than standardized instrument scores, made during the student's college career. Supervising college instructors' ratings and cooperating teachers' ratings were used by 33 and 31 of the institutions respectively. Student teaching grades and college grade point averages were each used by 25 respondents. Used by 14 and 13 respondents respectively were grades in professional education courses and college instructors' ratings.

8. Thirty-one of the 73 respondents used a total of 38 different standardized instruments in their follow-up programs. The American College Testing, Graduate Record Examination Area Tests, and the National Teacher Examination were the predominant instruments in use, each being used by ten or eleven of the colleges and universities. The College Entrance Examination Board, Minnesota Teacher Attitude Inventory, and Cooperative English Examination were each used by six. About half of the instruments were administered upon college entrance; almost one-fourth were administered in the senior year or at some point in graduate school; and almost one-fourth, at the time of admission to teacher education. Less than five were administered at the time of student teaching or follow-up study.

9. An analysis of data by type of institution revealed little significant variation from the results obtained in the analysis of the total-group data.

10. An examination of questionnaire forms sent to graduates and to administrators by twenty-four colleges and universities revealed common areas of concern but a variety of areas of emphasis. Numerous types of data were sought.

11. Sixty-four respondents requested copies of the summary. In addition, three institutions in the postcard mailing requested copies, as did 22 others as a result of a brief statement in the Report on Questionnaires of the American Council on Education.

Specific Conclusions

1. Among the 171 colleges and universities which responded to the first mailing, it was a common practice to conduct follow-up studies of teacher education graduates. There was indication, however, that some of these studies were done on a very informal basis.

2. Follow-up studies have come into increasing use in the last sixteen years among the 73 colleges and universities studied in the survey, particularly among the church-affiliated and private or independent institutions. Many of these schools have permanently established follow-up programs.

3. It was a more common practice to endow one person or entity with the responsibility for conducting follow-up studies than to engage more in joint or separate studies. Although a variety of entities were responsible for conducting follow-up studies, the placement office was by far the predominant entity, with the department, division, or school of education and the director of teacher education also commonly used.

4. The use of questionnaires sent to graduates was the most common characteristic of the follow-up programs, with the use of administrators' ratings next in frequency. The widespread use of these instruments was consistent with the practices reported in current literature.

5. Although not a common practice, observation of the teacher education graduate in the context of the classroom was used by a substantial number of institutions. This would perhaps lend support

to the prediction of Biddle and Ellena[1] that greater use will be made of observation in the next decade.

6. The use of pupil achievement, pupils' ratings, fellow instructors' ratings, and teacher and administrator conferences as criteria for measuring the effectiveness of graduates was extremely limited. Perhaps the lack of general consensus on the validity of such measures is reflected in their limited use by these colleges and universities.

7. There would appear to be a somewhat greater reliance upon data forming a part of the college record of the graduate than upon data from standardized instruments, although no one record or standardized instrument score was used by a majority of the colleges and universities. Specifically, there was somewhat greater reliance upon supervising college instructors' ratings and cooperating teachers' ratings than upon student teaching grades and college grade point averages. Much less reliance was placed upon grades in professional education courses and instructors' ratings.

The fact that a variety of records were used would again seem to reflect the lack of consensus in the academic community in general regarding their validity as predictors or measures of teacher effectiveness.

8. Approximately as many institutions used standardized instrument scores in their follow-up programs as those using ratings

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[1]Bruce Jesse Biddle and William J Ellena (editors), Contemporary Research on Teacher Effectiveness (New York: Holt, Rinehart and Winston, 1964), 23.

by supervising college instructors and cooperating teachers. Yet American College Testing, Graduate Record Examination Area Tests, and National Teacher Examination--the predominant instruments--were each used by only 15 per cent of the institutions. Consequently, there seems to be little consensus regarding the superiority of one instrument over another as a predictor or measure of teacher effectiveness. It would appear, in fact, that the majority of colleges and universities under study reflected reservations regarding the validity of standardized instruments in general as predictors or measures of teacher effectiveness.

