ABSTRACT OF THESIS

A STUDY TO DETERMINE THE RELATIONSHIP BETWEEN ACADEMIC SCORES AND THE SCORES ASSIGNED TO THE STUDENT TEACHING EXPERIENCE AT MOREHEAD STATE UNIVERSITY DURING THE SPRING SEMESTER OF 1966

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Morehead State University, 1967

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STATEMENT OF THE PROBLEM

The purpose of this study was to determine the relationship between the academic grades for the undergraduate program and the grades achieved in the student teaching aspect of the professional semester.

To solve the problem the following sub-problems seemed to need resolution: (1) obtaining an adequate sampling of the data and entering it into appropriate tabular form, (2) development of appropriate tables and converting all latter grades to numerical grades in order that all of the scores would have the same weight per unit, and (3) determination and implementation of a technique for correlating the grades mentioned above.

SOURCES OF DATA

In order to obtain information which would be appropriate and of sufficient quantity for the best interests of this study, it was deemed necessary to seek these data from several sources. For an

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example, the Registrar's files at Morehead State University appeared to be an appropriate source of information as did the individual files and folders of the students that were in the office of the Director of Student Teaching. Additionally, certain information of considerable pertinence appeared to be obtainable only from the offices of the Directors of Student Teaching of representative teacher preparatory institutions across the nation.

METHODS AND PROCEDURES

A list of Morehead State University students who participated in the Student Teaching Program during the spring semester of 1966 was obtained, then from their folder the letter grade was noted. This letter grade was then converted to a numerical score by the use of a conversion table, then entered onto tables prepared in columnar form. Entered on the same form was the student's academic standing prior to starting the professional semester, and also the standing for the two semesters before starting the student teaching experience.

Another source of data was a questionnaire containing two basic questions: (1) the estimated percentages of letter grades given for the student teaching experience for the past two semesters, and (2) requested information regarding the methods utilized in evaluating student teacher performance-- checklist,a validated instrument, a combination of observations and conferences, a behavioral rating scale, or other criteria.

The data from the student teaching grades and the academic

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scores were compiled and the Pearson Product Moment coefficient of correlation equation was used to find the relationship.

MAJOR FINDINGS

From a compilation of the questionnaire data it was revealed that the "A" and "B" grades were skewed towards the positive side of the distribution scale. The results from the data obtained at Morehead State University showed the same tendency.

The evidences of the data received regarding the types of evaluative instruments used by the reporting teacher preparatory institutions revealed the primary modes of evaluation were checklists, and observations and conferences.

CONCLUSIONS

After the accumulation of the data which were collected in the processes of this study and an analysis of these data the following conclusions appeared to be warranted:

1. The coefficient of correlation between the variables-student teaching grades and the academic scores for the two semesters before the student teaching experience (.352) is a significant correlation. The level of significance was found to be at the .01 level.

2. The coefficient of correlation between the variables-student teaching grades and the academic scores received for all college courses taken before the student teaching experience (.301) is a significant one, and was found to be so at the .01 level.

A STUDY TO DETERMINE THE RELATIONSHIP BETWEEN ACADEMIC SCORES AND THE SCORES ASSIGNED TO THE STUDENT TEACHING EXPERIENCE AT MOREHEAD STATE UNIVERSITY DURING THE SPRING SEMESTER OF 1966

A Thesis

Presented to

the Faculty of the School of Education

Morehead State University

In Partial Fulfillment

of the Requirements for the Degree

Master of Arts in Education

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by

George R. Burgess

May 1967

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Accepted by the faculty of the School of Education, Morehead State University, in partial fulfillment of the requirements for the Master of Arts degree.

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(date)

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INTRODUCTION

A STUDY TO DETERMINE THE RELATIONSHIP BETWEEN ACADEMIC SCORES AND THE SCORES ASSIGNED TO THE STUDENT TEACHING EXPERIENCE AT MOREHEAD STATE UNIVERSITY

I. STATEMENT OF THE PROBLEM

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In order to solve the problems of this study the following sub-problems and activities appeared to need resolution:

1. Obtaining an adequate sampling of the data and entering it into appropriate tabular form.
2. Development of appropriate tables and converting all of the grades to the same level by using arbitrary numerical figures in order that all of the scores would have the same weight per unit.
3. Determination and implementation of a technique for correlating the two grades mentioned above.

II. HYPOTHESES

First, there is not a significant relationship between the total academic scores and the assigned scores for the student teaching experience phase of the professional semester. This hypothesis will be

CHAPTER I

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II. HYPOTHESES

First, there is not a significant relationship between the total academic scores and the assigned scores for the student teaching experience phase of the professional semester. The hypothesis will be

tested at the .01 level.

Second, there is no significant relationship between the academic scores achieved during the year prior to the student teaching phase of the professional semester and the assigned scores for the student teaching phase of the professional semester. This hypothesis will also be tested at the .01 level.

III. NEED FOR THE STUDY

Many universities and colleges seem to have teacher placement services for city and county school systems in their region. These service offices keep on file complete folders of graduates seeking teaching positions. At the request of interested superintendents and school personnel officers information will be supplied to them regarding the qualifications of applicants. Usually, it appears the first information sought pertains to the academic grades and the professional grades, and they anticipate evidence of a close relationship between the two.

The existence of these anticipations appeared to warrant this study. Is there, or is there not a close relationship between the two grades? The answer to this question and the presentation of the results of the necessary investigations was the goal of this study.

IV. LIMITATIONS OF THE STUDY

In order that the study would be kept within the desired limits the following limitations were established:

1. This study was limited to college students in both the ele-

mentary and secondary student teaching experience programs at Morehead State University, Morehead, Kentucky.

2. The grades of the students were derived from the files of those Morehead State University students that had their student teaching experience only during the spring semester of 1966.

V. DEFINITION OF TERMS

In this study the following terms are defined as explained below:

Correlation. The tendency of corresponding observations in two or more series to vary from the average of their respective series together, that is, to have similar positions in their own series: if corresponding observations (for example, the scores made by each pupil on two tests) tend to have similar positions in their respective series (that is, tend to be high in both series or low in both series) the correlation is said to be positive; if the observed values in each pair tend to be divergent (high in one series and low in the other), the correlation is negative; absence of any systematic (average) tendency for the two observations in each pair to be either similar or dissimilar in their relative positions is known as zero correlation.[1]

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[1] Carter V. Good, Dictionary of Education (New York: McGraw-Hill Book Company, Incorporated, 1945), p. 101.