It was assumed that the data forming a part of the college record of the graduate and the standardized instrument scores would be compared with administrators' ratings and perhaps graduates' evaluations, if they were to function in the follow-up process. In this capacity they would probably be examined in terms of their value as predictors of teacher effectiveness. It would appear that this was the case in all but a few cases in which the college records were used. In the twenty-one cases in which none of the records or scores on standardized instruments were used, the data from administrators' ratings and graduates' evaluations would appear to have been gathered with no subsequent comparison made.

9. Standardized instruments used in the follow-up programs of the 73 participating institutions were administered at three major points in the college program: upon entrance into college, at the time of admission to teacher education, and during the senior year.

Very few were administered at the time of admission to student teaching or of follow up.

10. It was a more common practice to follow an entire graduating class, conduct studies annually, and follow each class only once than it was to sample a graduating class, study a varying number of classes at greater intervals, or follow a particular class more than once.

11. In general, there were no practices or procedures exclusively typical of the publicly supported, church-affiliated, or private and independent institutions. The church-affiliated and private or independent colleges and universities, however, became increasingly involved in follow-up programs over the years. The church-affiliated group also relied more upon grades in professional education courses and were more likely to follow portions of graduating classes rather than entire classes and to follow a group more than once than were the publicly supported and private or independent schools. On the other hand, the use of observation was more typical of the publicly supported and private or independent institutions.

12. The variety of information and areas of emphasis characterizing the questionnaire forms sent to graduates and their administrators by some of the colleges and universities would appear to support the attitude that there is little agreement on what are the characteristics of effective teaching. It would also appear that a variety of objectives govern the content of the forms.

13. The participating institutions reflect the academic community's interest in the area of teacher effectiveness and its measurement, as revealed through current literature.

General Conclusion

Although a variety of practices and procedures were used in the follow-up programs under study, a pattern of usage emerged which revealed certain practices and procedures as being used by a substantial number of institutions. Examination of this pattern would appear to support the conclusion that in general the programs are characterized by a conservative or conventional approach, as opposed to an experimental one. The review of literature, for example, reveals experimentation with several standardized instruments for validation as predictors of teacher effectiveness. These same instruments were used by very few of the respondents in their follow-up programs. Criteria such as pupils' ratings, pupil achievement, and fellow instructors' ratings were rarely used by the respondents; they were factors, however, which were frequently under study for validation in current literature.

It would appear that experimentation is considered to be a function more appropriately belonging to researchers. This attitude may be due in part to the fact that responsibility for the follow-up program was in every case that of an entity for which this responsibility was secondary to its major function. For example, the placement office--the entity most often responsible for such studies--obviously

has as its major function the placement of graduates. Similarly, for the director of teacher education, the responsibility for conducting follow-up studies would also be one of many duties. Under these or similar circumstances, the follow-up program could conceivably be denied deserved attention because of the need to fulfill responsibilities more urgent and perhaps more pertinent to the nature of the office.

Recommendations

The purpose of this study was to provide a body of data which would be helpful in establishing a follow-up program at Graceland College. These data have indicated the increasingly significant role of follow-up studies as a part of teacher education programs in colleges and universities throughout the United States; as such, they lend generous support to the position that a follow-up program should be undertaken at Graceland College. Yet the data from this study need to be expanded upon to provide information of an evaluative nature. This study has described current practices and procedures used in follow-up programs. Such information can serve as a guide in the developmental stage of a program; however, further and continued research is required to attempt determination of the more adequate practices and procedures. To this end, the following recommendations are made:

1. That a study be made to reveal in specific terms how and to what extent and by whom the data gathered in the follow-up studies are used. There is indication that in some cases the data are not used in

actual evaluation of the teacher education program. If this be so, such follow-up studies would appear to be of limited value.

2. That a study be conducted to determine the relative importance of each standardized or non-standardized, data-producing source or tool of measurement used in follow-up programs and how these factors are used in combination one with another. A related study might seek to determine the philosophical bases for the selection of each source and set of information.

3. That a study be made of programs which follow graduates more than once to compare the first-year results with those of subsequent studies. The atypical nature of the first year of teaching would seem to render partially invalid the follow-up data gathered at the end of the first year of teaching. If such were the case, both questionnaires to graduates and ratings by administrators would tend to yield more valid information when sent after two or more years of teaching.

4. That a study be made to evaluate the various programs and attempt to determine their relative effectiveness.

5. That a study be made to analyze, compare, and evaluate currently employed rating instruments, questionnaire forms sent to graduates, and observation procedures.

6. That institutions preparing teachers seek to determine the feasibility of establishing offices in which the primary function is the responsibility of follow-up programs. The establishment of such offices would seem justified on the bases of the important function

of follow-up studies in evaluation of teacher education programs and the need for finding the most adequate means of evaluation.

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APPENDIX

Dr. Mary Beth Evans
Director of Teacher Education
Graceland College
Lamoni, Iowa 50140

THIS SIDE OF CARD IS FOR ADDRESS

U.S. POSTAGE 4c

October 17, 1966

Dear Dr. Durrenberger:

We are gathering data regarding the practices and procedures used in follow-up studies of teacher education graduates of NCATE-accredited colleges and universities.

Your checking the appropriate blank on the attached addressed postcard and dropping it in the mail at your earliest convenience will be appreciated.

Yours very truly,

Mary Beth Evans, Director
Teacher Education
Graceland College

Dr. J. A. Burrenberger
Academic Dean
Valdosta State College
Valdosta, Georgia

THIS SIDE OF CARD IS FOR ADDRESS

Doctor Evans:

One or more follow-up studies have been conducted of the teacher education graduates of our college or university.

_____ Yes
_____ No

_____(Signature)
_____(Title
_____(Institution

GRACELAND COLLEGE

LAMONI, IOWA

Division of Health & Education

November 30, 1966

To give direction to the establishment of an effective follow-up program of graduates, our Teacher Education Committee has recommended a study of follow-up programs of NCATE-accredited colleges and universities.

This study will provide information about current follow-up practices and procedures which should be helpful to Graceland College and to other institutions which share common problems. By merely making checkmark responses to most of the attached items and short-answer responses to others, you will be able to contribute substantially to this body of information, the results of which will be made available to you.

If you have on hand a printed report of your follow-up studies which provides the information requested in the enclosed form, you may send that report in lieu of or in addition to your responding to the form. I would also very much appreciate receiving samples of any questionnaires, rating forms, nonstandardized tests, etc., used in your follow-up program which you would care to furnish. Any request to maintain information in confidence will be honored.

Two forms have been enclosed--one to serve as a copy for your file and one to return in the enclosed stamped, addressed envelope. A reply at your earliest convenience will be appreciated.

Very truly yours,

Mary Beth Evans

Mary Beth Evans
Director of Teacher Education

MBE:mja

Enclosures

GRACELAND COLLEGE SURVEY OF

TEACHER EDUCATION FOLLOW-UP PROGRAMS

1. a. What were the total elementary education graduates from your college for the school year 1965-1966? _____ for 1964-1965? _____

   b. What were the total secondary education graduates for the school year 1965-1966? _____ for 1964-1965? _____

2. What person and/or entity has conducted follow-up study(ies) of teacher education graduates in your college?

   _____ Dean _____
   _____ Director of Teacher Education
   _____ Placement Office
   _____ Teacher Education Committee
   _____ Division, Department, or School of Education
   _____ Other (please specify) _____

3. a. Please indicate the number of studies which you have conducted within the time intervals listed below:

   _____ 1960-1966 _____ 1955-1959 _____ 1950-1954

   b. Are your follow-up studies being conducted as a part of a permanently established follow-up program?

   _____ Yes
   _____ No

   c. How many graduating classes or portions thereof have been followed in each of your follow-up studies since 1949?

   _____

   d. If the entire graduating class has not been followed, what have been the criteria for selection of the sample?

   _____

   _____

   e. If a group has been followed more than once, how many times _____ has it been followed and what has been the interval between studies _____?

4. As a part of your follow-up studies, are your graduates asked to evaluate your teacher education program? _____ Yes
   _____ No

   your college's program? _____ Yes
   _____ No

5. Please place a checkmark in the appropriate columns indicating the standardized instruments made use of in your follow-up studies of teacher education graduates.