Hypothesis. A statement accepted without proof, sometimes without belief, for the intention of following it to its logical conclusions and comparing these with known facts.[2]

Pearson Product Moment coefficient of correlation. (r) a pure number, limited by the values +1.00 and -1.00 that express the degree of relationship between two variables.[3]

Student's t. The ratio of a deviation from the mean or other parameter, in a distribution of sample statistics, to the standard error of that distribution.[4]

Student teacher. One who is acquiring practical teaching experience and skill under the guidance of a critic teacher or other supervisor in the special laboratory or practice school of a teacher training institution.[5]

Student teaching. Observation, participation, and actual teaching done by a student teacher preparing for teaching under the direction of a supervising teacher or a general supervisor; part of a pre-service program offered by a teacher education institution.[6]

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[2] Ibid., p. 209.

[3] Ibid., p. 81.

[4] J. P. Guilford, Fundamental Statistics in Psychology and Education (New York: McGraw-Hill Book Company, Incorporated, 1956), p. 218.

[5] Good, op. cit., p. 392.

[6] Good, loc. cit.

VI. BACKGROUND FOR THE STUDY

Numerous studies dealing with the evaluation of student teachers were read. Griffith in his "Evaluating Student Teachers" suggested that education and evaluation should be a continual process, and also a cooperative process involving the student teacher, the cooperating teacher, the public school administration, and the college representative. He stated that cooperating teachers completed a check list evaluation of the student teacher. The actual grade mark the student teacher received was the responsibility of the college, with the greatest weight given to the evaluating mark given by the cooperating teacher.[7]

Donald Wilson in his survey of evaluating instruments found most colleges used a check list for evaluation purposes. The most popular check sheet used a sixteen-point scale ranging from "poor" to "very strong". The responses from most colleges indicated that most of them felt their check sheets were inadequate.[8] Sandefer and Hinley found many teachers preferred to describe a student teacher rather than mark an evaluation on a scale.[9]

In his "The A B (and Lack of) C's in Grading Student Teachers,"

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[7] Bob B. Griffith, "Evaluating Student Teachers," Journal of Business Education, 35: 119-20, December, 1959.

[8] Donald Wilson, "Survey of Evaluating Instruments," Journal of Educational Research, 48: 649-57, May, 1955.

[9] Walter Sandefer and Reginald Hinley, "The Public School and Teacher Evaluation," Peabody Journal of Education, 43: 328-32, January, 1966.

Dr. Gayle Simmons stated that often one good display of "showmanship" may leave the cooperating teacher with the disposition to evaluate the student teacher too highly overall. This and other factors caused over-rating the student teacher. Fully seventy-five percent of the marks submitted to Dr. Simmons over an eight year period were A's. This raised the question of what value are A's when practically all students receive them?[10]

Sleeper and Telfer strongly suggested that:

1. Supervisors of student teachers generally face two obstacles as they approach evaluation. First, they must overcome their own attitude that evaluation is something distasteful. Second, they must overcome the student's fear of the process. Because the background of most individuals is so "grade" oriented, there is little hope for change in a short period of time. Still, if the supervisors will accept evaluation as a wholesome and beneficial part of the student teaching program progress may be made on sound ground.

2. The final evaluation has two parts: the letter grade which becomes a part of the placement scholastic record of the student, and the recommendations which become a part of the student's placement file.

3. The supervisor's problem in grading the student differs from the ordinary classroom teacher in that (1) there is no curve situation, or natural falling in line because of the few persons involved; (2) the nature of the supervisor-student relationship is closer than usual classroom; and (3) the supervisor has a three-fold responsibility-- to the student, to the college, and to the school system and pupils whom the student teacher will work in the future.[11]

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[10] Gayle Simmons, "The A B (and Lack of) C's in Grading Student Teachers," School and Community, 51: 27-28, September, 1964.

[11] William R. Sleeper and Harold E. Telfer, "Evaluation: the Heart of Student Teaching," Journal of Teacher Education, 11: 71-78, March, 1960.

In the same vein Binford pointed out that:

> ...forms used for this purpose require very careful planning and should be designed to evaluate the thing they purport to evaluate-probable teaching success.

and

> ...most schools use at least one rating form for grading student teachers. A summary of structured rating forms used by reporting colleges and universities indicates there is little uniformity in the selection and use of qualities thought necessary for teaching success.[12]

Baird wondered what the grade in a given course should indicate. Then he asked does it mean to indicate regular attendance; can it be used to indicate effort; or is it perhaps a reflection of the teacher's reaction to the personality of the student being graded?[13]

Baird further emphasized that the grade of "C" is looked upon as representing the middle of some hypothetical group. The objection to the "C" arises because the superintendent of schools who examines the prospective teacher's transcript and finds a "C" will often just glance at it and reach for the next application. To the superintendent the grade represents a substandard applicant; the reward for an average performance seems to be a grade of "B". "When I award a grade of "B" in student teaching I intend that it should indicate average performance within a unique group of students whose motivation is

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[12]Harold E. Binford, "Forms Used in Administering Student Teacher Programs," The National Education Quarterly, 22: No. 2, 16-22, 1954.

[13]Shuman R. Baird, "Does a "C" Mean Average?" Improving College and University Teaching, 14: No.2, 125-26, 1966.

considerably above average."[14] Baird continued.

Sleeper and Telfer believed that a "B" grade is for the student who has done better than average work. An "A" grade shows a student who has done a superior student teaching job and showed the qualities that indicate he will perhaps become an outstanding teacher.[15]

Boykin in his article dealing with "Principles of Evaluation in Student Teaching" presented the following criteria:

Basic Principles

(1) Must be based upon and function within a democratic philosophy of education.
(2) Should be within a behavioral frame of reference.
(3) Objectives should be defined and stated in terms of kinds of behavior expected to be realized.
(4) The methods, procedures, and techniques used in appraising the work of the student teachers should be sufficiently diagnostic to enable the student teacher to identify the various stages of growth and progress in learning to teach.
(5) The evaluation of student teaching is broader than measurement and requires the use of both Quantative and Qualitative Data.[16]

Similarly Blair presented an interesting as well as significant article which has a great relevance to the problem of student teaching evaluation. The following statements are representative of her thinking on the matter:

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[14] Ibid.

[15] Sleeper and Telfer, op. cit., p. 74.

[16] Leander L. Boykin, "Principles of Evaluation in Student Teaching." The Thirty-Ninth Yearbook of the Association For Student Teaching. 8: 27, 1960.