Instruments Used	When Administered: College Entrance	Admission to Teacher Education	Admission to Student Teaching	At time of Follow-up Study	At Other Time (Specify)	Comments
Allport A-S Reaction						
Allport Study of Values						
American College Testing (ACT)						
Am. Council on Educ. Psycho. Exam for College Freshmen						
Am. Council English Exam.						
Bell Adjustment Inventory						
Bernreuter Personality Inv.						
Calif. Achievement Test (CAT)						
Calif. Mental Maturity, Math., and Reading						
Calif. Personality Test						
Calif. Psychological Inv.						
Clark-Thurstone Person. Inv.						
College Entrance Exam. Board						
Cooperative Contemporary Affairs Test						
Cooperative English Exam.						
Cooperative Gen. Culture Test						
Cooperative Reading Comprehen. Test (Higher Level), Form Y						
Cox-Orleans Prognosis Test of Teaching Ability						
Detroit Advanced Intell. Test						
Edwards Personal Preference Schedule						

5. (continued)

Instruments Used	When Administered: College Entrance	Admission to Teacher Education	Admission to Student Teaching	At time of Follow-up Study	At Other Time (Specify)	Comments
Graduate Record Examinations Area Tests						
Guilford-Zimmerman Temperament Survey						
Hartman Scale of Social Attitudes of Teachers						
Henmon-Nelson Test of Mental Ability						
Heston Personal Adjustment Inv.						
Inventory of Beliefs (American Council of Education)						
Iowa Every Pupil Test						
Iowa Silent Reading						
Kuder Preference Record						
Miller Analogies Test						
Minnesota Counseling Inventory						
Minnesota Multiphasic Personality Inventory						
Minnesota Teacher Attitude Inv.						
National Teacher Examination						
Nelson-Denny Reading						
Ohio St. U. Psychological Exam.						
Otis Test of Mental Ability						
Poe Inventory						
Problems in Human Relations (ACE)						
Purdue English Placement						
Rorschach						
Rudisill Scale for the Measurement of the Personality of Elementary School Teachers						

5. (continued)

Instruments Used	When Administered: College Entrance	Admission to Teacher Education	Admission to Student Teaching	At time of Follow-up Study	At Other Time (Specify)	Comments
Scholastic Aptitude Test (SAT)						
Scholastic College Aptitude Tests (SCAT)						
Sequential Test of Educ. Progress (STEP)						
16 Personality Factors Questionnaire						
Spitzer Study Skill						
Stanford Arithmetic Test						
Strong Vocational Interest Blank						
TAT (Aptitude and Ability Test)						
Teacher Education Examination Program						
Temperament Test						
Washburne Social Adjustment Inv.						
Wrightstone Scale of Civic Beliefs						
Yeager Scale for Measuring Attitudes toward Teachers and the Teaching Profession						

Other Standardized Instruments:

_____

_____

_____

_____

6. Please indicate by checkmark in the column to the right any of the following records which are used in your follow-up studies.

80

	Comments or explanations
Supervising college instructor's rating	
Cooperating teacher's rating (employed by cooperating institution)	
Classmates' ratings	
Instructors' ratings	
Student teaching grade	
College gradepoint average	
Grades in professional education courses	
Others:	
_____	
_____	

7. Please place a checkmark in the columns indicating your use of any of the following criteria measuring graduate effectiveness.

	Comments or explanations
Principals' ratings	
Pupil ratings	
Fellow instructor ratings	
Pupil achievement	
Observation (If so, by whom?)	
_____	
Control group data	
Others:	
_____	
_____	

8. Any comments (and/or copies of forms used) which will clarify or further explain the practices and procedures used in your follow-up studies will be very much appreciated. Comments may be made on the reverse side.