> Arriving at a grade is becoming the responsibility of more than one person. Rating scales with descriptive statements of behavior and examples stated in simple terms furnish criteria for making judgments for grading. Clearly worded descriptions tend to have similar meanings for persons rating student teachers whereas, concepts of "A" and "B" quality work differ.[17]

The crux of the problem of this study and a presentation of the problems involved (as well as a justification of the study) is presented by Stratemeyer and Lindsey in the following:

> The fundamental purpose of evaluation is to promote growth. Evaluation involves appraisal of agreed upon values and goals. Evaluation is an integral and important part of learning and should be continuous.[18]

> The four major aspects of the teachers work...work with pupils, parents, and colleagues, and as a citizen-teacher in the community-are many faceted. Adequately to report or share the progress of your student teacher is making in even one of these areas requires qualitative analysis. A letter grade is no more adequate in this instance, and for the same reasons, than it was found to be when trying to report pupil growth.[19]

> ... that the usual letter or numerical grade is inadequate for reporting progress. First, if a single grade is used, is it to be interpreted an evaluation of growth or a degree of achievement towards a stated goal? Second, even if two or more grades are used can growth or achievement in any area be indicated by a grade?... Just what does an "A" mean?[20]

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[17] Lois C. Blair, "A Supervising Teacher Looks at the Functions of Evaluation in Student Teaching." The Thirty-Ninth Yearbook of the Association for Student Teaching, 8: 192-204, 1960.

[18] Florence B. Stratemeyer and Margaret Lindsey, Working With Student Teachers (New York: Teachers College Press, Columbia University, 1958), p. 431.

[19] Ibid., p. 457.

[20] Ibid., p. 310.

CHAPTER II

COLLECTION AND DEVELOPMENT OF DATA

In order to obtain information which would be of appropriate nature and sufficient quantity for the best interests of this study it was deemed necessary to seek these data from several sources. For example, the Registrar's files at Morehead State University appeared to be an appropriate source of information as did the individual files and folders which were in the office of the Director of Student Teaching. Additionally, certain information of considerable pertinence appeared to be obtainable only from the offices of the Directors of Student Teaching of representative teacher preparatory institutions across the nation. Consequently these agencies were contacted and the data obtained was utilized in the accumulation of usable information.

I. THE COLLECTION OF DATA

A list of students who attended Morehead State University during the spring semester of 1966 and participated in the Student Teaching Program was obtained from the office of Dr. Lawrence Griesinger, Director of Student Teaching, Morehead State University, Morehead, Kentucky. This list was used to cross-check the file folders of the spring semester of 1966 that were also in his office. The student teaching experience letter grade was obtained from these folders, as well as the academic point standing of the student at the time of his being accepted into the student teaching program of the

university.

Additional data were collected from the official transcripts of these students which were filed in security in the office of the Registrar of Morehead State University. These data contained evidence of the quality points and semester hours of the student teacher's two college semesters preceding the actual student teaching experience.

Another source of data was derived from responses to a questionnaire which was mailed to Directors of Student Teaching at universities and colleges in Kentucky and certain other states. This questionnaire was prepared in letter form and phrased in such a manner that the desired information could be quickly and accurately entered directly upon this form. The questions were planned to elicit definite information and still not require excessive time on the part of the Director furnishing the information requested. There were two basic questions contained in the questionnaire. The first one asked the various Directors of Student Teaching for estimated percentages of letter grades that were given for the student teaching laboratory experience for the past two semesters or quarters at their institutions. The second question requested information regarding the methods utilized in evaluating the student teachers' performances, such as: (1) check list, (2) a validated instrument, (3) combination of observations and conferences, (4) behavioral rating scale (forced choice) and, (5) other criteria. A sample of the above mentioned questionnaire appears in APPENDIX A, TABLE I.

II. DEVELOPMENT OF DATA

The data which were obtained by the steps and procedures which were described in the previous section of this chapter were accumulated and compiled in table and figures for reasons of logic and expediency of treatment. For example, the data which were obtained from the files of the Director of Student Teaching at Morehead State University were entered into a table which was developed for these purposes.

Essentially these data were confined to the letter grade which was assigned to the individual student teachers by public school supervisors and college supervisors. Only the final grade which was the result of the student teaching laboratory experience was so entered.

Similarly, the data which were obtained from the files in the Registrar's office were entered on a more elaborate table. This table basically included the grade point average for the entire academic experience prior to student teaching and grade point average for the two semesters before the student teaching laboratory experience program for each student teacher included in the study. (APPENDIX B, TABLE II; and APPENDIX C, TABLE III)

Additional data were obtained from responses to the questionnaires (APPENDIX A, TABLE I) that were sent to thirty teacher preparatory schools in an effort to determine the type of evaluative instruments and/or techniques utilized in assessing student teacher performance and progress in the laboratory experience programs.

Twenty-four (80%) responses were received and so tabulated and are herein presented in the following tables. These tables will be evaluated in subsequent sections of the study.

TABLE I

RESPONSES TO QUESTIONNAIRE

ESTIMATED PERCENTAGE OF LETTER GRADES GIVEN FOR THE OFF-CAMPUS STUDENT TEACHING FOR THE PAST TWO SEMESTERS OR QUARTERS

School	A's	B's	C's	D's	I's	F's	Others
1	40	45	10	3	1	1	
2	40	40	20				
3	43	52	4	1	1		
4	60	35	5				
5	64	30	5		1		
6	45	51	3	1			
7	35	35	24	4	3	2	
8	35	57	7	1			
9	38	54	7	1			
10	20	40	36	2		2	
11	79	18	3				
12	20	74	5	1			
13	30	43	20	5		2	
14						1	S's 99
15	53	50	7				
16	20	65	10	5			
17	56	37	5	1	1		
18	71	25	2		1		
19	85	10	4		1		
20	35	35	25		5		
21	50	40	10				
22	45	45	9	1			
23	40	55	5				
24						1	P's 99
Average %	45.18	42.54	10.27	1.18	.636	.318	

TABLE II

RESPONSES TO QUESTIONNAIRE

THE TYPES OF INSTRUMENTS USED FOR EVALUATING STUDENT TEACHERS

School	A	B	C	D	E
1	X		X		
2			X		X
3	X		X		
4	X				
5	X		X		
6	X		X		
7	X		X		
8	X		X		
9				X	X
10	X		X		
11	X				
12	None checked				
13				X	
14	X	X	X	X	X
15	No pattern				
16	X	X	X		
17	X				
18	X		X		
19	X		X		
20	X		X		
21	X				
22	X		X	X	
23	X		X		
24	X		X	X	X
Totals	19	2	16	5	4

A-- Checklist
B-- Validated Instrument
C-- Combination of Observations and Conferences
D-- Behavioral Rating Scale
E-- Other Criteria

CHAPTER III

TREATMENT AND ANALYSIS OF DATA

The data which were obtained by the application of the procedures which were described in Chapter II necessitated several types of conversion, analysis, and treatment. For reasons of clarity these data and their treatment are presented and discussed in separate sections of this chapter, and under different headings.

I. DATA OBTAINED FROM THE QUESTIONNAIRE REGARDING ACADEMIC SCORES

The questionnaire, which was sent to thirty teacher preparatory institutions, and from which eighty percent responses were received, yielded information which was considered to be pertinent to the best interests of this study and which afforded substantiation to certain conclusions. The raw data from this questionnaire are listed in TABLE I and TABLE II, CHAPTER II. When the data from TABLE I were converted to graphic form the following configuration (Figure 1) resulted, and is presented with the academic score data from Morehead State University Student Teacher Program (Figure 2) in the following manner:

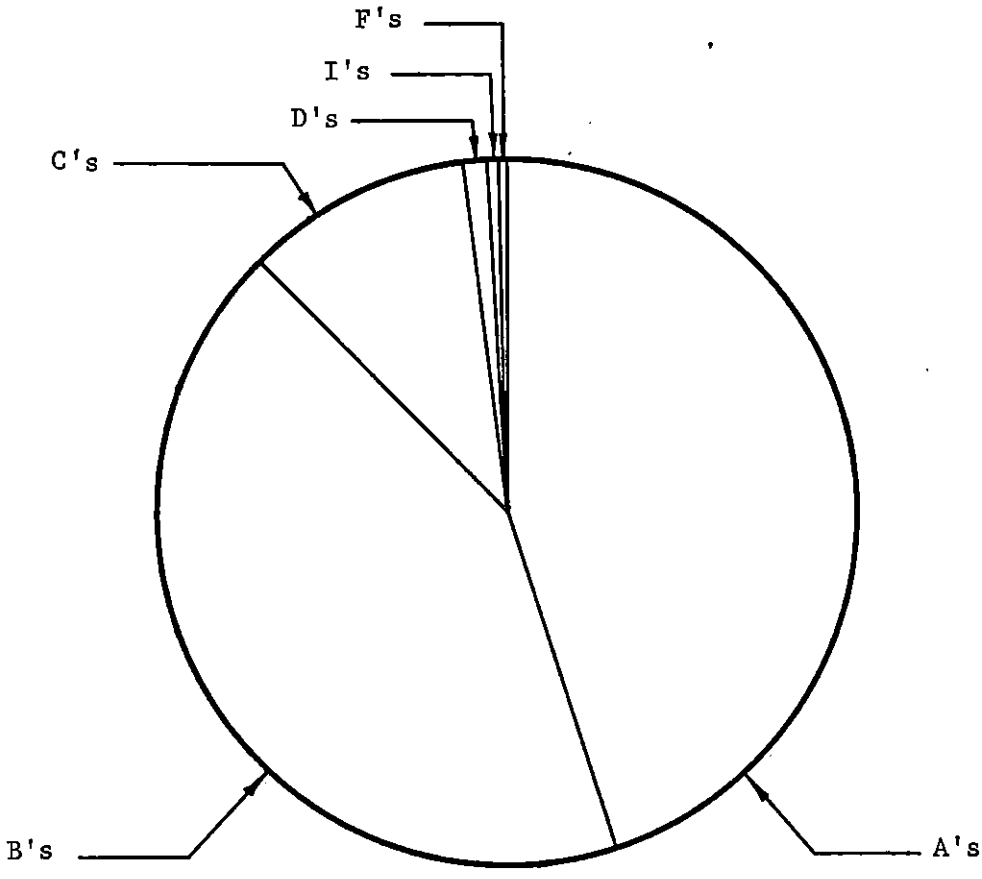

Figure 1

DISTRIBUTION OF LETTER GRADES FROM TWENTY-FOUR REPRESENTATIVE TEACHER PREPARATORY INSTITUTIONS

A's	45.16%
B's	42.52%
C's	10.24%
D's	1.16%
I's	0.62%
F's	0.30%

Note: Two schools reported S and P scores which were not recorded. These two schools also reported one F score each which were not recorded.

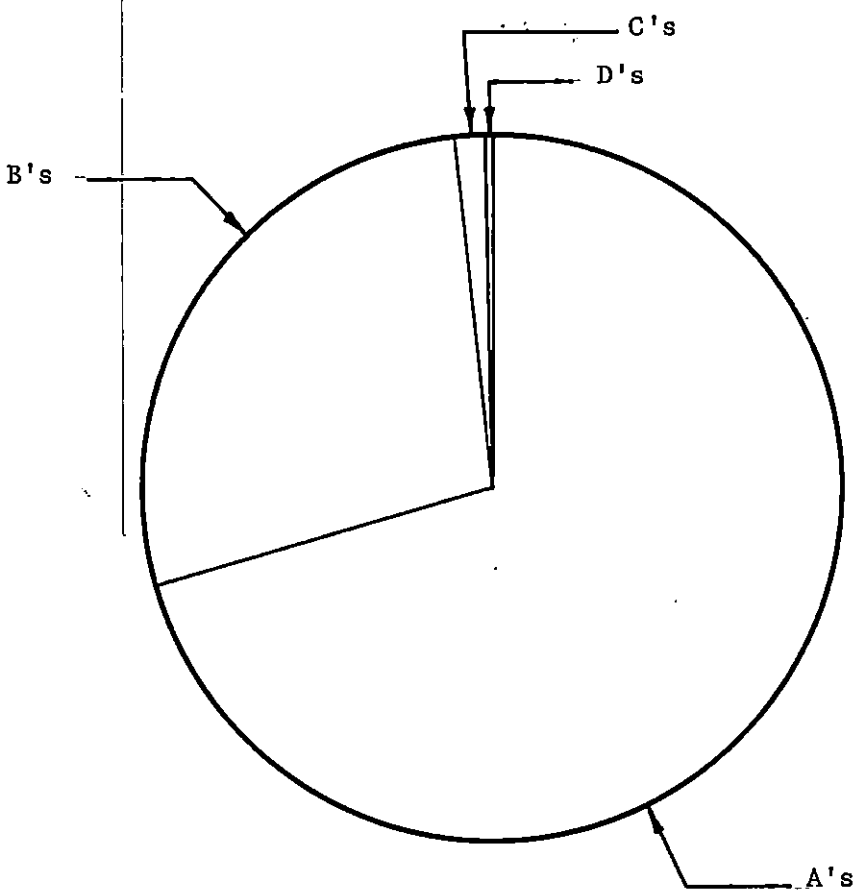

Figure 2

DISTRIBUTION OF LETTER GRADES FROM
MOREHEAD STATE UNIVERSITY
SPRING SEMESTER 1966

A's	70.76%
B's	27.96%
C's	1.69%
D's	0.42%

II. ANALYSIS OF THE DATA FROM THE GRAPHS

Upon examination of the two graphs, Figure 1 and Figure 2, it immediately became obvious that the pattern of scores for the student teachers at Morehead State University and for the combined scores of the student teachers from twenty-four representative teacher preparatory institutions varied greatly. For example, 70.76% of the total student teachers from Morehead State University received the letter grade "A" for their experiences in the professional semester,but only 45.16% of the student teachers from the other institutions received a similar grade. On the other hand, 27.96% of the group from Morehead State University received the letter grade "B", while 42.52% of the students of the other institutions received the letter grade "B". Additionally, only 1.69% of Morehead State University student teachers received the letter grade of "C" while the same letter grade was assigned to 10.24% of the students from the other reporting institutions. The remaining letter grades "D", "I", and "F" were relatively similar percentage wise.