9. May your name and that of your institution be mentioned specifically in connection with the data you have submitted? _____ Yes _____ No

10. Do you desire a summary of the findings of this study? _____ Yes _____ No

11. Please send this form and any enclosures to:

Dr. Mary Beth Evans
Director of Teacher Education
Graceland College
Lamoni, Iowa 50140

12. _____ _____

Name and place of your college or university

Your name and title

OUTLINE OF CATEGORIES APPEARING ON INQUIRY FORMS SENT TO ADMINISTRATORS OF TEACHER EDUCATION GRADUATES OF 14 COLLEGES AND UNIVERSITIES, 1967

I. Human relations

- A. Teacher-community (11)*
- B. Teacher-pupil (10)
- C. Teacher-administrator (9)
- D. Teacher-colleague (8)
- E. Teacher-parent (5)

II. Professional spirit (14)

(Professional attitudes, activities in professional organizations, professional growth, professional interest, interest in work, interest in educational literature, interest in new methods and devices of teaching, attitude toward continued study)

III. Teacher competencies

- A. General rating (10)
- B. Discipline (10)
- C. Classroom management (7)
- D. Techniques, procedures, methodology (6)
- E. Effective planning (6)
- F. Ability to motivate (5)
- G. Effective use of teaching materials and equipment (5)
- H. Provides for individual differences (4)
- I. Evaluation (4)
- J. Understands children (3)
- K. Ability to communicate with pupils (2)
- L. Pupil achievement (1)
- M. Extra-class activities (2)
- N. Skill in selecting and directing learning experiences (1)

IV. Adequacy of preparation

- A. Subject-matter area (13)
- B. General preparation (4)
- C. From seminar meetings (2)
- D. Professional education (1)
- E. In minor field (1)
- F. From methods course (1)
- G. From student teaching (1)

---

*Numbers in parentheses refer to number of item responses.

V. Personal qualities and personality traits

A. Reliability (7)
B. Enthusiasm (6)
C. Appearance (5)
D. Initiative (5)
E. Use of English (5)
F. Voice (4)
G. Health (4)
H. Poise (4)
I. Cooperation (3)
J. Patience (2)
K. Tactfulness (2)
L. Leadership (2)
M. Sense of humor (2)
N. Punctuality (2)
O. Self-control (2)
P. Good judgment (2)
Q. Courtesy (2)
R. Balance (1)
S. Adaptability (1)
T. Confidence (1)
U. Accepts criticism (1)
V. Intelligence (1)
W. Freedom from physical defects (1)
X. Social acceptance (1)
Y. Understanding (1)
Z. Friendly (1)

VI. Strengths and weaknesses of graduates as teachers (5)

VII. Suggestions (5)

VIII. Satisfaction with placement office service (2)

OUTLINE OF CATEGORIES APPEARING ON INQUIRY FORMS SENT TO TEACHER EDUCATION GRADUATES OF 14 COLLEGES AND UNIVERSITIES, 1967

I. Personal data (family, professional organizations, civic and cultural activities) (3)*

II. Background information

- A. Years taught (4)
- B. Undergraduate curriculum (3)
- C. Degree and date earned (2)
- D. Extra-class activities (1)
- E. General education - specific areas (1)
- F. Student teaching (1)

III. Additional education

- A. Credits (6)
- B. Major field (2)
- C. School (1)
- D. Degrees earned (1)
- E. Educational plans for future (1)

IV. Present employment

- A. Grade or subject taught (10)
- B. Name and location of school or job (6); if not teaching, why not (3)
- C. Salary category (4)
- D. Extra-class responsibilities (4)
- E. Strengths and weaknesses of self as teacher (3)
- F. Satisfaction with job (3)
- G. Satisfaction with pupil progress (2)
- H. Approximate population of community (1)
- I. Approximate number of students in school system (1)
- J. How position was secured (1)
- K. Teaching in major or minor field (1)
- L. Opportunity to use initiative (1)
- M. Is income supplemented; if so, how (1)

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*Numbers in parentheses refer to number of item responses.

V. Future plans (7)

VI. Adequacy of preparation

A. Professional education (oftentimes specific courses) (10)
B. Strengths and weaknesses (9)
C. Professional education - student teaching (8)
D. Major field (8)
E. Suggestions for improvement of program (6)
F. General education (5)
G. Greatest contribution to preparation for teaching (4)
H. Professional education - methods courses (4)
I. Professional education - auxiliary courses (3)
J. Minor field (3)
K. Education faculty (1)
L. Advisement (1)
M. Five-year program (opinion on) (1)
N. Importance of specific concepts, skills, understandings (1)
O. Library facilities (1)