When the percentages were examined it became obvious that both groups were skewed toward the "A" end of the continuum, but the scores of the student teachers from Morehead State University were disproportionally skewed even more drastically to the positive side of the distribution scale. Additionally, the data showed the aggregate percentages of the grades "A" and "B" to be 98.72% for Morehead State University and 87.68% for reporting institutions using the questionnaire.

III. DATA FROM THE QUESTIONNAIRE REGARDING EVALUATIVE INSTRUMENTS AND TECHNIQUES

From a compilation of the data (CHAPTER II, TABLE II) received from the twenty-four answering colleges and universities regarding the nature and type of evaluative instruments and criteria which they used in ascertaining appropriate letter grades for their student teachers it became evident that checklists and determinations following observations and conferences were their primary modes of evaluation.

Obviously, the great majority of the reporting institutions used both unvalidated checklists (for which no significant level of reliability had been ascertained) and criteria derived from observations and conferences between supervisors and student teachers. Only five of the reporting institutions used a behavioral check list and four other schools utilized other criteria.

IV. ANALYSIS OF DATA FROM QUESTIONNAIRE REGARDING EVALUATIVE INSTRUMENTS AND TECHNIQUES

The evidences which were obtained from the data presented in CHAPTER II, TABLE II were clearly indicative of the fact that the evaluative criteria of these schools, as well as Morehead State University and perhaps, many other teacher preparatory institutions are vested in techniques that are unscientific, and/or best guess.

V. DATA OBTAINED FROM RECORDED SCORES

The data obtained from the files of the Director of Student Teaching and the Registrar at Morehead State University were compiled

into appropriate tabular form (APPENDIX B, TABLE II, and APPENDIX C, TABLE III). These data were converted into usable numerical scores for statistical processes through the application of the conversion scale which is presented in TABLE III.

TABLE III

FOR CONVERTING GRADE SCORES TO NUMERICAL SCORES

A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
4.00	3.66	3.33	3.00	2.66	2.33	2.00	1.66	1.33	1.00	.66	.00

These converted scores were recorded in columns under the heading of: (1) scores for the student teaching experiences, (2) scores for the academic courses taken prior to the student teaching experiences, and (3) scores for the courses taken during the two semesters before the student teaching experience.

At this point the raw data which had been obtained and tabulated were statistically treated in order to test the hypotheses of this study. It had been determined previously that the appropriate statistical measure to be utilized in these efforts would be the Pearson Product Moment technique of correlation determination. This technique involved the basic equation:

$$r_{XY} = \frac{N\Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{\left[N\Sigma X^2 - (\Sigma X)^2\right]\left[N\Sigma Y^2 - (\Sigma Y)^2\right]}}$$

When the numerical values for the determination of the relationship that existed between the two variables (scores for student teaching and academic scores for the two semesters preceding the student teaching experiences) were substituted for the equation symbols the figures were:

$$r_{XY} = \frac{(236 \cdot 2317.05) - (857.23)\ (638.71)}{\sqrt{\left[236 \cdot 3133.23 - (857.23)^2\right]\left[236 \cdot 1358.12 - (638.71)^2\right]}}$$

then:

$$r_{XY} = \frac{-697.57}{\sqrt{\left[4599.01\right]\quad\left[-87434.14\right]}}$$

and:

$$r_{XY} \doteq .352$$

The relationship that existed between the two variables, the student teaching grades and the academic scores for all courses taken before the student teaching program, was investigated similarly and the figures were:

$$r_{XY} = \frac{(236 \cdot 2200.20) - (857.23)(605.26)}{\sqrt{\left[236 \cdot 3133.23 - (857.23)^2\right]\left[236 \cdot 1635.79 - (605.26)^2\right]}}$$

then:

$$r_{XY} = \frac{400.17}{\sqrt{\left[4599.0.\right]\left[19706.77\right]}}$$

and:

$$r_{XY} = .301$$

VI. ANALYSIS OF DATA FROM STATISTICAL MEASURES

From the results which were derived through the statistical treatment of the data collected, it became evident that the relationship that exists between the scores which were assigned to the student teaching laboratory experience and the academic scores which were achieved in all courses taken by the student teachers prior to the laboratory experience program was .301. Additionally, identical statistical processes applied to the scores which were assigned to the student teaching experiences and the academic scores received for the two semesters before the student teaching laboratory experience program yielded .352.

In order to find the level of significance which the derived

coefficient of correlation represented, the following formula was used:[1]

$$t = r \sqrt{\frac{N - 2}{1 - r^2}}$$

Substituting numerical values from the problem involving the student teaching scores and the scores attained during the two semesters preceding the student teaching experience we had:

$$t = .352 \sqrt{\frac{236 - 2}{1 - (.352)^2}}$$

and:

$$t = \sqrt{\frac{234}{1 - .124}} = \sqrt{267.12}$$

$$t = 5.75$$

A Student's t score of 5.75 with 234 degrees of freedom is significant at the .01 level.[2]

Similarly, substituting the numerical values for the scores

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[1]Sidney Siegel, Nonparametric Statistics. (New York: McGraw-Hill Book Company, Incorporated, 1965), p. 212.

[2]Guilford, op. cit., p. 537

which were assigned to the student teaching experience and the academic scores for all of the academic courses taken before the student teaching laboratory experience in the formula we have:[3]

$$t = .301 \sqrt{\frac{234}{1 - .0906}}$$

and:

$$t = \sqrt{\frac{234}{.0909}} = \sqrt{257.4}$$

$$t = 4.90$$

A Student's t score of 4.90 with 234 degrees of freedom is significant at the .01 level.[4]

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[3] Siegel, loc. cit.

[4] Guilford, loc. cit.

CHAPTER IV

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

I. SUMMARY OF RESULTS

The processes which were utilized in this study for the purposes of testing the hypotheses yielded the following results:

1. The coefficient of correlation between the scores assigned to the student teaching experience and the academic scores for the two semesters prior to the student teaching experience was found to be .352 which was found to be significant at the .01 level.
2. The coefficient of correlation between the scores assigned to the student teaching experience and the academic scores achieved in all subjects taken before the student teaching experience was .301 which was found to be significant at the .01 level.

II. CONCLUSIONS

After the accumulation of the data which were collected in the processes of this study and the analysis of these data the following conclusions appeared to be warranted:

1. The coefficient of correlation between the variables-student teaching grades and the academic scores for two semesters before the student teaching experience (.352) is a significant correlation. The level of significance.

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was found to be at the .01 level so the hypothesis of no significant difference is therefore rejected.

2. The coefficient of correlation between the variables-student teaching grades and the academic scores received for all of the courses taken before the student teaching experience (.301) is a significant one. It was found to be significant at the .01 level so the hypothesis of no significant relationship is rejected.
3. In view of the statistical results obtained, the hypotheses of this study must be rejected.

III. RECOMMENDATIONS

Analysis of the data which were obtained in this study tend to support the statement of the following recommendations for further study:

1. A determination of whether there are factors involved in student teaching success that are not detectable through the investigation of assigned letter grades.
2. Investigation of the impact that the relative degrees of socialization and social finesse exert in the student teaching experiences.
3. Determination of possible "halo effect" evaluations which may be in association with either the academic or student teaching laboratory experiences.
4. Investigation into the possibility of the utilization of

valid and reliable evaluative criteria in the student teaching experience.

5. Exploring the possibility of relating relative communicative skills to student teaching performances.
6. Investigation into the possibilities of re-educating supervisors relative to acquiring higher levels of proficiency in evaluating student teacher performance.
7. Continuing study in all aspects of student teacher evaluations.

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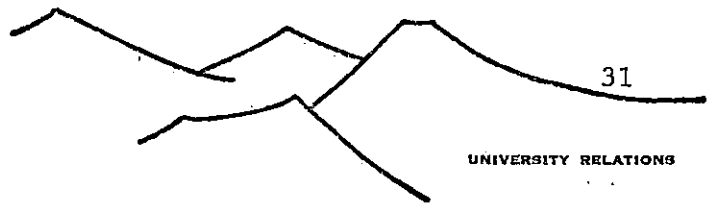
APPENDIX

TABLE I

MOREHEAD STATE UNIVERSITY

MOREHEAD, KENTUCKY 40351



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UNIVERSITY RELATIONS

February 27, 1967

Dear Sir:

I am presently engaged in a research project for my Master's degree thesis. It is related to the evaluating techniques utilized in determining the score (letter grade) for the off-campus aspect of the student teaching experience. In these endeavors I am in need of specific information in the following areas. May I ask for a few seconds of your valuable time in filling in the desired blanks below?

I. Estimated percentage of letter grades given for the off-campus student teaching for the past two semesters or quarters

A's	B's	C's	D's	I's	F's
☐	☐	☐	☐	☐	☐
91-	81-90	71-80	61-70	-	-

II. At this institution we use a ☐ in the evaluative process: (1) Checklist, (2) a validated instrument, (3) combination of observations and conferences, (4) behavioral rating scale (forced choice) and, (5) other criteria.

Will you please fill in the desired blocks above, and return this letter in the enclosed addressed, stamped envelope? Thank you, an early reply will be greatly appreciated.

Very truly yours,

George R. Burgess

GRB/bjh

APPENDIX B

TABLE II

OFF-CAMPUS STUDENT TEACHING SCORES AND SCORES FOR THE TWO SEMESTERS PRECEDING THE STUDENT TEACHING EXPERIENCE

No.*	A	B	No.	A	B
1	4.00	3.57	32	4.00	2.73
2	3.00	2.68	33	4.00	3.21
3	4.00	2.25	34	3.66	3.59
4	3.00	1.70	35	2.66	2.40
5	4.00	1.81	36	3.66	1.74
6	3.00	2.62	37	4.00	3.23
7	4.00	2.24	38	3.66	2.45
8	2.66	2.53	39	4.00	2.22
9	3.00	2.35	40	4.00	2.03
10	4.00	2.06	41	4.00	2.35
11	3.66	2.37	42	3.33	2.41
12	4.00	2.42	43	3.00	2.25
13	4.00	1.80	44	3.00	2.80
14	3.33	3.33	45	4.00	2.69
15	4.00	3.41	46	3.33	2.57
16	4.00	3.71	47	3.66	3.18
17	4.00	3.60	48	4.00	3.48
18	4.00	1.89	49	3.00	1.85
19	3.00	2.76	50	3.33	3.87
20	4.00	2.29	51	3.66	2.64
21	3.33	2.38	52	4.00	2.31
22	3.66	3.16	53	3.66	1.63
23	4.00	3.13	54	3.66	2.06
24	4.00	2.77	55	4.00	2.45
25	4.00	2.51	56	4.00	2.62
26	4.00	3.83	57	3.66	3.25
27	4.00	2.28	58	4.00	3.12
28	4.00	2.61	59	4.00	1.93
29	1.66	2.60	60	3.66	2.06
30	4.00	2.00	61	3.66	2.96
31	4.00	2.53	62	4.00	2.63

*The column headings are as follows: No. indicates the student number: A indicates the off-campus student teaching converted scores: and B indicates the standing of the student for the two semesters preceding the student teaching experience.

(continued)

APPENDIX B

TABLE II

(continued)

No.*	A	B	No.	A	B
63	3.66	3.52	94	3.66	3.00
64	3.33	2.54	95	3.66	2.62
65	4.00	2.92	96	3.00	1.75
66	3.00	2.86	97	3.33	3.14
67	4.00	2.50	98	3.66	2.06
68	3.66	2.41	99	3.66	3.05
69	4.00	2.97	100	1.00	2.55
70	4.00	2.79	101	4.00	2.67
71	3.00	2.67	102	3.00	2.67
72	3.00	2.96	103	4.00	2.88
73	4.00	2.46	104	4.00	2.45
74	3.00	2.31	105	4.00	2.38
75	4.00	3.17	106	3.00	2.33
76	2.66	2.90	107	4.00	2.34
77	3.66	3.06	108	3.66	3.87
78	3.66	2.74	109	3.66	2.47
79	4.00	2.80	110	4.00	3.17
80	3.66	2.14	111	4.00	2.38
81	2.66	2.77	112	4.00	3.05
82	3.00	3.03	113	4.00	2.81
83	4.00	2.22	114	3.00	2.57
84	3.66	3.66	115	4.00	2.81
85	3.00	2.70	116	3.00	2.03
86	3.33	2.60	117	4.00	2.27
87	3.33	2.79	118	4.00	2.69
88	4.00	2.80	119	3.66	3.51
89	4.00	2.62	120	3.00	2.34
90	4.00	2.78	121	3.00	3.06
91	4.00	2.31	122	3.00	2.26
92	2.00	2.75	123	4.00	3.18
93	3.00	3.22	124	3.00	3.09

*The column headings are as follows: No. indicates the student number; A indicates the off-campus student teaching converted scores; and B indicates the standing of the student for the two semesters preceding the student teaching experience.

(continued)

APPENDIX B

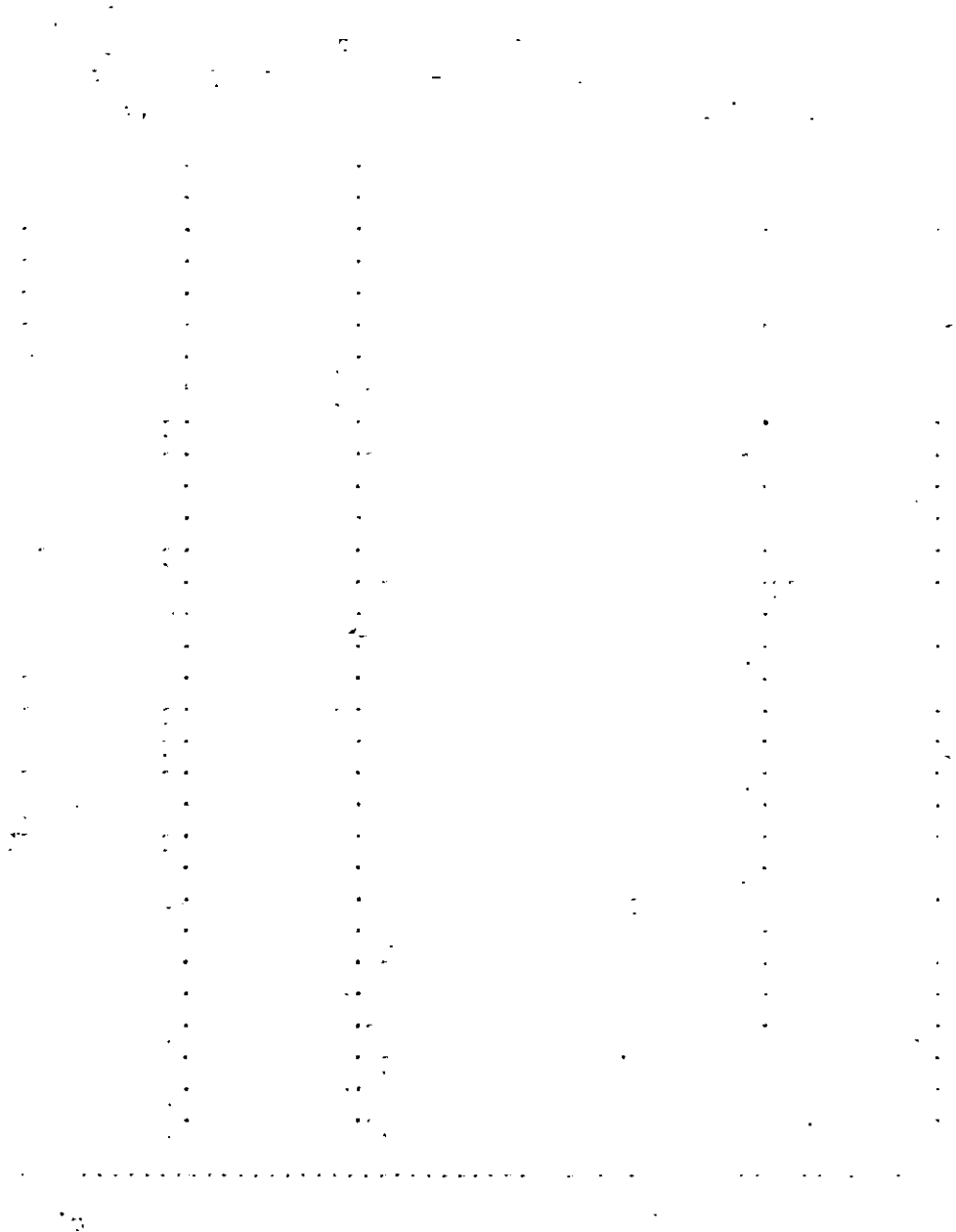
TABLE II

(continued)

No.*	A	B	No.	A	B
125	4.00	2.33	156	4.00	2.77
126	4.00	2.08	157	4.00	3.33
127	4.00	2.43	158	3.66	2.62
128	4.00	2.36	159	4.00	3.60
129	4.00	2.48	160	4.00	2.59
130	4.00	2.85	161	4.00	3.51
131	3.00	2.45	162	4.00	3.08
132	3.00	2.46	163	4.00	2.46
133	4.00	2.30	164	3.66	3.04
134	3.00	2.60	165	2.66	2.43
135	3.66	2.09	166	3.00	2.33
136	3.00	2.31	167	4.00	2.39
137	3.66	3.11	168	4.00	2.38
138	3.66	3.11	169	4.00	3.00
139	4.00	2.60	170	3.00	3.08
140	3.66	3.30	171	4.00	2.18
141	4.00	3.16	172	3.00	2.23
142	4.00	2.75	173	3.33	2.48
143	3.66	2.48	174	3.00	2.90
144	4.00	3.09	175	3.00	2.76
145	4.00	2.48	176	4.00	3.61
146	3.66	2.50	177	3.00	2.64
147	3.66	2.23	178	2.66	2.44
148	3.66	3.58	179	4.00	2.61
149	4.00	3.35	180	2.66	2.51
150	4.00	2.60	181	3.00	2.50
151	4.00	2.82	182	4.00	3.06
152	4.00	2.10	183	4.00	2.75
153	4.00	2.15	184	4.00	2.87
154	3.00	2.21	185	4.00	3.90
155	4.00	3.64	186	3.00	2.13

*The column headings are as follows: No. indicates the student number; A indicates the off-campus student teaching converted scores; and B indicates the standing of the student for the two semesters preceding the student teaching experience.

(continued)



APPENDIX B

TABLE II

(continued)

No.*	A	B	No.	A	B
187	4.00	3.00	218	4.00	2.38
188	4.00	2.93	219	3.66	3.08
189	4.00	2.20	220	2.66	2.57
190	4.00	2.50	221	3.00	3.43
191	2.00	2.71	222	4.00	2.78
192	4.00	3.25	223	3.66	2.70
193	4.00	2.54	224	3.66	2.96
194	4.00	2.96	225	4.00	2.60
195	4.00	3.68	226	3.66	3.60
196	3.66	3.18	227	3.00	3.14
197	4.00	2.75	228	4.00	2.57
198	3.33	3.09	229	3.00	3.16
199	3.66	2.21	230	4.00	2.63
200	3.66	2.84	231	4.00	2.69
201	3.00	3.94	232	4.00	2.62
202	4.00	2.40	233	3.33	2.51
203	2.66	2.21	234	4.00	3.00
204	4.00	2.46	235	3.66	3.03
205	3.33	3.22	236	3.66	2.01
206	4.00	2.95		======	======
207	4.00	2.77		857.23	638.71
208	3.66	2.43		======	======
209	3.66	2.47		Totals	
210	4.00	2.34			
211	3.00	3.25			
212	3.66	3.33			
213	3.00	2.30			
214	4.00	2.10			
215	4.00	2.35			
216	4.00	4.00			
217	3.66	2.29			

*The column headings are as follows: No. indicates the student number; A indicates the total academic standing; and B indicates the standing of the student for the two semesters preceding the student teaching experience.

APPENDIX C

TABLE III

OFF-CAMPUS STUDENT TEACHING SCORES AND PREVIOUS ACADEMIC STANDINGS

No.*	A	B	No.	A	B
1	4.00	3.44	32	4.00	2.34
2	3.00	2.04	33	4.00	2.78
3	4.00	2.15	34	3.66	3.55
4	3.00	2.25	35	2.66	2.02
5	4.00	2.11	36	3.66	2.20
6	3.00	2.18	37	4.00	3.12
7	4.00	2.12	38	3.66	2.32
8	2.66	2.15	39	4.00	2.80
9	3.00	2.26	40	4.00	2.21
10	4.00	2.41	41	4.00	2.50
11	3.66	2.28	42	3.33	2.35
12	4.00	2.71	43	3.00	2.04
13	4.00	3.11	44	3.00	2.69
14	3.33	2.94	45	4.00	2.88
15	4.00	2.77	46	3.33	2.48
16	4.00	3.13	47	3.66	3.14
17	4.00	3.03	49	3.00	2.49
18	4.00	2.62	50	3.33	3.49
19	3.00	2.44	51	3.66	2.64
20	4.00	2.08	52	4.00	2.00
21	3.33	2.36	53	3.66	2.13
22	3.66	2.12	54	3.66	2.21
23	4.00	3.48	55	4.00	2.16
24	4.00	2.31	56	4.00	2.80
25	4.00	2.69	57	3.66	2.93
26	4.00	3.25	58	4.00	2.92
27	4.00	2.07	59	4.00	2.36
28	4.00	2.06	60	3.66	2.02
29	1.66	2.67	61	3.66	2.68
30	4.00	2.08	62	4.00	2.42
31	4.00	2.37	63	3.66	3.70

*The column headings are as follows: No. indicates the student number; A indicates the off-campus student teaching converted scores; and B indicates the previous academic standings.

(continued)

APPENDIX C

TABLE III

(continued)

No.*	A	B	No.	A	B
64	3.33	2.03	96	3.00	2.08
65	4.00	2.86	97	3.33	3.00
66	3.00	2.83	98	3.66	2.21
67	4.00	2.10	99	3.66	3.09
68	3.66	3.19	100	1.00	2.35
69	4.00	2.16	101	4.00	2.59
70	4.00	2.47	102	3.00	2.63
71	3.00	2.45	103	4.00	2.48
72	3.00	2.19	104	4.00	2.77
73	4.00	2.43	105	4.00	2.34
74	3.00	2.67	106	3.00	2.68
75	4.00	2.72	107	4.00	2.34
76	2.66	3.01	108	3.66	3.42
77	3.66	2.66	109	3.66	2.09
78	3.66	2.37	110	4.00	2.34
79	4.00	2.80	111	4.00	3.10
80	3.66	2.16	112	4.00	2.73
81	2.66	2.73	113	4.00	2.87
82	3.00	2.34	114	3.00	2.50
83	4.00	2.21	115	4.00	2.67
843.66	3.66	3.22	116	3.00	2.00
85	3.00	2.38	117	4.00	2.38
86	3.33	2.65	118	4.00	2.72
87	3.33	2.00	119	3.66	2.80
88	4.00	2.91	120	3.00	2.16
89	4.00	2.38	121	3.00	2.69
90	4.00	3.50	122	3.00	2.16
91	4.00	2.50	123	4.00	2.91
92	2.00	2.06	124	3.00	2.88
93	3.00	3.30	125	4.00	2.19
94	3.66	2.39	126	4.00	2.04
95	3.66	2.67	127	4.00	2.00

*The column headings are as follows: No. indicates the student number; A indicates the off-campus student teaching converted scores; and B indicates the previous academic standings.

(continued)

APPENDIX C

TABLE III

(continued)

No.*	A	B	No.	A	B
128	4.00	2.11	160	4.00	2.86
129	4.00	2.42	161	4.00	2.04
130	4.00	2.26	162	4.00	3.53
131	4.00	2.20	163	4.00	3.09
132	3.00	2.02	164	4.00	2.48
133	4.00	2.18	165	3.66	2.56
1343.00	3.00	2.07	166	2.66	2.27
135	3.66	2.75	167	3.00	2.05
136	3.00	2.09	168	4.00	2.57
137	3.66	3.07	169	4.00	2.21
138	3.66	2.43	170	4.00	3.04
139	4.00	2.04	171	3.00	2.80
140	3.66	2.70	172	4.00	2.30
141	4.00	2.10	173	3.00	2.25
142	4.00	2.56	174	3.33	2.15
143	3.66	2.58	175	3.00	2.00
144	4.00	2.65	176	3.00	2.85
145	4.00	2.66	177	4.00	3.66
146	3.66	2.57	178	3.00	2.83
147	3.66	2.32	179	2.66	2.03
148	3.66	3.16	180	4.00	2.12
149	4.00	3.41	181	2.66	2.30
150	4.00	2.35	182	3.00	2.14
151	4.00	2.53	183	3.00	2.26
152	4.00	2.45	184	4.00	2.99
153	4.00	2.21	185	4.00	2.83
154	3.00	2.00	186	4.00	3.66
155	4.00	3.69	187	3.00	2.26
156	4.00	2.88	188	4.00	2.70
157	4.00	3.41	189	4.00	2.12
158	3.00	2.26	190	4.00	2.29
159	3.66	2.25	191	4.00	2.24

*The column headings are as follows: No. indicates the student number; A indicates the off-campus student teaching converted scores; and B indicates the previous academic standings.

(continued)

APPENDIX C

TABLE III

(continued)

No.*	A	B	No.	A	B
192	2.00	2.35	224	3.66	2.55
193	4.00	3.34	225	3.66	2.46
194	4.00	2.37	226	4.00	2.44
195	4.00	2.76	227	3.66	3.35
196	4.00	3.69	228	3.00	3.47
197	3.66	2.69	229	4.00	2.00
198	4.00	2.12	230	3.00	3.21
199	3.33	2.85	231	4.00	2.12
200	3.66	2.44	232	4.00	2.30
201	3.66	2.83	233	4.00	2.54
202	3.00	2.50	234	3.33	2.35
203	4.00	2.61	235	4.00	2.44
204	2.66	2.02	236	3.66	2.68
205	4.00	2.33		=======	=======
206	3.33	2.15		857.23	605.26
207	4.00	2.86			
208	4.00	2.71		Totals	
209	3.66	2.00			
210	3.66	2.25			
211	4.00	2.46			
212	3.00	3.39			
213	3.66	2.71			
214	3.00	2.25			
215	4.00	2.10			
216	4.00	2.43			
217	4.00	3.87			
218	3.66	2.36			
219	4.00	2.45			
220	3.66	2.81			
221	2.66	2.37			
222	3.00	3.00			
223	4.00	2.97			

*The column headings are as follows: No. indicates the student number; A indicates the off-campus student teaching converted scores; and B indicates the previous academic standings.

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